

Potential of Internet-Technologies Usage in Formation of Future Philologists' Professional Competence

Specific features of usage of Internet technologies with educational purposes in the process of formation of future philologists' professional competence are highlighted in the article. Simultaneously attention is focused on the objective need for integration of Internet technologies in the educational process which allow to involve future philologists in situations of intercultural communication. A group of problems caused by expansion of information-and-telecommunications revolution, quick distribution of Internet technologies is also singled out. In addition, the essence of Internet-oriented models of education is revealed in the article.

Keywords: *informational society, Internet technology, professional competence, educational process, Internet-oriented model of education.*

The purpose of teaching foreign languages at the present stage is to develop in future philologists communicative competence, capacity for intercultural communication and the use of the language under study as a tool of communication. In this regard, a teacher faces the task of selection of methods, means and forms of teaching foreign languages, which would facilitate the achievement of this goal.

Before the appearance of information-and-communication technologies, as well as methods and software and hardware, integrated with the collection, processing, storage, distribution and use of information, foreign language teachers used relevant at a given time technical means: language laboratories, various audio and video materials. Currently educational technical capabilities expanded, as computer online tests appeared, which make it possible to determine the level of mastering a foreign language. Different training programs, the possibility of online communication with native speakers, access to authentic foreign language texts also appeared [1].

The process of gaining by students personal experience of communication with foreign linguoculture requires creating situations of practical use of language as a tool for intercultural understanding and cooperation. In this regard, there is an objective need to integrate Internet technologies into the educational process, allowing to involve future philologists in situations of intercultural communication, as nowadays Internet provides a wide range of possibilities for students to enter into authentic intercultural interaction with representatives of a language under study [3, 36].

Today the need to use Internet resources and technologies for educational purposes is recognized beyond controversy. Involving Internet in the organization and management of education enables a significant increase in its availability and quality on a global scale and, as a consequence, an increase of the economic efficiency of educational schemes. In all developed countries more or less comprehensive programs of Internet implementation in education have already been developed and implemented. At the same time developing countries, despite many difficulties, challenges and obstacles, try by all forces to keep up with the general movement to the formation of global educational community. From this point of view, the importance of systematization and analysis of existing in the world practice results of Internet usage for the needs of different educational sectors, structures and processes is absolutely clear.

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Nowadays human society faces several problems caused by the deployment of information-and-telecommunications revolution, rapid spread of Internet technology, globalization, social processes, as well as international convergence and multidisciplinary co-operatives.

Since the size of the World Wide Web is unlimited, solving very specific educational tasks requires special mechanisms to effectively navigate in Internet space, innovative tools for collection, processing, use and transfer of educational information. However, until now there is no universal technological tool or Internet service by which one could solve in a complex way information tasks of the educational process. In particular, most educational establishments now use not more than two or three Internet applications offered by the their developers, and this situation is equally due to the lack of awareness of users about available tools, their limited financial readiness to purchase these products.

An effective organizational measures that help to solve both of these problems could be cooperation between all participants of the educational process. One of the first real steps towards promoting such cooperation is the creation of a specialized information system "Education Online" (Education via the Internet), which is created within the framework of UNESCO.

Due to Internet usage in the educational process, on the one hand, the emerging new global information-and-communication environment of life, education, communication and production, which was called "infosphere" Organizational-and-technological foundation of the information society is a global information network, the core of which is Internet. These processes take place on a background of rapid changes in information flow, constant changes in the sphere of Economics and population migration. On the other hand, changes in Economics affect the formation of a new social order, which is set by the society to the quality of training specialists [2, 9].

By Internet usage for educational purposes in a broad sense we mean the usage of all possible Internet technologies, services and tools to improve teaching, learning and management of educational processes. Researching of available results of such usage in the activity of educational establishments provides now enough material for comparison, synthesis and evaluation of the gained experience.

Internet is capable of giving at any moment each future philologist informational-and-educational opportunities compared to the most versatile features, the most perfect and all-embracing encyclopedia of knowledge and even exceed them. Thus all training materials of online courses presuppose operative corrections and any additions. Texts, theorems, examples and exercises can be broadcasted in the interactive regime, accompanying them with necessary illustrations, graphs, or, for example, demonstration of the influence of changing parameters and conditions on the flow of the process under study. Depending on their needs and interests, future philologists can move in Internet space, getting correct information from various sites and using their system of cross-references. Internet-oriented model of education is characterized by complete freedom from any space-and-time constraints and it is available to all interested future philologists who show their interest regardless of their location.

In addition, this model allows future philologists to handle such information arrays, which are not able to provide any traditional form of classical education. Communicative opportunities of Internet to obtain information from anywhere in the world in any convenient format make it the most effective means of teaching and learning. Due to these opportunities, Internet-oriented courses should be considered not only as "electronic copies" of analogous traditional programs. Full courses designed for electronic learning must include new types and kinds of educational materials, in which the benefits of Internet, multimedia and other information technologies in achieving educational process are realized.

Innovations in the sphere of education don't lose their relevance at all times. They are associated with the usage of new techniques and technologies in the educational system. Speaking about innovations, we share O. V. Vardashkina's [1] point of view, who says that they're designed to solve problem situations with the aim of providing optimization of the educational process, organization of favorable conditions for mastering learning material and improving the quality of education.

Innovative activity largely determines the direction of future philologists' professional growth, their creativity, promotes students' personal growth. It is inextricably linked with teachers' scientific-and-methodical work and future philologists' teaching and research activities.

Knowledge and qualification become the priority values in human life in the information society, including international one. Hence follows the growing importance of learning foreign languages, forming communicative competence, necessity to make changes in teaching foreign languages at higher educational establishments.

Modern methods of teaching foreign languages are based on the communicative approach and include the usage of various Internet technologies that contribute to the process of educational democracy, openness, and mobility. Nowadays language training at higher educational establishments acquires other forms and

proportions. Innovations relating to various aspects of the educational process, starting with the change of space in auditoriums, their equipping with modern technical facilities and finishing with testing of new educational technologies in practical classes and during self-training of future philologists who use a large number of online components and Internet resources [1].

Namely in the combination of innovations with their complexity is the essence of the concept of Internet-based education. One of its main advantages is in ensurance of the relationship with an unlimited number of global information resources, which creates conditions for entering an absolutely new level of learning. Internet-oriented curriculum is a dynamic, constantly changing and improved educational course, participation in which has advantages for teachers and for future philologists.

At the present stage of development of science and technology the necessity of usage of computer training in the educational process is conditioned by the revival of the development of individual approach to learning, an increasing number of achievements in the field of programmed learning and computer linguistics. The sphere of computer training is quite wide, because communication covering a wide range of problems of professional and amateur interest for people around the world is carried out with the help of computer. However, the problem of communicative orientation of computer programs has not lost its relevance and still needs its solving.

Literature

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***Аннотация.** Данилюк Сергей Семенович. Потенциал использования Интернет-технологий в формировании профессиональной компетентности будущих филологов.*

В статье освещены особенности использования Интернет-технологий в образовательных целях в процессе формирования профессиональной компетентности будущих филологов. Одновременно акцентируется внимание на объективной необходимости интеграции Интернет-технологий в учебный процес, которые позволяют вовлекать будущих филологов в ситуации межкультурной коммуникации. Также выделяется группа проблем, вызванных разворачиванием информационно-телекоммуникационной революции, быстрым распространением Интернет-технологий. Кроме того, в статье раскрывается сущность Интернет-ориентированной модели образования.

***Ключевые слова:** информационное общество, Интернет-технологии, профессиональная компетентность, эдукационный процесс, Интернет-ориентированная модель обучения.*