

THE MODERN TRENDS IN FUTURE FOREIGN LANGUAGE TEACHERS' TRAINING TO ICT USAGE IN THEIR FUTURE CAREER

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ABSTRACT

The analysis of competences that should be formed in the future foreign language teachers by the tools of modern information and communications technologies is presented by the authors. It is been determined that generic (core) competences include: informatics, informational, organizational and methodological competences; profile (specific) competences include the abilities of information and communications technologies usage for such pupils' skills forming as: listening, speaking, reading and writing. The program of electronic study course to support the realization of above-mentioned task is presented. The purpose of the program is to create a modern level of informational and computer culture, acquiring practical skills of application information technologies by teachers and philologists in order to increase the efficiency of the educational process; students of philological specialties and their preparation for the pedagogically effective use of information technology training in further professional activities. The content of the program modules has been given. Module 1. Network technologies in foreign languages, module 2. Office technologies in foreign languages, module 3. Multimedia technologies. The stages of using ICT in education have been identified, they are search, analysis and research of information, software, methodological resources for a lesson preparation with the further discussion; planning of organizational and methodological measures aimed at achieving goals and objectives of a certain lesson type; developing information materials according to the topic and type of lesson using ICT tools; assessment of future foreign language teachers readiness for the introduction of informational materials on the basis of software resources into

the learning process. The usage of ICT for listening, speaking, reading and writing skills forming is demonstrated on the examples of software, on-line services and various podcasts.

Key words: *competence; electronic study course; information and communications technologies; on-line services; podcasts.*

INTRODUCTION

The main challenge of the present time in the process of future foreign language teachers training is focus on tools of information and communications technologies (ICT) implementation in foreign languages educational process. Since the process of education`s informatization requires foreign language teacher`s innovational knowledge in the sphere of informational technologies that develops rapidly, special forms and methods of information and communications technologies tools adoption in educational process, effective ways of learning process organization with the help of ICT, that will enhance the quality of general education, then modern foreign language teacher should possess the wide range of competences, the realization of which in pedagogical activity will satisfy pupils` learning needs in terms of the society`s informatization.

The researches of future teachers` training to informational technologies implementation in educational process aspect is reflected in works of A. Hurzhia, I. Zakharovoi, A. Kolomiets, O. Spivakovskoho and others. The content and methodology of future teachers` organizational and methodological competences forming aimed at their usage in pedagogical activity are revealed in the works of N. Morze, Yu. Tryusa and others. The theoretical aspects of informational competence notion investigation are presented in researches of A. Ivonina, V. Liubeznoho, N. Skosyrieva, O. Smolianynovoi, A. Khutorskoho and others. Informatics competence is investigated by M. Zhaldak, L. Pietukhova and other scientists. Regarding foreign language teachers` competences the most valuable achievements are made by N. Hez, O. Mutovkina, O. Shyiana and others.

METHODOLOGY

The aim of the article is to investigate the main trends in the future foreign language teachers` training to information and communications technologies usage in their future career.

According to the set aim the main tasks of the scientific article are formulated: to define the place and content of future language teachers training to information and communications technologies usage in their future career, to review the main competences, that future language teachers acquire while studying the course «Informational technologies in foreign languages», to analyze the influence of information and communications technologies on foreign language listening, speaking, reading and writing skills forming in future foreign language teachers` professional work.

Due to the above-mentioned urgency, the syllabus of future language teachers` training to the ICT usage in future career was developed, on the base of which the electronic study course «Informational technologies in foreign languages» was created.

«INFORMATIONAL TECHNOLOGIES IN FOREIGN LANGUAGES» STUDY COURSE. URGENCY AND AIM OF THE COURSE

The study of the discipline «Informational technologies in foreign languages» involves solving the number of tasks of fundamental professional training of highly qualified specialists, in particular: mastering the knowledge and skills necessary for the efficient use of modern informational technologies in the educational process, professional training of highly skilled and competitive specialists in education sphere according to the national and European standards.

The aim of the course: formation of the modern level of informational and computer culture, acquiring of informational technologies usage practical skills by teachers-philologists for improving effectiveness of educational process; philological specialties students training to pedagogically efficient usage of informational learning technologies in future career.

The aim is achieved by students` practical skills mastering of modern PC software`s main components and acquaintance with the basics of problem solving technology with the help of the computer, beginning with their formulation and appropriate informational models creation, ending with interpretation of the received results obtained by computer.

The course is designed for one semester and oriented at a wide range of students of «Philology (English, German, French, Italian, Spanish)» specialties. It includes lectures and additional theoretical material, practical tasks and instructions to them, self-study tasks and tasks for acquired knowledge self-check, module tests, recommended literature list and other useful links to external sources.

THE CONTENT OF THE COURSE

«Informational technologies in foreign languages» course consists of 3 modules.

Module 1. Network technologies in foreign languages

Topic 1. The notions of «informational technologies», «informational learning technologies». Didactic features of informational learning technologies.

«Technologies» and «informational technologies» notions. The meaning of «informational learning technologies». Didactic principles of informational learning technologies usage. Psychological and pedagogical principles of informational technologies usage in education. The main ways of informational technologies usage in the educational process.

Topic 2. The use of network technologies in the process of foreign language teaching.

Network technologies. The methodology of information retrieval systems usage. Active learning with the Web 2.0 technology use. Mind maps.

Topic 3. Technology of didactic materials creation in online text editors.

The usage of on-line forms to conduct questioning. The use of artistic text, organizational charts, means of formulas insert and other tools of online text editor. Creation of basic summaries, questionnaires, tests by the tools of online text editor. Handouts creation – crosswords, puzzles, didactic cards, charts etc.

Module 2. The office technologies in foreign languages

Topic 1. The technology of didactic materials creation in electronic spreadsheets. Education activity control means creation.

The usage of electronic spreadsheets for education activity control means creating – crossword with automatic check of inserted data. The usage of electronic spreadsheets for creation of automatic learning activity control means – tests with automatic data check.

Topic 2. The technology of work with database management system

The usage of DBMS for developing database`s e-catalogues interface. Work with spreadsheets, forms, queries and reports.

Module 3. Multimedia technologies

Topic 1. Creation of the means of education materials presentation with the help of business graphics. The creation of education materials by the means of MS Publisher.

The notion of business graphics system. The examples of use in pedagogical activity. General requirements to the structure, design and content of computer learning presentations. The tools of business graphics system. The use of triggers to design the means of various types of control in presentations. The methodology of presentation creating for educational achievements control. Methodical principles of generalization and systematization means of educational materials with the help of business graphics system. The notion of «presentation-game» and examples of their usage in pedagogical activity. Multimedia on-line presentations. The methodology of publications, brochures, websites, diplomas, postcards, calendars, etc. creation by the means of MS Publisher.

Topic 2. Technology of video and audio materials development.

Methodical principles of video and audio materials development and presentation. The technology of work in corresponding editors.

Topic 3. Technology of work with SMART Board.

Tools of multimedia technologies of reproduction static and dynamic learning materials and methodology of their use in educational process. SMART Board setting. The use of SMART Notebook.

Topic 4. The technology of electronic textbook development.

Creating of electronic multimedia textbook, maintaining appropriate stages: choosing a topic according to specialization, writing a text, selection of illustrative and reference materials, audio and video, development of tests using interactive testing system, creation of interface drafts, different ways of presenting educational material; usage of hyperlinks and saving the text in HTML-format.

COMPETENCIES THAT ARE FORMED DURING THE DISCIPLINE STUDY

Acquaintance with the course material grants students the opportunity to master generic (core) and profile (specific) competences.

To generic (core) competences we include: informatics; informational; organizational and methodological.

Informatics competence, in terms of M. Holovan (2007), – is the integrative formation of personality that integrates knowledge about the basic methods of informatics and informational technologies, the skills of using the existing knowledge for applied problems solving, computer and telecommunications usage skills, ability to present messages and data in a clear form for everyone and is manifested in desire, ability and readiness for effective use of the modern informational and computer technologies means to solve career problems and daily life problems, realizing the importance of the discipline and the result of activity

(p. 322). In our opinion, formed informatics competence of the future foreign language teacher will contribute to various innovational technologies usage in educational process that will be based on ICT tools, which in turn will promote increasing the level of students' knowledge quality. On the base of the formed informatics competence future foreign language teachers will easily work with application software of general and special purpose, develop didactic materials, use pedagogical software for presenting new material, binding previously learned material, generalizing and systematization of knowledge by topics, control of various types.

Theoretically important for us is the thought of N. Balovsiak (2004), who stresses that the informational competence – is a set of competences, connected with work with information in all its forms and representations that enable effective use of informational technologies of various types, as in traditional printed version, as well as with the help of computer telecommunications, to work with information in its various forms and representations in everyday life and also in professional activity (p. 26). We consider that the formed informational competence of future foreign language teachers will promote the search of informational material for the lessons and educational activities, presentation of didactic materials by the tools of computer technologies etc.

We will understand organizational and methodological competence as skills, connected with implementation of modern informational technologies in educational process at different stages of conducting the lesson within the specified models of learning (Hurina, 2005, p. 5). The formed organizational and methodological competence allows the teacher to choose reasonable informational technologies tools to achieve the objectives and goals of each lesson, methodically correctly implement the tools of ICT in educational process for organizing different forms of students' work: individual, group, frontal. The teacher with formed organizational and methodological competence knows psychological peculiarities of perception and mastering of learning material at different stages of foreign language lessons and chooses the means of ICT accordingly.

Besides the general competences of future foreign language teacher we define profile (specific) competences: ability of ICT usage for listening skills forming; ability of ICT usage for speaking skills forming; ability of ICT usage for reading skills forming; ability of ICT usage for writing skills forming.

We suggest reviewing ICT, the usage of which influences philological specialties students' profile (specific) competences forming.

We agree with L. Yepifantsevoyu (2010), that in practice of school teaching listening appears an integral component of teaching speaking, reading and writing, and also educational mean that is used during the oral presentation of speech material and in oral training exercises of receptive-reproductive character. The practical goal of teaching listening is to teach pupils to understand foreign language aurally, presented in the standard speed by teacher or record (p. 9).

To achieve the above-mentioned task an appropriate and necessary part, in our opinion, is an active usage of information and communications technologies.

Easy to use and effective are social online video services such as YouTube (<https://www.youtube.com>) or TeacherTube (www.teachertube.com). They can be used for self-study research and creative activity of pupils that is based on search and video sharing, and also downloading their own visuals. They are a powerful source of learning materials, video lectures, educational films etc.

Another important advantage of these services is a record for thematic channels that give a possibility not only to learn a language, but also to check the received knowledge through listening and review special video.

The Internet resource English Central (www.englishcentral.com) gives students an opportunity to listen to authentic English. The undeniable advantage of this resource is that listeners can choose the subjects of the texts and the level of difficulty by themselves. The service allows practicing phonetics skills with the help of multiple repetitions with further audio recording of pupils' speech. Besides, the above-mentioned resource provides a function of student's pronunciation comparison with native speaker's. The program detects automatically the defects in student's speech and demonstrates the authentic model variant.

The use of audio and video podcasts is urgent in the process of listening skills forming that are sound files in style of radio and television programs in Internet: ELT Podcast (<http://www.eltpodcast.com>), BBC (<http://www.bbc.co.uk/podcasts>), <http://lelang.ru/english/series> etc.

It is important in the process of future foreign language teachers' training to focus not only on the use of video and audio but also facilitate students to the active forms of studying – to form the skills to develop their own video and audio tracks according to the topic and objectives of the lesson. Therefore, we consider that one of the important topics of electronic study course is the development and editing of video and audio materials.

The process of future philologists' foreign language learning should be focused in particularly on the systematic accumulation and enriching of the vocabulary. We assume that one of the informatics competence components is the ability of ICT usage for student's and pupils' reading skills forming.

To achieve the above-mentioned task, we consider appropriate to offer such resources of Internet as: <http://www.britishcouncil.org.ua/english/learn-online>, <https://lingualeo.com>, <http://www.bbc.co.uk/learningenglish> etc. The advantage of these sites is a good grouping of educational material and authentic sound.

It is not worth forgetting about resources with the large base of various multimedia presentations that are presented on such resources as: www.slideshare.net, <https://prezi.com>, <https://www.powtoon.com>, <https://sway.com>, <http://teacher.at.ua> etc. They allow not only to view the presentations, created by other users but also to create own, professional, dynamic, multimedia presentations that could visualize the process of foreign language teaching and make it more creative.

Relevant for reading skills forming is the use of electronic subject guides, own booklets and brochures, presentation materials, developed with the help of Smart Notebook. Identifying the peculiarities and methodology of work with such software is provided during 3rd module of offered electronic study course «Informational technologies in foreign languages».

For pupils' speaking skills forming a future foreign language teacher should take into account their psychological readiness to communicate in foreign language and individual characteristics. There is an interesting point of view of S. Buchatskoi (2005), who states that the teacher should create such environment in which pupils would become the subject of education activity, its active participants (p. 139–142). In our opinion, it is possible to realize through implementation in the learning process of foreign language mastering various ICT tools. The proof of this is found in L. Vlasenko and V. Mirochnyk (2016), who emphasize that the use of informational, game, interactive and multimedia technologies at foreign

language classes diversifies the process of perception and influence speaking skills forming (p. 202).

Let's define the ICT tools that will help to develop foreign language speaking skills. The leading place among ICT tools, including speaking skills forming, takes applications. The examples of such programs for English language learning are: Duolingo, Easy Ten, LinguaLeo, Learn English, Rosetta Stone, Words. The quality of foreign language speaking includes the knowledge of grammar and vocabulary. The program «Learn English» promotes pupils' grammar skills development. The applied programs «Words», «Easy Ten» are focused on the rapid mastering of vocabulary according to the topics. For speaking skills forming it is necessary to use «Rosetta Stone» application that will help in pupil's correct pronunciation development. The main disadvantage of the program is limited number of lessons. We consider that the usage of such applications for pupils' speech competence forming promotes the development of positive motivation for them to learn foreign language, the creation of psychologically comfortable atmosphere in the classroom due to game learning technologies and involving pupils into foreign language atmosphere.

Another tool that will develop pupils' speech competence is video. With the help of video dialogues with native speakers, pupils have an opportunity to immerse in situation that is discussed in it. After watching the video, each of the pupils could discuss the plot, answer the questions and express the own point of view on what he saw. One more interesting way is to form speaking skills through the video – to offer pupils to record a video interview with classmates with a discussion of a given topic, when the presenter has an opportunity to formulate questions and interview participants to answer them. Or to create a learning video which consists of video fragments and pupils' voiced questions and statements. The tools could be: <https://www.playposit.com/>, <http://www.videonot.es/>, <https://edpuzzle.com/> etc.

Methodologically interesting is an approach of creating audio materials with the help of mobile phone's tool «Dictaphone» that will allow pupil to present his own point of view on a specific topic in foreign language as an audio piece.

An important place in pupils' lives has social networks. Teacher should tell pupils that with the help of social networks that focus on language learning it is possible to develop speech competence through the communication with native speaker. The examples of such social networks are: <https://www.busuu.com/ru>, <https://www.interpals.net/>, <http://www.rosettastone.eu/>.

Rather interesting and useful for speaking skills forming will be the organization of videoconference with native speaker. Such organizational form of a lesson will allow pupils to formulate questions, to answer questions, to participate in a discussion of a particular topic. The periodic conducting of such lessons will contribute to language skills development, proper pronunciation, and appropriate grammar constructions use.

For pupils' writing skills forming consider appropriate to offer such Internet resources as: mind maps, comic strips, interactive exercises. Review the ways to use each of them.

For writing skills forming that includes the knowledge of spelling and grammar it is possible to offer to create a mind map in a group with the help of one of the resources: <https://bubbl.us/>, <https://www.mindomo.com/ru/> according to the topic of a lesson. Mind map could include the structure of several sentences or a set of words on a topic. It is necessary to analyze the correctness of pupils' task solving in the end.

Network resources <http://www.bitstrips.com/>, <http://www.toondoo.com/>, <http://www.makebeliefscomix.com/Comix/>, <http://www.comicmaster.org.uk/>, <https://www.pixton.com/for-fun> provide an opportunity of comic strips creating as for teacher as well as for pupil. To form writing skills it is efficient to give pupils a task to create comic strips with the new words of a topic or for mastering new grammatical material.

Irreplaceable tool in new words learning process and their spelling is a resource <https://learningapps.org/>. With the help of it teacher could create filling gaps exercises for words and sentences as well as exercises for independent text input by pupils, completing crosswords. Besides developing the own exercises by the teacher there is a large base with already developed tasks on the site which are distributed according to the various subjects.

Summarizing, we agree with T. Batiyevsjoyu (2010) that the process of forming of all above-mentioned future foreign language teachers` competences should include specific stages: search, analysis and research of informational, software, methodological resources for lesson preparation with their further discussion; organizational and methodological measures planning, directed to achieve the goal and objectives of a particular type of lesson; informational materials development according to the topic and type of the lesson with the help of ICT tools; assessment of future foreign language teachers` readiness to informational materials on the base of software resources implementation in educational process.

CONCLUSIONS

Thus, during future foreign language teachers` training to ICT usage in future career focus is made on general (basic) and core competences forming that include: informatics, informational, organizational and methodological competencies and skills of information and communications technologies in future professional activity usage with the purpose of pupils` basic foreign language skills forming: listening, speaking, reading and writing.

The prospects of further studies could be related with researches of individual tools of information and communications technologies efficiency for generic (core) and profile (specific) competences forming of future philologist in the process of professional training.

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