

УДК 811.111 (07)

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**THE USE OF INFORMATION TECHNOLOGIES IN MULTILINGUAL  
FOREIGN LANGUAGE TEACHING**  
**ВИКОРИСТАННЯ ІНФОРМАЦІЙНИХ ТЕХНОЛІГІЙ  
УМУЛЬТИЛІНГВАЛЬНОМУ НАВЧАННІ ІНОЗЕМНИМ МОВАМ**  
**ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ  
В МУЛЬТИЛИНГВАЛЬНОМ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ**

Розглянуто використання інформаційних технологій у контексті мультилінгвального підходу до викладання іноземних мов. При залученні мультилінгвального підходу до викладання іноземних мов необхідні нові матеріали для навчання, які забезпечують перенесення знань з лінгвістики, мовного досвіду, стратегій і досвіду навчання тощо.

Виявлено основні типи і функції інформаційних технологій на заняттях з іноземної мови: створення презентацій, проєктів, сайтів, публікацій; розробка і створення дидактичного матеріалу; тестування он-лайн; ведення телемосту з використанням веб-камер; електронна бібліотека; мультимедійні курси, використання інтернет-ресурсів.

Інтерактивне навчання за допомогою навчальних комп'ютерних програм сприяє реалізації цілого комплексу методичних, педагогічних, дидактичних, психологічних принципів, робить процес навчання більш цікавим.

Наголошено, що проєктна діяльність сприяє вдосконаленню навичок роботи студентів з комп'ютером та іншими сучасними технічними засобами.

Використання інформаційних технологій сприяє формуванню і вдосконаленню навчальних умінь і навичок учнів; розширенню їх мовного матеріалу; прояву самостійності в роботі над навчальним матеріалом; розвитку творчого потенціалу студентів, їх пізнавальної активності; створенню захоплюючого заняття.

*Ключові слова:* викладання іноземних мов, мультилінгвізм, інформаційні технології, проєкт, інтерактивна дошка, інтернет-ресурси, освітня програма.

Рассмотрено использование информационных технологий в контексте мультилингвального подхода к преподаванию иностранных языков. При привлечении мультилингвального подхода к преподаванию иностранных языков необходимы новые материалы для обучения, обеспечивающие перенос знаний по лингвистике, языкового опыта, стратегий и опыта обучения и т. д.

Виявлені основні типи і функції інформаційних технологій на заняттях по іноземному мові: створення презентацій, проєктів, сайтів, публікацій; розробка і створення дидактичного матеріалу; тестування он-лайн; ведення телемоста з використанням веб-камер; електронна бібліотека; мультимедійні курси, використання інтернет-ресурсів.

Интерактивное обучение с помощью учебных компьютерных программ способствует реализации целого комплекса методических, педагогических, дидактических, психологических принципов, делает процесс обучения более интересным.

Отмечено, что проектная деятельность способствует совершенствованию навыков работы студентов с компьютером и другими современными техническими средствами.

Использование информационных технологий способствует формированию и совершенствованию учебных умений и навыков учащихся; расширению их языкового материала; проявлению самостоятельности в работе над учебным материалом; развитию творческого потенциала студентов, их познавательной активности; созданию увлекательного занятия.

*Ключевые слова:* преподавание иностранных языков, мультилингвизм, информационные технологии, проект, интерактивная доска, интернет-ресурсы, образовательная программа.

The article is devoted to analysis of the use of information technology in the context of multilingual approach to foreign languages teaching. A multilingual approach to FLT requires new teaching and learning materials that support transfer of linguistic knowledge, language and learning experience, language learning strategies, language comparisons etc.

It reveals the main types and functions of information technology at the foreign language lessons: presentations, websites, publications; development and creation of didactic material; online testing; a teleconference with the help of webcams; electronic library; multimedia courses, the use of Internet resources.

The use of computers at the foreign language lesson significantly increases the intensity of the educational process. Interactive learning through educational software facilitates the realization of a complex methodological, pedagogical, didactic and psychological principles, makes the learning process more interesting.

The article stresses that the project activity contributes to improving the learners' skills with computers and other modern technical means. Students master the electronic versions of dictionaries, reference books, encyclopedias; expand language skills; increase the level of practical use of the English language.

The experience with the interactive whiteboard can effectively combine its capabilities and implementation of teaching principles of innovation, visibility, communicative activity etc.

The use of information technology promotes formation and improvement general skills of learners; expansion of language material; manifestation of independence to work on educational material; development of creative potential of students, their cognitive activity; create exciting lessons..

*Keywords:* Foreign language teaching (FLT), multilingualism, plurilingualism, multiculturalism,, information technology, project, interactive whiteboard, Internet resources, educational program.

The multilingual approach to foreign languages teaching is becoming more and more popular in European societies. It challenges the traditional communicative language teaching. Multilingualism is a brand new phenomenon of the 21th century. A number of linguists (J. Dewaele, N. Hornberger, M. Korzhova, A. Wilton etc.) studied multilingualism from different perspectives. It is evident that a multilingual approach to FLT requires new teaching and learning materials that support transfer of linguistic knowledge,

This article deals with the problem of the use of information technologies in multilingual foreign language teaching. Its actuality is determined by the fact that in Ukraine all schoolchildren are supposed to learn two foreign languages since September, 1,

2013. The aim of the article is to reveal some basic methods and techniques of using information technologies in teaching languages.

The objectives of our research are the following: to define the main terms; to present the classification of information technologies (IT); to investigate the types of activities implemented at the foreign language class on the basis of IT.

At present the problem of use of IT at the English lesson is very vital. A lot of researchers have investigated the use of IT in educational process, among them V. A. Efrementko [1], R. P. Milrud [2], K. G. Selevko [4]. It is obvious that the use of computer and multimedia intensifies the learning process. It helps make a learner-centered approach to teaching. The widespread use of information and communication technologies in the classroom determines their rapid introduction into the educational process and helps modernize the education space of schools and universities. At present the relevant level of science and technology and the ability to solve professional tasks with the use of information technologies are important component of the teacher's pedagogical skills.

As a rule the information technologies audio, video, computer, the internet. The use of computers in the English classroom significantly increases the intensity of the educational process. Interactive learning through educational software facilitates the realization of a complex methodological, pedagogical, didactic and psychological principles, makes the learning process more interesting.

This method makes it possible to take into account the learning pace of each student. At the same time it transforms the learners' evaluative sphere and increases their cognitive activity, which undoubtedly effectively contributes to increasing the level of knowledge and skills. However, it is important to remember that the computer cannot replace the teacher in the classroom [3].

Thus, the introduction of information technology contributes to the main goal of the modernization of education. It improves the quality of education, increases access to education, to a harmonious development of personality. It helps combine the information and communicative possibilities of modern technology and information culture.

We agree with V. S. Tseglin that one of the most widespread type of tasks that can be done with the help of information technologies is the project [5, p. 25]. Project is a didactic way to achieve the goal through detailed design issues (technology), which should be completed with very real, tangible practical results, decorated in any way; a set of techniques, learners' actions in their sequence to achieve the task - solving the problem personally meaningful to learners and decorated in the form of a final product.

With the help of project activities learners can choose the topic of their creative work using various sources of information, choose the method of demonstration. In addition, the method of projects gives learners a great opportunity to use English in everyday situations.

The project activity contributes to improving the learners' skills with computers and other modern technical means. Learners master the electronic versions of dictionaries, reference books, encyclopedias; expand language skills; increase the level of practical use of English.

Multimedia technologies meet the didactic aim of the lesson most efficiently. Teaching aspect provides the learners' awareness of the educational material; developmental aspect involves the development of learners' cognitive interest, creativity, ability to guess, compare, form conclusions; educational aspect contributes to stimulating linguistic and intellectual activity of students and their social activity.

In recent years the interactive board has become the most universal technical means. Interactive boards are an effective way to implement e-learning material content and multimedia material in the learning process, ensuring student motivation to active productive work.

Prepared texts, tables, pictures, music, maps, thematic video clips can help submit material effectively, conduct classes, dynamically using a variety of learning styles, develop creativity, capture a subject that ultimately ensures effective mastering of the English language [2, p. 17].

Interactive whiteboard allows us:

- to comment materials actively: separate, clarify, add information through electronic markers with the ability to change the color and line width;
- to set information using the virtual keyboard and demonstrate it in real time;
- to save the results in a separate file;
- to work with text, graphics, video and audio materials simultaneously;
- to promote the development of learners' intellectual and creative activity and the work of the group saving the time significantly. Since the main task of the teacher in the process of accelerated English learning is formation of their language competencies, successful teacher uses interactive whiteboard as a method of communication methods [1, p. 19].

Prepared topical texts, teaching and testing exercises, illustrations, audio and video on various topics serve as support for the introduction or intensification of independent study with the lesson material, repetition and consolidation of language models, improve speaking skills and perception of English comprehension, the assessment and self-assessment of knowledge.

The experience with interactive whiteboard can effectively combine its capabilities and implementation of teaching principles of innovation, clarity, communicative activity, interactivity, feedback, the combination of collective, group and individual forms of work in the classroom [5, p. 4].

The use of the Internet technologies involves increasing contacts. It enables exchange of socio-cultural values, learning English intensively to overcome communication barriers, develop creativity.

Thus, the Internet resources can be used:

- to find the necessary information within the project activity;
- to learn a foreign language independently;
- to develop learners' creative potential of students (participation in various competitions, quizzes, conferences);
- to learn English distantly under the teacher's guidance;
- to search for the necessary material in preparation for employment [3, p. 38].

The use of information technologies help perform linguistic didactic tasks, which include:

- development of listening skills using the original audio material WAN; checking the correctness of listening comprehension of the materials;
- development of productive grammar writing skills; activation of grammatical skills using test programs; using reference and information literature on grammar, in case of any mistakes;
- formation of writing skills, sending a reply to partners by email; writing essays, essays, essays and other works of co-creation;

- speech development skills using webcams; development of skills of monologue and dialogue speech to discuss the problems presented by the teacher, students on the basis of the Internet;

- replenishment of learners' vocabulary based on socio-political structure of society, culture and traditions of the state; checking students vocabulary using the test, game tutorials on the Internet; the use of electronic dictionaries and other information sources to support;

- development of lexical and grammatical skills of translation; the control of the correctness of translation; the use a text editor, machine translation systems with the aim of property text editing ability; the use of electronic dictionaries, reference glossaries to provide information and support;

- expansion of the learners' horizons on the basis of material linguistic and cultural material from the global network, including the culture and traditions of English-speaking countries, language etiquette, especially verbal behavior of people in the situations of communication;

- learning different types of text analysis; development of skills to overcome language barriers themselves; the use of automated dictionaries, electronic encyclopedias and other reference books to provide information support for the use of extra information;

- formation of a stable motivation to learn English by using different materials on the Internet [4].

However, despite all the benefits of information technology, they cannot completely replace the foreign language teacher. We should not forget the teacher's educational functions cannot be implemented with the help of information technology.

Educational programs contribute to the growth of English students on the subject of motivation, developing skills of listening, reading, speaking, writing, developing skills of self-assessment.

Thus, the application of information technology in the English classroom includes various video of linguistic and cultural character, texts for listening, creating projects, multimedia presentations, the use of electronic dictionaries, encyclopedias, handbooks etc.

The types of information technology at the English lessons are the creation of presentations, websites, publications; development and creation of didactic material; online testing; creation of teleconferences with the use of webcams; electronic libraries; multimedia courses, the use of Internet resources.

Thus, the use of information technology promotes formation and improvement general skills of learners; expansion of language material; manifestation of independence to work on educational material; development of creative potential of students, their cognitive activity; create exciting lessons.

Thus, information technology is a system of methods and means of collecting, accumulating, storing, searching, transmitting, processing and delivery of information with the help of computers and computer lines.

The prospects of the further research of the problem are connected with the further study of the correlation of multilingual teaching and information technologies, i. e. compiling some practical exercises that can be used in a multilingual classroom.

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*Надійшла до редколегії 10.11.2015*