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USING INTERNET-RESOURCES IN TEACHING FOREIGN LANGUAGES

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The article analyzed didactic opportunities of Internet resources in the teaching of foreign languages and their impact on educational process in general. The optimal ways to use the Net as a means of teaching speech activity, found advantages and disadvantages of the use of Internet technologies in the educational process; determines main stages of the design and implementation at the Internet network.
Key words: Internet resource, foreign languages, educational process, network, computer.

В статье анализируются дидактические возможности Интернет-ресурсов при обучении иностранным языкам и их влияние на образовательный процесс в целом; исследованы оптимальные способы использования Интернет-сети как средства обучения речевой деятельности; выявлены основные преимущества и недостатки применения Интернет-технологий в учебном процессе, выделены основные этапы проектирования и реализации обучения в Интернет-сети.
Ключевые слова: Интернет-ресурс, иностранные языки, образовательный процесс, сеть, компьютер.

Кравчук Л.В. ВИКОРИСТАННЯ ІНТЕРНЕТ-РЕСУРСІВ У ВИКЛАДАННІ ІНОЗЕМНИХ МОВ
У статті аналізуються дидактичні можливості Інтернет-ресурсів у навчанні іноземних мов і їх вплив на освітній процес у цілому; досліджені оптимальні способи використання Інтернет-мережі як засобу навчання мовної діяльності; виявлені основні переваги та недоліки застосування Інтернет-технологій у навчальному процесі, виділені основні етапи проектування та реалізації навчання в Інтернет-мережі.
Ключові слова: Інтернет-ресурс, іноземні мови, освітній процес, мережа, комп'ютер.

Formulation of the problem. Nowadays the new information technologies extensively implemented in the educational process. Interactive educational programs have become an important source of student learning, and this is not surprising, because the modern level of computer literacy of school graduators is quite high, and students perceived quite well. The appearance of the Internet in education system stimulates the desire to learn, expanding the zone of individual activity of each student, increases the rate of supply quality material in one lesson. During such studies, special focus makes on independent, purposeful activity of the student in finding the necessary information from a particular subject, understanding and processing of new knowledge. The teacher serves as the organizer of the learning process, individual work of students, providing them the necessary methodological support and advice. Internet – technologies are an integral part of the overall information culture of teachers and students. However, the information educational space only begins to filled. To avoid unsystematic and incompetence need of internet, the subject teachers must to contributed to filling this information resource. It is important to know for the teachers, for what didactic purposes they can use modern Internet technologies, and how they will help enrich and vary the learning process.

Analysis of recent research. In the works of many researchers actualized various aspects of the use of the Internet for foreign language education, including: Bovtenko M. (Computer language education); Polat E. (New Pedagogical and Information Technology in the system of education); Popov G. (Computer technology in learning process); Romanenko L. (Use of multimedia technologies in learning English); Sumin G., Ushakov N. (Using multimedia technology in education process); Tokmenko A. (Information technology in teaching foreign languages in schools); Hlyzova N. (Multimedia and opportunities in the organization process of learning English) and others.

The aim of the article ─ identify opportunities for Internet resources in the teaching of foreign languages and their effect on the educational process as a whole; analysis the uses of the Internet network as a means of teaching speech activities at foreign language lessons; study advantages and disadvantages of the use of Internet technologies in the educational process.

The presentation of the main material. The integration of Internet technologies into

the modern education and their use it during the learning foreign languages is very relevant. Use of the Internet network as a means of learning a foreign language realizes a lot of goals and objectives of the educational and training process. *Educational aims* include mastering by knowledge, abilities, skills; *Developing aims* include the development of intellectual, emotional and volitional and behavioral spheres of activity of the individual; educational goals include the formation of a scientific outlook, moral, artistic, aesthetic, ecological culture and more.

The basic communication skills, realized with the help of Internet technology are:

– the ability to read and understand the authentic texts of different genres and types with different levels of understanding of the content, treating them as a source of various information and as a means of mastering it (using an electronic library for reading video books, articles in the original language, and other educational literature);

– the ability to understand from hearing speakers (using training videos, tutorials, videos, stories, videos, to understand the content of speech);

– the ability to communicate in writing in accordance with the tasks (using e-mail, writing a letter to a friend);

– the ability to perform oral speaking communication (in monologue and dialogue forms (use online conferences, videoconferences Internet projects).

The use of Internet technology at the lesson of foreign language is impossible without mastering the verbal means of oral and written language by students, as well as the basic skills by the teacher of Internet technologies. Necessary skills of operating this material and use it for generation and recognition of information in certain areas of communication. It can be used successfully only if the medium and high levels of learning language. Using it in the early stages of learning is an ineffective, according to the deficit of linguistic resources in students. Teacher selects assignments for students, according to their age characteristics, language, socio-cultural, sociolinguistic development, and according to each stage mastering foreign language.

During this period, play an important role, working with textbook and training exercises to consolidate vocabulary Xend grammar in general. At this stage of training, the use of Internet technology does not offer new features com- pared to the textbook. The only difference is that the students see the task is not on paper, but on the computer monitor. A positive aspect in the implementation of this type of task is that the student can immediately find out whether he made the right or not. But the question "What is wrong and how?" – should answer the teacher.

The Internet has grandiose information possibilities and not less impressive sphere of training programs [1; p. 83]. And it creates a unique opportunity for those who study a foreign language to use authentic texts, listen and communicate with native speakers to reproduce the natural language environment. The use of Internet technology provides features such as education at a distance (distance learning), students and teachers to communicate not only within the same school district and other regions of the country and the world.

First of all, consider the possibility of using the Internet in teaching foreign languages. All this is done with the help of distance learning, work with educational and informational sites, correspondence by e-mail with students in other countries, the creation and joint telecommunications projects, the possibility of reading books in the original language, participating in various competitions and contests, view educational videos. The analysis of scientific literature [1– 4] gave us the opportunity to identify the best ways to use the Internet are already lessons:

1) all lesson is based on work in the network with specific training and information programs;

2) work in the network during certain stage of the lesson (as a structural element of the lesson);

3) individual work of students in the Internet, at after school time associated with finding the necessary information from a particular subject, understanding and processing of new knowledge, individual tasks, create projects.

Using the Internet during the lessons

Generally built to work with educational and informational sites, this method is effective during the presentation of new material, or the study of individual topics. This can be a virtual tour to Great Britain and other English-speaking countries lesson teleconference and telecommunications joint projects with other educational institutions, direct contact with native speakers, business game, etc.

The possibilities of Internet technologies fully disclosed directly in the classroom. Ideal condition for this class is the availability of a computer connected to the Internet network. Using the Internet at the lesson should not be chaotic

and unsystematic. This means that teacher should clearly define the objectives of training, development and education. He concretizes levels of, which will be targeted settings: general introduction of the new subject, learning the theoretical aspect of the material being studied, the formation of practical skills, knowledge test.

The most popular educational sites for learning languages are:

http://www.iearn.org/– one of the most interesting websites for learning English. You can find interesting articles to read, news, tutorials and tests, view the videos and a lot of interesting information.

http://www.english.ru/ – site "Internet resources for learning English". You can find information about education abroad, educational programs and tests, advice to writing a school essay, essays, lots of free information and links to useful resources on the topic of the site, tutors, examples lessons and training exercises.

http://www.bkc.ru/aboutus/ – site is devoted to the study of foreign languages: English, German, French, Spanish, Italian, Arabic, Chinese, Japanese and combines 30 virtual schools to choose from. Before training you can be tested, select the course instructor. There are special differentiated programs for different age groups. For the least an additional learning tool – a multimedia program "English + Kids".

http://www.englishclub.narod.ru/ – English club. This is a teaching database for the study of English. Dictionaries, grammar, teaching exercises (tops), idioms, patter songs, the "Fiction" with books to read. For each phase of the study, and several of them – and so original. – You can find the "Lesson Plans".

http://www.englishforkids.ru/ – English for children. You can find educational programs, tips, contests, forums, interesting links to other sites, and so on. Online archives are children's songs, poems, riddles and proverbs in English that you can download. It is possible to order new books from online retailers for the study of foreign languages.

http://www.primavista.ru/dictionary/index.htm – Another very interesting Internet resource. This site is entirely devoted to programs for translation, dictionaries, translators, foreign language study book, and more. In the catalog of Internet resources, there is a section Offline dictionaries, dictionaries that can be downloaded to your computer.

Generally, training sites designed to train four types of speech activities (reading, speaking, writing, and listening) contain different levels of reference for mastering the phonetic, grammatical and lexical material. As for content sites, the teacher himself must decide on the selection of the right material [3, p. 40].

"Anri education systems" – server distance education. Here you will find a large selection of free online courses in foreign languages for beginners. The use of electronic resources in the educational process allows to more fully realizing the principle-centered learning. Personalization of the learning process carried out by the large potential of computer tools to adapt to the needs of each student.

The principle of individualization in computerized learning process of a foreign language is provided by the *following factors:*

– ability to select of individual temp of work;

– individual way to manage of educational activities, the use of different degrees of complexity of tasks with the ability to transition to more complex or simple options of the program based on the successful results;

– individual training set of support tools (guides, tips, keys);

– daptation of educational material to form individual peculiarities of perception specific student.

With modern computer programs students feel a real immersion in a living language, get lot of opportunities to learn and memorize new words and speech, as well as to develop of speech skills.

Effective organization of learning through educational sites depends on the following factors:

– a clear formulation of the use of Internet network;

– clear instructions about the activities in the network and their implementation;

– selection of the material according to the needs and communication competence of students;

– skillful use the limit of lesson time.

The teacher should set clear the objectives to students, their search activity, to help navigate the flow of information, to assist in the exercise and implementation of other tasks.

The method of use the Internet network as a structural element of the lesson is built on the management of the following activities: use e-mail (E-mail) and writing a letter to a friend, processing dialogical situations, viewing of videos, perform online tests, objectives to consolidate lexical, grammatical and phonetic skills. During the lesson you can repeatedly create learning situations through the use of electronic resources.

The method of applying online network for independent work of students.

There is very effective use of the Internet for educational purposes. Includes homework in the form of presentations of native town, prominent personalities, favorite writers, or musicians, video search and selection of stories or interesting information on the proposed topics, preparation of reports, statements own monologue, and other projects. Individual tasks can be for each student or collectively.

It is reasonable highlight the advantages and disadvantages of lesson with using Internet network. The benefits include:

– intensifying training through electronic organizer, bookmarks, automated search of educational information, automated note-taking;

– individualization of learning;

– automated test control;

– improving communication through "immersion" in direct contact with native speakers;

– the openness to the introduction of new teaching methods (project method, etc.);

– implementation of the principle of clarity, presentation of educational material through mass media;

– the possibility of raising additional computer training programs, access to electronic libraries and catalogs;

– involvement of information technology students as well teachers.

The disadvantages of study with Internet are:

– additional technical-material support of educational process (the presence of several specially equipped computer classes need access high- speed Internet);

– high requirements for information culture of teachers and students (for these lessons requires certain skills of networking as teachers and students; otherwise, this type of work is impractical).

Projecting and implementation of study on the Internet should include several steps, including:

– development of didactic training requirements for study in the network;

– development of technical requirements for study in the network;

– development the structures of studying process in the network;

– the choice of tools to implement study in the network;

– development of requirements for information culture of teachers;

– development of methodology and teaching methods for teachers teaching material, textbooks for teaching in the network;

It should be noted that an important role in the implementation of Network study play Internet-course for teachers who want to master the Internet technologies, and further implement them into the practice. Students of these courses should not only master the course, but also to prepare the final work – electronic versions of their textbooks, textbooks, teaching materials with educational subjects they teach.

We select the basic functions of study in the Internet:

– *information* (opens training content outlined in printed form and through all possible multimedia);

– *management* training activities the student (a means of planning, preparation and education);

– *stimulation* (establishes and promotes the learning to increases student interest in learning the material possibilities of its use in professional activities, promotes the development of skills with additional literature, reference books, Internet resources;

– *exercise and self-control* (ensures a strong and stable learning skills, which is achieved through exercises, repetitions, systematization of control and self-control);

– *coordination* (establishing the relationship between the structural elements of the network exchange for the purpose of the most complete implementation of educational goals and professional development of personal qualities);

– *worldview* (involves the development of the students' scientific outlook, scientific and creative thinking, culture, professional activities, holistic attitude to scientific knowledge and the basis of the formation of emotional and motivational sphere;

– *educational* (training effectiveness in the learning process depends on how objectively the possibility of school discipline teacher used and implemented in filling didactic course).

Conclusion and prospects for future research. The systematic use of Internet network to foreign language lessons — an effective means of teaching students. Satisfying the natural curiosity of students to search for information and networking, we shall provide conditions for effective language learning. This form of training is not exhausting the nervous system and teaching material absorbed with the help of involuntary memory in an interesting way.

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