

UDC 378

NEW WAYS OF TEACHING THE ENGLISH LANGUAGE IN THE ERA OF INFORMATION TECHNOLOGY

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НОВІ СПОСОБИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ В ЕПОХУ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ

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НОВЫЕ СПОСОБЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В ВЕК ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

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A paradox of ignorance or very poor preparation of students at the English lessons in universities, although in our country children learn a foreign language from a kindergarten, is discussed. Such a low level of knowledge factors are explained. Use of e-courses to stimulate student interest in the subject is considered.

Keywords: *e-courses, information technology, English language, students*

Розглядається парадокс незнання або дуже поганої підготовки студентів до уроків англійської мови в університетах, хоча в нашій країні діти вивчають іноземну мову з дитячого садка. Проводиться аналіз факторів низького рівня знань. Розглядається використання електронних курсів для стимулювання інтересу студентів до предмету.

Ключові слова: *Електронні курси, інформаційні технології, Англійська мова, студенти*

Рассматривается парадокс незнання или очень плохой подготовки студентов к урокам английского языка в университетах, хотя в нашей стране дети изучают иностранный язык с детского сада. Проводится анализ факторов низкого уровня знаний. Рассматривается использование электронных курсов для стимулирования интереса студентов к предмету.

Ключевые слова: *Электронные курсы, информационные технологии, Английский язык, студенты*

Introduction. The role of a foreign language in the modern world is well-known. Many specialists often encounter the problem of foreign language communication and regret their ignorance or lack of foreign language skills [1]. It involves the establishment of international contacts, and the reports at conferences, congresses, seminars and just during a holiday trip abroad - everywhere you need to know a foreign language.

In the 18th century, society determined the priority of the French language. Later, during the Second World War, there was a need for the study of the German language. In our time, English has become predominant and has a huge role in modern society, which is obvious. The whole scientific world is

communicating mainly using English language. Over 75% of written and over 60% of telephone conversations in the world are in English.

However, there is a paradox as a university teacher often encounters a problem of ignorance of this subject or very poor preparation of students, although in our country children learn a foreign language from a kindergarten. Such a low level of knowledge can be explained by a number of factors, including:

- the student believes that he does not need a foreign language in the university (according to his specialty);
- the student has developed a stable "immunity" - they studied English for many years (sometimes, for more than 10 years) and learned nothing, and will not study in university;
- there are students who have completely different requirements for the material given by the teacher, rather than required minimum of educational program provided this faculty or department;
- insufficient number of hours allocated for discipline (in the senior grades of general education schools).

Thus, the existing form of teaching a foreign language does not promote motivation, therefore, it is necessary to apply the principle of novelty.

Main Part. It is no secret that the teachers of the Ukrainian universities still use chalk, board and a rag. It takes him or her too much time to draw a simple table, write a number of sentences, etc. Surely, it is agreeable that this is aesthetically displeasing, and also takes away a huge amount of time, which is always not enough.

Traditional pedagogical technologies do not provide a complete assimilation of the rapidly growing volume of knowledge, the update rate of the educational material does not keep pace with the current flow of information.

Unfortunately, there are foreign language teachers who, in the guise of pedagogical activity, understand only the reading of cumbersome, complex texts with unknown grammar and terminology, after which, as a rule, a number of traditional questions and answers to them follow. This stereotype sometimes proves to be very stable and indicates that this teacher is not ready for the transition to a different (completely new) form of teaching.

It is necessary to break this stereotype and propose new programs based on non-traditional study of a foreign language.

To increase the effectiveness of the educational process, it is necessary to use new educational technologies and, thereby, to activate the cognitive motivation of the student.

Advantages of modern information networks and the possibility of using electronic forms of educational materials are obvious. Those who encounter this, at least once, understand how convenient and effective they are. Computer technology allows you to create an amazing world of knowledge, accessible to everyone.

This form of information delivery has a great advantage over traditional methods, including [2]:

- graphical form of presentation, which is well assimilated by specialists of different profiles, especially by specialists in technical and natural sciences;
- the use of multimedia training programs, which undoubtedly entails an increase in the effectiveness of the educational program;
- tremendous time savings;

When developing a computer course, one should keep in mind that it does not mean to just transform typographic texts in electronic form, but to create entirely new didactic means based on (or using) multimedia.

The computer course allows to provide a higher quality of education, if used competently. This course is a means of complex impact on the trainee, since it combines such components as: conceptual,

illustrative, training and controlling parts. There may also be game components to facilitate the understanding and assimilation of the presented material.

Success largely depends on how methodically well organized material is, where part of the classes can be implemented with the help of multimedia courses, and the current control can be carried out using a testing system.

As an example, you can use electronic presentations, convenient both in creation and in use [3]. Electronic presentations are original lectures and practical exercises, created with the help of different software with the use of audio, graphics and animation. Along with these effects, you can include elements of digitized video, etc.

These are only small opportunities of the e-courses that help the teacher to take a fresh look at his task and the implementation of the learning process with the use of computer technology.

Students who study using such electronic courses are given the opportunity to make electronic copies of the current lesson. This can be done using various means from USB drive to e-mail or even cloud storage with the purpose of detailed consideration and study of the material received on the lesson (using the computer at home).

Therefore, it is necessary to check the computer knowledge of students. The student must be able to work with a certain program, have keyboard skills, run the program and stop it, and also be able to save a file. They should be ready, if possible, to work on the Internet, and also be able to use other devices.

It should be noted that this type of training may increase the fatigue of students, since the load on the eyes increases. Therefore, careful preparation of didactic means is required taking into account the sensitivity of the human eye to a certain color range, careful selection of fonts and the number of characters in one slide. Moreover, the computer course should not be the main education, but only an auxiliary tool in the implementation of the learning process. Therefore, one of the main conditions is the precise supply of information (material).

The material, based on computer technologies, and its distribution in the training course, directs the student into a new, more active mode of activity that promotes the maximum manifestation of creative possibilities and creates the prerequisites for the successful mastering of increased volumes of information [4].

As noted above, the electronic course should not be created in the same way as a traditional textbook. For each course, there should be a description that contains basic information about the subject of the course, its author and program, which lists the main sections (topics) of the course, the approximate time allocated for their study, and, if possible, the nature of the assignments for a particular section (topics) (homework, intermediate control points, tests by topics). It is important at the beginning of each individual lesson to present the structure of the lesson (topic, section), so that the student can see where (in which section) he is at the moment. To accomplish this task, it is desirable to build the material on the basis of a hypertext structure, which speeds up the search for information.

Conclusions. Today it is very important to pay special attention to the technological support of the educational process. The faculty should have at its disposal (at least) several classrooms with access to computers so that students can spend at least 1-2 hours a week there.

Also, it is required not only to obtain the necessary equipment, but pay attention to training the staff to the proper level, since one of the main difficulties is the development of such training materials. Moreover, in addition to professional knowledge, the teacher must have a good command of modern information technologies, understand the issues that often lie outside his professional activities. This requires a large independent work of the teacher, so it is advisable to implement these projects by a creative team, not by one person.

To solve the problem of staff training, the department should organize seminars and advanced training courses with the involvement of specialists from different fields of knowledge.

Teachers should keep in mind that they have a special responsibility in carrying out such training, and they should act not only as a consultant in a certain subject, but also as an organizer of the whole educational process at a new stage in general. The introduction of computer technology enables the transition to a qualitatively new level of information sharing.

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