



**Теорія і методика навчання**

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**Формування у студентів іншомовної професійно орієнтованої  
комунікативної компетентності з використанням інтернет-ресурсів**

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***Анотація:** У статті розглянуто питання сутності інформаційно-комунікаційних технологій у процесі викладання іноземної мови. Проаналізовано методичні та дидактичні основи формування професійно-орієнтованої комунікативної компетентності студентів з використанням інтернет-джерел.*

*Швидкі та радикальні зміни, які відбуваються в сучасному українському суспільстві під впливом інформатизації зумовили актуальність дослідження. Сучасна система освіти потребує інноваційного підходу до швидкого та ефективного оволодіння іноземними мовами.*

*Впровадження комп'ютерних технологій, на сьогоднішній день, посідає провідне місце у навчальному процесі. Принципи наочності, доступності, диференційованого підходу у навчанні реалізуються за допомогою використання комп'ютерних технологій. Дані принципи є основою оволодіння іноземною мовою, оскільки сприяють розвитку особистості кожного окремого студента у межах навчального процесу.*

*Використання віртуальних ресурсів та веб-автентичних матеріалів при вивченні іноземних мов мотивує навчання, надає можливість викладачеві застосовувати індивідуальний підхід, підвищує інформованість щодо інших мов та культур, сприяє розвитку самостійності студентів, пропонує автентичний та актуальний матеріал.*

*Комп'ютерні технології сприяють не тільки розвитку самостійності, творчих здібностей, а й дозволяють змінити саму технологію надання освітніх послуг.*

*Ефективність використання комп'ютерних технологій у вивченні іноземної мови залежить не тільки від чіткого визначення її місця в освітньому процесі, а й від того, наскільки раціонально організовано структуру заняття, наскільки навчальні можливості співвідносяться з навчальними завданнями.*



*Сучасні інформаційні технології мають бути ефективним інструментом, який полегшить засвоєння знань, зробить навчання інтерактивним, комунікативно спрямованим, цікавим, наочним, індивідуальним.*

***Ключові слова:** професійно-орієнтована комунікативна компетентність, інтернет-джерела, комп'ютерні технології, інформаційно-комунікаційні технології (ІКТ), організація освітнього процесу, інтерактивне навчання.*

## **Formation students' foreign language professionally oriented communicative competence using internet resources**

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***Abstract:** The article considers the issue of the essence of information and communication technologies in the process of teaching a foreign language. The methodological and didactic foundations of the formation of professionally oriented communicative competence of students using Internet sources are analyzed.*

*The rapid and radical changes taking place in modern Ukrainian society under the influence of informatization have made the research relevant. The modern education system requires an innovative approach to the rapid and effective mastery of foreign languages.*

*The introduction of computer technologies, today, occupies a leading place in the educational process. The principles of clarity, accessibility and a differentiated approach to learning are implemented through the use of computer technologies. These principles are the basis for mastering a foreign language, as they contribute to the development of the personality of each individual student within the educational process.*

*The use of virtual resources and web-authentic materials in learning foreign languages motivates learning, enables the teacher to apply an individual approach, increases awareness of other languages and cultures, promotes the development of student independence, and offers authentic and relevant material.*



*Computer technologies contribute not only to the development of independence and creative abilities, but also allow changing the very technology of providing educational services.*

*The effectiveness of using computer technologies in learning a foreign language depends not only on a clear definition of its place in the educational process, but also on how rationally the structure of the lesson is organized, how well the learning opportunities correlate with the learning objectives.*

*Modern information technologies should be an effective tool that will facilitate the acquisition of knowledge, make learning interactive, communicatively oriented, interesting, visual, individual.*

**Keywords:** *professionally oriented communicative competence, Internet sources, computer technologies, information and communication technologies (ICT), organization of the educational process, interactive learning.*

**Problem statement.** The reform of the national higher education system and the strengthening of educational ties in the European context have led to an increase in the priority of higher professional education in the system of social values. The content of education is enriched with new competencies and learning technologies adequate to the level of social knowledge. In the context of the development of the information society and the modernization of the higher education system, there is a tendency of rapid growth of scientists' interest in the problem of introducing information technologies into the educational process. Technologies of programmed teaching of foreign languages using Internet resources are widely introduced in classrooms of educational institutions, and are also increasingly used in extracurricular educational activities. The study of the didactic potential of Internet resources and the development of technologies for teaching foreign languages on the basis of efficiency of management and organization of the educational process is an urgent problem of today.



**Analysis of recent research and publications.** The analysis of domestic and foreign experience in the use of various technologies for the formation of foreign language professionally oriented communicative competence convinces of the need to ensure interactivity in the process of educational and cognitive activities for communication interaction of participants in the educational process, self-control and self-correction. The Internet and computer technologies are becoming a favorable environment for ensuring the effectiveness of the implementation of educational technologies, which is why the introduction of information technologies in the educational process is currently given great attention.

Studies of communicative characteristics of information means of communication (Richarg E. Mayer [1], Shvachych G. G., Tolstoy V. V., Petrechuk L. M., Ivashchenko Y. S., Gulyaeva O. A., Sobolenko O. V. [2], Jones R., Jaworska S., Aslan E. [3], Shtepura A. P. [4] etc.) and didactic properties of information and communication technologies (Hrytsenko O. V. [5], Tarnopolskyi O. B. [6], Gritchenko A. [7], Voytovych I. S. [8] and others) allow us to state that due to their technical characteristics and didactic capabilities, computer and information technologies are effective for use for educational purposes. Researchers associate the solution of the problems facing modern education in the context of informatization of society with the introduction of modern pedagogical innovative technologies.

The problem of forming foreign language communicative competence in various types of speech activities with the use of Internet resources is raised in the works of domestic and foreign researchers, which consider various aspects of the introduction of information technologies in teaching foreign languages. The ways of implementing the means of Internet resources for the formation of foreign language communicative competence in reading and listening are highlighted in the works of Kholod I. V. [9], Bakum Z. P., Palchikova O. O., Kostyuk S. S [10] and others. According to the authors, the use of Internet resources in teaching and learning foreign languages affects the quality of the educational process, ensures the



achievement of goals through an active and creative attitude to the learning process, creates conditions for autonomy, co-creation, intercultural and critical learning.

**Selection of previously unresolved parts of the general problem.** Purposeful and methodologically correct use of modern educational technologies, the ability to create an atmosphere of productive cognition contributes to the effective formation of students' relevant competencies and abilities for self-development, self-improvement and self-realization. However, the traditional system of foreign language professional training of future specialists in higher educational institutions, where a foreign language is studied as a necessary component of future professional activity, with all its indisputable achievements, does not fully meet the requirements put forward by society to modern Ukrainian higher education.

**Formulation of the objectives of the article (statement of the task).** The aim of the article is to substantiate the expediency of using information technologies in the educational process in a foreign language to ensure its effectiveness, in line with modern trends in language education, to determine the didactic and methodological prerequisites for the students' formation of foreign language professionally oriented communicative competence by means of Internet resources.

**Presentation of the main material of the study.** The use of information and communication technologies in teaching and learning foreign languages has become a necessity and a distinction of today. The use of information and reference resources of the Internet in the educational process provides unlimited educational and authentic reference and information materials in a foreign language, provides additional opportunities for intensification and individualization of the educational process, increases motivation to learn a foreign language as an object of knowledge.

The organization of the educational process in a foreign language and independent work of students using information and communication technologies is a new paradigm of the educational process. The very nature of the Internet affects the process of learning a foreign language, allows you to be a fruitful participant in



intercultural communication [11]. The Internet, firstly, contains an inexhaustible number of sources for learning a foreign language; Secondly, it makes it possible to communicate in this language in a virtual space (e-mail, chats, forums, Skype, blog, etc.) [12].

The attention of scientists to the involvement of Internet resources in teaching and learning foreign languages is due to the need to mobilize students' cognitive abilities, ensure students' autonomy and create conditions for self-learning, the formation of an active subjective position in educational activities. Researchers consider their functional efficiency, interactivity and wide communication capabilities to be essential features of the use of Internet resources in the organization of the educational process in a foreign language [13].

The attractiveness of using web resources in learning a foreign language is due to a number of factors: 1) affordability – they are mostly free; 2) a large number of various foreign language materials (printed, audio and video); 3) the possibility of oral and written communication. In the context of the communicative orientation of teaching a foreign language, participation in educational communication with the help of information and communication technologies plays an important role.

We adhere to the opinion of scientists on the need to use various modern teaching technologies in order to master foreign language communicative professionally oriented competence [14, p. 64], including:

- information and educational technologies (information retrieval systems, electronic learning tools, computer training programs, audiovisual and multimedia educational materials, etc.);
- Internet-oriented educational technologies (educational and methodological complexes, podcasts, video fragments of practical classes, electronic scientific and educational and methodological sources in foreign languages, etc.) presented on the Internet).



Information educational resources provide students with the opportunity to master the latest professional information through foreign sources, deepen foreign language knowledge and prepare a presentation of an educational and research task. Access to various types of encyclopedic / reference electronic publications makes it possible to obtain up-to-date professional information in a foreign language in classroom classes and in extracurricular time, to implement archiving, preservation, exchange and distribution of authentic linguistic and professionally oriented information [13]. There is no doubt that technical means open up new educational opportunities for students, in particular, an increase in the amount of information presented per unit of time; acceleration of the processes of its perception, processing and memorization; compensation for the lack of a natural foreign language environment, implementation of the principles of clarity, interactivity, feedback, etc. [14].

The study of scientific achievements and own pedagogical experience in higher education made it possible to systematize the didactic and methodological prerequisites for the formation of students' foreign language professionally oriented communicative competence by means of Internet resources, the use of which makes it possible:

- a wide range of available authentic sources of professional information and a huge selection of virtual educational services (dictionaries, encyclopedias, search engines, electronic platforms in the distance learning system, multimedia courses, websites and services for learning foreign languages), the interactive nature of a significant number of virtual educational services, which affects the intensification of the process of learning a foreign language;
- creation of a natural environment in the conditions of joint language projects, exchange of information, ideas, plans, application of authentic situations of activity related to cooperation, search and transmission of professional information in a foreign language, which helps to increase students' motivation



and interest in a foreign language as a tool for learning the culture of native speakers of this language;

- application of various forms of classroom and extracurricular work: individual, pair, group through search activities in the network, analysis of the acquired professional information with the involvement of students' self-reflection, which allows organizing joint research work, promptly exchanging information and forming communication skills;

4) creation of a favorable environment for individual learning, multimedia, expansion of the learning space, prompt informing and updating of information, which contributes to the effective organization of information time and space, the development of educational autonomy, self-organization, self-control and creativity;

- providing quick feedback and monitoring of students' academic performance, which allows you to objectively assess students' academic achievements, post and perform on-line tests, instantly receive an assessment and see your progress in the assimilation of knowledge and the development of communication skills.

To date, social services and services on the Internet have proven their expediency, which radically change the educational process, making it more personal and practice-oriented. Researchers identify the following important characteristics of Internet services for educational purposes: personalization, user cooperation, network interaction, accumulation of information and content modification [15, p. 42]. Such services that can be successfully used to learn a foreign language include: *Blog, Social networking, Wiki, Bookmarks, Web-quest, Podcast, Twitter, Skype, Google Docs, Google Maps, Second Life, You Tube, Conversational arenas*.

It should be noted that the situation in the correspondence form of training specialists in universities is improving today due to the introduction of distance learning into the educational process. Special attention in the development of distance learning deserves network technology / or Internet technology, which can reach an



unlimited number of users regardless of their location. In the distance learning system, there are so-called "*electronic platforms*" for the organization and implementation of e-learning. Extremely relevant in educational institutions are open source access platforms (distributed free of charge), such as: *ATutor, Dokeos, ILIAS, Moodle* [14, с. 58]. Appropriate learning management systems are also *Acollab, Claroline, Colloquia, Ganesha, LAMS, Sakai* etc. Thanks to these systems, in the process of learning a foreign language, students realize self-control of educational actions, individual communication, a wide combination of all possible traditional and computer teaching tools, which has a positive effect on the formation of foreign language professionally oriented competence in extracurricular conditions. It should be emphasized that both the form and the education system justifies the paths outlined by the Bologna process in the new construction of educational programs.

Undoubtedly, it is impossible to solve the problems facing modern education without the introduction of modern educational technologies. It has been proved that computer information technologies are an important means of optimizing students' educational activities and intensifying the process of teaching a foreign language [1]. It should be emphasized that the introduction of Internet resources in the practice of teaching a foreign language should be well planned. The teacher should select materials in advance in accordance with the purpose of use. This need is explained by the fact that search servers offer too many links to Internet pages in the process of searching for the necessary material. With a significant number of links, there will be a lack of time to look through all the Internet pages during the lesson and choose the one that is most suitable for solving the problem.

An important role in the educational process is played by the teacher's control and support for the communicative process. Therefore, for the effective formation of foreign language communicative competence by means of Internet resources, it is necessary to provide students with the opportunity to receive regular consultations from the teacher, exchange information, communicate and carry out joint educational



projects with other students via the Internet. Thus, the organization of foreign language teaching using Internet resources can compensate for the insufficient number of real classroom classes for the development of foreign language professionally oriented communicative competence and stimulate independent learning activities of students.

**Conclusions.** Thus, in line with the modernization of the traditional education system, the use of virtual resources and authentic materials of the Internet contributes to the effective organization of the educational process in a foreign language, allows satisfying the personally significant educational and cognitive needs of each student with different levels of foreign language learning. The introduction of computer technologies in teaching foreign languages opens up new opportunities for ensuring the educational process in mastering foreign language professionally oriented communicative competence by students.

We see promising for further searches for innovative methods of forming students' foreign language professionally oriented communicative competence using Internet resources in the development of mechanisms for the introduction of information technologies into the practice of teaching foreign languages and cultures in Ukrainian higher education.

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