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**Українська словесність у полікультурно-освітньому  
просторі сьогодення**

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**Євтушина Т. О.**, доцент кафедри української філології і методики навчання фахових дисциплін (*відповідальний секретар*)

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*За зміст тез наукових доповідей, достовірність цитувань та оригінальність викладення матеріалу відповідальність несуть автори*

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Перспективу подальших досліджень убачаємо у вивченні та компаративному аналізі інших інтерактивних дощок з метою практичного використання в освітньому процесі ЗЗСО. поглиблення знань з української мови, забезпечення ефективного та якісного навчання.

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**Tetiana Yablonska, Maria Tarasenko**

*State Institution «South Ukrainian National Pedagogical University  
named after K.D.Ushinsky»*

### **THE INFLUENCE OF INFORMATIONAL TECHNOLOGIES ON THE FUTURE SPECIALISTS' COMMUNICATIVE COMPETENCE IN CROSS-CULTURAL INTERACTION**

*The influence of informational technologies on the future specialists' communicative competence in cross-cultural interaction is determined in the article. The forms of work with the Internet-content, their reliability and efficiency are analyzed. The key function of the students' project work in extracurricular activities is defined.*

**Key words:** *informational technologies, Internet-content, Web sites, communicative competence, cross-cultural interaction, extracurricular activities, project work.*

*У статті визначено вплив інформаційних технологій на комунікативну компетентність майбутніх спеціалістів у міжкультурній взаємодії. Проаналізовано надійність та ефективність форм роботи з інтернет-контентом та визначено ключову функцію проектної роботи студентів у позааудиторній діяльності.*

**Ключові слова:** *інформаційні технології, Інтернет-контент, веб сайти, комунікативна компетентність, міжкультурна взаємодія, позааудиторна діяльність, проектна робота.*

**The problem raising.** Today, it is important for foreign language teachers that any language as a means of communication has a new form of existence in cyberspace, and foreign language teachers have a unique opportunity to use a modern living foreign language and, of course, create their own language and virtual information space.

Like everything new, the problem of using virtual space requires additional consideration. The World Wide Web has enormous potential and extends to virtually all areas of human activity, including foreign language teaching. However, this is the complexity of its use, namely too many opportunities for both teachers and future professionals. That is why only those resources should be involved in foreign language teaching that will be really effective and make foreign language learning interesting and exciting for students and even open new paths for teachers.

Students have been using the Internet for a long time to meet their needs,

but unfortunately, they rarely coincide with the learning process. Our task is to demonstrate to future professionals the possibility of using the global network to solve educational problems, to facilitate the learning process and the acquisition of relevant knowledge, as the Internet can not be used only to search for information, download resumes and lectures in any discipline. Modern possibilities of using Internet content are extremely large. The World Wide Web creates excellent conditions for obtaining any information from around the world. This can be local history material, news from the lives of young people and countries, famous people around the world, access to articles, newspapers, magazines, books, audio and video materials on any topic.

**The actual researches analysis.** Analysis of different educational research and publications shows that the rich experience of higher education in the organization and optimization of education should be considered as a basis for the development of pedagogical technologies, which is reflected in the works of famous scientists such as S. Arkhangelsky, Y. V. Babansky, V. P. Bepalko, S. U. Goncharenko, R. S. Gurevich, I. Y. Lerner, O. M. Pekhota, S. O. Sysoeva, M. M. Skatkin and others.

Such researchers such as T. O. Derba, O. M. Kuzhel, I. P. Kuzmina are actively involved in the development and implementation of new information technologies in the educational process.

The Internet as an information system offers its users a lot of relevant information and resources. The basic set of services may consist of e-mail, teleconferencing (usenet) and videoconferencing [2]. It also includes the ability to publish your own data, create Web sites, home pages and place them in a web chain; access to audio, video and text information resources; reference directories (Yahoo, InfoSeek / Ultra-Smart, LookSmart, Galaxy); search engines (Alta Vista, HotBob, Google, Open Text, WebCrawler. Excite) and online chat. The role of the teacher in the use of various Internet resources in the educational process is one of the most pressing issues. Why? We can not disagree with Klaus Brandl, who believes that working with the Internet makes very high demands on personality traits and training of future professionals [5, p. 414-415]. K. Brandl identifies three types of learning according to the level of teacher participation: with the dominant role of the teacher, the coordinating role and the predominant role of the student. On the one hand, Klaus Brandl gives a reasonable advantage to the latter approach, which is based on students' project activities. On the other hand, the famous scientist in no way reduces the value of the first two approaches at certain stages of learning, pointing to the possibility of their use in accordance with students' knowledge, choosing the necessary topics and site to work with future professionals. R. Shamanska offers such forms of work with Internet content [4, p.11]:

1. The use of Internet (web) resources in the study of a new topic (selection of additional material, visual aids, video and audio recordings. The lecturer explains to students the purpose and tasks, distributes cards with relevant tasks and titles of various branch sites. They should review the material, get acquainted with it and select exactly those topics that they consider most relevant for study.
2. Independent or group work of students with Internet resources for the

preparation of reports, messages (active use of search engines).

3. Participation in international projects (selection of project topics that correspond to the program, are related to events in the city or higher education institutions).

4. Correspondence by e-mail (this type of activity requires some technical training, it is desirable that everyone already has their own mailbox).

5. Creating your own Web sites (this form is successful abroad, but it is quite difficult for Ukrainian higher education institutions).

6. Communication of lecturers with colleagues, exchange of experience in the field of educational process, establishment of network interaction between experts from any country of the world.

Given the rapid development of computer technology, increasing the speed of the Internet, we would like to add to these opportunities the use of web cams, online communication, online video courses and more.

**The aim and the tasks of the research.** The research is aimed at determination of the influence of informational technologies on the future specialists' communicative competence in cross-cultural interaction. The main tasks are directed to such aspects as the analysis of the forms of work with the Internet-content and their reliability and efficiency and the key function of the students' project work in extracurricular activities.

**The main material presentation.** Project work is always considered to be the most effective type of future specialists' activity in any field in extracurricular activities. However, its effectiveness depends entirely on the lecturers' organizational and coordination activities. Here comes a very relevant issue about the attractiveness of project activities in relation to the process of a foreign language learning.

In addition to the great potential of the project method for the formation of communicative competence, excellent opportunities arise in the use of information resources and Internet services in the process of students' project activities. Of course, we can create a real linguistic environment and set the task of creating the need to learn a foreign language through intensive communication with native speakers, work with authentic literature of various genres and listening to original recorded texts presented by native speakers. It is possible to do it only with the help of Internet. This is probably the most effective opportunity to build socio-cultural competence based on cross-cultural dialogue [1]. On the Internet, students and lecturers can find all the necessary information for the project on any topic. It can be related to museum activities, current events in different parts of the world, people's reaction and attitude to specific events. We can also talk about environmental conditions in different parts of the world, special dates and celebrations in different countries, and even statistics on various issues and so on.

The simplest project is e-mail correspondence. The advantages of this type of correspondence are obvious. Students have a real opportunity of using a foreign language as a means of communication to master the basic skills of working with a computer, to get the most interesting information from a reliable source in the near

future. The role of a foreign language teacher is to motivate students to process the information obtained in class. And this in turn stimulates them to perform various individual tasks. Telecommunication projects with foreign partner schools also have a positive effect on the future specialists creative potential.

By educational telecommunication project we mean joint educational and cognitive, partners' creative activity, organized on the basis of computer telecommunications, which have a common problem, purpose, agreed methods and means of activity aimed at achieving the overall result of joint activity [3]. Projects can be performed both in the English Language classes and during extracurricular activities. Project activity is most effective if it is closely related to the program material, aimed at significantly expanding and deepening the student's knowledge in the process of working on the project. As you know, the project is always based on the problem. When working with the project, it is necessary to create a favorable language environment for future professionals because any important issue will be discussed only in English. A positive psychological climate is one of the most important conditions for intercultural interaction. In the event that the problem is of real interest to future professionals, they will be happy to be involved in its solution and to find tools and arguments that will also indicate the correctness of their position and the emergence of appropriate conditions for organizing an international telecommunications project. There are also purely extracurricular projects related to any problem that may interest students. On the one hand, it is necessary to encourage future professionals to individual or group project activities, to trust them, but, on the other hand, still provide systematic control and help them if necessary and maintain their interest.

As for international projects, they can cover such areas of activity as, for example, ecology, geography, history, demography, etc. Again, these projects are usually conducted in the language being studied. Communication with native speakers of the culture of the country whose language is being studied again develops the creative potential of future professionals and helps to formulate their own point of view on a particular problem and encourages communication. The fact is that future professionals are not only working together on this issue, but also interested in the national and cultural characteristics of the partner country. It helps them understand each other, hear each other, treat each other with respect and recognize that we are all living people and are inhabitants of the same planet. It is necessary to realize that each project on any topical issue must end with a real result.

**Conclusions.** Thus, once again, it is safe to say that Internet projects allow their participants to solve their educational problems by organizing their own activities in cooperation with partners and colleagues (also from different countries) and through the Internet. The educational community of using online projects creates conditions for modern education, professional development and effective professional development of teachers, expanding the boundaries of educational spaces, gaining experience in multicultural interaction, the existence of ideas of peace culture and building public diplomacy.

We see a promising direction for future research in improving and deepening

the use of modern Internet resources, such as professional websites and developing a system of exercises in free economic education at different levels of foreign language proficiency.

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