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SOME ASPECTS OF USING INFORMATION TECHNOLOGIES FOR TEACHING FOREIGN LANGUAGES IN HIGHER SCHOOL

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Abstract. The article deals with the peculiarities of using information technologies in the process of teaching foreign languages in higher school. The positive and negative features have been determined and a number of reasons for insufficient or simplified usage of electronic means of education have been given.

Key words: environment, visual, content, skills, perception.

НЕКОТОРЫЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ В ВЫСШЕЙ ШКОЛЕ

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Аннотация. Рассмотрены особенности использования информационных технологий в процессе обучения иностранным языкам в высшей школе, определены положительные и отрицательные аспекты, представлены некоторые причины недостаточного или упрощенного использования электронных средств обучения.

Ключевые слова: среда, визуальный, контент, навыки, восприятие.

ДЕЯКІ АСПЕКТИ ВИКОРИСТАННЯ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ У НАВЧАННІ ІНОЗЕМНИХ МОВ У ВИЩІЙ ШКОЛІ

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Анотація. Розглянуто особливості використання інформаційних технологій у процесі навчання іноземних мов у вищій школі, визначено позитивні та негативні аспекти, наведено деякі причини недостатнього або спрощеного використання електронних засобів навчання.

Ключові слова: середовище, візуальний, контент, навички, сприйняття.

Introduction

Intellectual systems of education occupy important positions in the modern field of education; they possess the great potential and high perspectives of development and implementation of achievements in the educational process aiming at its global modernization and transition to the quality new level of education with the purpose of obtaining the most efficient result in this sphere.

By using up-to-date multimedia technologies the maximum efficiency of education is achieved, motivation is enhanced, the cognitive activity is activated and the process of education is intensified which helps master greater volume of material. Also the interaction between the system and students takes place, information is memorized better and it stays in memory longer, and the acquired knowledge is used in practice showing the great results.

Recent Papers Review

The process of «computerization» of education actualizes elaboration of approaches to using the potential of new technologies for developing a student's personality, increasing the level of his creativity, solving educational and practical tasks.

During the recent years a number of scientific researches have appeared connected with this problem. Pedagogical and theoretical aspects of using IT in educational process are studied in the works of B. Besedin, P. Galperin, Yu. Horoshko, Yu. Zhuk, V. Zagviiazinskii, V. Monahov, S. Rakov, Yu. Raiskii and others. The issue of implementation of information technologies in educational process of schools is researched in the works of N. Alatova, V. Bykov, M. Kademiia, V. Naumenko and others. Besides, implementation of information-communicative technologies was studied «as a precondition of formation of information society in the broad sense» [3].

But in spite of the fact that using information technologies in educational process is studied from different aspects, the problem of using IT in teaching foreign languages requires more detailed elaboration in the context of modern educational tendencies.

Purpose and Problem Description

The aim of the article is to consider the peculiarities of using information technologies in the process of teaching foreign languages in the higher school, to look into the advantages and contradictions of new methods, analyze their problems and possibilities.

Using Information Technologies for Learning Foreign Languages

During the recent fifteen-twenty years almost revolutionary changes have taken place in transmission of visual information. For example, the volume of information being transmitted is enormous now and the new types of visual information have appeared as well as the ways to transfer them. It is only natural, that development of electronic means and formation of a new teaching culture influence the requirements to the teachers' activity. New technologies are based on integral combination of various means of teaching (both electronic and paper ones) and

the innovative multimedia forms of teaching by the principles of their relevance and mutual complementation [2, p. 25–32]

Using visual means in modern educational process must not be framed by just illustration with the purpose of making the course easier to comprehend. Such means must be an integral part of cognition activity of the student, the means to form and develop not only visual image thinking, but abstract and logical ones as well. Thus, to enhance perceptual capabilities of students the teachers should not use electronic visual means for just passive perception of information or simple control of its demonstration, but also for a cognitive visualization of educational information, i.e. make visualization interactive.

There are several advantages of teaching foreign languages using computer technologies. Firstly, creation of appropriate climate of increasing motivation for education is hard to overestimate. Secondly, there are some methodical benefits, such as the possibility to choose the speed of fulfilling tasks and their level of difficulty which corresponds to the principle of individuality of education. Thirdly, there are certain technical advantages that make possible using the programs for checking grammar and spelling, turning on interactive multimedia when teaching speaking. But for all the advantages the great potential of information technologies is used far from fully because it is a rather new method. Schools in general and higher schools in particular are very poorly equipped with modern facilities, they are lacking quality software including the software for teaching foreign languages [4]. The analysis of works on this issue has shown that there are several options in using information technologies when teaching foreign languages. These technologies can be used for conducting current and final tests (by various topics and sections) with the help of diagnostics and test programs for vocabulary and grammar. Pedagogic software can also be used as one of the ways to introduce new vocabulary or grammar. Various tool programs – dictionaries, references, spelling checkers – can be used by students for independent tasks, and also by the teacher for making tests, working out curricula, checking the results of educational process and tests with the help of automation etc. And one of the most wide-spread use of IT is, of course, extra-curriculum work (individual tasks, projects, preparation for the reports, conferences, etc).

Today computer technologies are used in various spheres of life. The notion of an «educated person» presupposes computer literacy with no doubt. That is the main reason for using IT in teaching foreign languages. But, despite the fact that there are definite scientific and methodological bases for development of information-educational system including some for learning foreign languages, their analysis shows a number of contradictions. The first is that most researchers consider not the study of requirements to educational process development, but orientation on the possible didactic potential of IT. As a result the possibilities of IT which are easier to implement are mostly used. Among them are: increasing the number of visual aids, operative control, training typical skills, increasing interaction.

The second contradiction concerns possible models of using IT in educational process. In fact, they are all oriented on increasing efficiency of the teacher's and the students' activity within the traditional aims, results and content of education. Along with this the attempts to integrate the means of IT in traditional paradigm of education aiming at only transferring to the computer some teacher's functions does not result in re-building educational environment either in technological or in effective aspects. The reason for this is that computer in this case does not realize its specific possibilities, it just fulfills some teacher's functions [1]. Such approach does not make possible to use the IT potential in full. The third contradiction is connected with the fact that the educational environment includes not only the totality of subjects and objects (the means of education, the tools of activity), but also their meaningful base, the so-called «content» (informational completeness) which is the most important factor of efficiency of any electronic resource. However, when studying information-educational environment almost all researchers focus on the tools, the means of activity and communication, the sources of information, i.e. on operational component, rather than on the content filling. As a result, the new environment increases efficiency of the old methods and pedagogic technologies, and is oriented on traditional educational results. That means that the model of educational system, based on the means of information communicative technologies and used to form foreign language profession-oriented competence of engineering higher school students, will be innovative only if it is oriented on achieving educa-

tional results adequate to the modern understanding of goals and values of education, which are: development of educational requirements, system of value relations and life ambitions, mastering universal ways of activity, priority formation of search and research skills and abilities in students. Only in this case electronic educational resources, as the most important components of such educational environment, can show their specific didactic features and, thus, change the educational activity (by the principles of aims and results) fundamentally.

Conclusion

So, the ideas, considered above, make possible to conclude that there is the purpose-oriented task in the base of activity on forming information-educational environment – increasing the quality of education. The combination of all possible educational technologies, used within the information-educational environment determines the choice of their types for educational activities that can be used in the given environment. The electronic means can fundamentally change the level of education in the sphere of language learning if used not only for common purposes but for specific ones, where all their didactic features can be implemented in full.

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