

THE IMPROVING OF EFFICIENCY IN FOREIGN LANGUAGE TEACHING

L. V. Lomakina

Kyiv, National Technical University of Ukraine "Kyiv Polytechnic Institute"

lv270707@gmail.com

This article provides an overview of foreign and Ukrainian experience of using new information technologies in foreign language teaching. On the basis of pedagogical and psychological literature modern multimedia technologies of training, including distance education were characterized. The role and place of new information technologies in teaching and educational process are defined; the basic concepts of distance learning are specified and determined; the methodical and technical aspects of foreign language training programs through the certain distance learning models and educational and methodical complexes promoting the improvement of the quality of educational process are introduced. The most important characteristics of advanced informational and educational environment of hi-tech DL are formulated. The algorithm for the introduction of computer technologies in the process of foreign language teaching is described. Also, it is mentioned that the chosen didactic computer programs are adequate to the developed training models. Distance learning methods are analyzed and the pedagogical need for distance learning of foreign languages is identified. It is proved that effective use of modern information technologies creates real possibilities of improving the quality of education and the existing didactic models for distance learning of foreign languages with the use of information technologies significantly affect the quality of foreign language teaching.

Keywords: information technologies; distance learning; communicative competence; foreign language teaching; mobility.

Introduction. In European countries, there is an intensive process of informatization of education, the search for the ways to improve the effectiveness of education; large funds are invested in the development and implementation of new information technologies. Ukraine declared its European choice and joined the European Higher Education Area. It implies the performance of certain government obligations and also the Bologna Process objectives regarding high quality training: the adaptation of the norms, standards and principles of the European Higher Education Area into the Ukrainian higher education system; creating the environment necessary for the innovation; confidence-building between subjects of education; compliance with European labor market; mobility; strengthening of competitiveness of the European education system [7].

The intensive development of new information technologies allows expanding access to education. The tendency of wide use of distance learning increases every year. In this context, the urgent task is the improving of didactic learning theory in the new educational conditions. Today, the efforts of many theorists and practitioners in education are concentrated in computer technology training and various kinds of distance activity. Development of Distance Learning (DL), in particular, is capable of serving as a driving force of progressive reform of professional education in general, transferring from reproductive to the active paradigm of learning.

Proceeding from the concept of creation and development of an uniform system of distance education in Ukraine and methodological assumptions of a foreign language learning as a means of foreign-language communication, it is possible to draw a conclusion that the improvement of foreign language teaching in higher educational establishment depends on realization of such fundamental organization issues of educational process, as rejection of authoritarian style of teaching; orientation to personal qualities of learners; improving technology training disciplines, namely: leaving from a monologue, as traditionally dominant form of learning activity, and the development of such form of education as a polylogue (communication, conversation, discussion).

In modern conditions distance teaching activity is stirred up (the organization of distance seminars, conferences, and work with graduate students, competitions, quizzes, etc.). Speaking about distance learning, it is worth mentioning about the creation of uniform information-educational space where it is necessary to include various electronic sources of information: virtual libraries, databases, consulting services, electronic manuals, specially equipped classes [4, p.18].

As the Ukrainian practice shows, the use of information technologies and the Internet at comprehensive schools and teacher training Universities is still limited and poorly connected with the educational process. As a rule, it is usually training in informatics. The development of Ukrainian-language multimedia educational resources goes quite slowly. The use of information and communication technologies (ICT) and on-line learning materials is still not fully exploited in education.

The analysis of scientific researchers showed that despite the significant progress that there has been in recent years in implementing of various computer technologies of education, including distance learning of foreign languages, the potential of information technologies is realized in teaching and educational process not enough due to the lack of multimedia educational complexes, algorithms of their development and application, methodical recommendations on their effective application. Thus, the reason for choosing this research problem lies in its theoretical and practical importance and the lack of elaborated methodology and computer technology techniques for foreign language training.

The purpose of the following research is to analyze new ways of improving the efficiency of the process of foreign language teaching through the use of information technologies.

There is growing evidence that appropriate use of technologies may improve teaching and learning. Effective use of technologies also helps the increasing number of life-long learners gain access to formal qualifications thus equipping learners as workers and citizens in an information society.

The effective use of modern information technologies in foreign language teaching/learning. The improving of foreign language learning efficiency through the use of information technologies will be successful if their corresponding role and place in teaching and educational process are specifically defined, the basic concepts of distance learning are specified and determined; methodical and technical aspects of foreign language training programs through the certain distance learning models and educational and methodical complexes promoting the improvement of quality of educational process are developed and introduced.

Modern computer technologies of training allow realizing interactive dialogue of a user with a system through the integration of audiovisual information of any forms (the text, graphics, animation, etc.) and various forms of independent information processing activities. They represent a huge range of opportunities for the improvement of educational process and education system in general.

On the basis of the analysis of pedagogical and psychological literature, it is possible to characterize modern multimedia training technologies including distance education and its substantial base and structure as a pedagogical phenomenon.

The analysis is based on psychological and pedagogical experience, characteristic features and a new role of the teacher in the process of distance learning, on the works of famous authors (A. A. Andreev, M. Y. Bukharkina, L. S. Vygotskiy, Y. A. Vagramenko, A. A. Verbitskiy, V. N. Lazarev, A. V. Khutirskiy, B. Khan, M. Nicson, V. A. Pogosyan, I. V. Rakhmanov, M. Tompson).

Distance learning as a great alternative to more traditional learning methods. Traditional learning resources may be transformed with the aid of information technologies to meet students' needs. Innovative use of technologies creates more effective techniques to distribute learning in non-traditional ways.

While the field of distance learning using the Internet and large networks is still young, finding a clear and concise definition for it is no easy task. According to the works of the above-mentioned author the most universal definition of distance learning is the following: distance learning is a learning which includes training through the use of telecommunication technologies, which receive and transmit learning materials through voice, video, and data. Students can study in their own time, at any place (home, work or learning center), and without face-to-face contact with a teacher or other students using different forms of communication: electronic forums, e-mail, instant messaging, chat rooms, videoconferencing, bulletin boards, etc. [5]. The uncertainty of the concept of distance education and discussion of scientific and pedagogical community on the fact what

distance education is – a new form of education, technology, a version or a synonym of correspondence education, – a vague understanding of how and on which didactic models, educational process of distance learning should be organized determine the possibility and the need for further psychological and pedagogical research in this field.

Distance learning can be considered as a radical change of all higher education. The depth of this change is defined by tendencies in these technologies, in the revision of the relations between educational institutions, between educational institutions and subjects of training, in the emergence of new kinds of activity within an educational institution. The current situation in education system offers an unprecedented opportunity for educational institutions to create such a learning environment where technology will be primarily oriented to the students' needs.

Rational use of the latest technologies in foreign languages training gives the greatest effect when subjects of training are engaged in active cognitive activities of understanding and mastering of educational material, when they can use their knowledge in problems solution. It is necessary to note that effective distance learning requires considerable organizational arrangement. Distance computer training programs should include not only training tasks but also the opportunity to assess their performance; the opportunity to provide operational assistance in the form of tips; the opportunity to explain typical mistakes; and the opportunity to provide corresponding theoretical material. The technology for delivering online training must be well-designed, the user interface must be transparent, and hardware must be easily accessible to learners. Learning material must be pertinent and consist of a mix of practical and theoretical aspects.

The formation of the national distance education system. Thanks to ICT the students are provided with access to different educational programs, services and online courses. Higher educational establishments often use information technologies to deliver live lectures and lessons. Moreover, the use of computer technologies gives new possibilities for students to work on exams and homework assignments and to communicate with the teacher and other students.

In the context of modern education, many higher educational establishments in Ukraine have already built corporate computer networks based on Internet technologies. These networks are considered and used as a means of access to the outside world.

World experience convincingly shows that virtual universities are needed and they are really in demand. For example, in Western Europe there are many successful educational institutions and associations such as e-University of NETTUNO, which unites 38 universities from five countries: the British Open University (Open University) – is the world's leading provider of flexible, high-quality online degrees and distance learning; the International Council for Open and Distance Education (ICDE) – today ICDE has members from over 60 countries worldwide; the European Distance and E-learning Network (EDEN) – which has 196 institutional members and around 1100 individual members representing 375 institutions from 59 countries; European Association of Distance Teaching Universities (EADTU) – which now embraces a total of 22 members in 19 European countries.

The formation of the national distance education system promotes its integration into the world educational system. A good example of this is the creation of the Ukrainian Center for Information Technology in Education and the opening of the Central and Eastern European Virtual University (CEEVU) [1, p.356]. It should be noted that management of the National Technical University of Ukraine "Kyiv Polytechnic Institute" (NTUU "KPI") came up with the idea of the creation of CEEVU. Kyiv polytechnicians' initiative was supported by UNESCO and 15 universities from nine countries of the Central and Eastern Europe. This e-university helps to unite the efforts of the largest technological and engineering universities from nine states for introduction of new learning technologies and for integration of their experience, achievements, training programs, the best developments. It enables change to technology enhanced quality education across the globe. For any higher education establishment participation in the project – is a high level of education that it provides for students. The students will choose such distance learning courses, which include the latest in teaching methodologies with technological advancement and hands-on applications.

Training at e-university demands the creations of the electronic version of a course, carrying out lectures and consultations in the on-line mode, and consequently, the professional growth and improvement. Various Internet technologies are used for the solution of various educational tasks in teaching, learning and management of educational process [3, p.790].

The Bologna process provides a system of academic credits – based on the ECTS system of training and approves student's mobility within the European University Area [7]. Many students from former Soviet countries have such a freedom of movement due to distance education. E-university has a huge advantage – the ability to ignore such a thing as distance. It enables to give the access to quality open and flexible learning through online.

Open Virtual University focuses its activity in distance learning and online, creating a digital platform through which the students receive training according to their requirements. It provides the teaching of students from different countries. Students can get the knowledge of only one course or to listen to several lectures of a certain professor. This principle is a principle of openness – the widest audience plus unlimited variability of provided educational services.

E-University is a concrete step towards the realization of one of the guiding principles of the Bologna process – lifelong learning. It affects all aspects of European higher education – e-learning, mobility, research, vocational education, recognition of qualifications, etc. However, despite the fact that today e-learning in Ukraine is absolutely legal, the procedure of credits, tests, exams, etc. in on-line mode has not been fully developed and legalized. Often the curricula don't let the students choose what they want to study. The programs oblige them to pass some exams in the right time without any possibility to finish studies earlier.

The effective use of modern information technologies in the educational process creates real possibilities of improving the quality of education. However, the level of informatization of educational and scientific activity remains rather low. Higher education should play a major role in process of the development of information technologies, among the priority objectives of which are: modernization and development of the existing network systems; engaging in networks, capacity-building, creating new learning environments, ranging from distance education facilities to complete virtual higher education institutions and systems [8].

A large number of studies confirm that learners prefer using technology in foreign language learning over more traditional methods and materials. Because of new technology, learners have a more positive attitude towards learning. In particular, students perceive the use of computers as an advanced and interesting learning method. Thus, when developing the concept of distance learning of foreign languages it is necessary to take into account, on the one hand, the didactic properties and functions of telecommunications, multimedia facilities as a technological basis of training, and, on the other hand, the conceptual directions of the didactic organization of such training, as a part of up-to-date system of general education.

It is important to note that comprehensive model of distance education includes the integrated learning environment with an alternative definition of the role of various components – technological, pedagogical, methodical and organizational. New developments in pedagogy and advances in information technologies provide opportunities to create well-designed, learner-centered, interactive, acceptable, efficient, and flexible e-learning environments [2, p.62].

Pedagogical perspectives of information technologies in foreign language teaching in the higher educational establishment. During the review and analysis, it has been established that the arsenal of information and technological means for distance learning used by higher education institutions is rather various. The analysis of the opportunities of Internet access in Ukraine showed that practically in all regions it is possible to get Internet access and through it – to the service of DL providers. But, such characteristics of DL system as openness, flexibility, mobility of students and teachers are not fully realized. The survey of students of NTUU “KPI”, about the using of modern technologies in the educational process, showed that in all cases such requirements as the students' opportunity of combining studies with work, agility training schedule and the possibility of forming individual study plan remain unresolved. Moreover, data from another survey showed that the technological basis of DL remains mostly traditional. So, almost all external students of technical specialties never use videotapes

and means of ICT for training purposes. According to a survey, only 5-7% of respondents regularly use computer-training programs.

Therefore, one of the most important tasks of distance learning at the Faculty of Linguistics of NTUU “KPI” is the creation of a single online learning environment and its own licensed training program. This program will include a basic level – grammar, phonetics, vocabulary, listening for those who start learning a foreign language outside the university and a higher level – publicistic articles, unadapt texts and native speaker audio recordings with the functions of simultaneous translation for the senior students.

Review and analysis of the organization of distance foreign language teaching based on ICT showed that distance learning of foreign languages has its own specific character, due to the fact that learning involves various types of training speech activities. Naturally, for training such types of speech activities as reading and writing, it is possible to use a network course because the distinctive features of these types of speech activities do not require cumbersome graphic arts as well as considerable sound volume. However, teaching of speaking, pronunciation and listening requires using of various support services, techniques, resources and media, the creation of audio and video learning materials. Technically, to use such materials in network courses is quite possible, but practically, considering a real situation it is rather problematic because of the high storage capacity of these files.

The main purpose of learning a foreign language in higher educational establishment is the formation of foreign language communicative competence, that is, the ability to receive rather full information when reading foreign-language texts, the ability to understand the interlocutor and the ability to express the opinion and the point of view orally and in writing. The application of ICT gives more opportunities for communication between learners: they can work in teams on different projects, participate in blog discussions, exchange information in real time, search for information, etc.

Thus, the feature of the subject “Foreign Language” lies in the fact that it is not only the knowledge about the subject, that is, about the language itself (linguistic competence), but also it is the knowledge about the development of specific skills and abilities in different kinds of speech activities based on the principles of the activity theory (communicative competence). According to the theory of activity teaching of any kind of activity is possible only during the performance of this activity. Therefore, when learning a foreign language it is necessary to organize an independent activity of learners in that type of speech activity in which they are taught. If it is a reading activity, the learners should be given the opportunity to read, to have practice in reading. When training in speaking – everyone should be given the opportunity to speak, to express their thoughts in a foreign language. In listening training – every listener should be given the opportunity to listen to a foreign-language speech.

Main characteristics of advanced informational and educational environment. The analysis allowed formulating the most important characteristics of advanced informational and educational environment of mass hi-tech DL:

1. Systematic character – the environment should be considered as a completed, coordinated set of software systems and methodological tools designed for all cycle of disciplines needed for building of popular consumer education programs;

2. A fundamentally new didactic quality of software and methodological support which involve the maximum use of visualization of training material by means of multimedia, the organization of learners' interactivity with the help of computer programs and telecommunications capabilities;

3. A wide versatility that allows using of didactic tools developed in various forms of education (full-time, evening, correspondence and external studies) and different configurations of the technical means (both developed and the most minimal);

4. High adaptability of learners and teachers to a variety of requirements for learning content – relying on an array of various textbooks and manuals, created in various higher education

institutions, providing the opportunities for teachers and learners actively change the environment elements, taking into account their specific requirements;

5. Technological mobility – the use of the environment elements in a variety of distance learning technologies, including the systems of "case-DL" (training on printed media, containing audio cassettes), "TV-DL" (video – a course with additional printing materials) and "Internet DL" (computer programs, e-mail, the Internet) [6, p.102].

The introduction of computer technologies in the process of foreign language teaching. For introduction of computer technologies in the process of foreign language teaching there is an algorithm which includes: the establishment of student's initial level competence, the choice of educational elements and the determination of quality learning requirements; the selection of educational contents and means of pedagogical communication (data transmission); the planning of operations' sequence of educational process in time and space hierarchy; the implementation of software; the development of students' cognitive activity; outcomes control of training activities; language skills training; control test of practical skills; language competence test at a certain stage of training process; exercises and tasks performance control; outcomes monitoring; outcomes rating. Universities accumulated an enormous scientific and methodological potential, but in distance education its use usually demands radical processing of traditional learning materials.

The most successful training models using the computer communications and video equipment in foreign language teaching are the following: 1) distributed classroom model; 2) independent learning model; 3) "Open learning plus class" model.

The experience of introduction of modern information technologies in educational process illustrates the possibilities of creating infologic-learning environment – the environment in which information is logically processed in forms suitable for self-dependent training of learners with different levels of basic training.

Conclusions. A review of the experience of using of new information technologies in foreign language teaching showed that foreign teaching experience passes ahead of domestic. The analysis of the existing software in the field of foreign language teaching found out that the chosen didactic computer programs are adequate to the developed training models. The existing didactic models for distance learning of foreign languages with the use of information technologies significantly affect the quality of foreign language teaching. New information technologies are extending opportunities for learners to learn outside institutions, transforming conventional views on education. So, these transformations require educational systems to adapt, to meet the needs of learners. It is defined that distance learning of foreign languages gains the increasing popularity in the educational space.

Further development of information technologies, distance learning integration of Ukraine into the global educational community, inevitable virtualization of universities will lead distance learning of foreign languages to the compulsory training not only in the context of a self-discipline, but also in total with various courses. It is advisable to continue further search of new information technologies, psychological and pedagogical conditions promoting the development of computer technologies in foreign language teaching in higher educational establishments of Ukraine.

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Ломакіна Л.В. Підвищення ефективності процесу навчання іноземним мовам.

В статті наведено огляд закордонного і вітчизняного досвіду використання новітніх інформаційних технологій у викладанні іноземних мов. На підставі аналізу педагогічної і психологічної літератури схарактеризовано сучасні мультимедійні технології навчання, зокрема, дистанційну освіту. Визначені роль і місце новітніх інформаційних технологій в навчально-виховному процесі, уточнені і детерміновані основні поняття дистанційного навчання; визначені методичні і технічні аспекти навчальних програм іноземних мов через певні моделі та учбово-методичні комплекси з дистанційного навчання, що сприяють підвищенню якості освітнього процесу. Сформульовані для системи освіти найважливіші характеристики розвинутого інформаційно-освітнього середовища високотехнологічного дистанційного навчання. Визначено алгоритм впровадження комп'ютерних технологій у процес навчання іноземним мовам. Також вказано, що обрані дидактичні комп'ютерні програми адекватні розробленим моделям навчання. Проаналізовано методи дистанційної освіти і визначено педагогічну потребу в дистанційному навчанні іноземним мовам. Доведено, що включення сучасних інформаційних технологій в освітній процес створює реальні можливості підвищення якості освіти, а існуючі варіанти дидактичних моделей дистанційного навчання іноземним мовам, істотно впливають на якість навчання іноземним мовам.

Ключові слова: інформаційні технології; дистанційне навчання; комунікативна компетенція; навчання іноземних мов; мобільність.

Ломакіна Л.В. Повышение эффективности процесса обучения иностранным языкам.

В статье приведен обзор зарубежного и отечественного опыта использования новейших информационных технологий в преподавании иностранных языков. Определены роль и место новых информационных технологий в учебно-воспитательном процессе, уточнены и детерминированы основные понятия дистанционного обучения; определены методические и технические аспекты учебных программ иностранных языков. Сформулированы характеристики информационно-образовательной среды высокотехнологического дистанционного обучения. Определен алгоритм внедрения компьютерных технологий в процесс обучения иностранным языкам. Проанализированы методы дистанционного образования и определена педагогическая потребность в дистанционном обучении иностранным языкам. Доказано, что включение современных информационных технологий в образовательный процесс создает реальные возможности повышения качества образования.

Ключевые слова: информационные технологи; дистанционное обучение; иноязычная коммуникация; мобильность.