PROGRESSIVE FOREIGN LANGUAGE
TEACHING IN THE CONTEXT OF
COMPUTER TECHNOLOGIES APPLICATION

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Abstract: This article deals with analysis of effective strategies of engaging students in learning on the basis of computing educational technologies usage. The use of new technologies in English language teaching is caused not only by the desire for novelty; this training also allows a learner-centered approach. Computer technologies represent a big range of opportunities for increase of efficiency of training, which are characterized in the article.

Keywords: foreign language teaching, computer technologies, progressive teaching, English, training.

Introduction
Recently is observed the tendency of decrease in interest of students to occupations of foreign language. Traditional forms of education cardinally lag behind modern perception of information: students abstractedly study a presented material, preferring to look through furtively news on social networks on smartphones. In the course of standard training there is no opportunity to realize the needs for self-expression, self-knowledge of students. Practical lecture is directed generally on passive assimilation of a material offered by the teacher, learning of rules, without abilities, tendencies and interests of students.

Formation of the active personality is impossible without activity in mastering by knowledge. Having departed from a template, it is possible to create interesting examples of non-standard forms of education that will allow returning the lost interest to learning of foreign language. The teacher should to some extent away from the standard of practical lessons, to make something new that could attract attention, to intensify the activities of the students, make them act, to think, to search. The use of new technologies in English language teaching is caused not only by the desire for novelty; this training also allows a learner-centered approach.

Formulation and Solution a Problem
Relevance of application of new information technologies is dictated, first of all, by pedagogical needs for increase of efficiency of developing training, in particular, requirement of formation of skills of independent educational activity, research, creative approach for training.

More and more various resources of the internet, and also emergence of a large number of training materials on compact disks, set a task of carrying out complex researches of opportunities and features of their application in educational process.

In training special relevance is gained by a problem of regularities of informative processes. Therefore before in a new way building educational process, it is necessary to carry out diagnostics of informative processes of trainees. In the organization of perception it must be kept in mind that on the modality pupils are conditionally distributed on “audial”, “visual” and “kinesthetic”.

“Audial” – the one who receives the main information through hearing. “Visual” – the person perceiving the most part of information by means of sight. “Kinesthetic” – the one who perceiving information through other feelings (sense of smell, touch, etc.) and by means of movements. The test of A.LEvis and F.Pukelik will help to carry out with students diagnostics on definition of representative system (the leading channel of perception, processing and information storage).

Why is it important to know how the trainee perceives information?

on practical occupation the teacher can submit information, using all channels of perception: both sight, and hearing, and kinestetik channel. Then each of trainees has a chance to acquire at least part of these messages. Exactly so usually also occurs. This chance considerably increases, if, for example, both the
teacher and the student – “visuals” (or “audials”). From what channel at the trainee the leader, depends development of many important skills. For example, reading or writing. Features of mental work significantly differ (for example, the distractibility, especially memory, etc.).

Using computer technologies, the teacher will consider these features of students and to provide information in that look in which it will be better acquired by them.

The computer can be used at all stages of process of training: at an explanation of a new material, fixing, repetition, control.

The computerization of training has considerable impact on all components of modern educational system and, in particular, on discipline “Foreign language”: its purposes, task, contents, methods, technology.

Training in a foreign language with use of the computer differs a number of advantages:

- training individualization;
- interest of students to the computer leads to high motivation of process of training;
- students willingly carry on dialogue with the computer, they increase the general, computer and language culture;
- possibility of providing direct feedback;
- the computer doesn’t show negative emotions at repetition of mistakes;
- objectivity of a mark;
- effective implementation of exercises and trainings (Sokolov and Stoytcheva, n.d.).

Characteristic disadvantages of training with a computer: abuse of computer effects, redundancy of paints; in a subject it is very difficult to adapt ready training computer programs for a traditional lesson as they not always correspond to the working program of discipline, the methodical purposes and the didactic principles in training.

Specific of the subject “Foreign language” is that the leading components of the content of training in a foreign language are not bases of sciences, and ways of activity – training in different types of speech activity: to speaking, listening, reading, and writing. It is possible to train in speech activity only in live communication, and the partner is for this purpose necessary. The computer program, the compact disk, what interactive thus they wouldn’t be, can provide only communication with car. The exception is made only by telecommunications, when the student enters live dialogue (written or oral) with the real partner – the native speaker.

Computer programs have to be used as important, but an additional component of the training program, on an equal basis with traditional materials and methods. Working with the computer, inevitably it is necessary to change all structure of a lesson and in general its competence. It is necessary to define specifically the corresponding role and a computer place in educational process, to specify and determine the main concepts, to introduce methodical and technical aspects.

At creation of educational process with application of computer training programs it is necessary to choose the concrete section from the working program; to design a set of tasks; to choose software for selection of tasks; to carry out expertise of the picked-up computer tasks; to develop methodical recommendations for the being trained.

Work with the computer not only promotes increase of interest to study, but also gives the chance to regulate presentation of educational tasks of difficulty degree, encouragement of the correct decisions. Besides, the computer allows to eliminate completely one of the most important reasons of the negative relation to study – the failure caused by misunderstanding of a material or a problem in knowledge. This aspect also is provided by authors of many computer training programs. The trainee was given opportunity to use various handbooks and dictionaries which can be caused on the screen by means of only one click on a mouse. Working at the computer, the student has an opportunity to finish the solution of a task, relying on the necessary help (Dmytryeva, 1997, p 21).

Important feature of the computer in teaching and educational process on a foreign language is that he can be “interlocutor” of the trainee, i.e. work in communicative the directed dialogue mode and definitely, for example, from graphic means, the analyzer and a synthesizer of speech to fill absence of the natural interlocutor, modeling and imitating his nonverbal and speech behavior.

The computer allows showing elements of regional geographic character, feature of an environment and a situation which can be used as a formation background at trainees of speech activity in a foreign language
on the display screen. The computer possesses great opportunities for creation of the color images which are giving in to necessary transformations in set limits.

Noted possibilities of the computer do it by a fine technical tool for different explanations and generalizations of the phenomena of language, speech and speech activity.

Now there is a big variety of modern multimedia programs where it is possible to find enough exercises for being trained all age and different levels of knowledge. For example, “bridge to English – Doki English” is an animated world where you can be trained in a game form in English. “Movie talk. English. The interactive video-course” will help you to improve perception of English speech aurally. “English in action. The royal family” is a computer course on the basis of video records from life of the British royal family.

Computer training programs have huge databases, provide high technological effectiveness of performance of separate training exercises, give the chance to combine most optimum analysis and imitation receptions in a support on consciousness, focus the training which was trained on free speed, individual logic of knowledge.

The computerization of our society appeals to life and emergence of an increasing number of people who want and can use these clever cars in an everyday life. Computers facilitate life and do it more interesting. after all if by means of this car within an hour or two it is possible to attend training courses on the internet in any subject, to see the world in its present condition and variety, to communicate to the huge mass of the most different people and to get access to libraries, museums and on exhibitions of which it is possible to dream only, the best means for self-development and individual education and self-education really isn’t present.

To train in language – means to train in communication, transfer and perception of information. There are three areas in which the internet can bring English training to new level. It is communication, information and the publication. Communication is carried out by means of e-mail, huge layers of information are concluded in a world wide web, the publication can be carried out by creation of own page on the internet.

So, the simplest application of the internet is to use it as a source of additional materials for the teacher by preparation for occupation. Materials can be unpacked and be used then during traditional occupation. Certainly, in this case the part of opportunities of the internet is used only. But even at such application of the internet training of a foreign language changes: the internet user gets access to actual and authentic information which is difficult for selecting from other sources (Pocheptsov, 2000, p 41).

The internet can become your assistant and when training students in the letter. Communication on correspondence with the native speaker will be ideally suited for this purpose. Moreover, it is possible to improve skills of a pronunciation, talking to the foreign friend by means of the Skype program. Communicating in virtual reality, the trainee uses the skills of foreign language skills, comes into friendly contacts and studies, thus culture of other country.

It should be noted that training through computer telecommunication networks provides immersion of the trainee in the real language environment and by that significantly weakens a traditional language barrier of practical use of a foreign language in this environment as exchange of information happens between contemporaries, the maintenance of materials includes thoughts, feelings of idea, the situations interesting to trainees and important in their life.

Possibilities of use the internet – resources are huge. The global internet creates conditions for receiving to any necessary student and the teacher of information being in every spot on the globe: regional geographic material, articles from newspapers and the magazines, necessary literature etc. Students can take part in testing, competitions, the Olympic Games held on the internet, to correspond with contemporaries from other countries, to participate in chats, videoconferences etc. Students can receive information on a problem over which work at present within the project. It can be collaboration of the Ukrainian students and their foreign contemporaries from one or several countries.

Using information resources of the internet, it is possible, integrating them into educational process more effectively to solve a number of didactic tasks on practical occupation:

- to form skills and abilities of reading, directly using materials of a network of different degree of complexity;
- to improve abilities of the monological and dialogical statement;
- to fill up the lexicon, both active, and passive, with lexicon of a modern foreign language;
to get acquainted with the cultural studies knowledge including speech etiquette, especially speech behavior of the various people in the conditions of communication, features of culture, traditions of the country of studied language (Karakozov, 2001, p 22).

So, computer technologies help:

- to attract passive listeners;
- to do practical occupations by more evident;
- to provide educational process by new, earlier inaccessible materials which help students to show their creative abilities;
- to accustom being trained to independent work with a material;
- to provide instant feedback;
- objectively to estimate actions of the being trained;
- to realize personal the focused and differentiated approaches in training;
- to remove such negative psychological factor, as fear of the answer;
- to raise a level of development of psychological mechanisms (imagination, attention, memory).

Conclusion

Summing up, it should be noted that undoubted advantage of use of computer technologies is transition to methods of search and creative activity of the teacher and the student. It helps to influence formation and development of language competence being trained, skills of audtion, a speaking, reading, and improvement of written language, education of the creative, social and active person.

Use of computer technologies give opportunity to exempt the teacher from considerable part of routine work, such as check of performance of separate exercises, frontal poll, presentation of large volume of a language material. Use of the computer equipment does occupation attractive and rather modern, there is a training individualization, control and summing up take place objectively and in due time.

In modern conditions more and more high demands are made to process of training in foreign languages. Information volumes promptly grow, and modern ways of their storage, transfer and processing cease to be effective. And computer technologies represent a big range of opportunities for increase of efficiency of training.

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http://dx.doi.org/10.1002/1520-6807(198507)22:3<343::AID-PITS2310220317>3.0.CO;2-0