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## APPLICATION OF INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGES TEACHING

**Zhukova Tetiana**

Senior Lecturer of the Department of Foreign Languages  
Dmytro Motornyi Tavria State Agrotechnological University  
e-mail: zhutet788@gmail.com  
ORCID ID: 0000-0003-1693-8178

*The role of information technologies in teaching foreign languages is presented in the article. New forms and methods of teaching foreign languages using computer technologies are analyzed. The article deals with the main options for the use of new information technology tools in the process of teaching English. Some advantages of computer-aided language teaching are also defined. The experience of using multimedia technologies in English classes aimed at improving educational results and motivation is described. The importance of Internet technologies for the independent study of a foreign language, developing the creative potential of students, and preparing for independent testing for passing the master exam in English is substantiated. Some recommendations to use Internet resources are also given.*

**Key words:** Information Technologies, Training Programs, Multimedia Technologies, Electronic Dictionaries, Project Activity, Internet Resources, Educational Process.

**Problem statement.** Nowadays modern computer information technologies are used in all fields of human life. Training a specialist in higher educational establishments is impossible without computer literacy which is becoming one of the components of understanding an educated person. That is why today it is necessary to pay serious attention to using information technology tools in teaching foreign languages.

Computer technologies are realized by most language tutors as a powerful tool that introduces new forms and methods of foreign language teaching, and their implementation in the educational process significantly improves the efficiency of teaching and stimulates the process of studying. No doubt, computer technologies increase greatly the students' interest in the educational process and efficiency of independent work, open access to new sources of information, provide more opportunities for creativity, and help them master their speech activity.

These days, the main method of teaching foreign languages is communicative-oriented which makes the process of communication close to real-life conditions. Using computers helps effectively use this method while teaching languages. Many linguists note that a computer is the most appropriate tool for teaching a foreign language, the purpose of which is interactive communication [1].

**Analysis of recent research and publications.** According to Fukuzawa Yukichi, a great Japanese philosopher and writer, scientific technologies are tools of civilization, the development of which will protect the well-being of society. Based on this, the «tool» for the development of the information civilization is information technology.

The concept of «information technology» includes a lot of different aspects. To use the UNESCO definition, information technology is a complex of interrelated scientific, technological, and engineering disciplines that study methods of effective organization of the work of people engaged in processing and saving information, computer technology and methods of organizing its interaction with people and production equipment, their practical application as well as social, economic and cultural issues connected with this.

The question of the effectiveness of new technologies in promoting language learning has been raised regularly since the introduction of the language lab in the 1960s and, from the early 1980s when personal computers were introduced into schools. Systematic research was completed on the problem and really could evidence of the benefits of Information Computer Technologies (ICT) in the delivery of foreign languages.

ICT has been making a contribution to modern language learning and teaching since the early 1980s. And at the end of 90-es of the twentieth century, humanity entered the stage of development which was called the information society, and the statement of the famous Canadian philosopher and researcher of mass communications Herbert Marshall McLuhan: «The change of historical epochs is determined by the change of communication technologies...» received a new confirmation [2]. The global process of transition to the information society, as well as the accompanying economic, political, and social changes, accelerate the reform of the education system. The process of reforming the higher school has shown that its ideology, principles, and methods correspond to the key principles of the Bologna process, as it is aimed at the liberalization of the market of educational services.

Often the only positive conclusion that can be drawn is that students in the 21st century feel comfortable using technology and expect it to be available for learning.

The issue of computer-assisted language learning was discussed in the MFL Resources Forum in 2008: How effective is the use of ICT in language learning and teaching? It was reported on the students were enthusiastic, engaged, and motivated in classes in which ICT is used. A small-scale investigation by Graham Davies (ICT Effectiveness) was introduced there [3].

As for Great Britain, it has the most detailed standards of ICT implementation in teaching various disciplines in European countries. They were first launched in 1989 as a component of teachers' training. Subsequently, the Government launched a broad national strategy to train all teachers in the use of information technology.

**Purpose.** The article aims to analyze the benefits of using modern computer information technologies in teaching a foreign language, their rapid implementation in the educational process and contribution to mastering foreign languages, and their role in improving the quality of education and increasing its accessibility.

**Presenting main material.** Information and Communication Technology (ICT) in education is the mode of education that use the information and communications technology to support, enhance, and optimize the delivery of information. Worldwide research has shown that ICT can lead to improved student learning and better teaching methods.

Technology offers foreign language teachers a chance to supplement their instruction by making learning visible: technology can bring another culture into the classroom. Using technology tools that connect to foreign lands and display how others live allows students to see and experience language in a whole new way.

Discussing the main options for the use of new information technology tools in the process of teaching English should be mentioned the following ones:

–Conduct current and final test sessions (by topic, section, course) using diagnostic, test programs in vocabulary and grammar.

–Use of pedagogical software as one of the ways of introducing new vocabulary or grammatical material in cases where it presents a certain difficulty (it is difficult to segmentize lexical units).

–The use of tool software - reference books, dictionaries, spelling checker programs - for students to perform independent creative tasks, translations for home, analytical reading, and other works, as well as for the teacher, as a tool for creating tests, training programs, automate the process of processing the results of the educational process, etc.

–The use of telecommunications mainly in extracurricular time (tasks for independent implementation, joint projects in English).

The communicative method implies the construction of the learning process as a model of the communication process. Of great importance for the success of learning to communicate in a foreign language will be properly organized teamwork and a communicative-oriented construction of the educational process as a whole. Success from the joint activities of a student and a teacher depends largely on the organization of this activity. Effective knowledge of a foreign language implies first and foremost the ability to work independently on learning a language, maintain and constantly increase one's knowledge, improve skills, and develop a communicative and informational culture. In this regard, the student's independent educational activity as the basis of productive language education becomes the most important component.

Computer-assisted language learning may be viewed as part of a broader educational field referred to as *e-learning*, which Bélisle defines as «integrating the use of digital technology in setting up learning environments» [4]. She adds that an «e-learning environment is one where the educational practices are partly or based on information and communication technology» [4]. Bélisle also underlines the importance of not only equipping learners with knowledge but also teaching them how to process the information that is available to them to produce even more knowledge.

The use of computers in foreign language teaching has been referred to through several acronyms. Perhaps, the most commonly used name is Computer Assisted Language Learning (CALL). Other terms include Computer Aided Learning (CAL), and Computer-Based Teaching (CBT).

Gajek classifies computer-assisted language learning (CALL) software into four categories: language teaching/learning packages; authoring tools; utilities; and virtual learning environments. Language teaching/learning packages are sophisticated computer programs, normally distributed on optical discs, CDs, or DVDs, which offer language practice in the four major language skills: listening, speaking, reading, and writing. They are also attractively designed in that they offer a range of multimedia materials for language education, including text, still images, videos, audio clips, and web-based features, etc. [5]

Some advantages of computer-aided language teaching should be defined:

- creating a favorable psychological climate
- increasing the motivation to learn English
- raising the degree of interactivity of training
- the ability to choose the pace and level of tasks independently
- the ability to use grammar exercises and their checkers
- the use of multimedia when teaching speaking
- realizing the visualization of training
- developing a communicative and informational culture
- improving the professional level of tutors [6].

The peculiarity of the modern educational process in the university is a significant amount of individual self-study of students whose capabilities are now expanded, including through the use of modern information and the educational environment. According to the analogy with the informatization of society, one can speak about the virtualization of professional communication in the Internet space; the system of teaching students of a nonlinguistic university of professional intercultural communication should be focused on the computer or virtual environment of intercultural communication of specialists.

In teaching a foreign language, multimedia technologies have become widely used, the main means of which are sound, text, and video. It is impossible to imagine the educational process without multimedia presentations. It is a project activity that is a significant aspect of using information technology in foreign language lessons. The project method is a way to achieve a didactic goal through the detailed development of a problem which should end with a real practical result.

Thanks to the project activity, students can independently choose the theme of their creative work, using various sources of information, and choose the way to demonstrate it. In addition, using the project method, students are given a great opportunity to use a foreign language in everyday communication situations. Project activities contribute to improving the skills of students with a computer and other modern technical means. Students master electronic versions of dictionaries, reference books, and encyclopedias; expand linguistic knowledge; increase the level of practical use of a foreign language.

Multimedia technologies most productively meet the didactic objectives of the lesson. The educational aspect involves the awareness of students of educational material; the developing aspect presupposes the development of cognitive interest of students, creative abilities, and abilities to guess, compare, compare, and form conclusions; the educational aspect contributes to the provision of stimulation of the speech-cognitive activity of students and their social activity.

There are some examples of using multimedia technologies in English classes. The second-year students learn English according to the complex which includes the coursebook, workbook, CDs, vox pops, and videos [7]. Some cases of using this complex will be given below.

Unit 6 is called «People» which started with learning people's feelings and emotions. Firstly, the teacher demonstrates some photos of emotions on a big screen and gives the task to match the emotion with the word which names it. At that moment students actively describe what they see on the screen using verbs *to be* and *to feel* and appropriate vocabulary. They also try to prove they are right in their choice. The next task is to match the emotion with its definition. To sum up, students listen to the recording in which three persons describe three friends and try to use those emotional phrases to explain, e.g. 'Who doesn't mind when things take a long time?', etc. The students get involved in the process of studying and become more engaged, enthusiastic, and motivated in using new lexical vocabulary due to multimedia technologies.

While teaching students two tenses *present perfect simple* and *past simple* the teacher starts with listening. Students are proposed to listen to the true story of a boy who lost his mother and found her again twenty-five years later. It was in India and the famous film «Tiger» was made based on this real history [7 p. 59]. When students start listening, they are very excited and motivated to learn the real person's history. Then they discuss the story and do some exercises to choose true and false statements, analyze using of *present perfect simple* and *past simple*, the situations in which they are used. For sure, listening and discussing the real history of a brave and confident person encourages students to do their best in fulfilling the tasks.

Videos are also used for improving educational results and students' motivation. Working over the video of Unit 11 «The European Union» students discuss the origins of the EU, the headquarters, different opinions about the power of the EU, etc. [7]. Here the challenge is to organize the student's learning activities in such a way as to provide the greatest motivation for learning. In carrying out collective tasks, students focus their attention not on the form of statements, but on the content. The purpose of the joint activity is important: to find out new information and record, evaluate it, compare different points of view, discuss the problematic tasks together, and take part in the discussion. In the process of performing interactive tasks, students show autonomy and creativity.

The use of Internet technologies implies an increase in contacts, makes it possible to exchange sociocultural values, intensively study a foreign language, overcome the communication barrier, and develop creative potential. So, Internet resources can be used:

- to search for necessary information by students in the framework of project activities;
- for independent study of a foreign language;
- to develop the creative potential of students (participation in various contests, quizzes, and conferences);
- for independent preparation for the State Academic Examination, Independent Testing for passing the master exam in English;
- for the remote study of a foreign language under the guidance of a teacher;
- to search for the necessary material during preparation for the lesson, and extracurricular activities.

For that reason, the educational institution has to be equipped with a sufficient number of computers with Internet access. That allows us to solve several didactic tasks.

There are some recommendations to use Internet resources and process original literature. For example, to look up information on the Internet it's necessary to get a minimum of one program, which is called a browser. Among the most widely used is Internet Explorer which is popular, with a partial Windows operating system; Opera (a commercial program that is best protected by Internet Explorer); Mozilla Firefox which opens in the usual mode. If students don't know the names of the sites, and they need to find information on a certain topic, search engines will help. There they can search for the necessary information using the keywords. The most popular search engines are recommended: google.com.ua – currently the best search engine in Ukrainian, English, etc.; meta.ua – the best for searching official Ukrainian-language documents containing a search catalog and services; yahoo.com, yahoo.fr, yahoo.de - to search in English, French and German respectively.

If students need general information on a global topic or some of its areas it is advisable to use searchable thematic catalogs. Thematic catalogs are information and reference systems manually created by editors based on the information collected on Internet servers. They have a tree-like structure. All fields of human activity are divided into groups: science, technology, arts, economy, politics, sports, etc., and those, in their turn, are divided into subdivisions.

Thus, the favorites.com.ua catalog presents information in the following groups: «Internet and communication», «Science and education», «Business and economy» and others. The group «Science and education» is divided into the following divisions: «Abstracts», «Educational institutions», «Scientific editions and publications», «News of science and education», etc.

If our students are going to use the opinions, ideas, and facts of other authors from the original literature, the information should be processed using the following means: paraphrasing (the use of words, phrases, and synonyms you know to express the thoughts and ideas of the author); quoting (using the author's sentences or phrases verbatim from the original should enclose the quote in quotation marks and indicate the author's last name in parentheses; title and year of publication of the article, book, etc.; page number); summary (a compact compressed version of the original) – students should use their vocabulary for describing main ideas, facts, without repeating the author's words or paying attention to details.

Some language advisors are increasingly interested in working with educational forums since the forum is designed to discuss topics in a foreign language, is excellent for discussion, really develops students' speaking skills, and activates their use of the vocabulary of the specialty language.

How should the teacher encourage appropriate usage of self-access facilities? The teacher has to inform students where the facilities are, what is available and when they can be used. It should be done constantly. Besides, teachers ought to organize hands-on induction sessions, where staff and students get a chance to try out a range of the resources available.

Moreover, a language advisor must be available to help students plan their studying and use resources effectively. It's amazing, but some students are nervous about using computers, and the role of a language advisor is quite important [8].

Teachers should try to adopt a departmental approach to the use of self-access, get all the staff involved in familiarizing themselves with the materials, and examine our scheme syllabus.

**Conclusion.** The use of computers in foreign language lessons significantly increases the intensity of the educational process. Interactive training with the help of educational computer programs contributes to the implementation of a whole range of methodological, pedagogical, didactic, and psychological principles, making the learning process more interesting. This method of training makes it possible to take into account the pace of work of each student. At the same time, his cognitive activity is increasing, which undoubtedly contributes to an effective increase in one's level of knowledge and skills.

Thus, the introduction of ICT contributes to the achievement of the main goal of modernizing education - improving the quality of education, increasing the accessibility of education, ensuring the harmonious development of an individual who is orientated in the information space, attached to the information and communication capabilities of modern technologies and has an information culture.

ICT gives stimulus to undertake the tasks that the students may otherwise avoid. In an ICT-enabled language learning class, the students would conduct the activities on the computer software platform and they will not have any sorts of hesitations or inhibitions.

Therefore, teachers in all countries of the world are becoming increasingly aware of the benefits of the skillful use of modern ICT in education. ICTs help solve the following problems: improving learning processes, improving educational results and motivation, communicating online and implementing joint projects, and improving the organization and management of the educational process. This is not surprising, since the opportunities that ICT provides for the development of an innovative economy and modern society have become available for education.

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## ВИКОРИСТАННЯ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ У НАВЧАННІ ІНОЗЕМНИХ МОВ

Жукова Тетяна Васи́лівна

старший викладач кафедри іноземних мов

Таврійський державний агротехнологічний університет ім. Дмитра Моторного

**Вступ.** У статті висвітлено роль сучасних інформаційних технологій у навчанні іноземних мов. Проаналізовано використання мультимедійних засобів з метою підвищення інтересу студентів до навчального процесу та ефективності самостійної роботи.

**Мета.** У статті аналізуються ефективні форми та методи навчання іноземної мови, які засновані на використанні інформаційних технологій. Мета статті – виявити переваги використання сучасних інформаційних технологій у навчанні іноземної мови, їх запровадження у навчальний процес, внесок в оволодіння іноземними мовами та їх роль у підвищенні якості освіти.

**Методи.** Деякі питання про ефективність нових технологій у сприянні вивченню мов обґрунтовуються. Представлені основні факти з історії введення інформаційних технологій у навчальний процес, починаючи з 1960-х років двадцятого століття (запровадження лінгафонних кабінетів), продовжуючи подальшим використанням персональних комп'ютерів у 1980-х роках та революційним внеском комп'ютерних технологій у процес навчання на початку двадцять першого століття.

**Результати.** Розглянуто засоби комп'ютерних інформаційних технологій у навчанні англійської мови: діагностичні та тестові програми, програмне забезпечення для викладачів, довідники, електронні словники, телекомунікації тощо. У статті визначені основні переваги навчання іноземних мов з використанням комп'ютерів: створення сприятливого клімату навчального процесу, підвищення мотивації вивчення іноземних мов, спроможність виконувати граматичні вправи та перевіряти правильність виконання цих вправ, роль мультимедійних засобів в активізації говоріння, реалізація візуалізації навчання, розвиток інформаційної та комунікативної культури студентів, підвищення рівня викладання мов.

Представлено досвід використання мультимедійних засобів на заняттях з англійської мови зі студентами другого курсу (рівень B1). Наведено приклади навчання говоріння на базі прослуховування та візуалізації, що дійсно підвищує мотивацію студентів та результати навчального процесу. Виконуючи інтерактивні завдання (пошук, аналіз та оцінювання інформації; порівняння різних точок зору; дискусії з проблематичних питань), студенти демонструють свою автономність і креативність.

**Висновки.** Проаналізовано та виявлено переваги застосування сучасних форм і методів на основі інформаційних технологій у навчанні іноземної мови. Обґрунтовано використання інтернет-ресурсів у пошуку необхідної інформації, самостійного вивчення іноземних мов, підготовці до незалежного тестування, розвитку креативного потенціалу студентів. Також надаються рекомендації, розроблені викладачами кафедри іноземних мов університету, щодо використання інтернет-ресурсів у самостійній роботі студентів.

**Ключові слова:** інформаційні технології, навчальні програми, мультимедійні засоби, електронні словники, проектна робота, інтернет-ресурси, освітній процес.

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## ПРОБЛЕМА ФОРМУВАННЯ ПРОФЕСІЙНИХ КОМПЕТЕНТНОСТЕЙ БАКАЛАВРІВ ЕЛЕКТРОНІКИ В ПЕДАГОГІЧНИЙ ТЕОРІЇ ТА ПРАКТИЦІ

**Бойко Лідія Костянтинівна**

аспірантка

*Глухівський національний педагогічний університет імені Олександра Довженка*

e-mail: lida.sadov2015@gmail.com

ORCID ID: 0000-0001-9792-512X

**Самусь Тетяна Володимирівна**

кандидат педагогічних наук, доцент

*Глухівський національний педагогічний університет імені Олександра Довженка*

e-mail: tatjana12samv@gmail.com

ORCID ID: 0000-0003-1575-6989

**Гребеник Тетяна Вікторівна**

кандидат педагогічних наук, доцент, директор

*Класичний фаховий коледж Сумського державного університету*

e-mail: up.grebenik@gmail.com

ORCID ID: 0000-0002-1780-4393

*Одним з оптимальних шляхів задоволення потреб щодо всебічно підготовлених фахівців як випускників вищого закладу освіти, так і замовників, є застосування компетентнісного підходу до їх підготовки з фахових дисциплін у вищій школі. У ході дослідження з'ясовано, що немає ґрунтовних праць, які висвітлюють різні аспекти означеної проблеми. Це спричинило несформованість цілісного осмислення окресленої проблеми як у загальнотеоретичному, так і в конкретно-практичному контексті. Динаміка сучасних суспільних процесів вимагає більш детального аналізу формування професійної компетентності бакалаврів електроніки в ринкових умовах, що змінюються.*

**Ключові слова:** компетентність, фахова підготовка, освітнє середовище, вимоги до випускника, професійне зростання.

**Постановка проблеми.** Особливості освітнього простору та специфіка педагогічної діяльності висуває сьогодні перед викладачем ряд нових вимог до особистості бакалаврів електроніки, які в педагогічній науці визначаються як професійно значущі особистісні якості. Останні характеризують інтелектуальні і емоційно-вольові аспекти особистості, істотно впливають на результат професійної діяльності, визначають індивідуальний стиль педагога, що в кінцевому підсумку формує професійну компетентність спеціаліста.

Одним з оптимальних шляхів задоволення потреб щодо всебічно підготовлених фахівців як випускників вищого закладу освіти, так і замовників, є застосування компетентнісного підходу до їх підготовки з фахових дисциплін у вищій школі. Слід зазначити, що погляди і думки педагогів-науковців щодо впровадження в освіту понять «компетентність», «компетенція» і компетентнісний підхід не збігаються, оскільки термін «компетентність» є відносно новий для української освітньої сфери. У педагогіці вищої школи активно обговорюється проблема вдосконалення освітнього процесу шляхом використання компетентнісного підходу.

**Аналіз останніх досліджень і публікацій.** Незважаючи на значну кількість розробок щодо формування професійних компетентностей бакалаврів, дисертаційних досліджень, що стосуються професійної підготовки фахівців з електроніки, нині немає. Різні аспекти проблеми формування професійних компетентностей бакалаврів електроніки розглянуто в дослідженнях Т. Альшанської, Н. Духаніна, Т. Кобильник, Т. Ковалюк, О. Єфіменко С. Лайер, Л. Матвійчук, С. Петрович, О. Прозор, М. Сорокопуд та ін. Фактично недослідженим є питання професійної підготовки фахівців з електроніки в контексті компетентнісного підходу.