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INTERNET-TECHNOLOGIES IN TEACHING ENGLISH TO SENIOR STUDENTS

Modern education continues its way towards implementation of IT into study process at different levels: primary, secondary, higher and post-graduate. Senior students are required to hold scientific research, be able to surf and analyze Internet platforms for necessary data, be ready to accept or reject the found materials. Teaching to senior students, pedagogues should advise on worthy content and study opportunities Internet may offer. There is a popular philosophy among students to use social media for study, communication, personal promotion and development. Beside advantages of Internet there exist drawbacks which may violate achievements and produce negative impact on study as a whole. We've tried to answer what are the best on-line platforms during teaching English to senior students; what language aspects can be practiced; how virtual study environment influences personal development; future perspective that students receive when they learn to use Internet-technologies in foreign language study etc. Having analyzed open questions of questionnaire, we've concluded about readiness of modern teacher to apply Internet-technology at lesson, in group; level of professional awareness about predicted results; ability to find, choose and impart on-line sources.

Key words: Internet-platform, on-line education, modern technologies, foreign language teaching, senior students, digital competence

Formulation of the problem. The development of information technology is a continuous process that accompanies modern man throughout life and creates additional opportunities for cognition and interaction in society. Internet-technologies is a set of information data that offers educational options to students around the world, it unifies their experience, generates findings, and opens spaces for further research.

The almost universal use of the internet, smartphones has opened up enormous opportunities for language learning and teaching. However, the same opportunities also present many challenges.

The analysis of recent research proves that a number of contemporary educators speak in favor of applying internet into educational process. R. Larsen speaks about informational technologies for lifelong learning [3]; J. Schayan tests learning on the Internet [8]; M. Vorbeck discusses methods of research via Internet [9]; K. MacKeogh touches upon financial cost-effective side of IT for education [5]; H. Döbert informs of education trends in Europe [1], etc.

When D. Geladze [2] from Georgia writes on using the Internet and computer Technologies in learning/teaching process, it is stated that IT creates the best conditions for students, they get opportunities to think critically and independently, to find their own ways of solving problems through research and experimentation; information technologies are more and more often used in the higher education system, they are used not only as additional tools in sphere of education, but represent new functional rules and priorities of institutional structure in the process of higher education development.

Ability to practice and test the before learned material is among the main advantages Internet technologies offer to modern student. In Sweden, for example, there appeared a new philosophy of "Do it yourself" education, which promotes the idea of taking responsibility for self-education. This message should be highly supported when we study foreign languages, because besides accessibility and quickly achieved goals, this approach is cost-effective. Often, Internet sources have free access or fees are quite affordable to students: dictionaries, student books, quizzes, exam trainers, mobile applications, audio books and movies, radio programs and many others.

Purpose of the article. Foreign language learning is a process of a continual struggle for practice. We try to create as many educational opportunities as possible, because language learning is always about reproduction, imitation and active use, but not passive perception. Use of Internet-technologies in foreign language teaching fell under consideration of national scholars, in particular A. Ptushka [7] states that Internet motives to study and makes it possible to apply individual-oriented approach; boosts independent study of first or second foreign language; enables to independent preparation for exam; develops reading and translation skills by using materials of different level.

The virtual environment as a platform for development foreign language aspects has been investigated by L. Gorelova, I. Kostenko, T. Prokopenko; Europe's virtual universities fell under attention of G.

Tovkanets, L. Lukianova, G. Sotskaya, O. Trinus [4]. Internet approach at work and study helps overcome the monotony in class, comprehensive perception of new information, motivates to learning at home.

A number of conferences define Internet as a key tool for development of foreign literacy [6]; promotion of distant education urges governments to commission virtual study environment and finance computer training for teachers; idea of educational accessibility and mobility imposes new requirement to foreign language coaches – teach how to learn independently, surf for necessary and valid sources.

Internet based approach helps solve another important problem that many learners face – lack of confidence. On-line environment is a model of a true to life situations: requests, intentions, complaints, congrats, regrets, etc.

Results of research. Methods of questionnaire and interview have been used to give a way to self-reflection, comparison and critical thinking. We've concentrated mainly on practical validity of the research; using technology of open questions we've received profound and sincere answers to those issues which worry both – teachers and students when implementing Internet based approach into foreign language learning.

The poll included 10 foreign language teachers and 30 senior students who are about to write first Bachelor degree thesis, lean for knowledge of scientific styles; need to use English at the level B2/C1 to present own papers, surveys and make statements. The program of English for seniors includes reading genuine texts, writing essays, active cross-cultural communication, efficient grammar competence, ability to make hypothesis and prove statements. Within this content, teacher should motivate students go outside limited classroom activity, give study instruments for independent work and practice.

The questionnaire consisted of 4 open issues that were aimed at showing readiness of teachers use Internet at teaching, from simple to more complicated: Do you accept Internet-technology at study; Are your students ready to Internet based approach; What language aspects do you teach with Internet; Are you ready to create own virtual classroom and content.

The dominant answer to the first question revealed strong readiness to use Internet at teaching practice, though every reply contained worries about accessibility of such method, proving this with absence of Wi-Fi connection in some locations; confusion of students when they are proposed to surf for information as there are many unreliable sources which need professional experience to understand its worthiness; financial support of modern classroom equipment to give chance for independent work to every student.

When writing about students' readiness to use Internet in study, teachers agreed on necessity to develop special Internet competence, a skill to choose properly, check proposed data, understand the adequacy of the found information; develop Internet communication style, as students tend to use non-formal language, slang in virtual environment which is not appropriate in formal dialogues with teacher or other professional.

The aspects students may train with Internet-technologies varied from one teacher to another – 6 of them mentioned they use on-line grammar tests as it is a good way to tackle mistakes and correct them, it saves time and forms habits to accurate writing. All teachers agreed on reading opportunities Internet platforms may offer: newspapers, essays, scientific papers, books, reviews, etc. Visual aids are among the trends for learning tools. Lacking live native speakers practice students may listen and watch them on Internet, set friendly contacts, discuss interests and hobbies, start correspondence via direct texting and mailing.

Only 3 teachers showed enthusiasm for creation own virtual education environment and informed they've already made first steps to creation digital on-line space for teaching English; one person mentioned personal professional site and Skype teaching practice; the other two mentioned writing post to Facebook accounts on problematic of teaching and learning English. All three teachers were young and middle adults (25-45), Internet has been an integral part of their own professional and personal development. Mature adult teachers answered they are used to traditional teaching, two confessed lacking required computer competence and being unable to find, share and create digital content, though made a remark about readiness to upgrade computer skills and, actually, enrolled to courses.

The student questionnaire was design to receive feedback and clear message for future strategy. It presented closed question type, with the option of 3 variant choice: rarely/little; sometimes/enough; often/strong. According to questionnaire 60% of students believe they have enough Internet practice at English classes, and know how to use this method for study purposes; 80% stated they have strong computer skills and often use social media to make friends with native speakers and prepare to lesson; 50% mentioned lack of on-line communication

competence, fear to use inappropriate style when writing to interesting lecturer or presenter.

Conclusions and further research perspectives. According to the obtained results we may conclude that there's a strong tendency to apply Internet based methods at foreign language classes among senior students, learners are ready to activate their presence in virtual classrooms though they express worry about communicative style that is expected in formal on-line environment. As for the teachers, some teachers argue the possibility of continual Internet approach as there's no 24/7 Wi-Fi connection in classroom, and enough computer equipment; some mature teachers still need to develop digital competence and learn to teach outside limited traditional methods, gain critical awareness of online teaching resources so that these can be integrated effectively into university education. According to the latest statement from *European Center for Modern Languages*, it is important that traditional education systems learn to accept the needs of new generation who want to use technologies and make learning more flexible, this includes both language learning in educational establishments and at workplace.

Meanwhile, some teachers have already informed that they actively create own Internet content to comment and advice on new methods of foreign language learning, they also speak about necessity to develop special virtual communicative style both for students and pedagogues when they enter Internet for education purposes.

The prospects for further research include: specification of Internet technology for every language aspect (grammar, vocabulary, scientific writing, listening and speaking); description of pedagogic pace and intensity when forming these competences, methodology of introduction into new practice; and creation of a detailed theoretical background for Internet approach at foreign language teaching.

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Современное образование поддерживает стратегию использования информационных технологий в учебном процессе на разных уровнях: начальном, среднем, высшем и последипломном. Студенты-старшекурсники должны уметь: осуществлять научный поиск, анализировать Интернет-контент, принимать или отклонять полученные данные. Обучая студентов старших курсов педагог, кроме предметных знаний, формирует навык к самостоятельному развитию, вне аудитории; учит отбирать контент, который несет в себе положительный смысл для обучения. Несмотря на то, что Интернет является неотъемлемой составляющей жизни молодых людей, остается потребность в педагогическом консультировании при использовании он-лайн ресурсов, в частности в процессе иноязычного образования. Используя метод анкетирования с открытыми вопросами, нам удалось: выявить эффективные онлайн платформы для изучения английского языка старшекурсниками; языковые аспекты, которые можно развить используя Интернет ресурсы; определить как виртуальная учебная среда влияет на личностное развитие; понять будущую перспективу, которую получают студенты используя Интернет-технологии при изучении иностранных языков.

Ключевые слова: Интернет-технологии, виртуальное образование, изучение иностранных языков, студент-старшекурсник, цифровая грамотность.

Сучасна освіта підтримує стратегію використання інформаційних технологій у навчальному процесі на різних рівнях: початковому, середньому, вищому та післядипломному. Студенти-старшекурсники повинні вміти: здійснювати науковий пошук, аналізувати Інтернет-контент, приймати або відхиляти отримані дані. Знання іноземної мови у науковому контексті відкриває можливості до підвищення власної професійної компетентності, ознайомлення з сучасними тенденціями світового академічного простору, відкриває можливість до уніфікації та перегляду вже набутого досвіду, робить молодого фахівця невід'ємною складовою студентства беручи до уваги його напрацювання та гіпотези. Вивчення іноземної мови - це процес постійної боротьби за практику.

Отже, виникає потреба створення навчального середовища, що дало б можливість імітування, відтворення, наслідування та активного використання теоретичних знань. Використання Інтернет-технологій у викладанні іноземних мов потрапляло до уваги вітчизняних та закордонних науковців, які стверджують, що Інтернет-технології дають можливість застосовувати індивідуально-орієнтований підхід; стимулюють до самостійного опрацювання матеріалів; дають можливість додаткової підготовки до іспиту; розвивають навички читання та перекладу, використовуючи матеріали різного рівня. Навчаючи студентів старших курсів педагог, окрім предметних знань, формує навичку до самостійного розвитку, за межами аудиторії; вчить відбирати контент, що несе в собі позитивний зміст для навчання. Незважаючи на те, що Інтернет є невід'ємною складовою життя молоді людини, залишається потреба у педагогічному консультуванні під час використання он-лайн ресурсів, зокрема у процесі ініомовної освіти. Використовуючи метод анкетування з відкритими питаннями, нам вдалося: виявити ефективні он-лайн платформи для вивчення англійської мови старшокурсниками; мовні аспекти, які можна розвинути використовуючи Інтернет ресурси; визначити як віртуальне навчальне середовище впливає на особистісний розвиток; зрозуміти майбутню перспективу, яку отримують студенти використовуючи Інтернет-технології під час вивчення іноземних мов.

Ключові слова: Інтернет-технології, віртуальна освіта, вивчення іноземних мов, студент-старшокурсник, цифрова грамотність.

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COGNITIVE FEATURES OF MODERN INTERNET DISCOURSE AS A CURRENT PHILOLOGICAL PROBLEM

The article deals with a poly-paradigmatic study of Internet communication; its constitutive components are studied: modification of structural and linguistic levels, formation of the genre system, verbal representation of meaningful concepts, formation of new features of linguistic personality and linguistic picture of the world and, as a result of these processes, the establishment of a term communication system in Internet communication. The phenomenon of Internet communication is defined as interactive interpersonal communication, which requires study in two main aspects - cognitive-pragmatic and linguocultural, since these scientific fields allow to explore Internet communication simultaneously in different paradigms of linguistic knowledge. The study concludes that Internet communication has finally developed into a new field of linguistic knowledge, first of all, the consolidation of all system-language levels of Internet communication, aimed at creating a new communication environment becomes an evidence and second – the linguistic paradigm Internet communication communication is recorded in its term system.

Key words: virtual discourse, virtual linguistic personality, hypertext, genre formats of the web, Internet communication, cognitive-pragmatic aspect, linguocultural aspect.

Formulation of the problem. The rapid development of computer technology and free access to the World Wide Web has moved traditional media to the Internet. The Internet is an integral part of the culture of modern society, one of the main elements of the development of civilization. Its specificity is that it is not only a prominent technical invention, but also an important social phenomenon. The emergence of the World Wide Web has broadened the scope of human communication. Today, the Internet accumulates different styles of communication, serves as a means of transmitting information, which is not limited by time or space [1, p. 3].

This, in its turn, justifies the expansion of the sphere of interests of linguistics. The language began to be studied as an open system in which several paradigms coexist, without excluding each other: functional, cognitive, pragmatic, anthropocentric, linguogenderological, linguocultural and other. The polyparadigmatic approach to language has fostered an interdisciplinary component in linguistic research, which studies the phenomenon of Internet communication, which is a new integrated field of linguistic interest.

The analysis of recent research. confirms that linguistics of the Internet is being developed by scholars from different countries and linguistic fields. Thus, the works of M. Bergelson, O. Voyskunsky, O. Halychkina, O. Goroshko, L. Ivagogna, P. Kondrashova, F. Smirnova, G. Trochimova, O. Sherman testify that in Slavic linguistics much attention is paid to the study of communicative-pragmatic and functional features of the Network. Problems of the influence of computer and information technologies on languages are of inter-ethnic scientific interest nowadays (N. Asmus, Y. Babayeva, L. Babaginin, A. Belinskaya, A. Zhichkin, M. Kastels, H. Clark, D. Crystal, I. Dyson, A. Vood, and others). In the works devoted to the linguistic development of the Russian-speaking sector of the Internet - Runet, the problems of the functioning of the language on the Internet, the interaction of norms and usages, the interplay of oral and written language and the emergence of a new, networked, form of language are increasingly considered

(L. Ivanov, S. Nedobukh, G. Trokhimov). The terminology apparatus of Internet communication is being actively developed. A number of studies are devoted to the conceptual understanding of such basic concepts of Internet communication as hypertext (O. Galichkin, R. Dawkins, M. Rozin, J. Nelson, etc.), *virtual discourse* (N. Asmus, A. Galichkin, L. Kompantsev and others), *virtual reality* (Z. Datsyuk, V. Yemelin, B. Ignatiev, etc.), *virtual space* (A. Belinskaya, A. Zhichkin, D. Peskov, J. Barbatis and others) and *virtual time* (M. Karpitsky, M. Castels, etc.).

Due to this, a new type of discourse is emerging - Internet discourse and a new communicative space - computer-mediated communication [4, p. 86]. Modern Internet publications have a significant influence on the formation of public opinion and are a powerful tool for intercultural communication. At the same time, the Internet media not only promptly publish news in real time, but also act as an active participant in socio-political and economic processes. Internet discourse is defined as an array of electronic, audio, and video texts combined with extralinguistic factors linked to each other by a hyperlink system, which is accessed through a computer or alternative multimedia devices [4, p. 62]. The discourse of modern editions is a complex combination of different functional styles of language and vocabulary. In addition, Internet discourse differs from other types of discourse by the specific principles and rules of structural organization, and is characterized by genre diversity. The main features of Internet discourse are multimedia, personalization, interactivity, accessibility, mass audience; thematic diversity; promptness in obtaining and disseminating information; the presence of hyperlinks.

All these features make a mark on the language of online publications, making it truly unique. D. Crystal states that network broadcasting is a written language that is more closely related to oral than to oral language to its written version. This type of discourse is called oral-written, because the main form of communication on the Internet is written, but the rules of writing here are constantly violated, because communication is mostly informal.



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