

PERSONALIZED E-LEARNING ENVIRONMENT IN TEACHING A FOREIGN LANGUAGE: A LOOK FROM WITHIN

Problem raising. The information society queries qualified specialists in the sphere of foreign philology with the high level of information technologies possession. Mechanical and technical disparity of some education establishments to the modern demands and challenges causes a collapse in the preparations of would be teachers of a foreign language. The majority of students (and unfortunately teachers) has got a high level of theoretical preparation but too low practical skills and habits to the process of teaching a foreign language in a computer-oriented learning environment.

The analysis of the recent research works and publications. B. Wilson suggested that learning environment is a place where people can draw upon resources to make sense out of things and construct meaningful solutions to problems [8, p.3].

P. Ford concretized the definition where learning environment is viewed as a community with its own culture and values providing a variety of learnplaces that support student learning [4, p.146].

R. Webster proposed the definition of personalized e-learning environment (PELE) as a virtual learning environment which acts as an interface to learning resources as well as to other learning systems and environments. The process of developing the PELE is regarded as a way of enabling students to develop as autonomous learners in that it helps them to think about their own learning in a structured manner [7, p.4].

According to G. Dudeney and N. Hockly, “technophobe” refers to those of us who might be wary of new developments. “Digital native” refers to someone who grows up using technology and who feels comfortable and confident with it, as today’s children. “Digital immigrants” are those who have come late to the world of technology [3, p.8-9].

The aim of the article. The article deals with the innovational methods of foreign language teaching. The attention is paid to the peculiarities of a process of teaching in a personalized e-learning environment. The aim of the work is to suggest some practical approaches to information technologies implementation. The article aims to make the teacher be ready to use the opportunities of computer-based systems.

The exposition of main material. The development of informational society is impossible without active use of information technologies at all levels of educational system as this is the process of providing the education system with the theory and practice of development and use IT, oriented at realization of psychopedagogical objectives of learning and upbringing.

The importance of research of IT acquires great value among teachers, methodologists, scientists though the absence of exact and concrete psycho-pedagogical learning basis causes the gap between potential and real opportunities of personal computer in learning process.

Learning environment must be the effective and reliable centre which accumulates the best sources for the students and wide opportunities for permanent mastering of teacher’s preparation level to the lessons. Secondary school is like “a springboard” for the pupils’ future successful “learning flight”. And if this centre doesn’t become a second homeland for the pupil, the high education will achieve nothing with a crippled children’s fate. The role of the secondary school is in the providing of the appropriate knowledge, practice on the one hand, and the love, trust and patience on the other.

High school system is called to be an important social, historically formed institution which is responsible for the accumulation and recreation of scientific and professional knowledge. Its importance in the society forming is confirmed by the world experience. Strategic doctrine of industrially developed countries is based on the development of person’s potential, and education system as the essential part of it, plays a vital role in this permanent and fleeting process. Some countries of the Eastern Asia like Japan, Southern Korea, Thailand and others were able to approach and almost overtake industrially developed countries by concentrating their attention at all levels of education. The understanding of the fact that the reason of state’s welfare lies in the priority of qualitative education will bring light to the people’s mind.

Gravitation centre moving in the public work distribution from the sphere of material production into the sphere of receiving, processing, passing, saving and information using is the unique peculiarity of the modern stage of the world civilization development.

Computer-oriented learning environment actualizes the development of approaches to the use of the IT potential for the personality development, his activity level raising. Student’s work in such an atmosphere and environment promotes a student to create new strategies of decisions search to forecast the results of the already made learning, practical or creative decisions by the objects, phenomena and process modeling and interconnections between them.

Computer-oriented learning environment as a part of education system has to contain knowledge kernel, which must be assimilated by the students. Students can work independently, in an individual profile and tempo.

Computer-oriented learning environment should cooperate in the “student-teacher-technical tools” system which will predetermine person’s cognitive and motivation capacity extending the opportunities for available learning material access in the terms of restricted studying time in the form of individual and personified work. The structure and functioning of computer-oriented learning environment determines the readiness level of a student to individual creative practice, training and work.

The use of information-communication technologies promotes the understanding and realization of similar and different peculiarities between speech acts of foreign language and mother tongue.

New tasks for learning in the computer-oriented learning environment appear in the context of information society especially with the development of learning material constructing, creating new age of video and e-books which are specially oriented at autonomous (independent) computer learning.

Thus, essence and content characteristics of educational IT carry out multifunctional character which shows their powerful person-oriented potential that creates real pre-conditions for personification of professional specialists’ preparation.

The creation of computer-oriented learning environment is directly connected with the development and implementation of communication technologies which are called to provide operational connection and access to information resources in any knowledge sphere without restrictions in volume and speed.

Due to the functioning of computer-oriented learning environment a student “penetrates” into some complicated learning personification process which shows him the limitless boundaries of his mind, imagination work in the classroom but actually far away it. The functioning of this system is the key to his learning, individual success and development. Here the learning process receives his preference, interest and dedication. Learning process acquires new forms and look attracting the student to assimilate new knowledge, to form new skills and habits, to develop imagination, mental or physical abilities, to present his inner world through speech, face, movements and screen. The work in computer-oriented learning environment becomes a powerful factor in professional and personal development of student personality, promotes actualization of his inner potential opportunities and needs and forms motivation to learning and self-development.

Unfortunately, many teachers ignore training in the use of information-communication technology. Teachers do not pay enough attention to the lesson preparation and thus very often are far less skilled than their own students. A gap arises not just between students and the teacher but between the latter and the technology. Some decades ago the teacher was the main person which conducted the foreign language lesson. All attention and efforts were directed to satisfy his demands. But implementing ICT in the classroom opens not just new horizons for the teacher but causes new demands, first of all, for his readiness to conduct the lesson on the appropriate pedagogical, methodological and technological level. Is any of these components beyond his attention or control, the lesson is expected to be unsuccessful.

Speaking about teacher’s readiness to implement ICT at his lesson, we must admit that teaching with technology should be as natural as it was with books, papers and pens.

Despite of all points of view at technology use, not many teachers see the benefit of using IT in the classroom: they may lack confidence, training in controlling lesson procedures and so on.

On the other hand, there is group of teachers who conduct lessons in the technology classroom but their role is almost passive one. They are present physically but their work is not seen at all. They start the lesson and give up the students in front of the screen for the rest 70 minutes sitting at their own desk or browsing the Internet.

According to Pasov Y.I. active implementation of articulation-motion memory is a main condition of effective remembering of language material since real assimilation starts from imitation and not even from listening [2, p.39]. If phonetics is taught in the computer-oriented learning environment, pupil is able to penetrate into world of authentic language. Watching the movements, gestures, face expression on the PC screen, the pupil can come close at hand to the speakers. One more advantage of learning a foreign language in a multimedia resource centre is that each pupil can train articulation/pronunciation in the isolated acoustic atmosphere from the classroom. If all pupils repeat some words, word-combinations after the speaker, the result of correct assimilation can be sometimes taken with a pinch of salt: some pupils speak louder, some of them are quieter, the others do not repeat at all. Working at PC each pupil is encouraged to be engaged and to respond for himself not for the rest of the classroom. Each pupil can select the best speed of information and learning material processing.

Learning a foreign language needs its permanent mastering. If the language is taught only at the lesson, the result will not be satisfying: the pupil should continue his learning a foreign language at home, outside the school, on the way to school or home. Due to the opportunities of IT this dream has become a reality. Much benefit can be found by the pupil by recording his voice, some phonetic phenomena. He can compare the latter one with the authentic variant. Then he can analyze both variant, watch sound diagram and correct his own speech if needed.

Speaking about psychological atmosphere the teacher should take into account tiredness and emotional

climate at the lesson. The pupils get tired and nervous every time the lesson is boring, monotonous and predictable. As M. Heidegger, the German philosopher suggested that if one wants start to learn a cognitive skill, ICT can allow the learner to access at a distance a series of well designed cases that will throw the learner in the proper situations, give the learner access to rules and procedures, and allow the learner to experiment with emotions and involvement. Thanks to computer-based cooperative work tools, the distant professor can also organize discussions that will enhance classroom teaching. [5, p.38-39].

Conclusion. Information communication technologies individualize the learning and teaching process by introducing adaptive learning programs of various levels. Learning multimedia programs promotes the adequate design of content components of the learning material, individual and independent way of full or shortened learning variant. Mastering of correct pronunciation, intonation, recognition and understanding of authentic fragments and texts in a foreign language, other opportunities that personal computer suggests for inner and outer communication, information passing promotes students' motivation greatly to the learning process, learning and improving the level of the foreign language competence.

LITERATURE

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