

СЕКЦІЯ 3.

СУЧАСНІ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНІ ТЕХНОЛОГІЇ В ОСВІТІ

UDC 378.14

COMPUTER TECHNOLOGIES IN TRAINING ENGLISH AS A WAY TO STAY IN TREND

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Education is one of the main factors of civilizational and economic development of the state. Modernization of education includes new technologies as an integral part of the progress and new approaches to developing the right atmosphere at the classes. Higher schools have always been quick to adopt new technologies. The 21st century has shown increased use of technology-dependent resources in the classrooms and in the independent work. Technology has the potential to revolutionize the traditional teaching and learning process. It can eliminate the barriers of space and time and dramatically expand possibilities of lifelong learning. Fundamentally, modern technologies have the ability to change the conception of higher education. It is no longer only a physical place with classrooms. The standard image of a college or a university may need to be revised for the first time since the founding of Harvard in 1636. Yet, this can be a case of some very near future, but right now computers and telecommunications are the principal technologies reshaping higher education, and it is the absolute truth. They alter the daily operations and expand the missions and opportunities of colleges and universities. Together with new

attitude and creating a friendly atmosphere of mutual understanding and friendly communication this can bring a desired result in teaching foreign language in today's reality.

The advance of globalization that is destroying, or at least lowering international barriers, competition among higher educational institutions contributes to “arms race” in technology that requires adoption of new technological innovations as soon as they become available. The alternative is falling behind other schools whose task is to recruit the students that could have become yours. This process can be painful for many reasons, not the smallest of them being material resources, shortage of space, cost of technological applications and software. Technology disrupts almost every area of our lives, causing shifts across all segments of our society. The education sector is no exception. In fact, the nature of its target audience – mostly young and highly connected – means that the sector must adapt to accommodate their expectations. Most students have grown up “online”, and they expect the same level of technology in their learning environments [1].

Educational technology today is beneficial for teaching process in many ways. Only traditional teaching is not efficient any more. Teachers must be equipped with complete manual having unlimited source of exercises and activities for all levels, students must be much more involved and active. Here technology helps too as it is very motivating and stimulating for students. They like using devices in the classroom and outside, they can practice a language through numerous features like voice recognition or interactive exercises. It is great when they can easily switch between individual work and communication (work with earphones and smartphones when watching videos switching to subsequent discussion, the practice that we often use at the practical classes). Students use different apps enriching their vocabulary profoundly, they are interested to the extent that they can even open the educational apps in transport or waiting for some event.

Managing and monitoring student progress become much easier and more comfortable with students' groups in messengers and e-mails. In the classroom sharing and debating becomes more "nurtured" with audio and video, a teacher just standing at the blackboard and explaining something is a history now, it happens only when a necessity arises.

In addition, maybe, one of the most important feature in learning with technologies is promoting individual work, when students become more creative and participative. They prepare some basis outside the classroom, engaging all the possible content online and share it in the classroom or even online. They want to demonstrate what they have learned and use the language not just for the language's sake, but to communicate some interesting information in their specialty or some other area of life they are interested in.

The internet can offer abundant information, more plentiful than textbooks, and help them get true-to-life language material, vivid cultural background and rich content, which are much more natural and closer to life. They can not only improve their listening and reading skills, but also learn the western culture straight from the source. They become equipped with firsthand knowledge and can share it with their friends through discussion and communication; they can make new friends in social networks and become live friends with them later, which happens with increasing frequency.

Teaching using multimedia creates a context of teaching. It helps make the class lively and interesting. Multimedia has its features such as visibility and audibility of the native speakers. All this nurtures students' interest in learning and, which is also important, enhances teachers' interest in teaching. Thus, through multimedia and network technology we can offer students not only rich sources of authentic learning materials, but also an attractive and friendly interface, vivid pictures and pleasant sounds, which, largely, overcomes the lack of authentic language environment and arouses students' interest in learning language [2].

But the challenge arises when educators realize that the technology can become an expensive toy without the right infrastructure, strategy or a learning plan. Application of multimedia technology is an assisting instrument to achieve the effect, while, if totally dependent on multimedia devices during teaching, the teacher can be turned into a slave to multimedia without any reason and any sensible effect. There are teachers who use technology very actively but do not handle it properly. Usually they just duplicate the textual material to the screen so the result is the students staring on the screen, no eye contact with the teacher, no actual use and no result whatsoever. Any technologies and approaches prove useful only if they have a positive effect.

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UDK 378

ONLINE EFL TEACHING IN UNIVERSITY

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All modern social culture is becoming digital. To make teaching the foreign language both effective and motivating EFL teachers practice up-to-date