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The Use of Modern Information and Communications Technology in the Process of Foreigners' Language Education in Higher School

The system of higher education in Ukraine is in a transformational state. There are undergoing significant changes as a result of global processes, as the emergence of new information technologies, expanding the boundaries of communication, opening of new possibilities of communication, a significant increase in information. System of foreigners' education has become more complex and diverse in the last 10-15 years and had been affected by these processes. Thus, one of the essential conditions of teaching Ukrainian or Russian to foreigners at present stage is the use of various tools of modern information and communications technologies (I.C.T.) in the classroom – the complex of procedures, implementing the collection, receipt, storage, preservation, processing, analysis and transmission of information in an organized structure, with the possible use of computer technology. Investigating peculiarities of modern students' education, G. Levina said: "... a young

person nowadays feels free in the internet, easily deals with search programs. He got used to obtain information in the form of hypertext, that is got used that just click on the mouse will get necessary help or information distribution, or translation of a word in another language ... Nowadays, the generation of mainly imaginative perception of the world is forming and other human brain capabilities to create optimal learning techniques should be used" [3; c. 7].

Analysis of the research shows that the problem of I.C.T use in the learning process is considered under the overall context of modern education system reformation, and allows identifying the following areas of scientific research in this field: 1) the problems of using computer technology in education investigation (B. Herushynskiy, B. Hlinskyi, T. Lavina, M. Lapchyk, V. Liaudis etc.); 2) the study of psychological and pedagogical aspects of education informatization (N. Apatova, V. Bolotov, Y. Branovskyi, H. Kruchynina, N. Pak, I. Robert, etc.); 3) analysis of the peculiarities and effectiveness of educational use of mass media means (M. Horiacheva, Iu. Ehorov, S. Medvediev, etc.); 4) study of the use of I.C.T. in teaching certain disciplines (A. Dzhalaluddina, L. Ovanes-Biekov, N. Pak, B. Khaan, N. Yankelovych, P. Sysoiev, M. Yevstihnieiev, Y. Polat, etc.); 5) the study of pedagogical and computer technology integration into modern language learning environments using I.C.T. (L. Dunaieva, E. Azimov, A. Triapelnikov, A. Shchukin, etc.).

However, as noted by P. Sysoev, there is no single system solution found for these problems [5, p. 5]. In particular, didactic and communicative potential of I.C.T. in the foreigners' language education, peculiarities of the means of I.C.T. introduction in teaching certain aspects of language to foreigners are not covered sufficiently. From this perspective, we consider O. Vasichkina's comments to be relevant: "Just as before, most teachers use computer technology only as a means of obtaining information and authentic language material, while communication capabilities of information technologies are not used enough" [6, p. 9]. Exploring I.C.T. as a mean of economic specialties students' professional communicative competence formation, researcher identifies a number of contradictions peculiar to modern theory and practice of professional communicative competence formation in the process of learning foreign languages basing on I.C.T., namely the contradictions between the need for the students' professional communicative competence corresponding the contemporary requirements and insufficient consideration of the foundations of its development; the contradiction between the society's

need for specialists, able to conduct professional activities in a global information society, and insufficient development of scientifically based theories, technologies and systems, providing the formation of students' professional communicative competence based on learning a foreign language using I.C.T.; contradiction between the significant potential of I.C.T. tools and its insufficient use in systems aimed at the development of future specialist; contradiction between existence of a large arsenal of computer systems for educational purposes and insufficient development of technology for creating students' professional communicative competence in teaching foreign languages; significant contradictions between communicative potential of I.C.T. tools and its low usage in the formation of future specialists' professional communicative competence [6, p. 15].

All the mentioned above leads to the relevance of the investigation, the main objectives of which are: 1) identify the main linguo-didactic tasks, that may be solved by the introduction of I.C.T. means into the process of foreigners' language education; 2) reveal linguo-didactic potential of I.C.T. tools in teaching various aspects of language and in shaping skills of various types of speech activity; 3) establish the structure (major components) of educational I.C.T.; 4) characterize the stages in the implementation of I.C.T. in teaching language to foreigners.

Analyzing the pedagogical conditions of hypertext technology use as a means of I.C.T. in teaching L. Y. Belenova notes that this technology facilitates the implementation of personality-oriented, activity, profession-targeted and systemic approaches to learning. "Personality-oriented approach ensures the establishment of maximum favorable conditions for the development and self-development of student's personality, revealing individual abilities and their active use in training activities. Peculiarity of individual approach to teaching students <...> is a constant attention to individual traits of each person: the type and nature of intelligence, the development level, selectivity for the content, type and form of educational material, motivation, capability to work independently. Specific nature of activity approach <...> is to focus on aiding student in establishing as the subject of his life, while being actively involved in the learning process. Profession-targeted approach is implemented by a combination of humanitarian, subject and professional activity contributing to the professional experience accumulation and ensures student readiness for independent professional activity. System approach to the educational process involves the use of special concepts

and methods, creating certain conditions for self-realization and self-expression of the student's and teacher's personality, contributing to their creative self-expression and personal growth "[1, p. 57]. All the above can be correlated with any of I.C.T. tools used in the foreigners' language education. There are the following main linguo-didactic tasks solved by the I.C.T. introduction in the process of foreigners' language education: 1) language learning motivation increase; formation of a stable cognitive activity motivation; 2) development of skills and readiness for independent language learning; 3) promotion of the students' self-esteem development; 4) increased students' activity in the process of language learning; 5) individualization of education; 6) intensification of education; 7) formation of global thinking elements; 8) increase of linguistic and cultural knowledge; 9) formation and development of skills in the 4 types of speech activities (reading, speaking, listening and writing): abilities to perceive and understand authentic foreign-language texts, analyze them; ability to transmit information in consistent and reasoned statements with respect to pronunciation, spelling, punctuation, vocabulary, morphological, syntactic and stylistic norms of studied language.

Introduction of I.C.T. tools in foreigners' language education allows significantly change the learning model. For the better understanding we suggest considering 2 learning models (models with and without the use of I.C.T.) in the table.

Due to the wide I.C.T. tools linguo-didactic potential they can be used in the mastering of different language aspects, in the skills development in different types of speech activity.

1. In teaching phonetics. I.C.T. allows listening sounds, words, phrases and texts pronounced by native speakers of the studied language. There is the possibility to adjust the sound speed according to one's level

Learning model without the use of I.C.T.	Learning model using I.C.T.
The center of learning is teacher	The center of learning is student
The essence of learning – transfer of knowledge, facts	The essence of learning – teach to gain the necessary knowledge to develop abilities and skills independently (teach how to study)
At the heart of learning activities – hidden competition between students	At the heart of learning activities – cooperation of teacher and student
Students play a passive role	Students play an active role

of perception, to break up texts into phrases, phrases into words, re-listen some fragments and compare pronunciation with spelling. Using the microphone allows evaluating the correctness of student's pronunciation, identifying errors and suggesting exercises aimed at correcting phonetic skills.

2. In teaching vocabulary. The use of I.C.T. while working with vocabulary allows demonstrating various aspects of word (semiological, structural and semantic, functional and stylistic), representing its synonyms and antonymic connections and more. Audio-possibilities of I.C.T. enable listening words from authentic speakers.

3. In teaching grammar. I.C.T. can be used when processing any grammatical material. The successful combination of options given by I.C.T. (correct material placement, use of charts, tables, animated elements, voice guidance, etc.) contributes to better mastering of material, as different perception receptors are involved. Unlimited time for the practical tasks allows students choosing the speed that is relevant to their capabilities. Automatic estimation of each student's assignments accuracy indicates on skills and abilities development level, on his gaps, on those theory aspects that should be repeated or learned more, and then offers some practical exercises aimed at repeated, additional processing of grammatical material, or conversely, having defined the student's skills and abilities level as sufficient, it offers more complex exercises aimed at improvement, enhancement and distribution of existing knowledge, skills and abilities.

4. In learning reading. The use of I.C.T. in the process of reading allows selecting the reading rate according to each student's skills and abilities level, contributes to the ability to work with additional information and reference material for self-overcoming of obstacles arising in the process of reading. A variety of exercises proposed after text comprehension contributes to the formation and development of skills to find the information of different content in text, to carry out various types of text analysis, to check the accuracy and depth of its understanding.

5. In teaching listening. Introduction of I.C.T. in the process of learning listening promotes the development of phonetic skills, lets one listen to text at a rate that the student chooses independently according to their proficiency level, enabling additional listening to snippets of text for a more complete and adequate understanding. Exercise submitted after listening, can verify the correctness of listened text perception.

6. In teaching speaking. The use of I.C.T. in teaching speaking contributes

to the formation and development of phonetic skills. Technical capacity of I.C.T. allows assessing the correctness of student's pronunciation, indicate errors and suggest exercises to correct pronunciation.

It is possible to use existing I.C.T. means (multimedia, computer tutorials, cybertexts, hypertext, etc.) or create your own in foreigners' language training. The advantage of the latter should be noted, as in this case, the teacher has to adapt the content of an I.C.T. product to the level of knowledge and skills of a particular group of students, to fill it with information that would be interesting to this particular group and would meet curriculum and technical capabilities of an educational institution. Thus any educational I.C.T. tool should include the following components.

1. Section of information and instruction. This section represents topic of I.C.T. orientation, goals and objectives of the latter, instruction on work with it.

2. Theoretical section. This section provides basic theoretical information on the topic learned. In some files additional information of linguistic, historical, cultural and any other content that would be of interest to students willing to learn the different aspects of the topic deeper can be submitted.

3. The practical section. This section provides a variety of exercises, focused on the theory, skills and abilities formation and development. Exercises should be different in complexity (the principle of individualization and differentiation of education are considered) and goal (while solving practical problems, in addition, students work on different aspects of the studied topic, develop their communicative competence in 4 types of speech activities: reading, listening, speaking and writing). The effectiveness of I.C.T. tools will be greater if in the case of a wrong answer, students will be guided to the part of theoretical material that needs to be repeated.

4. Control and generalization section. This section contains tasks which main goal is to check and identify the level of students' knowledge and skills formation, identification of gaps and guiding them to the material that needs revising.

5. Reference section. This section contains additional materials that may be useful to students in the practical tasks, such as dictionaries, grammar guides and so on.

It should be noted that all components of educational I.C.T. come under the common goal of foreigners' language education and at the same time to fit the purpose and objectives of each individual lesson.

The process of I.C.T. creation and implementation involves the following stages of work.

1. Preparatory stage: 1) determine the goals and objectives of I.C.T. in respect to the chosen aspect and stage of study, the possibility of I.C.T. use in the study of the information; 2) textual information processing to outline the required thesaurus, accentuate primary and secondary components; 3) establishment of the links between all the possible components of the information; 4) determining the strategic sequence of information representation, singling out of the key concepts that will form the basis of conceptual pattern; 5) analysis of the nature of semantic, lexical and grammatical references; 6) the construction of "navigation" on I.C.T., i.e. the transition from the basic information to the secondary; 7) determination of possibilities and ways of including tasks and exercises aimed at building and developing practical skills, control their level of development into theoretical part.

2. Main stage: 1) introduction of I.C.T. in the process of foreigners' language training; 2) control of the teacher whether the I.C.T. are used correctly, assistance in case of need.

3. Final stage: 1) evaluation of the I.C.T. implementation effectiveness in a certain stage of foreigners' language training; 2) correction; 3) improvement of created I.C.T.

With the powerful linguo-didactic potential of modern I.C.T. and undeniable effectiveness of their use in foreigners' language training, it should be noted that the careless I.C.T. introduction in the learning process can lead to negative consequences. Thus, we consider reasonable observations of O.S. Miloslavov that irresponsible use of hypertext as one of modern I.C.T. means contains the danger of knowledge integrity loss, can lead to their fragmentariness. "What is the base for the belief that the so-called "hypertext" is more effective for learning than the traditional book? .. Do not comminute knowledge, feelings too much, as they become not the ones they were originally, they are deprived of cultural and educational value" [4, p. 107]. Clearly, the use of modern I.C.T. should be valid, reasonable and appropriate. It is hard to overestimate their capabilities. Information transmission is not a guarantee to a full transmission of knowledge, culture, so modern information and communications technology is only an aid for training, though very effective and productive [2, p. 39].

Summarizing the given research, the following conclusions can be made. Introduction of I.C.T. in process of foreigners' language education

contributes to finding solutions to such basic linguo-didactic objectives: to motivate language learning; formation of a stable cognitive activity motivation; development of the abilities and readiness to independent language learning; contributing the development of students' self-esteem; increase of students' activity in the language learning process; education individualization; education intensification; formation of global thinking elements; increase in linguistic and cultural knowledge; formation and development of skills in the 4 types of speech activities (reading, speaking, listening and writing). The use of I.C.T. in teaching foreign languages allows us constructing a new model of learning, where the dominant place belongs to the student, the essence of education is not only the transfer of information but learning to acquire knowledge independently, to build and improve communication skills and abilities, in the heart of education is collaboration of teacher and student. Great linguo-didactic potential of I.C.T. allows using them in mastering different aspects of language, in skills formation of different speech activity types. For its effective use in teaching any educational I.C.T. should have the following components: informational and instructive; theoretical; practical; control and generalization section; referential. As being said, they all come under the common goal of foreigners' language education and at the same time fit the purpose and objectives of each individual lesson. Work on the I.C.T. creation and implementation of the process of foreigners' language training involves three stages of work: preparatory (defining goals and objectives of I.C.T., texts processing, establishing the connections between the components of the information, sequencing information representation, construction of "navigation" in I.C.T., the inclusion to theoretical part of the tasks and exercises aimed at practical skills formation and development, control of their development level), main (introduction of I.C.T. in the process of foreigners' language training, control of the teacher), final (evaluating the effectiveness of the I.C.T. implementation, correction, created I.C.T. improvement).

The prospects of given research may be seen in further study of modern I.C.T. linguo-didactic potential, detailed analysis of implementation peculiarities of each I.C.T. in teaching various language aspects to foreigners and skills and abilities formation in different types of speech activity, development and implementation of effective I.C.T. in the process of foreigners' language training in higher educational institutions.

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Abstracts

СВІТЛАНА ЛАЗАРЕНКО. Використання сучасних інформаційних і комунікаційних технологій у процесі мовної освіти іноземців в вищій школі. У статті розглянуті сучасні засоби інформаційно-комунікативних технологій, що використовують у процесі мовної підготовки іноземних громадян у вищих навчальних закладах. Визначені основні лінгводидактичні завдання, що вирішуються завдяки впровадженню в процес мовної освіти іноземців засобів інформаційно-комунікативних технологій. Розкритий лінгводидактичний потенціал засобів інформаційно-комп'ютерних технологій при викладанні різних аспектів мови та при формуванні вмінь і навичок у різних видах мовленнєвої діяльності. Встановлена структура (основні компоненти) навчальних засобів інформаційно-комп'ютерних технологій. Схарактеризовані етапи роботи над впровадженням засобів інформаційно-комп'ютерних технологій у процес викладання мови іноземцям.

Ключові слова: мовна підготовка іноземців, засоби інформаційно-комп'ютерних технологій.

SWIŁŁANA ŁAZARENKO. Wykorzystanie technologii informacyjnych i komunikacyjnych w procesie kształcenia językowego obcokrajowców na uczelni wyższej. W artykule opisano nowoczesne środki technologii informacyjno-komunikacyjnej, które są wykorzystywane na uczelni w procesie nauczania cudzoziemców języków obcych. Określono główne zadania lingwodydaktyczne, rozwiązywane przez wprowadzenie do procesu nauczania języka obcego cudzoziemców środków technologii informacyjno-komunikacyjnej. Pokazano potencjał lingwodydaktyczny środków technologii informacyjno-komputerowych w procesie nauczania języka oraz w procesie kształcenia umiejętności w różnych rodzajach działalności lingwistycznej. Scharakteryzowano etapy pracy nad wprowadzeniem środków technologii informacyjno-komputerowej w procesie wykładania języka obcego cudzoziemcom.

Słowa kluczowe: nauczanie językowe cudzoziemców, środki technologii informacyjno-komunikacyjnej

СВЕТЛАНА ЛАЗАРЕНКО. Использование современных информационных и коммуникационных технологий в процессе языкового образования иностранцев в высшей школе. В статье рассмотрены современные средства информационно-коммуникативных технологий, которые используются в процессе языковой подготовки иностранных граждан в высших учеб-

ных заведениях. Определены основные лингводидактические задачи, решаемые благодаря внедрению в процесс языкового образования иностранцев средств информационно-коммуникативных технологий. Раскрыт лингводидактический потенциал средств информационно-компьютерных технологий при преподавании различных аспектов языка и при формировании умений и навыков в разных видах речевой деятельности. Установлена структура (основные компоненты) обучающих средств информационно-компьютерных технологий. Охарактеризованы этапы работы над внедрением средств информационно-компьютерных технологий в процесс преподавания языка иностранцам.

Ключевые слова: языковая подготовка иностранцев, средства информационно-компьютерных технологий.

SVITLANA LAZARENKO. **The use of modern information and communications technology in the process of foreigners' language education in higher school.** The article deals with the modern means of information and communication technologies, which are used in the process of language training of foreign citizens in the institutions of higher education. The main linguodidactic problems are solved by the introduction in the process of foreign language education resources information and communication technologies. Lingvodidactic potential of the information and computer technologies in teaching various aspects of the language and the formation skills in different kinds of speech activity are disclosed. The structure (the main components) of learning tools of information and computer technologies is set. The stages of work on the introduction of means of information and computer technologies in the process of language teaching to foreigners are characterized.

Key words: foreign language training, the means of information and computer technologies.