INTERNET SOCIAL NETWORKS AS AN EFFECTIVE ELECTRONIC EDUCATIONAL ENVIRONMENT FOR FUTURE TRANSLATORS TRAINING

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Abstract: The paper discusses that nowadays the Internet ceases to be a tool that only allows to access remote resource. It becomes a resource that solves new pedagogical tasks, allows finding and implementing new training activities and materials. The use of information technologies in teaching practice provides the intensification of the educational process, the essence of which lies in informal communication using audio, video, graphic and text information of all participants of educational process. The social Internet networks can be considered as the consolidation of the Internet communication technologies, consisting of specialized software services: Internet sites, portals for group interaction between people. The introduction of social networks, which are becoming increasingly popular among young people, and their usage for educational purposes, can have a positive impact on the educational services quality, improve the motivation and education quality.

The paper confirms Internet social-networks facilitation of online cooperation between teacher and student, teacher and teacher or student and student. Modern distance learning technologies are based on educational environments (platforms), e-learning systems. They are relatively easy to use and help teachers to work and create distance learning courses, e-books, etc.

Social-network Internet-environment demonstrates the feasibility of supporting the communication between participants. It typically provides and opens up new fields for assessment such as communication, uploading of content, return of students’ work, administration of student groups, questionnaires, tracking tools, wikis, blogs, chats, forums, etc. on the Internet. According to the results of scientific research about the use of social media technologies in the USA educational process, concluded that first-year students, learning to use Information Communication Technologies, especially social networks, are more successful academically than students of other courses.

Key words: Internet-environment, social networks, translators training, electronic education environment, distance learning.

Introduction.
Recent technical advances are often used in the learning process, and in the sense of the social networks and it is not an exception. Social network is an interactive multiplayer website which content is filled by members of the network. The site is an automated social environment that allows you to communicate with group-members, united by general interest.

D. Bondarenko singles out 2 types of program tools within social networking cites:

Communicational tools are used for recording, storing and presenting communication data mostly in the form of text but nowadays more frequently in audio- and video formats.

Interactional tools are applied to maintain the interaction between the separate users and their groups. On the contrary to the communicational tools here the emphasis is made on the support of the users and the mechanisms of communication between them. Vice versa to communicational tools, which are mostly asynchronous, interactional tools are mainly synchronous, that allows users to interact in the real-time regime (as in the cases of internet-telephony or video chats), or almost synchronous (instant messaging, text chats, etc.).

Social networking sites can be used in the following directions: for communication, information distribution. The peculiarity of their usage is described through the determination of advantages and disadvantages that helps to denote the priority areas of preparation for social networking sites and to avoid the usage of ineffective means (Bodnarenko, 2013, p. 30).

Aim and tasks
Thus the main task of the paper is to define the social network notion of social networks and highlight it as an effective electronic educational environment for future translators training.
Background

Problems and peculiarities of usage the network services for the exchange of knowledge in the educational process of higher education was considered in the works of such Ukrainian scientists as: V. Bykov, V. Kukharenko, N. Morse and others. M. Menaka explored pedagogical possibilities of Internet services, Wiki technology in modern education are explored by N. Dagle, G. Stetsenko and the usage peculiarities of self-improvement qualification web-technologies are explored by M. Nimatulaiev etc. Among the foreign scientists’ works considering this scientific branch we should note the works and papers of D. Patarakin, Y. Elma etc. Many famous scientists who study this problem have noted that social services give the opportunity to create and edit learning resources despite the distance and borders.

Some aspects of future translator’s professional training have become the object of scientific investigation of the following researchers. Y. Kolos (informational and technological competence), A. Kozak (translation culture), S. Panov (technical translators training), O. Rohulska, A. Yankovets (the formation of professional competence of translator by information and communication technological means), R. Bell, W. Benjamin, D. Berber, J. Boase-Beier, W. Wilss (training of conference translators).

Let’s name the advantages of the social networking sites using the example of Facebook:

1. The interface used in Facebook allows easily differentiate vital, educational, social, personal and professional interests by division friends into groups and view the pages in the “Chronical regime”.
2. Special opportunities of Facebook interface protect the private life of its users from the unauthorized intrusion. Privacy adjustment includes the following sections: communication, profile and marks, apps and web sites access limitation to the previous publications, banned users and apps.
3. The possibility to use the mobile phone to log in Facebook allows the users to keep in touch with their friends and partners regardless their locations.

This makes an interpreter’s work really comfortable, because his profession is highly connected with mobility.

4) Uploading photos from your smartphone;
5) Simple and ready-to-use tools for searching friends by such criteria as: country and city residence, secondary education, university or college, place of employment, first name and surname. The specific advantage of that is contact search including post services, messages and search requests.
6) Facebook has a lot of opportunities for business communication, project and start-up promotion, product placement, social polls and other public activities.
7) It is possible to watch TV-shows and films without dubbing.
8) The possibility of attaching links to your Internet profile and commenting on them.
9) The buttons “Like it” and “Dislike it” for the observing the users’ point of view.
10) Social networks make it possible for teachers and students to share necessary information and also to make notes about events. It would be easy for education software developers to gain popularity within their colleagues with the help of service “take likes increaser app”.
11) Activity in the social networks helps students to gain modern communicative skills and to learn a proper way of searching – analysis in epoch of informational society (Bodnarenko, 2013, p. 32).

Research

Today the “World Wide Web” technology is another user-friendly service for educational process – information service of global area network which is built on hypertext and means of its transmission (protocols). WWW is the environment for information interchange between the people, which is developed on the basis of different hypertext documents that consist of components with various ways of information supply (text, sound, graphics, three-dimensional objects etc.), besides every element can be a reference to another document or its component. Client programs of WWW (browsers, navigators) interpreter such references and display data of hyper documents for users and corresponding services (ftp, gopher, Usenet, e-mail etc.). Thus, WWW service is freeware and versatile for many Internet services, and the system itself plays integrant part. We distinguished “Web 2.0” services as:
1) Social research networks – systems, which allow users to choose themselves the way of researching, sites and words they look over first, and how to present the found results (for example http://company.quintura.com/ru/);

2) Means for marks saving – online service for saving references of web-page which allows to add references from any connected to the Internet computer; to get access to them from any connected computer; to mark tags to references (marks of category), which make it easier to find them some time later (for example http://www.google.com/bookmarks/);


4) Network diaries (blogs) – Internet service that makes possible to any user to keep records of any theme he likes (for example blogger.com, wordpress.com, educational blogosphere – http://blog.classroomteacher.ca, http://www.openclass.ru, http://edublogs.org);

5) WikiWiki – social service that makes possible to any user to edit the site text (write, make changes, delete, make references for the new articles); different variants Wiki software allow to load pictures, files that contain textual information, video-fragments, audio file etc. (for example Wiki Engin es – www.mediawiki.org, Wiki-Project http://uk.wikipedia.org, http://www.letopisi.ru);


7) Social geoservices – Internet services which allow finding, marking, commenting, and adding photos to objects on the Earth map with the high accuracy. In such conditions we use actual data received by Earth satellites (for example http://maps.google.com, http://wikimapia.org);

8) Social networks – communities of people linked by joint interests or communication need;

9) Recommendation services – systems which are specialized in the one type of content (books, movies, music etc.), and their users do the work of experts specifying the most interesting position;

10) Mash-ups – web-services which unite data from several sources in one integrated instrument;

11) Virtual worlds – are 3D-spaces with certain characteristics (for example multiuser game), which give possibility for information environment creation (Osadchiy, 2011, p. 122).

Facebook is nowadays one of the largest social networks that recently has paid much attention to education. A lot of educational institutions use Facebook to post news, gather the information, communicate, student recruitment In addition, students and teachers use a variety of Facebook tools for research purposes (Carlson, 2010). Such tools are:

- Books weRead – this tool allows you to share your opinions about books, write your comments and to know the opinion of other readers about books.
- Flashcards – with this tool you can create flash cards that will help you to learn using Facebook.
- DoResearch 4ME – this tool is designed to collect information with the help of the abstracts, instructions, and more.
- Study Groups – using this tool you can implement group project. For example: study year project, etc.
- HeyMath! – these mini-films explain mathematical definitions that help students to understand the material better.
- SlideShare – this application allows you to create presentations in slide show form.
- BookTag – the program offers a great way to share books and also to create interesting study tests.
- Docs – tool that lets you create and share Microsoft Office documents on Facebook.
- Zoho Online Office – tool that allows to store own documents online and even share them with students and colleagues (Bura, 2014).

Hematic social networks designed for learning foreign languages and can be used in professional and practical training of future translators. Technical possibilities of these social networks provide the opportunity to exchange information, stimulate cognitive interest creative abilities. The formation of foreign language knowledge is positively affected by all these factors. The most famous examples of such social networks are: www.livemocha.com, www.busuu.com, www.glogster.com (Kovalenko, 2015).
For the purpose of determining the level of social networks usage during the educational process, the investigation had been held and consisted of polling, testing, and practical lessons with the students from translation department in Khmelnitsky National University, Bohdan Khmelnitsky national academy of Ukrainian state border service, Kyiv Taras Shevchenko national university, Kyiv national linguistic university and Ternopil V. Gnatuik National pedagogical university.

At this stage of experiment, 32 experts were involved, including university teachers, who take part in future translators training. It should be noted that the polling and testing among teachers and students from these universities demonstrate similar results.

The main target of our experiment was to determine the level of motivation, willingness, skills, theoretical knowledge in usage of social networks in educative and professional activities for future translators.

The object of an experimental research is to determine the future translator's level of readiness for usage the social networks and services in educational and professional activity and the implementation of experimental teaching methods.

So, at this stage of research we can determine the number of tasks:
1. to determine the future translators readiness for work in educational environment;
2. to form the methodical recommendations concerning computer skills for future translators;
3. to determine the standard of computer, social networks and other information technologies skills;
4. to determine the main reason of low development of social networks and other services for future translators professional education.

Intermediate questioning results proved that a significant number of students (nearly 80%) had computer and Internet access at home, which is being widely used by them in the rest time.

In teacher's opinion, social networks, exchange messages, voice and video communication services intended to save and provide access to photo and video files are especially popular among youngsters. Received data allows to state, that approximately 80 % of students have their accounts in different social networks. It also figured out that approximately 70% of poll students use their accounts every day.

These resources have significant potential from the point of view of training which is used very sparingly. The results of conducted pool testify that insignificant number of teaching staff (12%) has certain experience in using the abovementioned Internet resources with educating purpose. The examples are: the attaching of tasks for student groups on the personal teacher’s account or in the social groups created especially for users (6% of respondents), the attaching of the plans, programs, lectures abstracts on the personal accounts and blogs (12%), saving of the created documents and providing the students with tasks off-line (8%). A significant number of respondents use social networks and information technologies during lessons systematically. There are presentations, video clips, computer testing, modern computer equipment. The amount of such teachers among the asked members is 70%. It means a gradual implementation of information and communications technology into teacher’s practical activities (Ivashn'ova, 2012, p. 17).

The conducted opinion poll and comparative analysis of different social networks possibilities give reasons for the following conclusions that the main reasons of the low level of social networks integration in educational process are:
- Unclear information direction of academic subject content.
- Students are not interested in the Informatics course.
- Non-usage of interdisciplinary links of information character.
- Gaps in previously acquired knowledge.
- Insufficient skills level to work independently with educational material.
- Absence of practice self-control knowledge’s and skills.
- Absence of proper systematic control of activities.
- Inadequate self-esteem of Internet opportunities.
- Insufficient development of research skills.
- Insufficient training of university teachers on the issue of the use of information and communication technologies.
- The average level of abstract and analytical thinking and creation.
- Insufficient usage of information communication technologies on the lessons, tendency to the traditional learning tools usage.
- Insufficient computer system development in the university.
- Lack of adequate number of computer classes with modern equipment.

Thus, we need to create the mechanism of future translator’s useful training. It is important to form computer technologies knowledge in the process of professional training. This process should ensure formation of a broad outlook, mastering modern methods of research, among which the main is the usage of information and communication technologies in educational and professional activities.

Conclusion

So, we can conclude that social networks have long since ceased to be a regular communication means; it has become a powerful tool for learning and work. New social Internet-services have radically simplified the creation of training materials process and their web-publishing. Now everyone can get access to digital collections, but also to create their own web-content. Due to the development of social networks, students and teachers receive new forms and means for the information storage and spreading, management facilitation of educational information and learning process.

In conclusion, it is evident that this study has shown that online social networks created new innovative learning environment that increases interest in the subject matter, foreign language becomes a means of obtaining interesting and useful information. Students have more opportunities for quality distance and multimedia education. These Social-networks (often called e-learning platforms) allow teachers to secure education materials own students, as well as to interact with them in real-time. The existence of educationally oriented communities in social networks stimulate the creation of training materials bank-sources from the different disciplines, assist in obtaining consulting support and guidance to young teachers and stimulate exchange of experience between colleagues.

References


