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INTERNET AS CONVENIENT FACILITY IN LANGUAGE LEARNING

The purpose of the study is to find out the role of the Internet in the teaching process of the second language in universities; basically to identify the main advantages and disadvantages of using the Internet in the educational process; to examine new language teaching methods with the use of social networks, "room" chats, cloud technologies and teleconferences; to define the role of live communication between students and professors while studying the language. As the result of the study aims to confirm or deny the need of relocation the process of learning the language to cyberspace.

Keywords: internet, process of learning the language, communication, social networks, "room" chats, cloud technologies, teleconferences.

Introduction

As Jack Ma, the founder and chairman of the board Alibaba Group company and the richest Chinese in the world, claims that technical revolution and "robotization" will result in labor market changes. By 2030 robots will be able to take for about 800 million working places.

Therefore, an educational process has to challenge the requirements of labor market in order to give working places for students in the future. It concerns the study of languages as well. A language educational process depends a lot on communication between professors and students. That is why it is necessary to pay attention to the use of modern communicational methods in the process of learning the language, that has become accessible due to the Internet.

The use of the internet in educational process was researched by O. Petrova, N. Popova, I. Akavez, Veselska O.L., Ptushka A.S., Kravchuk L.V., Boltak I.S.

Petrova O.B., Popova N.O., Akavez I.V. have investigated the realization of didactics principles of studies by the internet in the learning of foreign language as a basic discipline (Petrova, 2012).

Veselska O.L. has payed attention to the positive aspects of the use of Internet in the process of foreign language learning and the use of the internet in the context of expediency and validity.

Ptushka A.S. has focused on the tasks and purposes that a student can reach with the help of the internet in the process of foreign language learning, and also she has distinguished the primary purpose of language studying – communicative one.

Kravchuk L.V., Boltak I.C. have focused on the internet-resources that can be useful while foreign language learning.

Kravchuk L.V. also determines methods of the internet use in the learning process, emphasized on its advantages and disadvantages.

The research studies of scientists confirm the opinion that the educational process is closely connected with information technologies, basically, with internet. However, such interaction imposes new requirements on classes and methods of communication.

Aim

The purpose of this study is to determine the role of the internet in the process of learning a foreign language, and to emphasize some benefits and losses of using the internet in the educational process.

Results

Fundamental role of information and swift rates of information technologies development determine the necessity of special informative culture of personal development. Nowadays the volume of knowledge accumulated by the humanity is growing incomparably quickly in comparison with other historical periods, and it requires creation of new methods of planning the learning process. In accordance with this process of educational informatization a special thinking of both teachers and listeners should be formed. It is necessary to improve programmatic-methodical providing of educational process. Therefore, the development of methodologies application of economic and didactic feasibilities of informative technologies should be provided. There is a need to raise the level of creativity, forming the abilities to create strategies and to search educational and professional tasks. Professors have to develop their skills in studying the content forming and applying those internet facilities which is appropriate for the aim of study.

For the purpose of forming the aim of study the particular goals that should accompany the use of the Internet and complement other linguistic or educational goals should be defined:

Active and creative mastery. Even though information technologies are becoming ubiquitous, too many people use them in only a passive manner. Professors are shortchanging students if they do not help them to achieve active and creative mastery of new technologies, not only for receiving information and knowledge but also for producing them together. This mastery will enhance stu-

dents' the opportunity to shape the multimedia future intensively.

Autonomous learning. Because of the fact that information technologies are changing so quickly, mastery is not a onetime goal but an ongoing, lifelong process. Students must not only learn but also "learn to learn", that is, develop the autonomous learning strategies needed to adapt to new technologies and new situations. This ability will help students in achieving the types of benefits that will long outlast one particular course.

Collaborative learning. Collaborative learning is often seen as a mean in the English language classroom. We believe that now it is not an optional mean but an extremely important one. In the age of the Internet, the ability to cooperate and collaborate with other partners in the same institution or around the world is essential to reach success, and students cannot really learn how to use the Internet well unless they learn collaborative communication and teamwork skills.

Cross-cultural learning. Just as the Internet enhances the importance of collaborative learning, it also magnifies the importance of cross-cultural learning. Success in today's Internet-connected global society - whether in the business world, academia, or civic affairs - depends much on the ability to communicate fruitfully with people from different cultures and interpret information from diversified cultural contexts. Also this goal should be consciously integrated into the enhanced internet classroom.

Critical learning. Finally, the vast amount of information available in the Internet means that critical learning and literacy skills are more important than ever before. More than ever, reading now means reading between the lines. Professors should help learners think critically at the microlevel, for example, by analyzing the perspectives and biases of individual World Wide Web sites. They should also help learners think critically at the macrolevel by considering how new information technologies are helping to reshape social, political, and economic contexts in a broader sense.

The capabilities of Internet technologies are most fully disclosed when they are used directly in the classroom. The ideal condition for this is the availability of a computer connected to the Internet right in the classroom. The use of the Internet in the classroom should not be chaotic and unsystematic. This means that, while designing a training session with the help of the Internet, the teacher should clearly define the tasks of training, development and upbringing goals. At the same time, he or she specifies the level at which the target facilities will be implemented: general familiarization with the new topic, assimilation of the theoretical aspect of the material being studied, the formation of practical skills and knowledge, verification of knowledge. Making students conscious of the tasks in the classroom increases the possibility of activating the cognitive activity of students, their responsibility and consistent work during the class. Sites that are useful to a foreign language teacher and that can be used in a classroom can be divided into informational and

actual training. Information sites are used to find interesting information, creative tasks, search for additional material. Special educational sites contain tasks and exercises for the development of different types of initial skills, and are designed based on different levels of knowledge of students. Work with educational sites is interesting and useful when learning and teaching a foreign language.

Integrated teaching demands new ways of organizing the classroom. Probably the most important is the incorporation of project based learning. When students work together on serious projects, they gain experience in developing their own learning skills. They can also solve problems and carry out tasks that are similar to what they will later have to do outside the classroom. Project work can also help to ensure that Internet activity moves beyond simple chatting or Web surfing. Rather, simpler tasks (e.g., chatting with a keypad or browsing the Web) lead to more complex products, such as an oral presentation or an online publication. Project work is an excellent way to help to achieve all of the goals mentioned above.

The use of electronic resources in the learning process enables the fullest implementation of the principle of person-oriented learning. Individualization of the learning process is carried out due to the great potential of computer tools for adapting to the needs of each student. It becomes possible to take into account not only the age-old features and level of preparation, but also the individual psychological characteristics of every student.

The use of the Internet in the process of learning a foreign language should a controlled and conscious tool. First and foremost, the teacher needs to direct the students to answer the questions: who, for what, what, when, to what extent the Internet should be used, without that it is a very difficult to browse through a huge amount of information. Sites that are useful to a foreign language teacher and that can be used during the classroom can be divided into informational and actual training. Information sites are used to find interesting text documents, creative tasks. Special educational sites contain various types of work, they are designed taking into account the level of knowledge of students. In addition, there is a group of highly specialized training sites designed to develop four basic skills of a student (reading, writing, speaking and listening), phonetics, grammar, vocabulary, and others. While working with educational sites the teacher should select the level of difficulty, which corresponds to the level of students' training. In order to study foreign languages a student can use free communication in the Internet, and also specially organized paid communication through e-mail, online conference and vebinars. This creates a unique authentic speech situation. The most widely used mean is organized communication through telecommunication networks: correspondence between individual students and between entire groups, the exchange of information between educational institutions of different cities, countries. In this case, the teacher plays the role of organizer of work, which helps to plan corre-

spondence, to write letters or to make a collective response.

Cloud technologies are technologies that enable Internet users to access to the computer server resources and also to use software as an online service.

The use of social networks gives the following benefits for the teacher: support of the teacher's professional activity; possibility of self-realization and self-affirmation through joint practical activity; creation and support of new educational initiatives; creation of a single informational pedagogical resource; organization of practical activity of teachers in the network; development and realization of creative abilities of project participants. It should be noted that the implementation of social networks into the learning process provides great interest of students and students get the opportunity to: receive and send instructional information promptly; self-realization and self-assertion through joint practical activity; participation in various projects and acquiring knowledge in various subject areas; to expand the circle of communication, to cultivate tolerance, to develop critical thinking; develop autonomy and responsibility; work in one team.

Teleconferencing is conducted, as a rule, on the basis of mailing lists using e-mail. Educational teleconferencing is characterized by solving educational tasks. There are also forms of distance learning, in which educational materials are sent by mail to the regions. The basis of such a system is a learning method called "Natural Learning Language" (Natural Approach). Distance learning is a democratic, simple and free learning system. A student, fulfilling practical tasks, acquires stable automated skills. Theoretical knowledge is assimilated without additional efforts, fitting into the training exercises organically. Formation of theoretical and practical skills is achieved in the process of systematic study of educational material, listening and repetition of speech exercises on audio and video carriers (if any). Web application services have the following features and tools: sharing screen or individual software tools; interactive whiteboard; ·demonstration of presentations; synchronous browsing of web pages; annotation of the screen; monitoring the presence of participants; text chat; integrated communication (audio communication) videoconferencing; the ability to change the teacher; ability to control with the mouse and the keyboard; moderation of online meetings; feedback (such as surveys or evaluations); planning for teachers and inviting students; record the progress of the web conference.

Research findings and prospects for further development

Educational process transformed into cyberspace becomes dependent on additional IT knowledge both of students and professors; technical equipment of classes and working places of professors and students; students' motivation for studying that can be much lower without participating in the educational process by themselves. In addition, Internet-educational process deprives professors to some level of control, discrediting their management function and disrupts the balance of educational process. On the other hand, it's necessary to use Internet-facilities to simplify the language learning process and adapt students to the new technological demands of the globalized world. That is why it is necessary to implement Internet-educational process in the traditional language studying process making internet as convenient facility in the process of learning the language. A variety of classroom and organizational settings has provided the evidence that the implementation of computers has a great impact when the computers have become the integral component of a new way of learning and working instead of being used in an isolated way.

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ІНТЕРНЕТ ЯК ЕФЕКТИВНИЙ ЗАСІБ У ПРОЦЕСІ ВИВЧЕННЯ МОВИ

Стаття присвячена вивченню проблеми свідомого використання Інтернет-ресурсів при викладанні та вивченні іноземної мови. Наразі стає все важче залучати студента до процесу навчання, тому вчитель повинен знати про всі сучасні технології та засоби, щоб зробити процес навчання більш цікавим і пізнавальним. Водночас, викладач повинен надати студентам відповідні завдання з використанням мультимедійних технологій. Крім того, сьогодні дистанційне навчання стає все більш популярним, тому студент може приєднатися до будь-якої програми навчання по всьому світу, не виходячи з дому. І все це стало можливим завдяки Інтернету. Проте, як студенти, так і викладачі повинні навчитися користуватися інтернет-ресурсами з користю і повинні мати можливість знаходити та використовувати інформацію відповідно до рівня знань, інтересів та спеціалізації студентів. Інтернет є невід'ємною частиною сучасного процесу вивчення мови, але роль відповідального й інформованого вчителя залишається на провідному місці.

Ключові слова: інтернет, процес вивчення мови, спілкування, соціальні мережі, чат, хмарні технології, телеконференція.

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