Internet as A Means of Modernization of Foreign Language Teaching

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Abstract: *The modern child lives in the world of electronic culture. The role of the teacher is also changing — he should become a coordinator of the information flow. Therefore, the teacher needs to know modern techniques and new educational technologies to communicate in the same language with the child. In this regard, I believe that now every teacher should learn to use the world wide web in order to improve the content of education through the use of modern technologies.*

Keywords: *internet, definition, term, interactive, teaching, method, abilities, silent reading, intonation, accent, imitation.*

I. INTRODUCTION.

After all, we live in the XXI century — the century of high computer technology. One of the greatest achievements of modern civilization is the creation of a worldwide information network. In recent years, we have witnessed a computer revolution that has affected all spheres of social, cultural, scientific and industrial activities of people. This computer revolution has now entered the next phase associated with the Internet. And in the near future there will be no people in the world who will not be affected by the changes caused by the existence of this single global information field.

The Internet opens up new, previously unknown opportunities for improving English language teaching, as the use of ICT contributes to the unique possibility of creating a natural language environment. Students can take part in tests, quizzes, contests, competitions held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc.Students can receive information on the problem on which they are working at the moment in the framework of the project. It can be a joint work of Russian schoolchildren and their foreign peers from one or several countries. Also, access to the Internet gives you the opportunity to take advantage of a huge number of additional materials that allow you to enrich the lessons with a variety of ideas and exercises. In addition, the global Internet network creates conditions for obtaining any necessary information for students and teachers located anywhere in the world: country-specific material, news from the life of young people, articles from Newspapers and magazines, necessary literature, etc. In my opinion, all this creates a unique opportunity for the implementation of the main goal of teaching foreign languages - the formation and development of communicative culture of students, teaching practical mastery of a foreign language.

Hypothesis. The use of Internet resources makes it possible to increase the readiness of students for intercultural interaction.

Purpose. To find effective ways of formation of communicative competence of pupils at use of Internet resources at lessons of English.

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Tasks. To analyze the content of the concept of communicative abilities in the structure of communicative competence in psychological, pedagogical and methodological literature.

To conduct a study of Internet sites and identify the best methods and forms of work with them for the development of communicative competence.

To prove the expediency of the chosen path in the development of communicative competence by means of Internet resources.

Methods.

Problem-abstract.

Systemic-structural.

Method of concrete social research.

A reflexive method.

Main conclusions.

The studied theoretical materials, the work carried out on the above problem allow us to conclude that the use of Internet resources in English lessons contributes to:

- High-quality language training of students, the development of the ability to accurately and appropriately use the studied foreign language for effective communication.

- Creation of a basis for the possible use of English in the workplace.

The results and analysis of the level of formation of communicative competences of middle and senior level students confirmed the initial hypothesis of the project about the need to use Internet resources in the formation of communicative competences.

So, the goal of the project is achieved, the tasks set in the work are solved. It is proved that the use of Internet resources in English lessons contributes to the formation of communicative competence of students.

Now everyone understands that the Internet has enormous information capabilities and no less impressive services. But we must not forget that, whatever properties may have a particular means of learning, information and subject environment, primary didactic tasks, especially cognitive activity of students due to certain educational goals. The Internet, with all its capabilities and resources, is one of the means to achieve these goals and objectives.

Therefore, first of all, it is necessary to determine for what purposes and tasks we are going to use the world wide web. Naturally, the main purpose of foreign language teaching is the formation of communicative competence. We need to identify the tasks that can be performed using the Internet:

- inclusion of network materials in the content of the lesson (integrating them into the training program);

- independent search for information by students in the framework of the project;

- in-depth independent study of the first or second foreign language, elimination of gaps in knowledge, skills;

- independent preparation for the qualification examination without attending lectures;

- systematic study of a certain aspect of a foreign language remotely under the guidance of a teacher;

- increase motivation and create the need to learn a foreign language through live communication;

- formation and development of reading skills, directly using the materials of the network of varying degrees of complexity;

- formation and development of listening skills on the basis of authentic audio texts on the Internet, also respectively prepared by the teacher;

- improvement of skills of monological and dialogical statements on the basis of problem discussion of the materials presented by the teacher or someone from pupils of the network;

- improving the skills of writing, individually or in writing making responses to correspondence partners;

- replenishment of vocabulary, both active and passive, vocabulary of modern foreign language, reflecting a certain stage of development of the culture of the people, social and political structure of society, using authentic texts from the country of the studied language;

- familiarity with cultural knowledge, including speech etiquette, speech behavior of different peoples in terms of communication, especially the culture and traditions of the country of the studied language.

How to solve all these problems? Let us consider some of them in more detail.

1. The inclusion of materials of a network in the content of the lesson to integrate them in the curriculum.

At the moment, there are a large number of sites dedicated to the teacher of foreign languages. On such sites you can find ready-made lessons of foreign language teachers, newspaper articles, various thematic texts, exercises, grammatical explanations, audio books.

Here are examples of sites. English:

- grammar and abstracts in English: http://www.edufind.com/english/grammar/toc.cfm;

http://www.essaybank.co.uk/index.html ;

- teachers share lessons on various topics: http://www.onestopenglish.com/lessonshare/;

- UK universities (possibility of cooperation with other teachers):

http://www.hero.ac.uk/universities_and_colleges/index.cfm;

- virtual London:

http://www.a-london-guide.co.uk/;

- Russian website - everything for the teacher and the student:

http://www.english.ru/;

- here you can download various audio books: http://www.readerschair.com/audiobooks/download.htm;

It is especially interesting to use Internet materials when working on the current topic of a foreign language lesson. The teacher can find various information on the network on the problem, which is subject to a given period of time to discuss, study, or you can give the task-to find information to students, competent users of the network, but, of course, defining the scope of the search. Offering such materials to students in small groups, the teacher can set the task-to select the appropriate information for the discussed problem, agree with it, take note of the work on the topic, or, on the contrary, argue it, which requires facts, information. Each group working on its own problem can be offered relevant material for discussion.

2. In-depth independent study of the first or second foreign language, the elimination of gaps in knowledge, skills, self-preparation for the qualifying exam external.

For foreign language learners on their own there are a large number of sites. Many sites are devoted to" on-line " lessons, there are trial tests for international certificates. When answering such tests, it is possible to explain the correct answer in case of errors.

Examples:

- first Certificate in English – FCE:

http://www.cambridge-efl.org/exam/general/bg_fce.htm;

- practice tests for the EFL Exams:

http://www.english-online.org.uk/fce/fcehome.htm;

- free download IELTS practice test:

http://www.aapress.com.au/ielts/english/dload.html;

- the CAE trainer:

http://www.flo-joe.co.uk/cae/students/index.htm;

- CAE - Certificate in Advanced English.

http://www.cambridge-efl.org.uk/exam/general/bg_cae.htm;

- testing center: http://www.pacificnet.net/~sperling/quiz/;

- lessons: http://www.english-net.org/index.htm;

- the grammar section: http://www.ccc.commnet.edu/grammar/;

- humor in the English language: http://www.smiles4u.ca/;

- learn English on CNN: http://literacynet.org/cnnsf/archives.html;

- business English: http://ec.hku.hk/epc/default.asp;

- books in English: http://onlinebooks.library.upenn.edu/;

- library: http://digital.library.upenn.edu/books/authors.html;

- study English in Australia: http://www.nceltr.mq.edu.au/writeaway/

- improve your writing: http://www.write101.com/;

3. Increase motivation and create the need to learn a foreign language through live communication.

The importance of information on the Internet is that you can always use, if necessary, the latest information or pick up a certain digest on a particular problem. You can also use the services of chat or e-mail to get the opinion of native speakers. Then discuss in the lesson different points of view on the same problem (for example, presidential elections, events in different parts of the world, opinions about the book read, especially education in different countries, the tradition of celebrating the same holidays in different countries, such as Christmas, etc.). At the same time you can pick up the necessary and very interesting illustrations. Thus, there is a dialogue of cultures directly in the classroom, stimulated by real contacts with representatives of this culture.

Example chats:

- English: http://messenger.yahoo.com/;

The issue of integration of the Internet in education and, in particular, its application in teaching foreign languages, is currently quite relevant. This is mainly due to the fact that when using the Internet as one of the means of teaching a foreign language, many goals and objectives of the learning process are better realized. It follows that the Internet will soon become a daily practice of teaching in all educational institutions, including Tomsk state pedagogical University. Currently, the development of a systematic complex "Linguist" (www.lang-complex.narod.ru.). with this complex you can find: a link to the Internet on the topic of interest, a description of multimedia programs, exercises and texts. This will certainly make the lesson and preparation for it interesting and modern.

Disadvantages of Internet technologies difficulties when working with large amounts of information with poor communication lines (and such in remote regions and rural areas in the Russian Federation the majority), inability to work without communication lines.

The modern level of development of communication resources has opened new horizons in the field of educational activities. The rapid development of information technology, the transformation of the computer into a phenomenon of everyday routine, the emergence of Intemet, etc. - all this has affected such a traditionally conservative area as domestic education.

Multimedia product is the result of combining two areas: a specific subject area and the actual computer technology.

This product accumulates three main principles:

1. Representation of information through a combination of multiple human-perceived environments.

2. The presence of several storylines in the content of the product, including built by the user on the basis of" free search " within the proposed content of the product information.

3. Artistic design of the interface and navigation tools.

Multimedia is a new direction, but it has clearly begun to be divided into genres: electronic textbooks, training and testing programs, presentations. Each genre has its own characteristics, laws, problems.

To organize the educational process at the proper level, it is necessary to use modern equipment, including multimedia-projectors, screens, etc.

The model of educational process in which multimedia technologies are used can be divided into five consecutive stages:

1. Training of trainers. At this stage, courses "Multimedia technologies in the organization of the educational process" are organized, in which subject teachers are trained.

2. Installation and configuration of multimedia equipment. Responsibility for this stage is most often assigned to the technical Department of the institution, but it can also take part in the teachers themselves, who have received appropriate training.

3. Preparation of multimedia materials. At this stage, each teacher selects materials on their subject and prepares various types of multimedia presentations and can also purchase branded software products for use in the classroom.

4. The use of multimedia materials. This is a key stage of the educational process, where the prepared materials are used in lectures, practical and laboratory work. And students can get some of the materials in electronic form for use in home classes.

5. Control of educational process indicators. At this stage, according to the indicators of the educational process, the impact of the use of multimedia technologies on the quality of the educational process and the level of knowledge on the subject is assessed.

Thus, the development of information technology provides a broad opportunity for the invention of new methods in education, thereby increasing its quality and efficiency.

Problems of using multimedia in using education:

The following problems can be identified in the current research on the use of multimedia:

• personalized learning styles are not considered when using multimedia. In other words, the real individualization of learning based on the use of multimedia occurs only if the cognitive style of the author of multimedia programs coincides with the style of the user;

• communicative or socio-cognitive aspects of learning are not taken into account. The introduction of graphics, video images and audio information does not solve the problems of ensuring effective communication, which has a significant emotional (and therefore motivational) impact on the student;

• the introduction of different types of media impact (including sound, graphics, video, animation) does not always solve the problem of improving perception, understanding and memorization of information, and sometimes interferes with the perception of students due to noise channels;

• the lack of preparedness of teachers to free use of multimedia in education due to low media literacy (the ability to make informed choices of media tools to achieve educational goals, knowledge opportunities and modern trends in the development of multimedia capability of developing multimedia educational purpose for the Assembly of multimedia modules);

• the problem of rejection of available programs and resources, which occurs due to the inadequacy of multimedia programs to the real educational process;

• the use of multimedia as a new didactic tool in traditional learning systems does not allow optimal implementation of educational and developmental multimedia resource;

Technical means. The education system will have a computer class with Windows-compatible computers. The computer class includes basic computing and communication equipment and software (software), which is widely used in real information environments:

- personal computers equipped with system and special software;
- the network equipment uniting personal computers in a local area network and realizing an exit to the Internet;
- a wide range of shared peripheral devices;
- projection equipment.
- The projection equipment is a multimedia projector and / or a demonstration TV connected to a computer.

In addition, modern trends in working with multimedia information require a scanner, sound cards, a good printer. A digital camera and a video camera can be specified as desirable equipment

II. CONCLUSION

As stated in the law "On education" and in the "National program of training of personnel", the changes taking place in the educational system of socio – economic relations in our country, an important task is set before each teacher of science. These tasks are expressed in a variety of science programs, curricula, textbooks, as well as in the methodological system, which are specific to education.

In the correct understanding and understanding of the essence of each Science, the law of development, it is most important to determine the processes, the content of concepts that determine the content of this science. The use of modern pedagogical technologies in teaching foreign languages to the young people gives good results in achieving the intended goal. In this regard, it is planned to create multimedia electronic hands-on devices developed on the basis of pedagogical technologies and information technologies.

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