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Internet as a Medium of Formation of Future Philologists' Professional Competence

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Abstract. Specific features of usage of Internet resources and Internet technologies for educational purposes are studied in the paper. Attempts to determine the place and role of the World Wide Web in language teaching are also made. Three main areas of usage of Internet technologies in the study of foreign languages are singled out in the article. Besides, the typology of posts in the educational space with the help of Internet technologies is constructed. Simultaneously a number of didactic tasks in the process of usage of Internet technologies in teaching foreign languages is determined.

Keywords: Internet resources; Internet technologies; information-and-education space; educational process; didactic tasks; educational objectives.

Introduction. Postindustrial society is characterized today by the fact that information has lost its value because of its unprecedented growth. For the younger generation Internet has become the medium of inhabitants, and therefore, of development and education, information is characterized by polyphony of sources. And now, "there is no doubt that the impact that Internet has had on modern society and the individual user, is deeper and more systemic than the influence of any other technical system" [4, p. 5]. The specified conditions, undoubtedly, influence education in modern society.

Nowadays formation of a new system of education takes place, which is characterized by integration into the global information-and-education space. This process is characterized by significant changes in the educational process associated with making corresponding changes in the content of learning technologies, which are largely dependent on modern technical capabilities and contribute to the harmonious entering the information society [3].

The aim of the investigation is determined by the necessity to study the specific features of the process of formation of future philologists' professional competence with the help of usage of Internet as a modern medium of information and communication in the aspect of its didactic potential.

Discussion. Internet resources and Internet technologies have become a part of modern society and firmly took their positions. We have wide experience of their usage for educational purposes. One of the first to recognize possibilities of the global network Internet were language teachers who are able to experience virtually the atmosphere of foreign countries. It is very convenient, productive and promising to use Internet for teaching foreign languages. Nowadays Internet technologies are one of the most effective means of teaching foreign languages. Resources of this global network have replaced paper media of information, making the procedure of finding necessary information simple and comfortable. Internet as a new alternative way of finding interesting articles in different languages, as well as illustrations and videos brings us closer to the culture of foreign countries, simultaneously audio information on any topic has become available.

At the same time, "the usage of Internet at classes should not be a goal in itself. In order to define properly the place and role of Internet in language teaching, first of all, one should find a

clear answer to the questions: for whom, for what, when and to what extent it should be used” [6, p. 27]. It is necessary to find answers to all these questions at the stage of preparation for the lesson.

In conditions of informatization of education, usage of information-and-communication technologies as well as Internet technologies in the field of foreign language teaching can significantly improve the efficiency of this process. In particular, the usage of information-and-communication technologies provides the ability to create conditions for future philologists for the formation and development of linguistic and communicative skills, taking into account their personal needs and specific characteristics, successfully implementing the ideology of personality-centered education.

Now there are three main areas of usage of Internet technologies in the study of foreign languages [5]:

1) as a means of searching for information and access to knowledge. World Wide Web search engines allow teachers to use authentic audio, video and text materials in the auditorium, to learn about literary works of authors from foreign countries, to join the culture, etc.;

2) in conditions of students' individual work in the online space one can do tasks on writing web quests, which can then be used for individual or group work in the auditorium. With the help of various web editors and translation software, one can create one's personal web pages and post them to a network of the University and Internet;

3) as a means of learning to write. Internet technologies allow to join into written communication in real time, creating a unique authentic situation of dialogic communication in written form. Besides, they allow the implementation of the communicative approach to teaching written forms of speech activity. Due to the fact that posts in Internet are potentially available to all users, the responsibility for knowledge (for example, online chat, ICQ, Skype) increases greatly.

The introduction of Internet technologies in the field of education can make contribution to the development of the system of open and distance learning. Traditional methods of remote delivery of teaching materials and of organization of feedback between teachers and students, including postal and telephone service, now give way to e-mail and Internet communication.

Educational institutions of all types and levels of education in this or that degree now use various elements of distance learning through the global network Internet. Many examples of practical application of Internet technologies in higher education can provide those specialized higher educational establishments of distance learning, which make available via Internet most of their learning materials. Many Universities and institutes use the services of the World Wide Web to support the work of distance courses organized by them.

Picking up informational Internet resources for classes in a foreign language, teachers should carry out their analysis and expertise, as most of them have no educational purpose. The expertise should be carried out in a complex way, taking into account [5]: a) sources of information (accuracy, reliability, validity, etc.); b) its relevance; c) language complexity of the material; d) historical complexity of the text (citing historical facts in the text, ignorance of which influences the understanding of the text); e) psychological-and-physiological characteristics of the information (correspondence to students' age and psychological characteristics, the importance of their education and development).

Chosen according to these criteria materials are stored in the media library or on the educational portal (information center of the University), or in the teacher's home collection of media database. It is necessary to systematize the available fund of educational Internet resources, programs, e-learning programs by categories, creating an electronic catalog of materials by the type of media objects (texts, pictures, audio files, animated objects, etc.).

While using educational Internet technologies in teaching activities, teachers should consider the appropriateness of their usage. In other words, they should decide at achieving what goals and solving what didactic tasks the usage of this or that Internet technology is directed, as their indiscriminate usage will not give the desired result. The teacher should also provide future philologists the necessary assistance (creation of detailed instructions, advice and technical training). Educational Internet technologies can be used in different types of learning activities: usage of authentic Internet resources within the relevant theme of the class, students' independent work on finding relevant information on a given topic (creating web quests) [5].

Such a typology of posts in the educational space with the help of Internet technologies is singled out[1]: a) replicating the news materials about the problems in the field of education, best

practices, etc. (for teachers); b) the placement of materials for classes, training-and-demonstration materials, home tasks, etc. (for students); c) means of communication between teachers and students (modes “question-answer”, forums, test sections, polls, etc.).

The usage of Internet technologies in teaching foreign languages, their integration in the educational process can effectively solve a number of didactic tasks [10, p. 39]: a) to develop skills of reading materials directly using materials of a network of various degree of difficulty; b) to improve listening skills on the basis of authentic sound texts in Internet, as well as texts prepared by the teacher; c) to automate writing and speaking skills; d) to replenish both active and passive vocabulary of modern English; e) to acquaint students with cultural realities, which include speech etiquette, specific features of speech behavior of various peoples in conditions of communication, specific features of culture and traditions of foreign countries; f) form stable motivation to future linguists' foreign language activity in class on the basis of the systematic usage of authentic materials and following the principle of connection with life.

One of the main difficulties of defining of the didactic potential of Internet is considered to be permanent and significant evolutionary changes in Internet technologies alongside with changes in educational paradigms, which are reflected in the ongoing reform of the educational system in the whole world. Modern qualitatively new phase is determined not only by the development of Internet technologies, but didactic opportunities which the new generation of information-and-communication technologies gives for achieving new educational goals [8, p. 57].

With the help of Internet one can solve various didactic tasks: to form reading skills, using modern materials from the network; to improve writing skills; to enlarge vocabulary; to form stable motivation to learning foreign languages. Possibilities of Internet technologies can be directed at establishing and maintaining contacts and friendly relations with their peers from other countries.

Work in Internet is interesting for students. It reflects the current reality – the computerization of all aspects of human activity. This activity contributes to the growth of the future philologists' level of motivation to the study of foreign languages, develops independence, forms future professionals' informational and linguistic competence, promotes the development of analytical skills. Internet technologies facilitate disclosure, retention and development of future philologists' personal qualities. Internet creates strong motivation to learning foreign languages [9, p. 94].

It is necessary to mention that the usage of Internet technologies will be effective only in case when the correct idea of their place and role in the educational process is formed [2, p. 22].

As it is known, the successful learning foreign languages in higher educational establishments is largely determined by the efficiency of students' independent work at home. Usage of Internet technologies in the process of language learning makes future philologists' independent work productive. A great amount of information gives students access from their home to almost any educational resources of the network they are interested in. Even for elementary search of translation of a word in the native language it will be necessary now to spend a couple of minutes, while a few years ago we would have to revise dozens of dictionaries in the library [2, p. 23].

The usage of Internet technologies in learning foreign languages is “the way of creation of new teaching methods on the basis of synthesis of main techniques and implementation of teachers' computer literacy. With the help of a computer one can solve such educational problems as mastering by students lexical and grammatical competence due to visual representation of regularities of speech formation, reading and writing” [7, p. 132].

Results and conclusion. In conclusion, we can note that the usage of Internet technologies in teaching students foreign languages has a number of advantages, especially due to expanding the content and its constant renewal.

Internet technologies allow to find links to many relevant sites at once, thus providing the user a choice, an ability of uniting resources, their processing. Working with search engines, travelling in Internet, future philologists activate links one by one. Without even thinking about it, they automate the skills of viewing and searching reading, trying to find the necessary information. Comparing linear text with hypertext, I. Brown emphasizes the advantages of the latter and its impact on students' motivation: “... navigation with the help of usage of hyperlinks is much faster and better suited for quick viewing than a linear printed text. All materials represent real usage of language, which, as a rule, is very relevant nowadays. Students usually find the process of usage of

Internet interesting, and this generally increases their motivation to perform this task” [11]. V. N. Vasilovskaya expressed the view that the work with a computer in groups of two or three people contributes to the development of future philologists’ communication skills, even in the case when this kind of task does not presuppose it. This is achieved due to the fact that, while working on a project, students share their thoughts and ideas [2, p. 24]. In their turn, scientists J. Krajka and G. Fox agree with I. Brown in the fact that work with Internet resources has positive effect on students’ motivation [13; 12]. Nowadays there is no any doubt about the fact that teachers’ role in this work is important. All actions should be clearly agreed and regular supervision of the future philologists’ work should be performed, directing them and prompting them.

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**Интернет как среда формирования
профессиональной компетентности будущих филологов**

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Аннотация. В статье рассматривается специфика использования Интернет-ресурсов и Интернет-технологий в образовательных целях. Также предпринимаются попытки определить место и роль всемирной сети Интернет в обучении языку. В статье выделяются три основные сферы использования Интернет-технологий в процессе изучения иностранных языков. Кроме того, строится типология сообщений в образовательном пространстве с помощью Интернет-технологий. Одновременно определяется целый ряд дидактических задач в процессе использования Интернет-технологий в обучении иностранным языкам.

Ключевые слова: Интернет-ресурсы; Интернет-технологии; информационно-образовательное пространство; эдукационный процесс; дидактические задачи; образовательные цели.