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УНИВЕРСИТЕТ»**

## **ICT-BASED LANGUAGE TEACHING IN PROFESSIONAL CONTEXT**

**Proceedings of the International Scientific and Practical Internet-Conference**

**Tambov 2014**



## **ОБУЧЕНИЕ ЯЗЫКУ В ПРОФЕССИОНАЛЬНОМ КОНТЕКСТЕ НА ОСНОВЕ ИНФОРМАЦИОННО- КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ**

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**Обучение языку в профессиональном контексте на основе информационно-коммуникационных технологий: сборник трудов Международной научно-практической Интернет-конференции.** - Тамбов: Изд-во ФГБОУ ВПО «ТГТУ», 2014. – 84 с.

Сборник содержит материалы Международной научно-практической Интернет-конференции, организованной Тамбовским государственным техническим университетом. В представленных статьях рассматриваются вопросы использования ИКТ в практике обучения английскому языку школьников, студентов, магистрантов, аспирантов вузов, учащихся профессиональных колледжей, а также слушателей языковых курсов в системе непрерывного профессионального образования.

Настоящий сборник предназначен для учителей и преподавателей иностранных языков вузов, студентов, магистрантов, аспирантов, методистов, культурологов, социологов и лингвистов.

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## ICT FOR DEVELOPING LEARNER COMMUNICATIVE COMPETENCE

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## FOREWORD

On behalf of the Editorial Board I would like to acknowledge and express gratitude to all the participants of the International Scientific and Practical Internet-Conference **ICT-BASED LANGUAGE TEACHING IN PROFESSIONAL CONTEXT** for their contribution to the promotion of technology-supported language learning and sharing their experience and practices with the teaching community.

The conference, which was held on the 18 November, 2014, was organized by the Department of International Scientific and Professional Communication of Tambov State Technical University (Russia) in collaboration with Academician E.A. Buketov Karaganda State University (Kazakhstan) and Publishing House “Prosveshcheniye” (Russia).

For the first time we had the pleasure of providing an internet platform for our colleagues from different parts of Russia, Kazakhstan, Australia, Greece, and the UK to discuss the issues of using ICT in professional education. The plenary session speakers deserve special thanks for putting a lot of effort in preparing video-presentations on the most recent scientific findings in the field of technology-supported language learning.

The high quality of the papers represents the thinking and experience of the teachers in empowering students with the advantages technology can bring. This becomes especially relevant in professional training of students who have to be prepared to use technology and have a clear understanding of how it can help them to develop the necessary skills. In an increasingly competitive information-rich and knowledge-based society technology has become an indispensable teaching tool, which is meant to support personal and professional development of students. It means that today teachers of English must “be equipped” with technology resources and teach effectively through adequate use of technology concepts and skills.

The issues discussed in the papers are of great interest to all English language teachers, trying to support student learning with a variety of digital and open educational resources, sophisticated data-gathering and analysis tools, interactive simulations that enhance language learning and provide previously unimaginable opportunities for language acquisition.

The Conference Proceedings will be an impetus to stimulate further study and research in the area of ICT-based language teaching and provide English teachers with new ideas to be incorporated in their teaching practices.

Natalia Gunina,

Chair of Editorial Board,

Head of International Scientific and Professional Communication, TSTU

# **I. METHODOLOGY OF USING ICT IN LANGUAGE EDUCATION**

**МЕТОДОЛОГИЧЕСКИЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ ИКТ В  
ЯЗЫКОВОМ ОБРАЗОВАНИИ**

## USING ICT IN FOREIGN LANGUAGE EDUCATION AT TECHNICAL UNIVERSITY.

**I.V. Petrova**

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**Abstract:** The study is devoted to the necessity, possibility and key features of information technologies application in foreign language teaching in engineering education. The main trends and the feasibility of ICT application at each stage of learning, problems and possible ways of overcoming them are analyzed.

**Key words:** Foreign language teaching, using ICT, bachelors, masters, postgraduates, teaching problems.

### *Introduction*

The process of high education modernization carrying out at the present time requires the technical universities graduates to reach the high level of practical language skills in their everyday and professional communication and in professional and scientific work. Such skills are also necessary to meet basic EU documents on professional competence.

#### *1. ICT that can be used in foreign languages teaching.*

The widespread introduction of information and communication technologies and technical means in the process of teaching foreign languages provides a great opportunity for the intensification of the learning process, its individualization and optimization for significant savings and more efficient use of educational hours. The learning process becomes more mobile, increasing the students' interest.

First steps in using instructional technologies and automated educational courses in the teaching of foreign languages was undertaken in the National Research University MPEI back in the 70s and 80s of the last century. Then the students had the opportunity to work in classrooms CACTUS and "Tutor". They used advanced for that time methods of automation of the learning process and it allowed to improve the effectiveness of developmental education, to begin the formation of a new educational environment. The students' interest in learning was increased; the teaching load was more rationally distributed.

The rapid development of information technology offers a wide range of capabilities that can be used at different stages of training future engineers.

#### *2. Using ICT in bachelors' teaching.*

The purpose of foreign languages education of the bachelors at the technical University is to achieve the level of communicative competence that allows students to use a foreign language in professional activities. The education is based on the language competences acquired in high school. According to the State Educational Standards there are three levels: the basic, enhanced, and high (A2+, B1 and B2 defined by the documents of the Council of Europe), that is, the students skills vary greatly, which is caused difficulties in further education.

Moreover, the deficiencies in the system of secondary education lead to the fact that some students do not have the basic skills of a foreign language. The solution to the problem of multi-level training is ICT helping students to improve insufficient language skills. This ICT should not be just a statement of basic grammar and exercises for self-study. Its composition should include interactive exercises, tests and simulators with a wrong answer response system (tips, questions, suggestions to try again, hyperlinks to help, benefits, individual recommendations), which can be used to monitor and analyze each student development level.

### *3. Using ICT in masters' teaching.*

Continuation of foreign languages teaching should be based on a multidisciplinary approach and have a practical focus on the academic development of communicative competence in an international academic environment, i.e. the creation of articles, essays, reports, presentations, etc.

Despite the importance of such training, at the beginning of the course there is a problem, caused by the existing practice of teaching foreign languages in technical universities. The training exists only on the first (and sometimes second) year. Then foreign languages are returned only at masters' training. If the student is not involved the language for several years, skills acquired not only at the initial stage of learning at the university but in high school are lost. However, it should be noted that often the undergraduates compared with younger students increased motivation to learn foreign language, especially the language of professional communication. The proficiency level and professional vocabulary in their native language increased too.

### *4. Using ICT in postgraduates' teaching*

In the postgraduates' training, in addition to preparing for the candidate's exam, the same technology should be used to ensure continuity of learning and the further development of oral and written professional communications skills and abilities in writing, conducting online discussions in a foreign language, speaking at conferences, etc.

### *5. Problems in using ICT and ways of their solving*

Growing society needs for specialists able to carry out effective professional communication require as soon as possible overcoming the lack of teaching preparedness, which was formed due to the current practice of foreign language teaching in technical universities.

Urgent needs to improve the quality of language training in technical universities due to the formation and development of graduates' self-competence



that enhances functional opportunities in the social and professional spheres require rapid development of pedagogical mechanisms of its formation and related information resources.

The unwillingness of teachers using these technologies requires not only their ICT training but also the integration of such technologies methods into the process of teaching foreign languages. And, finally, the absence of specially designed resources for training of specialists in various fields of science and technology requires scientific -methodological and research work on their creation, which should be conducted in cooperation with the teachers.

#### *Conclusion*

The development of modern engineering education is impossible without the development and improvement of foreign languages teaching technologies, which are impossible without using modern ICT.

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### **Использование ИКТ в обучении иностранному языку в техническом университете.**

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**Аннотация:** Работа посвящена необходимости, возможности и ключевым особенностям применения информационных технологий в обучении иностранным языкам в инженерном образовании. Анализируются основные тенденции и целесообразность применения ИКТ на каждом этапе обучения, проблемы и возможные способы их решения.

**Ключевые слова:** Обучение иностранным языкам, использование ИКТ, бакалавры, магистры, аспиранты, проблемы обучения.

## IT IN ARRANGING SELF-STUDY OF HIGH SCHOOL STUDENTS

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**Abstract:** Internet applications are significant in arranging self-study of high school students. Due to the fact that the number of self-study hours is growing IT should be widely implemented into foreign language training. The choice of Internet educational content must be carefully planned considering basic didactic principles. This can allow raising the level of students' foreign language proficiency.

**Key words:** on-line linguistic training, IT in education, arrangement of students' self-study.

In today's world of fast growing technologies and wider use of Internet applications foreign language teachers and educational establishments cannot go past them in providing linguistic trainings to students to master foreign languages. So the opportunities offered on-line must be widely accepted both by teachers and students.

Present-day students, in their return, feel free with IT and are eager to study any subject (even those where the role of face to face communication cannot be overestimated, languages, for example) via the Internet [1, c.118].

Besides, if we look upon the present-day tendencies in the universities worldwide, we can reveal that the number of self-study hours is growing. The study from 'home' should be adequately arranged for students.

Obviously, there are other merits if some tasks (grammar, for example) are completed by students on-line:

- Students save their time and the time of their teachers if they prepare on line as the tasks are checked automatically.
- Preparation can be done from anywhere which is a great advantage and allows students to study even being on holiday and far from home.
- On-line linguistic trainers can help to provide step by step guidance and return students back to particular theoretical material to be revised.
- On-line linguistic trainers are highly motivating factors for modern computer-literate generation of students.

The majority of universities in Russia have already implemented the described methods of presenting language material and everyday work into

practice (Moodle platform being very popular) especially under the circumstances of the necessity to search new ways to arrange self-study time for students. The demands of the educational standards in linguistic education foresee stimulation and proper arrangement of self-study activities of the learners which is considered as cognitive [2]. No doubt, the aim of it - to broaden the received in class knowledge and, of course, undergo additional training to master language skills.

Thus, having revealed and proved the necessity and great demand for developing on-line linguistic trainers we would like to concern another important question. It is the choice of studying material.

Self-study on-line means that the content covers such a range of material which can allow students acquire, revise and master knowledge and language skills independently.

However, the possibilities of the on-line linguistic trainers are not limited. The minimum of content should be carefully developed according to the elaborate study of the field of knowledge, frequency analysis of data, specific goals (for example, entrance tests demands) and cyclicity of arranging material to provide systematic revising. Matrix of logical ties and interdependence of topics inside one subject (each following topic must be based on the previous one) as well as matrix of interdependence and structural-logical schemes of the subjects within the curriculum should be drawn out to achieve the best result[3, c.36]. The tasks should contain a system of sampling material in order to help students to feel free in the disposition of the material on site. To encourage self-search of information the studying content must contain complete directory enquiries (links, bibliography and etc.). And of course, the content should provide tests with clear wording for self-control and keys to define the accuracy of task fulfillment.

It also worth mentioning that the site content must be renewed and “freshened”, additional material is to be introduced in order to provide the best self-training and attract new attendees.

Thus, studying content for the on-line linguistic trainer for students should be created on the basis of the enumerated above scientific principles which can allow raising the level of students’ foreign language proficiency.

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### ИТ в организации самостоятельной работы старшеклассников

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**Аннотация:** Интернет-приложения имеют важное значение в организации самостоятельной работы старшеклассников. В связи с тем, что количество часов на самостоятельную работу растет, ИТ должны быть широко внедрены в курсы иностранных языков. Выбор образовательного интернет контента должен быть тщательно спланирован с учетом основных дидактических принципов. Это может позволить повысить уровень владения студентами иностранным языком.

**Ключевые слова:** языковая подготовка он-лайн, ИТ в образовании, организация самостоятельной работы студентов.

## **ДВЕ ИННОВАЦИОННЫЕ ТЕНДЕНЦИИ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ: МОБИЛЬНОЕ УЧЕНИЕ И СЕТЕВОЕ ВЗАИМОДЕЙСТВИЕ**

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**Аннотация:** В публикации рассматриваются две инновационные тенденции в преподавании английского языка как иностранного. В точке пересечения информационно-коммуникационных технологий и социального взаимодействия возникает синергетический эффект, порождающий новые тенденции дистанционного образования, мобильного учения и сетевого взаимодействия.

**Ключевые слова:** Инновации, информационно-коммуникационные технологии, социальное взаимодействие, дистанционное образование, мобильное учение.

Одно из главных заблуждений в описании методических инноваций языкового образования состоит в том, что инновации отождествляются с использованием на занятиях электронных устройств. В действительности, педагогические инновации всегда представляют собой глубинные преобразования, которые обнаруживаются в учебно-воспитательном процессе в форме тех или иных методов и приемов, технических устройств или форм и стилей педагогического сотрудничества учителя и учащихся.

Первая тенденция в инновационном преподавании иностранных языков связана не просто с внедрением в учебный процесс электронных устройств, а с развитием технологий мобильного учения. Мобильное учение – учение всегда и везде – все больше внедряется в традиционное языковое образование и существенным образом сказывается не только на способах усвоения, но и на содержании языковых знаний. Важной отличительной чертой в новых условиях является растущая автономия учащихся, их независимость от знаний не только учителя, но и учебника, а также индивидуальное своеобразие усваиваемой информации. Универсальная учебная программа, одинаковая для всех учащихся, похоже, постепенно утрачивает свою доминирующую роль.

Вторая тенденция в инновационном преподавании иностранных языков заключается в уверенном проникновении технологий сетевого взаимодействия в теорию и практики преподавания иностранных языков и культур. Растущую популярность приобретают социальные сети, создаваемые пользователями группы общения, международные учебные

проекты, а также неформальное общение в виртуальной реальности. Эта тенденция возникла не случайно, поскольку еще в середине 20-го века зародился интерес к теории социального взаимодействия. Идеи этой теории сегодня получают свое все более полное воплощение и дальнейшее развитие, благодаря возможностям новейших информационно-коммуникационных технологий и появлению социальных сервисов.

В точке пересечения двух инновационных тенденций языкового образования, мобильного учения и сетевого взаимодействия, возникает хорошо известная специалистам в области хаоса больших систем «точка бифуркации» - отправной момент нового и непредсказуемого ветвления спонтанного саморазвивающегося процесса. Одним из заметных сегодня ответвлений, возникших в результате соединения возможностей мобильного учения и сетевого взаимодействия, является дистанционное образование. Дистанционное образование уже сегодня заметно преобразует формы педагогического взаимодействия не только учителя и учащихся, но также учащихся и учебной организации (школы или вуза). Прежние и привычные технологии организации обучения в условиях контактной учебной среды уступают место дистанционным технологиям с растущей ролью самих учащихся в их независимом выборе образовательных программ, содержания и форм образования, а также провайдера образовательных услуг.

Таким образом, мобильное учение и сетевое взаимодействие можно рассматривать как две основные инновационные тенденции языкового образования, во взаимодействии которых рождаются новые технологии учебно-воспитательного процесса, включая дистанционное образование.

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## **Two innovative tendencies in teaching English as a foreign language**

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**Abstract:** The publication considers two tendencies in teaching English as a foreign language at the intersection of which a synergetic effect is observed kickstarting new tendencies of education by distance, mobile learning and networking.

**Key words:** Innovations, information and communication technologies, social interaction, education by distance, mobile learning.

## THE USE OF ICT IN EDUCATION

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**Abstract:** Using ICT in learning and teaching plays important role in education. ICT provides a variety of different approaches as well as learning styles that reinforce the material delivered in other formats. Enjoyment is very much a part of effective learning, thereby captivating learners' interest, increasing personal discovery, generating enthusiasm and the desire to learn thereby instilling an interest from within to improve the learners' motivation.

**Key words:** ICT, Internet, learning, teaching, language.

A large amount of teaching and learning these days is done with the help of ICT. The acronym 'ICT' which is the combination of both terms Information and Communication, were put together in order to emphasize the merging of both technologies. This phrase is also used to describe a range of technologies in order to gather, store, retrieve, process, analyze and transmit information.

Thus, the definition of ICT came to be as follows: the use of information in order to meet human need or purpose including reference to the use of contemporary devices such as the Internet. However, in an ever-changing world of Video-phones, mobile computing, blogs, Skype and OSS perhaps we should no longer just include the Internet, but leave the definition at 'contemporary devices...

We suggest that computerized media and a multimedia environment can be helpful for learning foreign language vocabulary. However, the materials in the studies have mainly been commercial or teacher-produced. Student authoring in computer-based material designed for foreign language learning has been shown to enhance vocabulary learning. It has been asserted that on-line debate is an excellent medium for generating social construction of knowledge.

ICT plays an important role in fostering intercultural competence, which is a part of learning a foreign language. ICT provides a variety of different approaches as well as learning styles that reinforce the material delivered in other formats. Enjoyment is very much a part of effective learning, thereby captivating learners' interest, increasing personal discovery, generating enthusiasm and the

desire to learn thereby instilling an interest from within to improve the learners' motivation.

Students love working with ICT and especially using ICT an instrument to aid in the development of their language skills. Using ICT attracts them because it is challenging, yet it is a part of their everyday lives.

We believe that by integrating basic IT skills in the EFL classroom, we are developing language skills and equipping learners with technology skills. It gives many opportunities to the student including listening, speaking and reading, but not only these. Also students get qualitative knowledge of language and technology.

ICT is known to be a great source to any conventional classroom, especially when used properly and could be an asset to the foreign language classroom [1, p. 22].

The drastic and far-reaching change in the way of thinking and behaving in terms of the internet and multimedia computers has caused drastic changes in the way the teaching and learning process takes place in the EFL classroom. points out that these resources permit teachers to make everything visible as well as more comprehensible, which in turn helps in analysing and organizing information, thereby allowing students to get in touch with different types of media, texts, styles, and registers, which in turn improves language understanding and producing. In closing, ICT, the internet and modern technology is on the forefront of language teaching offering teachers and students a like the opportunity to explore and even exploit English in ways that were not possible before. In addition, it is very important that the teacher is well versed in using the tools surrounding ICT in order to fully take advantage of the benefits that ICT offers a conventional classroom. In the technological revolution and the information age, using technology in teaching English becomes "a fact of life" and becomes "a part of the broader ecology of life at the turn of the century". It is widely assumed that technology has enormous potential to improve learners' achievement by expanding students' learning experience, increasing motivation, facilitating collaboration, fostering learner autonomy, and promoting global understanding, not to mention developing language skills if it is used effectively in the context where learning takes place [2, p.213].

Furthermore, with all of the technological advances that are presented now a day, ICT is becoming more important in the teaching learning process in the language classroom. There is no doubt that the role of the teacher is of paramount importance in the process of integrating ICT into the classroom. Moreover, offering constant training to teachers is very crucial in that they should adapt themselves to the changing society, emerging technologies, and new learning and teaching environment.

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## **Использование ИКТ в образовании**

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**Аннотация:** Использование ИКТ в обучении и преподавании играет важную роль в образовании. ИКТ предоставляет множество различных подходов, а также стилей обучения, которые усиливают материалы в других форматах. Удовольствие - значительная часть эффективного обучения, которое пробуждает интерес у учащихся, увеличивает личное открытие, порождает энтузиазм и желание учиться, тем самым прививает интерес изнутри, что повышает мотивацию учащихся.

**Ключевые слова:** ИКТ, интернет, обучение, преподавание, язык.

## **BENEFITS AND CHALLENGES OF BLENDED LEARNING FOR ESP**

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**Abstract:** The notion of blended learning with reference to English language teaching for specific purposes is explored; the benefits and challenges of blended classes are discussed.

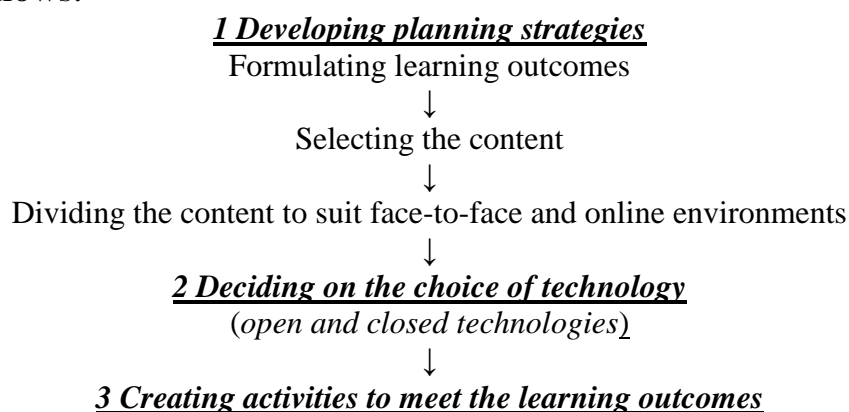
**Key words:** blended learning; online technologies; face-to-face classes.

The concept of blended learning is relatively new in English language teaching. It appeared in 2007 and since then it has been gradually gaining pace and becoming a widespread approach in language teaching. It can be successfully implemented in ESP courses as it helps to overcome the limitations of traditional approaches. The most serious issue is insufficient amount of time allocated to foreign language instruction in non-linguistic universities. At the same time the importance of language learning for university students is obvious as most of them will need English for professional communication. The controversy of the issue can be eliminated through blended learning, which is defined by Garrison & Vaughan (2008) as “the organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies” [1: 148].

However, introduction of blended learning possesses certain challenges, which are not easy to cope with. Being a combination of online and traditional teaching it must meet the learner needs and expectations and facilitate the achievement of learning outcomes. Rethinking of teaching practices and methodology is the preliminary step in blended course design.

### **Course design**

Overall, the procedure of course design involves several steps and can be described as follows:



## **Benefits**

Blended learning is ideal for enhancing language acquisition and developing communicative competence. Since learners' communicative use of English outside the classroom is bound to be limited, teachers need to find the ways how to help their students to become more fluent in English. Through blended learning a teacher can encourage students to work away from the classroom and increase substantially the amount of time they study English, which is especially relevant to non-linguistic university students. Some of the activities, like listening and writing can be done online in self-access mode. Peer-review and other similar student-to-student activities increase independent work and raise motivation for learning.

Another big advantage is that the Internet provides lots of opportunities for creating learning communities via social networks. Students' behavior in a traditional classroom can be completely different from that online and teachers can take advantage of this by encouraging discussions in forums and blogs. Adding a comment to a thread set up by either a teacher or student can be a mandatory course requirement or an optional one. However, some students might find it off-putting if they are forced to do activities online, so a teacher must be very sensitive to learners' needs and expectations.

Blended approach is ideal for learner-paced system, as it enables each student to follow optimum learning path and covers for individual differences of learners. They can practice as much as they need to develop the necessary skills.

Blended learning offers a good opportunity for extensive input of materials, which is facilitated through face-to-face contact in the traditional classroom, where teachers can provide the necessary support and assistance to learners who have some troubles with acquisitions of the material. And finally, blended learning approach helps to develop skills in professional communication, which requires extensive use of technology (presentations, video-conferencing, e-mail, etc.). Incorporating technology in teaching English is a good way to improve students' IT literacy, on the one hand, and make them more prepared for efficient communication in professional environment through task-based activities.

## **Challenges**

Lack of experience in online course design often results in duplicating the materials teachers use in their traditional classes. To avoid this duplication it is necessary to give serious consideration to the outcomes your students want to achieve. Besides, making the right decision requires certain experience of both teaching and studying online. Another problem is related to computer literacy, which is still an issue for many lecturers who are reluctant to incorporate technology into their teaching practices. This is caused by fear of technology, on the one hand, and lack of time to master the necessary skills required for online course design, on the other. Finally, selecting appropriate development strategies seems to be impossible without clear understanding of available technologies. A

teacher must be familiar with the technology and develop useful planning strategies.

### **Conclusion**

The reasons for ELT teachers to integrate technology into their classes are obvious as blended learning allows more:

- flexibility of time, place, pace and material
- responsiveness to learner needs
- opportunities for skill development including digital literacy
- practice and feedback
- collaboration
- student-centered approaches.

The challenges to overcome include:

- computer literacy
- lack of familiarity with online technologies
- lack of experience in blended course design.

To sum up, developing a blended course requires careful planning strategies and familiarity with tools to be used.

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### **Преимущества и трудности внедрения смешанных курсов по английскому языку для специальных целей**

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**Аннотация:** рассмотрена концепция смешанного обучения применительно к изучению английского языка для специальных целей; представлены преимущества и сложности их внедрения в практику преподавания английского языка для специальных целей.

**Ключевые слова:** смешанное обучение; онлайн технологии; традиционное обучение.

## **EFFECTIVE LANGUAGE TEACHING WITH INTERNET TECHNOLOGIES**

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**Abstract:** The widespread use of Internet technologies in language education plays the key role in improving its efficiency. The availability of multimedia educational products, Internet resources and Internet technologies enables a new approach to the organisation of the learning process. Synchronous and asynchronous communication means contribute to cooperation and interpersonal dialogue in the classroom and in the self-study.

**Keywords:** Internet technology, foreign languages, synchronous and asynchronous communication.

The use of Internet technologies in education contributes to the renewal of teaching and learning methods, changes the ways of interaction with the learning content, enhances cooperation and communication between the participants of the educational process.

The use of Internet technologies in language teaching allows the fulfillment of many educational tasks: create an active language learning environment, organize students' self-study, their feedback, develop listening, reading, writing, pronunciation, vocabulary, grammar skills more effectively. In addition, Internet technologies make possible to organize new forms of interaction and communication in class and in extracurricular activities. After all, the use of them has a positive impact on the students' personal development, their motivation, communicative and reflective abilities, socio-cultural competence.

Internet technologies have a great didactic potential: they contain authentic content, information of current importance; they combine audio and visual means of presenting or interacting with information. Using one multi-media technology in the classroom the teacher can pursue several educational goals which undoubtedly increase the efficiency of the learning process.

There are synchronous and asynchronous means of communication used in language teaching. Synchronous forms of communication enable teachers and students share information in the online mode. The most popular forms are voice and video conferences (Skype), chat (IRC -Internet Relay Chat), Edmodo, Voxopop.

As for asynchronous forms of communication, they include e-mail correspondence, forums, e-portfolios, blogs, podcasts.

The most widely used Internet technology is podcasting. There are podcasts on different topics and for different levels of language proficiency. So they can be used at different learning stages. Students can produce their own podcasts. The process of creating a podcast involves the following steps: definition of the subject, the Internet research for necessary information, language work, recording, joint reflection, editing and finally posting on the Internet. Creating a podcast can be a group work or a project.

VoiceThread (<http://voicethread.com>) can be a recommended platform for interactive communication. This technology offers students to listen to the audio comment and/or to record it. Interaction is possible both synchronously and asynchronously. This interactive technology is helpful for both teachers (it develops listening, writing, reading and speaking skills) and students (they can express themselves, share their thoughts and ideas). It may be used successfully both in the classroom and in the self-study.

Voxopop ([www.voxopop.com](http://www.voxopop.com)) is an audio forum which has a large didactic potential. This Internet technology allows development of speaking skills in the online mode. This social networking allows students to create talk groups on various topics. Each talk is performed by a group of participants. Students can join groups of any language proficiency or they can start their own talk.

Talk groups on Voxopop is a special Internet language environment in which students can practice their speaking and listening skills. Students have the opportunity to make oral reports on given topics and presentations. The work in the audio forum helps students evaluate their speaking and pronunciation skills, correct their own mistakes, because they can "delete" and overwrite the generated message.

The advantage of this technology is that it allows students to practice speaking and listening skills in meaningful situations outside the lesson. This Internet technology contributes to the development of social and communication skills, enhances self-confidence and ability to work in a team; creates a positive learning atmosphere.

To sum up, there are ways and demand for implementation of Internet technologies into the language teaching process. Synchronous and asynchronous communication means contribute to cooperation and interpersonal dialogue in the classroom and in the self-study. They have a positive effect on the development of language competency and personality.

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## **Эффективное обучение языку с помощью интернет-технологий**

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**Аннотация:** Широкое использование интернет-технологий в языковом образовании играет ключевую роль в повышение ее эффективности. Доступность мультимедийных образовательных продуктов, интернет-ресурсов и интернет-технологий порождает новый подход к организации учебного процесса. Синхронные и асинхронные средства связи способствуют сотрудничеству и межличностному общению в классе и во время самообучения.

**Ключевые слова:** Интернет технологии, иностранные языки, синхронные и асинхронные коммуникации.

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## **ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ПРИМЕНЕНИЯ ТЕХНИЧЕСКИХ СРЕДСТВ ОБУЧЕНИЯ**

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**Аннотация:** В статье раскрываются основные положения психолого-педагогических особенностей использования технических средств обучения на уроке иностранного языка.

**Ключевые слова:** технические средства обучения, наглядность, психология, педагогика, внимание, слайды, звукозаписи.

Технические средства обучения повысят продуктивность учебно-воспитательного процесса только в том случае, если учитель, воспитатель хорошо себе представляют и понимают психологические основы их применения.

Некоторые учителя на одном уроке применяют самые разнообразные ТСО: звукозаписи, кинокольцовки, слайды, диапроекцию и т.д. Результативность обучения у таких учителей неадекватна затрачиваемым усилиям. Неправильное использование технических средств в процессе воспитания и обучения проистекает, прежде всего, из-за незнания или пренебрежения психологическими особенностями их применения.

Наглядность, если подразумевать под ней все возможные варианты воздействия на органы чувств обучаемого, обоснована ещё Я. А. Коменским, назвавшим её «золотым правилом дидактики» и требовавшим, чтобы все, что только можно, представлялось для восприятия чувствами.

Современные ТСО имеют для воплощения этого правила широкие возможности, которые необходимо реализовывать на основе учета психологических особенностей восприятия информации в процессе обучения.

Из психологии известно, что зрительные анализаторы обладают значительно более высокой пропускной способностью, чем слуховые. Глаз способен воспринимать миллионы бит в секунду, ухо – только десятки тысяч. Информация, воспринятая зрительно, по данным психологических исследований, более осмысленна, лучше сохраняется в памяти. «Лучше один раз увидеть, чем сто раз услышать», - гласит народная мудрость. Однако в процессе обучения основным источником информации продолжает оставаться речь учителя, воздействующая на слуховые анализаторы. Следовательно, учителю надо расширять арсенал зрительных и зрительно-слуховых средств подачи информации. Услышав звук, человек пытается найти глазами его источник, что облегчает восприятие звуковой информации. Следовательно, наиболее высокое качество усвоения достигается при непосредственном сочетании слова учителя и предьявляемого учащимся изображения в процессе обучения. [1, с. 25]. А ТСО как раз позволяют более полно использовать возможности зрительных и слуховых анализаторов обучаемых. Это оказывает влияние, прежде всего, на начальный этап процесса усвоения знаний – ощущения и восприятия. Сигналы, воспринимаемые через органы чувств, подвергаются логической обработке, попадают в сферу абстрактного мышления. В итоге чувственные образы включаются в суждения и умозаключения. Значит, более полное использование зрительных и слуховых анализаторов создает в этом случае основу для успешного протекания следующего этапа процесса познания – осмысления. Большую роль ТСО играют в запоминании как логическом завершении процесса усвоения. Они способствуют закреплению полученных знаний, создавая яркие опорные моменты, помогают запечатлеть логическую нить материала, систематизировать изученный материал.

Особенно должно учитываться учителем эмоциональное воздействие технических средств обучения. Если ему важно сконцентрировать внимание учащихся на содержании предлагаемого материала, то сила их эмоционального воздействия вызывает интерес и положительный эмоциональный настрой на восприятие.

Три из четырех названных Ушинским [5, с. 18] средств, присущих НИТ, которые, обладая широким диапазоном выразительных, художественных и технических возможностей, позволяют легко усилить впечатление от излагаемого материала. Обычно человек воспринимает окружающую его действительность в удобном для него порядке, на экране же управление вниманием осуществляется выделением главного изображения средствами динамики и композиции кадра, монтажной сменой планов. Так, наблюдающий за объектом взор разлагает его на части, потом снова



собирает, переносит на другой объект, сближает и сопоставляет оба объекта. Информация в кадре разумно дозируется: весь фрагмент воспринимается целиком.

Используя ТСО, необходимо учитывать следующие психологические особенности внимания. Сосредоточенность внимания – удержание внимания на одном объекте. Устойчивость внимания, которая даже при активной работе с изучаемым объектом может сохраняться 15-20 минут, а потом требуются переключение внимания. Объем внимания – количество объектов, символов, воспринимаемых одновременно с достаточной ясностью. Технические средства позволяют давать информацию в нужной последовательности и в нужных пропорциях, акцентируя внимание на тех частях объекта, которые в данный момент являются предметом обсуждения. Такое организованное управление вниманием школьников способствует формированию у них важнейшего общеучебного умения – умения наблюдать.

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## **Psychological and pedagogical basis for the use of technical training aids**

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**Abstract:** The article describes the main provisions of psycho-pedagogical features of the use of technical training aids in the foreign language classroom.

**Key words:** technical training aids, visualization, psychology, pedagogy, attention, slides, sound recordings.

ГРНТИ 14.35.09

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## **SOME ASPECTS OF USING ICT IN FOREIGN LANGUAGE TEACHING AND LEARNING**

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**Abstract:** ICT as a medium for teaching is becoming more and more acknowledged. In this article some positive and stimulating aspects both for students and teachers of using ICT are presented, the main obstacles to technology-enhanced language learning and their overcoming are indicated.

**Keywords:** ICT, Internet, technology-enhanced language learning, blended language learning.

In the last few years rapid technological advances and changing conceptions of learning have been accompanied by changes in language teaching. Language classrooms are increasingly turning into blended learning actions that focus on active learning. They advance the learning process and raise its quality. It turned out that using e-learning as a support to face-to-face classes has positive and stimulative effect both for students and teachers. Jonassen defines technology-enhanced meaningful learning as “active, authentic and cooperative” [1].

The growing use of ICT in blended language learning environments has changed the face of language teaching and learning in a beneficial way. Despite the

fact that, “general methodology is very important”, “the Internet is a tool which has great potential in the language classroom, but its effectiveness in practice depends to a large extent on the way it is exploited by teachers and students.” [2].

So what are the main benefits of ICT to language learning?

### *Benefits*

- First, ICT (and the Internet in particular) provides language learners with the opportunity to use the language in meaningful ways in authentic contexts. The Internet provides an easy and fast access to the use of current and authentic materials (online newspapers, webcasts, podcasts, newsroom video clips or even video sharing websites such as YouTube) in the language being studied, which is motivating for the language learner. Now language teachers can ask their learners to find any current and real-time materials online, instead of searching and carrying authentic materials to a classroom by himself/herself. By using the authentic material provided by the Internet, we have a better insight into the culture of the country and people whose language we study.

- A second important benefit derived from the use of ICT in a language classroom is based on the opportunities for cooperation and collaboration with one's peers. Today language teachers all over the world have got the opportunity to introduce different ICT-enhanced language learning projects; students get used to learn the foreign language in a new and pleasant way, not just by interacting with the teacher and reading books. They can exchange information in real time, participate in blog discussions, work in teams on different projects, exchange emails, search for information, etc. Through the “Skype” students can not only write to each other in real-time, but also see each other and speak to each other online. They are also motivated to communicate and collaborate with peers to produce common products, for instance, wikis (a website that allows collaborative editing of its content and structure by its users). So learners are thus able to write, read, speak, listen, and react to a conversation using ICT as part of the language learning process. These beneficial ICT-enhanced language learning activities call for the teacher to organize and monitor them, although the overall role of the teacher has changed from the traditional authoritative role to that of a facilitator.

- A third major benefit of the use of ICT in blended language learning classrooms is the opportunity that ICT-based tools give to language teachers so that they can tutor their learners more effectively. With the help of ICT-based tools and the constantly growing number of available educational resources language teachers are able to give individual and personalized guidance to the learners. The use of several media-audio, video, authentic contexts and real-world experiences help language learners with different learning styles to assimilate the content according to their needs. In a blended learning environment that uses ICT tools, it is easier for the language teacher/tutor to use different approaches with students and accommodate different learning styles and the different needs of fast, slow, or handicapped language learners [3].

### *Aims*

The aims of introducing ICT in language teaching:

- to build a learning environment in which teachers and learners can create contexts for real communication inside and outside the classroom;
- to present the English language as a means to learn and communicate about content;
- to transform the realism of the contexts created in class simulations into reality;
- to establish new relationships between educational institution and society;

But there are factors influencing the use of the Internet in language teaching. Tammelin (2004) identified four problematic areas in a university setting that need to be considered when introducing technology-enhanced language learning into higher education – administrative, institutional, technical, and pedagogical issues (Tammelin 2004). She concluded that problems related to these areas need to be solved by an institution in order to create high quality teaching and learning.

#### *Obstacles*

We would like to highlight the following obstacles to technology-enhanced language learning:

- lack of technical infrastructure (How does the existing technical infrastructure (e.g. hardware, software, Internet access, bandwidth) at your institution satisfy the requirements for the implementation of ICT in language teaching and learning?);
- lack of teachers' technical skills (Does the teaching staff involved with language teaching at your educational institution currently possess the requisite technical skills to participate in ICT implementation?).

#### *Overcoming obstacles*

Depending on the type and format of ICT used in language courses at your institution, adequate hardware, software, and Internet access, as well as existing frameworks and controls for data security and privacy need to be provided by your institution.

Besides investing in infrastructure for ICT, determining the existing technical skill sets and the gaps in teacher's knowledge of ICT is necessary for institutions to craft training programmes for teachers. The process of reviewing existing skill sets can also lead your teaching staff to reflect on their needs and skills, thus helping them express their ideas and needs for professional development.

In addition, ICT can be tremendously useful for administrative personnel involved in reaching out to learners, disseminating information, managing educational programmes, conducting research and development, and evaluating programmes outcomes.

As discussed above, ICT can be used to varying levels for language teaching and learning at an educational institution. If ICT is used to supplement existing face-to-face teaching, it might be possible for teachers who are trained to use ICT in their teaching to develop course materials to support their language courses. On the other hand, if an institution plans to offer online courses, teachers could contribute to the subject matter of a course, but the development and production of

online modules might necessitate a team of instructional designers, graphic designers and multimedia experts. For example, video and audio materials are essential to most online language courses. The production of quality video and audio materials and their availability in an online format would require time and technical skills on the part of the teaching staff.

#### *Summary of recommendations*

▶ Guarantee the availability of adequate technical infrastructure (e.g. hardware, software, Internet access).

▶ Choose an efficient and cost-effective platform or learning management system (LMS) that suits the needs, size, budget, and plans of your institution.

▶ Together with your language teaching staff, identify the needs for digital facilities for language learning purposes at your institution.

▶ Provide support for teachers who online or multimedia language learning materials.

▶ Provide initial, continuous, and just-in-time technical training for teaching staff and learners.

▶ Provide sufficient administrative and technical support services for teachers and learners.

#### *Conclusion*

We suppose that ICT and web-based learning solutions offer the learners the possibilities for making the learning process more interesting and challenging and institutions in all educational sectors have a very important role in supporting their language teaching staff and their language learners in the meaningful use of ICT in language teaching and learning.

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### **Некоторые аспекты использования ИКТ в обучении иностранному языку**

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**Аннотация:** ИКТ в качестве средства обучения становится все более и более популярными. В данной статье представлены позитивные и стимулирующие аспекты использования ИКТ, как для студентов, так и для

преподавателей; указаны основные препятствия на пути изучения языка посредством информационно-коммуникационных технологий и способы их преодоления.

**Ключевые слова:** ИКТ, интернет, изучение языка посредством информационно-коммуникационных технологий, смешанное обучение языку.

**II. ICT FOR DEVELOPING LEARNER  
COMMUNICATIVE COMPETENCE**  
РОЛЬ ИКТ В ФОРМИРОВАНИИ КОММУНИКАТИВНОЙ  
КОМПЕТЕНЦИИ ОБУЧАЕМЫХ

## **ICT - BASED LANGUAGE EDUCATION AS A WAY TO DEVELOP UNIVERSITY STUDENTS' COMPETENCES**

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**Abstract:** Language education peculiarities in the modern world and their role in the development of University students' competences are analysed in the article. The division of competences into general and professional ones are considered. Much attention is paid to the development of the communicative competence as a dominant one in the process of teaching a foreign language.

**Key words:** communicative competence, information and communication technologies, language education, language skills, University students.

The 21st century has already introduced so many innovations into different spheres of human activity that the only thing a man can do now is to adapt to those changes which follow any progress. They cover all aspects of our life including work, leisure, interpersonal relations, education etc. One of them is the global informatization and computerization that influence our society in such a way that every person has to meet new requirements in order to keep up with the time. The main role in helping people to do it belongs to teachers who face now such challenges as to provide students with the knowledge appropriate to the new conditions and to use modern technologies in the educational process to solve the first task. So in this article we would like to focus on the second challenge relating to the language education and its effect on the development of University students' competences.

Firstly, let us consider the definition of the term "competence" and those competences which a University student must receive having completed the educational process. The term "competence" means "a combination of particular knowledge, abilities and skills which a person must have together with the practical work experience" [1]. The number of competences a student must get varies depending on his majors. But they are divided into general competences and professional ones. The first type refers to general knowledge, abilities and skills needed in many spheres. The second type covers those skills, abilities etc., which are demanded in the particular professional field and are directly connected with a student's future job. As for general competences they include the following ones:



□ a social competence (an ability to take responsibility, to brainstorm ideas and make decisions appropriate for all members of the team a person is working in, to have tolerance to different ethnocultures and religions, to combine personal interests with needs of the enterprise);

□ a cognitive competence (readiness to improve one's educational level, a need to realise personal potential, an ability to acquire new knowledge by self-education, self-development);

□ a communicative competence (the knowledge of the ways which help to communicate in different languages orally or in the written form, including computer programming);

- a socio-information competence (the knowledge of information technologies and a critical attitude to social information presented by mass media);
- crosscultural competences;
- a special competence (readiness to evaluate professional acts independantly) [2].

In fact all these competences can be formed in the language educational process but, in our opinion, the dominant competence should be a communicative one whereas all the rest are subordinate to it developing as a result of it. It is explained by the peculiarities of the language teaching process when a teacher pays attention first of all to those methods which can help students to understand the basic principles of this or that language and encourage them to communicate using the language they are studying. If they have achieved this goal and acquired skills in all four types of the communicative activity, i.e. reading, writing, speaking and listening, it is possible to develop all other competences on the base of these language skills. Consequently, students will be able to discuss different ideas, express their points of view, make decisions etc. in a foreign language.

Secondly, in order to develop a communicative competence which fits in with the modern world teachers must apply all state-of-the-art information and communication technologies available. They include, primarily, the so-called multimedia Internet. The latter gives students the following opportunities:

- open web access
- communication and interaction [3].

The open web access means that students can use different resources for learning a language, e.g. there are language learning and testing packages when it is possible to learn new words, to read texts, to listen to them and do grammar and vocabulary exercises after that, also many tests help students to assess their knowledge in the particular part of grammar or vocabulary as well as listening and writing. Besides this the authentic resource material is available giving students an opportunity to learn a language used by and represented directly by native speakers. As a result students master their language.

To use acquired skills in practice they can communicate and interact online with the help of many services, e.g. sending and answering letters by e-mail, participating in different forums and chat-rooms, creating their own blogs and

providing the information which they consider to be important to them and other users, using such facilities as video conferencing and podcasts. They can also use multi-modal communication environments such as Skype.

All these activities can be performed online at home or any place other than a classroom. Consequently this situation might question the role of a teacher in the whole process. If it is quite possible for students to self-study and self-evaluate the progress they have made it means that teachers are no longer needed. On the one hand, it can be true as long as students are organized enough to do all this. But, on the other hand, nowadays it is up to the teacher to combine classroom activities with students' individual work at home and to use opportunities provided by the Internet together with some traditional methods of teaching a language, organizing students' work in the classroom in such a way that it will integrate all types of activities possible at the present moment.

Moreover, face-to-face communication is considered to be the best one in comparison with all kinds of virtual communication no matter how interesting it can be. If a teacher encourages students to participate in various classroom activities such as debates, discussions, role-play games, including conducting negotiations, meeting with foreign partners at the airport, at the cafe, in a restaurant, at summits etc., they will get used to communicating with those people who are around them, getting some feedback thanks to emotions, gestures, eye-contacts, hand-shaking, smiling to each other and so on. It is impossible to get the same feedback communicating virtually. And if language teachers' main goal is to develop a communicative competence they must cover both types of communication in the contemporary society, i.e. real and virtual one.

So those competences, and primarily a communicative one, which students are expected to have after graduating from University can be developed with the help of ICT-based language education provided that teachers use all resources available properly and reasonably.

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## Языковое образование на основе информационно-коммуникационных технологий как способ развития компетенций студентов вузов

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**Аннотация:** В данной статье анализируются особенности языкового образования в современном обществе и их роль в формировании компетенций студентов вузов. Рассматриваются категории разделения компетенций на основные и профессиональные. Основное внимание уделяется формированию коммуникативной компетенции как доминирующей в процессе обучения иностранному языку.

**Ключевые слова:** информационно-коммуникационные технологии, коммуникативная компетенция, студенты вузов, языковые навыки, языковое образование.

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## ICT-BASED METHODS FOR DEVELOPING COMMUNICATIVE COMPETENCE OF STUDENTS

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**Abstract:** Contemporary techniques of teaching foreign languages on the whole and developing communicative competence, as a specific goal, involve “active teaching methods”, including e-learning, which brings the students to the natural language environment. E-learning allows studying for a variety of educational programs in different forms of education. The main e-learning forms of education include cooperative learning, electronic manuals, role and business games, case study, web-quest, etc.

**Key words:** language environment, e-learning, electronic manual, professional competence.

To improve the efficiency of learning and cognitive activity, Federal State Educational Standard of the third generation, based on competence approach, involves widespread use of techniques and methods under the generic name of “active teaching methods”, namely, business and role-playing, case studies, psychological training, as well as e-learning.

E-learning is a set of techniques, methods, etc., allowing studying for a variety of educational programs of general, vocational, additional vocational training, in different forms of education - full-time, part-time, external studies.

The main feature of foreign language teaching consists, as a rule, in the mastery of a foreign language by learners in an artificial language environment. The use of information and communication technologies in this field of education is designed to solve this problem and bring the students to the natural language environment by means of searching for the information on the Internet, use of specialized sites, watching movies and authentic training video files, application of educational programs and games, etc.

Today, one of the most effective and affordable methods of teaching foreign languages is the use of *electronic manuals*, that allow an individual approach to learning. Being a computer educational software tool, electronic manual empowers publications, and also helps to test the acquired knowledge of learners, both independently and with the participation of the teacher. Students' interest in the study of materials and, consequently, the level of knowledge is greatly increased by using the links on the video and audio fragments that activate visual and auditory centers of the brain, which improves the perception and memorization of the material submitted.

Other e-learning form of education includes *cooperative learning*, which is a learning process, built on communication and collaboration between students and a teacher. Network teacher forms small groups (3-4 people), taking into account students' abilities and their possible wishes. Communication via the Internet most often occurs in writing (chatting).

Further, it is necessary to note *discussion in the electronic form*, for which a special forum or a web page is allocated and where the views of all participants in the discussion are being constantly accessed by a small group. When training is organized on-line, the discussion is conducted in the forum (chat).

**Role and business games** in terms of e-learning require the use of the Internet as a gaming environment, in this case communication is virtual. Conducting role and business games needs a special web page that hosts all the materials. In this type of e-learning on-line conferences and chat are widely used. In the run-up to the game students should use the internet technology for finding information, as well as forum, chat and blogs for communication.

**Case study method** is a method of teaching that is often used in the pedagogical process and business education; it significantly increases the degree of development of the material and is used as an element of the business game and brainstorming. The purpose of the situational analysis is to teach students to apply theoretical knowledge in practice and make the right strategic and operational decisions. Learning method based on the consideration of cases and situations involves solving specific situations, especially developed on the basis of factual material for subsequent analysis in the classroom.

The method allows creating professional competence in a particular area, to develop the abilities of the individual, with a strong emphasis on the ability to learn, the ability to process large amounts of information. The logic of the decision of the case is as follows - familiarization with the description of the organizational problems, an independent analysis of the situation, diagnostics of problems, the presentation of findings and solutions.

Organized view of research activity is **web-quest**, to fulfill which learners search for information in the Internet. Its goal is to use the information obtained for practical purposes as well as for the development of critical thinking, analysis, evaluation and synthesis of information by learners.

**E-portfolio** is a student self-assessment tool of the cognitive work of the student, which is the next set of documents: reference for the selection of the material in the portfolio; questionnaire for parents of students; questionnaire for the expert group for the objective evaluation of the portfolio at the presentation. To organize the work in a remote form, for each student a separate web page is provided, and it will serve as a personal "portfolio." For his/her "dossier" a student selects control works, course projects, tests, essays, reports, etc., fulfilled in class independently. A student may place materials on the web page, and anyone can play the role of experts, discussing the exposed materials and giving reviews on them.

The most common methods of control in e-learning are testing, answers to questions, control tasks, case-study, project-based learning (group or individual), web-quest (search for information on the Internet), test / exam. Preference is given to tests with situational specific examples and which do not contain simple references.

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## Методы формирования коммуникативной компетенции студентов на базе ИКТ

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**Аннотация:** Современные методы преподавания иностранных языков в целом и развитие коммуникативной компетенции, в частности, включающие «активные методы обучения», в том числе дистанционное обучение, которое позволяет поместить студентов в естественную языковую среду. Дистанционное обучение позволяет учиться по различным образовательным программам в различных формах. Основные формы

дистанционного обучения включают совместное обучение, электронные пособия, ролевые и деловые игры, анализ конкретных ситуаций, веб-квест, и т.д.

**Ключевые слова:** языковая среда, дистанционное обучение, электронное руководство, профессиональная компетентность.

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## **ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ ПРИ ФОРМИРОВАНИИ НАВЫКОВ УСТНОЙ КОММУНИКАЦИИ**

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**Аннотация:** Роль ИКТ в обучении языку до сих пор недооценена в российских вузах. Тем не менее, ИКТ в качестве средства обучения становится все более популярным. Компьютеры играют стимулирующую роль в изучении языка. Виды деятельности, основанные на использовании компьютера, должны учитываться при планировании и принятии решений для достижения соответствующих целей обучения. Для отработки навыков устного общения учителя создают новую учебную среду посредством систем Text-to-Speech, Cleverbot и Web-conference, которые и представлены в данной статье.

**Ключевые слова:** ИКТ, система Text-to-Speech, Cleverbot, Web-conference, навыки устного общения.

В настоящий момент к числу наиболее актуальных вопросов образования относится обучение коммуникации на иностранном языке. В этой связи особое внимание уделяется роли информационных технологий при организации обучения. К сожалению, в европейских странах и в России требования, предъявляемые к изучению иностранного языка различны. Так, в европейских странах давно осознали важность изучения нескольких иностранных языков, что собственно закреплено одним из решений Совета Европы. Так, еще в 2002 году был взят курс на совершенствование базовых навыков, в частности, обучения иностранным языкам, что предполагало изучение гражданами европейских стран Европы как минимум двух иностранных языков с самого раннего возраста, с одной стороны, а, с другой стороны – расширения спектра изучаемых языков (не только английский, французский, немецкий и испанский, но и другие) [5, с. 19],

поскольку уже тогда имелось достаточное количество электронных ресурсов.

Что касается Российской Федерации, то в Федеральном государственном образовательном стандарте ни один иностранный язык не получает преимущества, все они равноправны. В стандарте третьего поколения прописано, что у учащихся должны сформироваться компетенции, связанные с владением одним из иностранных языков на уровне, необходимом для выполнения профессиональных задач [1], или на уровне не ниже разговорного [2]. Таким образом, преподаватель должен выполнять требования государственного стандарта, т.е. обучать прежде всего речевой деятельности на иностранном языке, для успешного овладения которой необходимо создавать условия, близкие к естественной коммуникации на иностранном языке. В связи с этим происходит переосмысление и переоценка роли информационных технологий в учебном процессе.

Использование информационных технологий, безусловно, повышает мотивацию обучающихся, поскольку их применение в учебном процессе создает условия, максимально приближенные к реальной ситуации общения, у обучающихся появляется потребность говорить, выражать свои мысли и суждения. Таким образом, преподаватель вынужден вводить в учебный процесс информационные технологии для создания ситуаций, при которых осуществлялась бы устная коммуникация, т.е. звуковое словесное взаимодействие, опосредованное или не опосредованное техническими средствами. Поскольку в настоящий момент основным техническим средством является компьютер, то появился новый термин «компьютерно-опосредованная коммуникация» (Computer-Mediated Communication, СМС) [4], хотя используются также и другие варианты перевода – коммуникация, опосредованная компьютером; коммуникация в электронной среде; опосредованное компьютером общение.

Необходимо отметить, что относительно недавно в Европе было принято разделять информационные технологии, использующиеся для создания условий непосредственной коммуникации на следующие виды: 1) инструменты по созданию обучающего контента (специализированные языковые программы, программы по созданию контента); 2) технологии коммуникации; 3) технологии, осуществляющие доступ к аутентичным материалам [6], то в настоящий момент изменилось отношение к технологиям первой группы: компьютер начинает рассматриваться не как инструмент, а как тьютор, репетитор. Более внимательного изучения заслуживают автоматизированные обучающие системы, к числу основных функций которых относится собственно обучение, тренировка, контроль и оценка. Здесь, прежде всего, необходимо указать системы автоматического синтеза речи (Text to Speech), т.е. системы преобразования текста в речь. К их основным характеристикам относятся разборчивость речи; естественность (натуральность) речи; мультимодальность речи; многоязычие. Преимуществом данных систем является то, что они содержат



неограниченный объём словаря, а также они построены не с учетом знаний языка, а с учетом знаний об особенностях строения речи. К сожалению, использование данных систем в учебном процессе в России является фрагментарным.

Кроме того, имитация непосредственной коммуникации на иностранном языке возможна при обращении к системам искусственного интеллекта. Речь идет об использовании виртуальных собеседников при обучении устной коммуникации. Так называемые "умные боты" (от английского "cleverbot") – компьютерные программы обучения английскому языку. Их разработкой уже более 20 лет занимаются специалисты из Великобритании во главе с Ролом Карпентером. Так, были созданы специальные говорящие приложения – роботы Джордж, Evie и др. – программы на основе специальной технологии, которая позволяет роботу самостоятельно обучаться, разговаривать на основе уже проведенных бесед. Таким образом, говорящие приложения постоянно улучшает культуру своей речи. Все ответы робота воспроизводятся в аудиорежиме, что дает возможность пользователям слышать, как правильно звучит та или иная фраза. Пользователь получает возможность пообщаться с роботом фактически на любую тему. В процессе разговора робот не только отвечает учащимся в чате: система сервиса настроена так, что все реплики дублируются в звуке (причем нажатием на реплику их можно воспроизвести неоднократно, или, наоборот, отключить аудиосопровождение). Таким образом, учащийся может выучить и произношение слов [3]. На сегодняшний день пользователи могут только писать роботу, так как проблема распознавания речи окончательно не решена. Несмотря на это ограничение, развитие навыка устной речи все же осуществляется, так как учащийся вынужден реагировать на высказывания робота, формулировать собственное высказывание, адресованное роботу-собеседнику. Данный ресурс возможно использовать как аудиторно, так и в качестве самостоятельной работы.

Однако использование виртуальных собеседников в процессе обучения пока не получило широкого распространения. Здесь необходимо указать ряд факторов, сдерживающих их широкое применение на занятиях иностранным языком. С одной стороны, понимание того, что эффективное изучение языка, в том числе иностранного, не возможно без проведения занятий в специально оборудованных компьютерных классах с подключением к сети Интернет, по-прежнему не является широко распространенным, а вопрос о необходимости использования компьютерных классов при обучении иностранному языку все так же остро обсуждается в вузах. С другой стороны, определенные сложности возникают в виду того, системы искусственного интеллекта обучаются посредством взаимодействия с пользователями. Несмотря на то, что они создавались в процессе обучения с носителями языка, на сайтах всегда присутствует информация о том, что пользователь будет общаться с

системой искусственного интеллекта, а не с живым существом. Таким образом, учащиеся получают возможность взаимодействия с собеседником на иностранном языке, однако ответы собеседника могут быть не вполне корректными. Именно поэтому сайты содержат предупреждение для родителей, что использование системы детьми возможно только при их контроле.

Создание условий для непосредственной коммуникации возможно при организации вебинаров и веб-конференций. Речь идет об организации онлайн мероприятия в режиме реального времени. Традиционный набор возможностей каждой – это четкая передача видео для двух и более спикеров одновременно, передача звука (телефонная конференция или VoIP), а также демонстрация видео-файлов, рабочего стола, картинок, документов и чата. Как правило, веб связь в процессе проведения веб-конференции осуществляется при помощи Интернет-браузеров. В настоящий момент активно применяются системы для организации виртуальных конференций – Microsoft Lync, Polycom, Skype и др. Возможно применение программы Teamviewer для создания условий непосредственной коммуникации. Она позволяет осуществлять интерактивные конференции, демонстрации, сеансы обучения и совместной работы.

Веб-конференция с учебными целями проводится между двумя (тремя) учебными заведениями с совместным использованием учебных материалов или без. Как правило, веб-конференции проходят в режиме обсуждения и обучения. Преподаватель становится модератором видеоконференции, а учащиеся получают возможность выступить и доказать свое мнение по определенному вопросу. При этом, им приходится утверждать свой авторитет собственными высказываниями и поведением. Виртуальное пространство позволяет учащимся наиболее плодотворно развивать навыки устной коммуникации, так как в процессе непосредственной коммуникации имеет место не только вербальный, но и визуальный контакт.

Таким образом, при обучении устной коммуникации на иностранном языке необходимо активно внедрять в учебный процесс информационные технологии. Безусловно, это требует от преподавателя дополнительных усилий, связанных не только с их поиском и отбором, но и с составлением методически продуманных заданий. С другой стороны, занятия с использованием информационных технологий способствуют развитию навыков построения высказывания по конкретной тематике, четкому выражению собственной точки зрения с помощью уместных языковых единиц.

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## **Informational Technologies in the formation of oral communication skills**

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**Abstract:** The role of ICT in language leaning is still underestimated in Russian higher education institutions. However, ICT as a medium for teaching is becoming more and more acknowledged. Computers have assumed the role of a stimulus in language learning. The development of computer based activities should be taken into a consideration while planning and deciding appropriate learning objectives.

While developing oral communication skills teachers set up a new learning environment – implementing TTS systems, cleverbots and organizing Web-conferences, which are presented in this article.

**Key words:** ICT, TTS systems, cleverbots, Web-conferences, oral communication skills.

ГРНТИ: 14.00.00

УДК: 378

## **OPTIMIZATION OF THE PROCESS OF MASTERING STUDENTS' COMMUNICATIVE SKILLS AT THE LESSONS OF ENGLISH FOR SPECIFIC PURPOSES BY MEANS OF MOODLE**

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**Abstract:** the paper runs about the advantages of the Moodle Platform and the possibilities that it provides in teaching foreign languages for specific purposes.

**Key words:** ICT, Moodle, efficient technologies in teaching a foreign language for specific purposes

In modern conditions of a full-scale usage of information communicative technologies (ICT) in all areas of our life, the Internet resources and virtual communication offer ample opportunities both for teaching and learning foreign languages.

Students' work with the Internet resources can significantly facilitate the process of forming their foreign language communicative competence in both oral and written forms of speech activity, and master their independent work skills.

As a result, there arises a necessity of using in the educational process (and in teaching foreign languages for specific purposes (FLSP) as well) such ICT that would enable to control and coordinate the efficiency of students' work with the Internet resources. The Moodle Platform (Modular Object Oriented Dynamic Learning Environment), created in 2002, can serve as a tool for that. It's predetermined by fact that Moodle provides opportunities:

1) to correlate the didactic material with various stages of teaching FLSP to students;

2) to use advantages of virtual communication between students and with the teacher (blogs, forums, chats), and also with native speakers, thus allowing students to get immersed in a foreign communicative medium;

3) to combine the advantages of individual and group teaching;

4) to take a full advantage of distance and stationary education;

5) for teachers to create author's syllabuses, for students to do homework and exchange materials;

6) to effectively monitor the students' performance and progress.

Let's consider the advantages of using Moodle in educational process at the lessons of English for specific purposes (ESP) in more detail.

As it has been mentioned above, the Moodle platform enables to arrange effective students' work with supplementary materials. While working with students of junior courses, it has been found out that the most challenging task for them is to comprehend audio recorded information. Moodle has given the teachers an opportunity to select additional audio materials for weak students and develop exercises to them, thereby implementing an individual approach in teaching.

As for students of senior courses, they face the necessity of reading English literature, containing highly specialized material and vocabulary, in the original. Many of them give reports at international scientific conferences. Since for a long time there were no modern textbooks for teaching foreign languages to students of particular specialities (regionalists, for example), the teachers came across the necessity to create special manuals that might help students to acquire and practice specific vocabulary. In this case, the Moodle platform, in our opinion, has also proved to be a useful tool providing students with an easy access to educational information and work with it.

Moreover, the Moodle platform enables the students to exchange information in blogs and chats, provides them with feedback from the teacher and makes it

possible for them to work in groups performing project tasks. Thus, by means of immersing students in a foreign communicative environment, Moodle assists teachers in mastering the students' communicative and conversational skills, whereas the students can adopt the material not only explicitly, but also implicitly.

The undoubted advantage of the Moodle platform is the fact that it enables the teacher to carry out effective monitoring of students' learning activity. At any time the teacher can log in to Moodle and see, who of students is working online, and what volume of material for independent studying has been investigated by students. And intermediate online tests allow teachers to determine the level of progress in students' independent work.

In addition to that, Moodle is an effective means for application of interactive forms in teaching FLSP. The teacher has an opportunity to divide students into small groups for carrying out various project tasks, preparing and presenting reports or for organizing educational business and role-play games.

But the most valuable potential of the Moodle system, in our opinion, is seen in the fact that while retaining all the advantages of distance learning and teaching, this platform is able to organize the teacher's work with his students both in classroom and beyond it, thereby providing an opportunity for direct communication in a foreign language and efficient development of communicative skills, which is the primary purpose of both a foreign language teaching process and an acquiring one.

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**Оптимизация процесса освоения коммуникативных навыков  
учащимися на уроках английского для специальных целей с помощью  
Moodle**

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**Аннотация:** Раскрываются преимущества платформы Moodle и возможности, которые она предоставляет для обучения иностранным языкам для специальных целей.

**Ключевые слова:** ИКТ, Moodle, эффективные технологии в обучении иностранному языку для специальных целей.

### **III. INNOVATIVE TRENDS OF ICT FOR LANGUAGE TEACHING WITH WEB 2.0**

**ИННОВАЦИОННЫЕ ТЕНДЕНЦИИ ИСПОЛЬЗОВАНИЯ ИКТ В  
ЯЗЫКОВОМ ОБРАЗОВАНИИ НА БАЗЕ WEB 2.0.**



ГРНТИ: 14.35.09

УДК: 37.026

## WEB 2.0 TOOLS IN TEACHING THE LANGUAGE OF MASS MEDIA

**T.I. Ashurbekova**

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**Abstract:** The paper deals with the author's practical experience of applying Web 2.0 tools such as teacher and student blogs in teaching the language of mass media to linguistic students. Blogs are viewed as a means of both providing access to the press and multimedia and creating interactivity of the learning process.

**Key words:** Web 2.0 tools, blog, the language of mass media, linguistic students.

Teaching the language of mass media to linguistic students is an integral part of their professional training. Mass media are known to provide immediate access to unsimplified current linguistic usage, thus contributing to the learners' ongoing vocabulary extension. More often than not new meanings, new words and terms enter the lexicon through the press, TV programmes and radio broadcasts. Students receive an excellent opportunity to enjoy unusual word combinations, neologisms, pan, changes in the form of words made in order to increase the impact of mass media on the target audience [1, c. 232-233].

Teaching the language of mass media is one of the fields where Web 2.0 tools such as teacher and student blogs can be successfully applied. Blogs are an effective means of providing access to the web versions of various periodicals as well as to online radio and television. For the teacher blog we select a number of best known periodicals and news services and provide their links on the sidebar of the blog. For the learners' convenience and for aesthetic reasons the links are presented as logos of newspapers and magazines. Web syndication (RSS feed) is another way to acquaint the learners with new materials.

When preparing for classes and browsing the net in search of interesting publications, we use social bookmarking tools, *Diigo* in particular, in order to make a collection of articles suitable for group reading and discussion. The bookmarks themselves are also given on the blog as a cloud of tags.

The links to the articles selected for classes are published to the blog. To make the blog look attractive we also post one or two pictures or photos from the articles. Students are expected to print the articles out for independent and class work. Of high didactic value is the comment option provided by the blogging

services. Students' comments are always read by their peers, which encourages the learners to write well.

To help the students solve individual problems, a teacher can also post various exercises, vocabulary workouts, advice on writing a summary, understanding headlines, etc.

After an article has been read and discussed, it is advisable to offer the students some additional materials so that they could consider the issue from a different angle, consolidate their vocabulary and develop listening skills. These usually are videos or audio recordings also accessible through the blog.

Students are also encouraged to find articles and offer them for discussion through the group blog. In the classroom, each student is expected to comment on their choice of an article. The students then decide which publication will be read by the entire group. Such learning arrangement contributes to the development of skim reading and reading for specific information skills.

Teaching the language of mass media implies listening to the radio and watching TV programmes with subsequent listening comprehension check. The links to online radio and TV can be given on the blog. The most topical news can be discussed in class. Nowadays, radio stations and some TV companies offer podcasts, i.e. recordings of their programmes that can be downloaded and stored in your computer. Podcasts are also a good support for both the teacher and learners in the course mass media language.

On the whole, the use of blogs and other Web 2.0 tools contributes to mastering the language of mass media by providing students with convenient access to a wide range of print materials and multimedia, motivating them to work independently and increasing the interactivity of the learning process.

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## **Инструменты Web 2.0 в обучении языку средств массовой информации**

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**Аннотация:** Речь идет о практическом опыте автора в применении инструментов Web 2.0, таких как учительский и ученический блоги, в обучении языку средств массовой информации студентов-филологов. Блоги рассматриваются и как средство обеспечения доступа к прессе и мультимедиа и как средство обеспечения интерактивности процесса обучения.

**Ключевые слова:** инструменты Web 2.0, блог, язык средств массовой информации, студенты-филологи.

ГРНТИ 14.85.51

УДК: 37.02

## **WIKIS IN A LANGUAGE CLASSROOM**

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**Abstract:** The paper examines new educational opportunities of implementing Web 2.0 technologies in education and explores the benefits of using one of them – wikis – in teaching English to postgraduate students.

**Key words:** Web 2.0 technologies, wikis, English language teaching, postgraduate students.

Technology has long become an indispensable part of educational process and it would be difficult to imagine a modern classroom without the use of various devices and technologies. The beginning of the 21<sup>st</sup> century has seen a rise of new informational tools generally referred to as Web 2.0 technologies. Web 2.0 is a term used to describe such websites that allow users to interact and collaborate with each other in a social media dialogue as creators of user-generated content in a virtual community, in contrast to websites where people are limited to the passive viewing of content. Examples of Web 2.0 include social networking sites, blogs, wikis, folksonomies, video sharing sites, etc. These new approaches to creating web content have a lot to offer to educators, and such opportunities were quickly recognised by many members of educational community.

It must be mentioned that much of the current pedagogy research is based on the ideas of constructivism, originally attributed to Lev Vygotsky. Social constructivism as a dominant trend in the learning theory presupposes that groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meanings, and focuses on an individual's learning that takes place because of their interactions in a group. It is argued that Web 2.0 tools can serve as a virtual cultural space within which learners construct knowledge through active collaboration with other members of the virtual 'socium'. It also goes in line with such emerging trends in world education as more open, personalised approaches to teaching and emphasis on the development of young people's skills in creativity and innovation.

Foreign language teaching has always been keen on implementing most advanced technologies of the time for the benefit of successful language acquisition. From the introduction of language laboratories, developed in the 1970s under the influence of the Audiolingual Method, to computer-assisted language learning (CALL) work stations several decades later (Gündüz, 2005) to the development growth of the Internet and WWW, it is clear that the use of web-

based instructional technology tools will continue to proliferate. Simon (2008) tells us "... many Web 2.0 applications are powerful socialization and communication tools. As such, they will have an incredible educational potential for foreign language instruction".

One of the tools widely used in education is wikis. To put it simply, wiki is a piece of server software that allows groups of users to freely create and edit Web page content. It encourages democratic use of the Web and promotes content composition by nontechnical users. Due to their simplicity, wikis are well-suited to many types of educational uses in which easy joint production is desired, i.e. student collaborative projects. *Collaboration* is a feature that distinguishes wikis from other Web 2.0 technologies and, thus, makes them a natural fit for a language course. This tool can be used not only in a writing class but any class that requires students to work together and contribute to a group assignment or project. Educational uses of wikis include research project development, creating summaries, brainstorming, and building annotated bibliographies. Wikis can also be used as a forum for group authoring and as a presentation tool where students can revise content. Teachers can use wikis to share teaching practices, facilitate versioning and documentation, publish course resources, create concept maps, and as an editing resource (Chang, Pearman, Farha, 2012).

In Tambov State Technical University there has been made an attempt to incorporate the use of wikis in the teaching of English to postgraduate students within the course in International Communication in Education and Science. The aim of the course, which is taught as an elective subject, is both to improve English-language knowledge of students and to prepare them for future international mobility and collaborative research. The course allows students to acquire the terminology of international educational relations, to gain knowledge of structure and organization of teaching and research in various cultures, to practice communicative skills in professionally-relevant situations, and to increase their awareness of intercultural issues in global education and research.

A wiki [www.inter-sci-com.wikispaces.com](http://www.inter-sci-com.wikispaces.com) represents both a class management tool allowing students to catch up on the material and tasks they may have missed in class, a learning extension tool which gives them opportunity to research certain topics in more detail through extra reading, a collection of useful web links, and also – and more importantly – a resource where they can develop their knowledge of the subject through collaborative creation of new web content. A compulsory assignment is to set up a wiki page on one of the topics of the course, gradually filling it in with the content during the semester. Other group members contribute to their peers' projects by reviewing and making comments, and suggesting new links and pieces of information. All together, the use of wiki in the course develops students' autonomy and encourages their use of English language in authentic contexts.

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## Ресурсы в формате Wiki в обучении иностранным языкам

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**Аннотация:** В статье рассматриваются новые возможности обучения с применением интернет-технологий Web 2.0 и преимущества использования одной из них – Wiki – для обучения аспирантов английскому языку.

**Ключевые слова:** Технологии Web 2.0, вики, обучение английскому языку, аспиранты.

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## WORD CLOUDING IN LANGUAGE EDUCATION

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**Abstract:** The paper analyzes the potential of word clouding as a part of Web 2.0 social services in language education and also the peculiarities of text visualization tools in aspect language education.

**Keywords:** tag clouds, text clouds, Web 2.0.

New information and communication technologies add to the potential of modern methods of teaching languages, also accelerate and simplify existing work methods. The Internet progressing specify the wide spread of Web 2.0 social services oriented at the communication.

Being a part of Web 2.0, tag clouds moved beyond their well-known role as navigation mechanisms and indicators of activity within social media experiences, emerging as a standard visualization technique for texts and textual data in general. [3]

"Text cloud" might be a more accurate label for these visualizations than tag cloud. The fundamental differences of text clouds from tag clouds are in the composition (no tags at all) and purpose (predominantly comprehension, rather than access or navigation).

On a larger scale, the growing use of text clouds hints at a potential shift in reading and comprehension: a shift from linear modes based on reading words and sentences, to nonlinear modes based on viewing summaries of content in aggregate as a way of discovering concepts and patterns. [3]

Nowadays there are a lot of text visualization tools presented by Tagul, Word It Out, Tagxedo-Creator, Imagechef, ABCya.com, Tagcrowd, Wordsift, Wordle. All of them have the following capacities:

- to generate the cloud using the text or a site;
- to set the language and get rid of auxiliary constructions;
- to choose the type;
- to set the limit for the words;
- to use the words in an alphabetical order or at random;
- to set the angles of the clouds;
- to set the direction of the words;
- to choose and set the colour [1].

It's very important to note that the words presented in the cloud are not created equally. Thus, the text clouds can emphasize popular words and minimize the unpopular ones such as auxiliary constructions or some words the reader come across only once [2].

Different text visualization tools support specialized goals for information display and understanding and can be used in aspect language education in teaching:

1. Pronunciation: rules of reading, reading digraphs, reading techniques.
2. Grammar: at the stage of forming and upgrading productive skills (writing haiku, proverbs reconstruction).
3. Vocabulary: synonyms and antonyms, finding collocations, teaching idioms, distributing the words into groups according to the topic presented in a word cloud.
4. Reading: receptive skills at the pre-teaching stage (anticipation, work with the title) and the post-teaching stage (gist, text compression).
5. Speaking: productive skills (use the cloud as a mind-map or a support while making a story).
6. Listening: receptive skills at the pre-teaching stage (presenting the topic) and the post-teaching stage (gist).
7. Writing: filling the gaps with the words presented in a cloud, using the cloud to write an essay or a story.

The generated cloud can be used in blogs or sites, a teacher can print and use it as the handouts or use it in an overhead projector as an overhead transparency or the students create their own clouds preparing for the class.

In the conclusion it is necessary to mention that text clouding is not supposed to be an innovative technology in language teaching but it gives the opportunity to use the optional advantages of Web 2.0. and contributes much to modern pedagogical technologies.

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## Применение технологии «облако тегов» в языковом образовании

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**Аннотация:** В статье анализируются потенциальные возможности применения инструмента Web 2.0 «облако тегов» в языковом образовании, а также особенности технологий визуализации текста для обучения отдельным аспектам языка.

**Ключевые слова:** облако тегов, текстовые облака, Web 2.0.

## **FLIP TEACHING OF ENGLISH FOR SCIENTIFIC PURPOSES TO EFL POSTGRADUATES**

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**Abstract:** The paper focuses on applying flipped classroom model to teaching English in scientific context at the level of postgraduate FL education. The concept and key components of flipped teaching are specified. The three stage model of learning is described.

**Key words:** flip teaching, postgraduate EFL education, scientific English.

Recent years have seen increased interest of academic staff in applying the flipped classroom model to teaching practice. Since 2007, when flipped classroom pioneers Jonathan Bergmann and Aaron Sams proposed their revolutionary educational approach, thousands of educators inspired by their influential book “Flip Your Classroom: Reach Every Student in Every Class Every Day” (2012) have begun using the flipped model in their courses. The purpose of this paper is to estimate the appropriateness of flipped classroom model to teaching English in scientific context to EFL postgraduates.

It seems reasonable to start with the definition of flip teaching. Flip teaching (or a flipped classroom) reverses the traditional teaching methodology, giving students access to new material at home, usually via screen casting, while class time is used to assimilate this knowledge via debates, problem solving and critical thinking [1, 2]. Flip teaching is also known as backwards classroom, inverted classroom or reverse teaching. It can be considered a form of blended learning in which students learn content online by watching video lectures, usually at home, and what used to be homework is now done in class with teachers and students discussing and solving questions [3].

The simplistic definition of flipped learning as “school work at home and home work at school” can be compared with its formal definition formulated by the key leaders of the Flipped Learning Network (FLN) according to which flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter [4, 5].

The two basic components of flip teaching are known to be educational technology and active learning. Current educational technologies such as mobile and internet technologies bring a wider range of educational resources to the



students. The out-of-the-class portion in flip teaching is now for example supported by screencasting and vodcasting (video-on-demand casting), bringing a much richer experience to students, while having their lectures at home. Active learning is provided via student engagement in a wide range of hands-on activities, like individual assignments, discussions, debates, workshops, problem solving and critical thinking. In this scenario, the teacher functions as a guide and a coach while students assimilate their knowledge through both individual tests and collaborative efforts.

There is a lot of misunderstanding about the flipped classroom and controversy about the efficiency of this instructional methodology.

According to Jon Bergmann et al [6], the flipped classroom is NOT:

- a synonym for online videos;
- an online course;
- students working without structure;
- students spending the entire class staring at a computer screen;
- students working in isolation.

The flipped classroom IS:

- a means to increase interaction and personalized contact time between students and teachers;
- an environment where students take responsibility for their own learning;
- a classroom where the teacher is not the "sage on the stage", but the "guide on the side";
- a blending of direct instruction with constructivist learning;
- a classroom where students who are absent due to illness or extra-curricular activities don't get left behind;
- a class where content is permanently archived for review or remediation;
- a class where all students are engaged in their learning;
- a place where all students can get a personalized education [6].

Let's see how flip classroom model can be applied to teaching English in research context at the level of postgraduate FL education. According to the idea of context teaching, training specialists is effective if it is realized by modeling the subject and socio-cultural content of their professional activity, i.e. when it takes place in the context of their future profession. Hence, it is quite reasonable to assume that teaching postgraduates to foreign language discourse should proceed in context of their scientific activity taking into account its laws and scientific thinking inherent in it. However, the formation of scientific discourse is also affected by communicative factors, since the intellectual activity is carried out in parallel with the process of communication. Let's see if flip-classroom model can promote teaching scientific English in research (cognitive-communicative) context.

The whole process of learning can be divided into 3 stages: 1) the pre-class prep stage of learning; 2) the in-class stage of learning and 3) the post-class stage of learning.

At the first stage the postgraduates study the topic by themselves, typically using video lessons prepared by the teacher or third parties. The examples of the video lessons are:

- The Nature of Research
- The Research Process
- Choosing and Specifying the Research Topic
- Critically Reviewing the Literature
- Deciding on the Research Approach and Choosing a Research Strategy
- Collecting and Analyzing Experimental Data
- What Is an Experimental Research Paper?

In a traditional lecture, postgraduates often try to capture what is being said at the instant the speaker says it. They cannot stop to reflect upon what is being said, and they may miss significant points because they are trying to take notes. By contrast, the use of video and other prerecorded media puts lectures under the control of the students: they can watch, rewind, and fast-forward as needed.

At the second, in-class stage of learning, the postgraduates apply the knowledge by doing practical tasks (both language and communicative), asking questions and solving problems. Thus, for example, while studying the topic “The Nature of Research”, the postgraduates are involved in discussing such issues as the key differences between basic and applied research; empirical and theoretical knowledge; a variety of research projects according to their purpose and context in which they are undertaken; methods and functions of scientific research, etc. The value of a flipped class is in the repurposing of class time into a workshop where postgraduates can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class sessions, the instructor functions as a coach or advisor, encouraging postgraduates in individual inquiry and collaborative effort.

The third, post-class stage of learning is the stage of analyzing, evaluating and creating projects. Thus, for example, after studying and discussing the topic “The Research Process” the postgraduates may be asked to present the general overview of their research, namely to describe the area in which they set the problem, to define the object of their research, to specify the subject, to formulate a research goal and objectives, to move a hypothesis, to describe adequate research methods, to determine application areas of experimental results.

To sum up, due to its very nature the flip teaching promotes active learning which improves postgraduates' understanding and memorizing information and can be very effective in developing cognitive skills such as analysis, synthesis, classification, inference, argumentation, problem solving and critical thinking.

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## «Флип»-обучение аспирантов английскому языку для научных целей

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**Аннотация:** В статье рассматривается модель «флип»-обучения применительно к преподаванию английскому языку в научном контексте на этапе последиplomного иноязычного образования. Уточняются понятие и составляющие «флип»-обучения. Описывается трехэтапная обучающая модель.

**Ключевые слова:** «флип»-обучение, иноязычное обучение аспирантов, научный английский.

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## PREZI FOR DEVELOPING STUDENTS' CREATIVITY IN THE ENGLISH CLASSROOM

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**Abstract:** The article stresses the need to use *Prezi* online tool in and beyond the classroom as it gives students 'ownership' for their learning. The instructions and benefits of employing the presentation tool in language learning. Theory and practice should be constantly encouraged to improve understanding of all aspects of the use of the tools.

**Key words:** multimedia, presentation, Prezi, computer-based learning, foreign language acquisition.

What national education prioritizes today is to insure learner-centered approach in learning and enhancing students' creativity through a variety of multimedia education tool.

Great teachers use different media because the more ways you try to sneak information into the student brain, the more likely it is to actually get in and stay there!

There are a large number of online tools that can be used for foreign language learning. Based on their main functions and features, the online tools are classified into twelve categories.

Dealing with the exciting possibilities of new media, we must remember that the fundamentals of great teaching - mastery of our subjects, compelling questions for students, and passion for learning a language. In terms of facilitating the foreign language acquisition process, Bush asserts that we need to find out "where and when during the foreign language acquisition processes each technique and tool can be applied to achieve maximum benefit" [1, p.453]. In a similar vein, Garrett states that "the availability of tools and resources that make possible student use of such aids does not guarantee that students will, in fact, use them in the way or to the extent that developers intend; only carefully structured assignments and follow-up work can effectively promote such use" [2, p.722]. This implies that educators need to be knowledgeable and skilful enough to instruct and guide students when and how to use which tool for effective language learning.

One of the web 2.0 applications and a kind of presentation tool is known to be Prezi. It is an impressive presentation tool that uses a single canvas instead of a sequence of traditional slides which allows laying out your ideas, media, linking them through non-linear transitions from one concept to the next.

We may resume that firstly, Prezi is a web based, when the latter is an installed application. Secondly, Prezi enables you to set an order and progress through the points one by one, while PP fails. Thirdly, Prezi allows you to create exciting and interactive presentations.

Prezi presentation is free to use and once it is saved it can be opened at any computer which it makes it easy for educators. Teachers can use in different ways, such as accompanying a lesson in the classroom. Students can get the access to viewing a certain presentation out of classes.

There is a variety of resources to start your Prezi presentations and making them better. For students who may be a little timid around technology, having some instructions written down goes a long way in helping them be comfortable in using it.

Some sequence of steps for creating Prezi [3]:

- 1) create an account
- 2) create your Prezi

One way to create a Prezi is to begin with a single frame with a heading and some related content. Next, add another frame within the first with additional content or shift the map completely and create a separate frame altogether. This

allows you to show your initial outline of material, but as you drill down into aspects of your content, your presentation follows suit.

- 3) manage your Prezi
- 4) edit your Prezi
- 5) resize your text, images and video in Prezi
- 6) start your presentation

Prezi is a new frontier for presentations of all kinds. It should become as an effective tool for any visual aid at work, in student organizations, and in the classroom. Experts indicate that such tools can bring culture into the classroom as educators and students can use authentic materials in the target language. Such the process of creating Prezi presentations reinforces students' creativity. They become the creative masterminds of their own projects in which they demonstrate what they learned in the foreign language.

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### **Prezi для развития студенческого творчества на уроке английского языка**

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**Аннотация:** Рассмотрены возможности использования технологии онлайн обучения иностранному языку *Prezi* как одной из эффективных форм самостоятельной работы студентов. Представлены инструкции и преимущества применения данной технологии в изучения языка. Отмечена необходимость теоретической и практической поддержки при использовании данной технологии.

**Ключевые слова:** мультимедиа, презентации, Prezi, компьютерное обучение, освоение иностранного языка.

## INTEGRATION OF INTERNET RESOURCES INTO THE EDUCATIONAL PROCESS

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**Abstract:** The study deals with the issue of using WebQuest as a form of organizing Internet resources and principles of setting the virtual educational space. Educational WebQuest is a problematic task with role-playing elements, which are based on the information resources of the Internet. The authors examine the purpose, features, types of tasks, structure and requirements for creating WebQuests.

**Keywords:** Web Quest, Internet resources, the website, the platform, the algorithm.

WebQuest is a site on the Internet, the main objective of which is the maximum integration of the Internet in the learning process. They cover a particular problem, or subject or may be interdisciplinary. The researchers said that in the second case, this work is more effective. Feature of educational web quests is that all the information to work with it is on the website [1]. The result of the work is the publication in the form of web pages and websites. The most interesting kinds of tasks for web quests: planning and design; self-knowledge; compilation; creative task; analytical task; detective, puzzle, mysterious story; consensus-building; evaluation; investigative journalism; conviction; research.

WebQuest consists of introduction, the central task, the list of information resources and the roles of the procedure, criteria and evaluation parameters, guidelines for action and conclusion. There are 3 stages of work on the quest: the initial (command), role and the final. According to the research problems are formulated conclusions and suggestions. Is a contest of work performed, which assessed understanding of the task, the accuracy of the information used, its relation to a given topic, critical analysis, logical, structured information, position measurement, approaches to solving problems, personality, professional presentation [2]. The evaluation results are involved both teachers and students through interactive discussion or vote.

Key sections of any WebQuest are a detailed scale of the evaluation criteria. WebQuest is a complex task, so evaluation of its performance should be based on several criteria, focused on the type of problem assignments and presentation of results. The most important criteria are the degree of achievement of the stated objectives, the quality of performance, content, complexity tasks, evaluation

research and creative work of the quality of argument, originality of work skills in microgroup, oral presentation, multimedia presentation, and the written text.

To create evaluation form it is necessary to formulate the most important evaluation criteria to determine the scale of assessments, prepare a description of the valuation parameters. Must begin with a description of the ideal embodiment of a job and then go on to describe the possible drawbacks performance for each criterion [3]. Language parameter descriptions should be clear, the description should allow us to determine the parameters of quantitative differences, the difference between quantitative indicators should be about the same, if necessary, you can also specify the importance of each criterion in the overall evaluation.

Web quests can be short and long term, depending on the duration of work on them, and goal setting. The purpose of short-term projects is the acquisition of knowledge and the implementation of their integration into their system knowledge. Work on short-term quest can take from one to three sessions. Long-quests are aimed at expanding and clarifying concepts. Upon completion of the long-term quest, the student should be able to conduct a deep analysis of the knowledge to be able to transform them, to own stuff so to be able to create jobs for the work on the topic. Work on a long-term quest can last from one week to a month.

Extra motivation during the work on the quest, you can create, inviting participants to choose the role (e.g., scientist, journalist, detective, architect, etc.) and to act in accordance with them [2].

Forms of the WebQuest may also be different, the most popular - a database on the problem, the microcosm, interactive story, the document analyzes the problem, an interview with a virtual character, etc. To design a business card WebQuest is necessary to determine the direction, the theme, the central task, role, work plan, evaluation criteria, to give an example step-by-point links, identify the intended result [1]. The most convenient platform for creating web quests are [www.edmodo.com](http://www.edmodo.com) and [www.zunal.com](http://www.zunal.com). To work it is necessary to follow algorithm resources: registration, creation of workplace, that is, portfolio, the invitation of students, creating jobs, using internal or external resources.

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## Интеграция интернет-ресурсов в учебный процесс

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**Аннотация:** В данной статье обсуждается вопрос об использовании WebQuest как формы организации интернет-ресурсов и принципов организации виртуального образовательного пространства. Обучающий WebQuest - это проблемное задание с ролевыми элементами, для выполнения которого необходимо использование информационных ресурсов сети Интернет. Авторы рассматривают цели, особенности, виды заданий, структуру и требования к созданию WebQuest.

**Ключевые слова:** WebQuest, интернет-ресурсы, веб-сайт, платформа, алгоритм.

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## VIDEO AS A COMPONENT IN NEW ICT EDUCATIONAL ENVIRONMENT FOR ESP STUDENTS

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**Abstract:** The article deals with innovations in the sphere of teaching/learning foreign languages introduced by teachers and students of Voronezh state university concerning the incorporation into Moodle (Modular Object-Oriented Dynamic Learning Environment). It analyses the opportunities of video-shooting practices in teaching, studying and assessment of the language education results. The potential of Moodle introduction into the system of education is estimated.

**Key words:** Moodle, innovations, video component, developing materials.

According to modern educational and social requirements higher educational establishments are aimed at forming ESP competences: linguistic, socio-cultural and pragmatic. Nowadays foreign language teaching is



implemented in interactive training to solve different ESP tasks highlighting professional realization and personality development of students as it involves getting skills through experience acquired in interactions and activities of the studying period.

The access of Russian higher educational institutions to Moodle (Modular Object-Oriented Dynamic Learning Environment) platform provides educators and learners with a secure and integrated system which consolidates language users and encourages them to work and share innovations within one educational environment.

Voronezh state university welcomed the adjustment to Moodle system which provides both a powerful set of learning tools and collaborative teaching environments. Moodle proves to be flexible and efficient assembly so any member of teachers' community can adapt, extend or modify it for educational projects as well as integrate new resources needed for the course using a full range of creative teaching trends and features.

In the process of developing teaching materials for ESP students of Computer Science Faculty at Voronezh State University a number of innovations helping to vary traditional assignments have been introduced. Video shooting is not a new but very effective tool and resource in building cognitive, motivational and operational ESP competences. Adopting video component to classroom activities is a helpful tool in teaching, studying and assessment. The embedment of this element into e-learning free platform of Moodle enables users to share genuine video materials and innovative outcomes within educational environment.

The Model Program in Foreign Languages for Non-linguistic Departments, (2009), changed the very idea of teaching English in higher educational establishments. In practice this program presupposes teaching foreign languages for university or college ESP students in four communicative spheres: Everyday, Academic, Socio-cultural and Professional. Thus the aim of teaching ESP in this program is shifted from traditional teaching to acquisition of necessary communicative skills that will be helpful in students' future profession.

In order to meet all the program requirements and to supply the students with relevant materials English Chair for Science Departments at Voronezh State University (VSU) created and released resource books devoted to each sphere where information and materials are compiled from different available sources. These well-structured resource books suit the curriculum comprising information for classroom activities and supplementary materials for group, individual and self-assessing work. The materials are aimed at developing communicative and applicable in practice skills taking into account students future academic upgrading. The materials and assignments compiled for the resource books appear to be highly motivating and appeal to students' demands, suggesting various forms of work involving the practice of video shooting both individually and in the classroom.

However, it was inevitable to run against certain difficulties. One of the main challenges of contemporary teachers working in higher education is collecting authentic materials which should be pragmatic and specific taking into account the problem of copyright. The other endeavor is in advancing the opportunities put forward by new technologies and enlarging the room for experiment of any kind. Though, challenges can boost new creative teaching methods improving the traditional approach and introduce some innovations.

Nowadays practically each state university in Russia hosts Associate native speaking teachers. VSU English teaching staff regularly enjoys native teachers' involvement in ESP classroom activity. So a practice of video-interviewing guest teachers on different subjects was implemented. Besides, native speakers contribute to the University newspaper "Never Before" published in English in VSU sharing their academic and cultural experience. As a result authentic video and written materials are used in compiling texts and developing tasks for the resource books and Moodle modular construction. Video interviews are transformed into assignments for listening and speaking. Some personal remarks concerning the speakers' co-working with the teachers of the Chair make VSU students deeply involved and motivated.

Moreover, it is a common practice of the day to have some exchange students from different parts of the world among the university population. They make videos sharing their impressions on studying at the university, their positive and sometimes negative remarks. Such videos are used as supplementary listening resources where Russian students try themselves in English accent diversity. Students have a chance to see the surrounding world from a new extrinsic point of view. And foreigners can publish their notes concerning their studying in Russia and get the feedback helping them in different situations.

Co-working with students helps to overcome the other challenge we come across in the age of consumerism – turning students from passive watchers into active performers. Video reports made by advanced group exchange students sharing their impressions with the rest student community have been adopted. The awareness of existence of an opportunity to participate in such programs delivered in such a way makes students deeply involved in learning the peculiarities of exchange program requirements and studying English regularly.

More than that, the Internet resources diversity provokes to change the established way of teaching and assessment. There is abundance of websites insisting on improving foreign language skills within educational issues. Adapting multiple web materials and creating relevant assignments for various levels aim at communicative approach in all reading, listening, speaking and writing tasks making foreign language skills the essential ability of contemporary students. This creates tremendous change in the very approach to co-studying within the education system. Assignments which can be fulfilled only online are considered highly relevant. Boosting online projects and simulating real-time interaction in order to motivate students for further academic upgrading is up to date. ESP students practice making video projects which can help to acquire true

and distinct skills, improve communicative abilities and pursue online interpretational know-how. This kind of team work appeals to students and is very engaging, non-threatening, diverse and fun.

Looking for new Internet resources while creating the resource books we come across interactive websites which help to boost student self-development in obtaining language skills. Students can be encouraged to be not trainees but sort of trainers. They are offered to analyze authentic sophisticated texts and to interpret them in a particular way. As a model the Daily English Dictation website with the Internet coach of English Sean Peterson can be taken. This coach-practice helps to develop several skills at once: listening, reading, writing and after the detailed explanation of all the difficulties of the text potential pupils are offered to pronounce the text together at different speeds. This methodology is challenging, funny and highly motivating itself as students get a chance to find challenging authentic materials, to organize the group of peers, to structure their work and to make it effective.

Speaking about video shooting as a part of general and self-assessment the analysis of presentation within professional sphere as a form of final assessment for ESP students can be introduced.

Taking into account new trends within Model Program, VSU English Chair for Science Departments approved presentation as a form of final exam. Presentation should be based on one of the topics within Professional Sphere. It mainly states as its goal not the assessment of professional terminology usage or ability to translate professionally oriented texts but the evaluation and assessment of the four communicative skills. The student's mark is calculated according to presentation assessment scale criteria. It proves to be quite impartial and fair due to equal shares and a bonus.

During the preparation to the final assessment a student is supposed to choose a topic for his/her presentation within Professional Sphere, find authentic sources, read and pick up the relevant information, design logical PowerPoint presentation. So it is a vivid opportunity for a student to demonstrate writing skills and for a teacher to assess. The speaking skills are to be tested during the presentation in the class. The rest of the students in the class are to listen attentively to their peer's presentation and to ask questions as required in the format of presentation. So the teacher can assess audience's listening and speaking skills through questions, comments and answers. The main goal of the teacher is to evaluate not only the quality of the presented material but the communicative behavior and skills. The students are allowed to present in class once or twice with related material before the final exam just to practice in order to deal with nervousness, understand their weak points and revise typical mistakes.

There are a lot of ways to detect errors and help students correct them. The most vivid one is to analyze the presentation from the audience viewpoint. The practice of video shooting students' presentations appears to be very effective and reveals the real potential. Students are given an opportunity to fix visually their

presentations in class and discuss them later in groups. This procedure allows students to find out their failures in verbal and non-verbal behavior and avoid them during the final exam. Moreover, acquiring such skills is of high value for students' future professional development. For teachers it proves to be a helpful tool to define, classify and generalize the most common problems students face presenting in public. Provided with new Moodle facilities the student has a chance to pre-publish their Power Point presentation or video clip of their presentation speech (or both) to be assessed by the teacher and the group mates.

Making, reviewing and evaluating video appeal to most students of all levels as it provides a welcoming change to traditional teaching methods and approaches, gives an opportunity to gain new experience in ESP learning. Updating the Moodle virtual environment with the materials teachers and students produce help educators create online courses with a focus on interaction and collaborative construction of content and is in continual evolution. Moodle has several features considered typical of e-learning platform, among which are: files download, assignment submission, grading, instant messages, online news and announcement, discussion forum, Moodle conferences, etc. The stated philosophy of Moodle emphasizes that learners (and not just teachers) can contribute to the educational experience. Using this pedagogical principle, Moodle provides a flexible environment for learning communities.

There is a hope that new vision of creating studying materials can open up fresh innovative perspectives and help to evolve both teachers and students aiming at future academic and professional progress.

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**Видео как компонент новой учебной среды на основе ИКТ для студентов, изучающих английский язык для специальных целей**

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**Аннотация:** В статье рассматриваются инновации в сфере преподавания и изучения иностранных языков, внедряемые преподавателями и студентами Воронежского госуниверситета в связи с развитием Moodle (Modular Object-Oriented Dynamic Learning Environment). Анализируются возможности использования видео в обучении, изучении и оценке качества

результатов языкового образования. Оценивается значительное увеличение потенциала эффективности сотрудничества преподавателя и студентов в связи с внедрением виртуальной обучающей среды.

**Ключевые слова:** Moodle, инновации, видео компонент, разработка материалов.

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## **EXPLORE ENGLISH WITH SHERLOCK HOLMES (THE EXPERIENCE OF USING VIDEO IN THE CLASSROOM)**

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**Abstract:** This article is devoted to the experience of using ICT in the classroom with senior students of the English language department at the elective «Explore English with Sherlock Holmes». The pedagogical technology of using the film is represented along with helpful Internet educational materials and multimedia resources.

**Key words:** video, film, Internet educational materials, multimedia resources, competences

The Federal Special-Purpose Program for Education Development for 2011-2015 in the Russian Federation (dated February, 7, 2011, № 61) lays emphasis upon "equipping educational institutions of primary, secondary, or higher vocational level with modern software and hardware so that they can implement modern study programmes and teaching technologies" [1]. The usage of ICT is very relevant in this context.

ICT are understood widely and imply the usage of computer, iPod and iPad, Internet, TV, DVD, CD, multimedia, mobile phones with built-in cameras, e-mails, all those items that can represent inexhaustible possibilities for communication. Now we have "the unprecedented ability, through social networking sites and increased bandwidth, to share and comment on what we're watching with others, regardless of the geographical, social, gender, and age distances between us" [2, p.2].

This article tells about the experience of using ICT in the classroom with senior students of the English language department at the elective «Explore English with Sherlock Holmes».

At the end of 2010 BBC One aired the startling TV version of the famous literary work by A. Conan Doyle - “Sherlock”. The film immediately became a sensation. The extraordinary interpretation of the familiar plot, the brilliant staff (with Benedict Cumberbatch starring), and many other electrifying features of the film made many viewers all over the world fall in love with it at first glance.

The author’s personal interest in the film has grown into the professional one. As a result an elective has been worked out and later on implemented into learning. The elective is designated to introduce students to English-speaking culture and aims at developing their language competence with an emphasis upon listening and speaking skills.

We use a DVD, but the film is also streamed on some sites so that the students can watch it on-line at home.

Alongside the DVD we largely use ICT – Internet educational materials and multimedia resources (a rich collection of teacher’s guides, background information, interactive features, podcasts with interviews, quizzes, and behind-the-scenes peeks), which are very helpful [2 – 11].

For learning purposes the film is relatively divided into fragments lasting 20 minutes each. Studying the film includes 3 stages: pre-watching, watching and post-watching.

At the pre-watching stage brief background information relevant to the content of the course is offered: Conan Doyle’s literary activity, Holmes described (appearance, character and background), other literary detectives, Holmes on stage and screen, etc.). The prop vocabulary and grammatical units are introduced at this stage too so that the students can widen their passive and active vocabulary.

Watching is chiefly aimed at comprehension. Thought-provoking discussion questions are also offered at the stage.

At the post-watching stage creative activities are offered being aimed at the development of speech and cultural competencies, e.g. Explore London with Sherlock: study the map of London and the attractions of the city and make a virtual excursion around London for your group-mates [3]; Crime Exercises [6], etc. Many of them are done on-line, e.g. case solution [9], quiz [10, 11], games [12].

Students feel comfortable with the film and understand its power. More than that, they unconsciously understand the basic tools and conventions of the medium. So, watching the film is active and implies maximum language involvement of students into learning, developing

- students’ communicative and sociocultural competences,
- students’ readiness to independently watch English films in the original,
- students’ motivation to study English and use English for purposes of authentic communication.

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## **Изучаем английский язык с Шерлоком Холмсом (опыт использования видео на уроке)**

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**Аннотация:** Статья посвящена опыту использования ИКТ на факультативном занятии со студентами старших курсов кафедры английского языка «Изучаем английский язык с Шерлоком Холмсом». Представлена методика использования фильма наряду с полезными интернет-образовательными материалами и мультимедийными ресурсами.

**Ключевые слова:** видео, кино, интернет-образовательные материалы, мультимедийные ресурсы, компетенции.

## THE ROLE OF WEBINARS AT THE PROCESS OF STUDENTS' INDEPENDENT WORK WITHIN LEARNING ENGLISH

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**Abstract:** In this article the author defines the role of the webinar during independent work of students at the process of the English language study; the experience of the use of the webinar in the learning process of educational institutions of different levels was studied and summarized; also a designed webinar was presented.

**Keywords:** webinar, independent work, information content, foreign language education, technology.

In modern world, where it is desirable to every person to be multiple personality in the information age, capable of thinking big, creative, at the same time you must also possess communication skills and knowledge of a foreign language. As a foreign language, particularly English has acquired an international status, and the study of its teaching in educational institutions of Kazakhstan is becoming the most urgent problem today. Intellectual and creative capital of the society is now regarded as the only reliable guarantor of national security. Intensively developing the integration processes the last decade, the growth of professional and academic exchanges, deepen international cooperation stimulated by the progressive development of foreign language education. In these circumstances, a foreign language acquires the status of an effective instrument for the formation of the intellectual potential of society, which becomes at the present historical stage, one of the main resources of the new state [1].

As we know, the younger generation spends a lot of time in front of computers internet networks, tablets, smart phones and reluctantly performs the task and even more so learn foreign languages.

Consequently, there is a need to find alternative ways to solve these issues through interactive technologies such as webinars. Using webinar in the organization of independent work includes the development of the students' ability of foreign language communication in specific business and scientific spheres online and in situations taking into account the characteristics of thinking,

in the organization of motivation - motivating and orienting-investigative activities.

It should be noted that webinars are an effective tool for training and increase motivation to learn a foreign language students.

Also it should be mentioned that the webinar is not only used to demonstrate the material, but also for educational purposes, where the teacher can present a phased developed material. Additional features of the webinar presented in Figure 1.

Analysis of the functions of the webinar directed us to develop thematic online classes for development of the student self-activity.

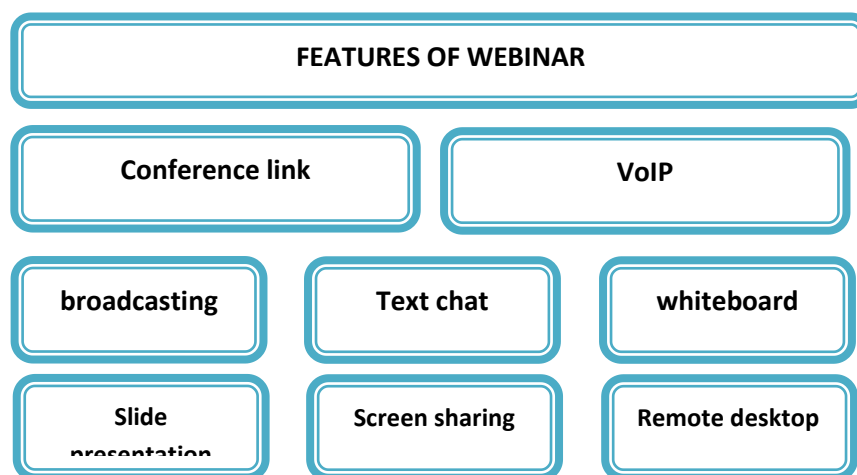


Figure 1 – Additional features of webinars

As an experiment we designed webinar based on platform anymeeting.com and it has been successfully implemented in practice, received a positive review and that is important sparked interest among students of different courses. Webinar was compiled and designed on the theme «My future profession» (on the example of social worker), excerpts of which are shown in Figures 3-16.

Thus, an important factor in the direction of the development of modern education is to develop students' skills and abilities of independent cognitive activity, using modern and advanced information technology tools. This approach provides a fundamentally new level of education. Quality training means training with effect of the presence and use of video-conferencing, that is, communication between the teacher and the student on the basis of information and communication technologies.

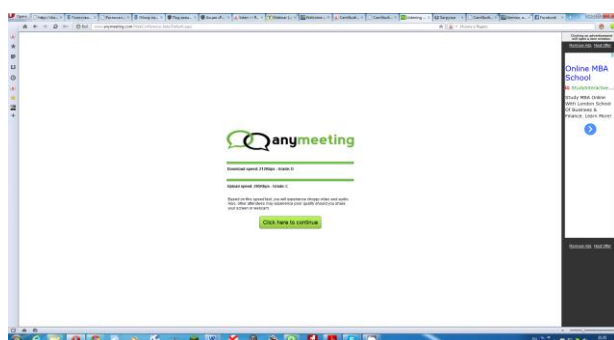
We can distinguish two types of communication: asynchronous (e-mail, forums) and synchronous (chat, Skype). A relatively new method of communication is synchronous webinar. Changes in our society, called the information created real prerequisites for the upgrade of the entire system of education, which is reflected in the design, the implementation and practical

application of the elements of the new content, new educational technologies, in an address to the international teaching experience.

## English

### My future profession.

#### Qualities of social worker: professional vs. personal



**SMART-aim:** development and perfection of communicative skills in the sphere of profession (social work) at the level of B1-B2 at the period of the 4 hours.

### Organizational moment

1. Warm-up activities. Discussion of quotations;
2. Associative mind-map «Social work». The notion «social work» (on the basis of video #1);
3. Analyzing the requirements of social worker;
4. Introduction to the project work;
5. Working out case study (requirements and criteria);
6. Control and assessment of knowledge.

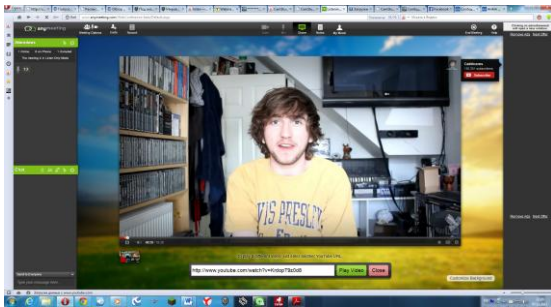
**Warm-up activity.**

Read the quotations and express your opinion.

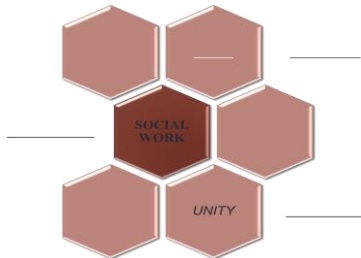


**Q&A**

So what is social work?



Due to the video material (#1) make the mind map answering the question «What is social work?»

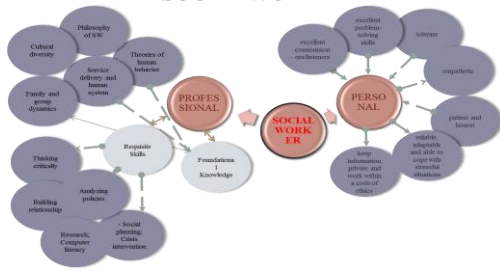


□ What kind of personal and professional qualities do you know?

	Personal qualities	Professional qualities
Social worker		

Before making the project

## PERSONAL AND PROFESSIONAL QUALITIES OF SOCIAL WORKER



### CASE STUDY

**Purpose:** define the solution of the following case;

**Smart-aim:** define 5 reasons of being (not to be) social worker in a week. For every reason give the proof.

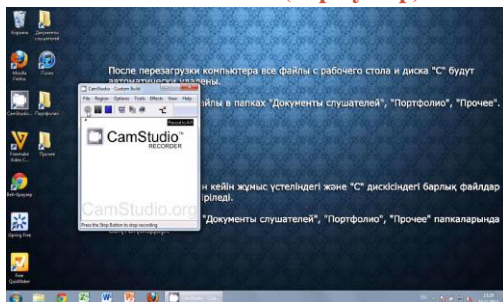
**Situation:** The student is going to be a social worker. Teacher asks her what would make her a good social worker ... Your task is to define 5 reasons of (not) being a social worker which were given by the newcomer and make the Venn diagram comparing the reasons given by the teacher and student.

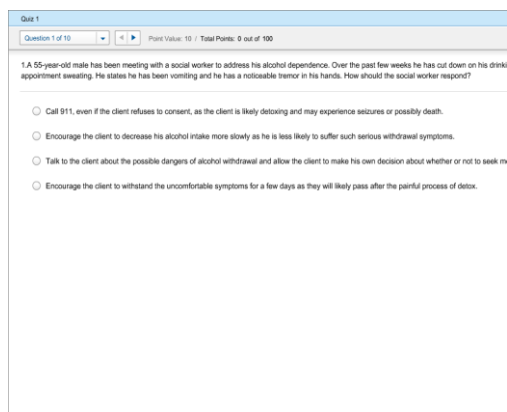


### Evaluation criteria

Activity	Max score	Score of the student
Ability to analyze	15	
Research and analytical ability	20	
Critical thinking ability	25	
Creative skills	25	
Ability of proof and operation with knowledge	15	
<b>Total</b>	<b>Max 100</b>	

**Before making the quiz, follow the instruction and exercise online (step by step)**





When you update the content of education and the development of new forms of organization of the educational process it has changed dramatically, and the teacher's role as a participant in a pedagogical reality will be: the translators of knowledge, and the organizer, director and partner of the educational process, which was built as a dialogue with the student knowable reality.

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## Роль вебинаров в процессе самостоятельной работы студентов по изучению английского языка

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**Аннотация:** В данной статье автор определяет роль вебинара для организации самостоятельной работы студентов в процессе изучения английского языка; был изучен и обобщен опыт использования вебинара в учебном процессе образовательных учреждений различного уровня; представлен разработанный автором вебинар.

**Ключевые слова:** вебинар, самостоятельная работа, информационное содержание, обучение иностранному языку, технология.

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