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THE MAIN PECULIARITIES OF THE USE OF INFORMATION TECHNOLOGIES IN THE STUDY OF FOREIGN LANGUAGES

Summary. *The article is dedicated to the analysis the theoretical backgrounds, features and benefits of informational technologies used in the process of Maritime English teaching, the implementation of informational technologies for the sake of modernization and improvement of the quality of English teaching.*

Key words. *E-teaching, Electronic conference, Videoconference, web projects, correspondence learning, interactive work, implementation of information technologies*

The implementation of informational technologies contributes to the modernization of the English teaching, improving the quality and increasing the availability of education. The concept of E-teaching, that is also called the "internet-based teaching", "online-teaching", "networked-based teaching", "e-moderating" and "web-based teaching", implies the use of computers and multimedia which mark the ultimate distinction between the conventional teaching and the E-teaching itself, as the latter gives more emphasis on knowledge use instead of a rote recall [7, p. 245].

Information technology is referred to the knowledge process and its applying methods, processing, transferring and making information in progress. IT includes gathering, organizing, storing, publishing and using the information in the form of sound, picture graphic or text by using the computer and telecommunication means [5, p. 564]. Important changes resulting from IT, has become the source of basic changes in the classes. The most important changes have roots in this fact that technology has enabled students to accent the out-of-class information and this has caused the increase of their motivations for learning. But developing countries, besides hard access to the technology, are confronting with structural and behavioral problems related to it. Efficiency in these technologies depends on political, cultural, economical, technical factors and progression level of softwares and the quality of its being institutionalized and the use of it [7, p. 245].

The problem of using new technologies in the study of foreign languages was highlighted in the works of the following investigators: E. Azimova, E. Dmitrieva, Z. Berge, S. Browne, B. Dereshko, U. Felix, S. Fotos, J. Higgins, G. Kessler, C. Lemckert, E. Polat, G. Vorobyova and others [2, p. 21].

The principle goal in Maritime English teaching is the formation of communication skills that primarily involve speaking and listening. Therefore, the priority in teaching of Maritime English belongs to communication-oriented exercises and activities. In accordance with STCW 78/95 convention issued by IMO, the seafarers are required to be competent in using English for professional purposes. Thus, much attention should be paid on communication requirements in a maritime professional field. Maritime English has its own content: 1) SMCP, words and expressions utilized by seafarers in various working situations; 2) scientific English which can be applied in weather reports, manuals, operation guides, rules and regulations at seaport and legal English which can be found in accident reports, claims, contracts, conventions, etc. [7, p. 245].

The main purpose of the article is to analyze the theoretical backgrounds, features and benefits of informational technologies used in the process of Maritime English teaching.

Today technology-based education is attainable at the universities of developed countries. Smart schools have made a leap in virtual learning. On-line learning and remote training are among new education forms in the new century. By evolving the learning environments at the beginning of 21st century, individuals and societies put heavy responsibility on the shoulder of educational institutions and their traditional structures by their increasing need of education. Today various informational and communicational technologies have the ability of facilitating the education and learning process. Also there is an evidence stating that information technologies provide effective and inflexible methods for professionally developing teachers [6, p. 47].

In the field of education, especially with the emergence of modern operational systems, such as Windows and Linux, new opportunities are opened up. These technologies enable teachers to use the graphs, drawings, diagrams, maps, schemes and photographs. The utilization of graphical illustrations in the educational process provides a new level of information to be transmitted and perceived be students [1, p. 34].

Among the beneficial features of informational technologies the following should be marked out:

1. Informational technologies in Maritime English teaching create vivid and authentic environment, real-world situations and approximate student to conditions which simulates the process of their communication by virtue of the professionalism of the actors, their excellent English language, the authenticity of the places where the subjects were shot (ships, different structures, operational activities, ports etc.). Watching the videos students make a real picture of what is happening; they fall into the natural situations of communication, requiring them to fast and accurate verbal response [3, p. 79].

2. They can provide a powerful dynamic interactive learning environment, thus increasing the motivation for learning English. They also create an educational atmosphere in which students feel more liberated and overcome fear in real communication with the native speakers [5, p. 562].

3. New learning technologies promote the interactive work in pairs and groups to solve a realistic and authentic problem, thus gaining collaborative learning experience. Students are eager to participate in problem-solving activities rather than just memorizing what the teacher says [7, p. 247].

4. The use of informational technologies puts more emphasis on students as autonomous and independent learners. An Internet-based education environment facilitates students' learning without the constraints of time and distance, giving students more opportunities to control their own study [7, p. 248]. This modern teaching method corresponds to the principles of individual learning. It gives the students the ability to choose the pace and level of tasks independently. This type of teaching is within the learner centered approach. The possibilities of telecommunication technologies promote the development of new forms of education – distance education (correspondence learning).

The current level of development of informational technologies allows us to qualify different types of their usage. As for the use of the Internet resources, the teacher can apply to e-mails. He can send the answer to the most frequently asked questions. Further, e-mail allows learners to remove the barriers in asking questions, related to the problems that lie within the discipline being studied. With the help of *e-mails* students can send a teacher the results of their completed assignments, the current practice report, etc. Such use of e-mails creates the feeling of personal contact with teachers, and with the administration of the educational establishment [6, p. 47].

Electronic conference is another communication environment and is used as a structured forum where students can write and express their opinions, ask questions and read other verbal cues of participants. Like e-mail, electronic conference calls can be used for fruitful cooperation and exchange of information between students and teachers [1, p. 39].

Videoconference let participants interact in real time. There can be a general type of communication the so-called "one to many", the type of a lecture, or "many or many" (discussion, disputes, debates) [4, p. 35].

Both telecommunication projects and web quests present a separate category of training projects – *web projects*. In the web quest, the students are given the task to collect materials in the Internet on a particular topic, to solve a problem using these materials. Links to some of the sources can also be given to students by a teacher, and some of them can be found by themselves, using the usual searching systems. At the end of the quest students either submit their own web pages on the topic, or present their creative works in an electronic, printed or oral form.

The students are going to be educated by the use of information technology in educational institutes because information technology provides more creative teaching plan, lesson plan, and instruction to enhance the knowledge of students. Search engines on internet make the research easier and provide up-to-date information and quick search with only a mouse click. The internet also ensures the student that he/she will have accurate and viable information. With education becoming more oriented towards practical aspects rather than the theoretical, and with competition among education providers intensifying, institutions across the world are investing heavily in technology to provide their students with faster, clearer and up to-date information. Most of the institutions now use the latest technology, gadgets and software solutions to enhance and enrich the overall learning experience for students; serve the other stakeholders like parents, effectively; and manage their tangible and intangible resources, efficiently [7, p. 247].

The use of informational technologies can also be applied for the control and evaluation of the quality of education. It is always possible to organize a centralized control that ensures the coverage

of all students. Moreover, computerization allows teachers to make the control more objective. At the present time, the testing systems use question blanks, assignments, etc., monitoring the knowledge of students [5, p. 561].

In today's world education needs modern, moderate and simple technologies in order to meet its needs for its arrival and correct use. Education should perform policies, most important ones are:

1. Expanding human sources of IT through educational programs and promoting skills for increasing work force efficiency in education.

2. Using IT for increasing educational institution efficiency for better education accompanying creativity.

3. Supporting IT, for example supporting costs related to research and expansion in education.

4. Establishing proper atmosphere and participation morale in education by the use of IT.

5. Establishing cooperation and coordination between various parts in the field of using the aforementioned tools.

6. Expanding the culture of using IT through providing and encouraging its consumption in education. In evaluating kinds of information technologies education should consider matters such as need, properties of scientific efficiency, economy and facilities and skill potentials existing in this case [6, p. 51].

Information technology is rapidly penetrating into the education sector. Information technology is gaining importance almost in every field of the life including education sector. Without the proper and affective implementation of information technology in education sector, this field can never be developed which result in the underdevelopment of the country, ultimately. Thus, the information technology and educational development are directly proportionate. So, for underdeveloped or developing countries like Pakistan, the techniques of information technology are of vital importance for educational development. Information technology should be a primary tool for education / learning in the country. For this purpose, the department of information technology should take initials in order to affect upon the status of education sector of the country [5, p. 562].

Advanced information technology curriculum should be implemented in the educational institutional institutions, i.e. schools, colleges, universities, according to the students" learning level. Government may take multiple steps to upgrade the level of information technology in the educational institutions of the country. For this purpose, the ministry of education should take the educational system of developed countries as a model for educational development in the country. Government should organize and publicize a campaign to aware the organizers of educational institutions about the effective and constructive use of information technology for the development of education sector [6, p. 49].

Thus, the tasks of modernization of Maritime English teaching cannot be solved without the optimal introduction of informational technologies. The use of informational technologies provides the development of new forms and content of traditional activities of students, which leads to their implementation at a higher level. The work with a computer should be organized so that it becomes a powerful psychological and pedagogical means, forming a motivation, maintaining and further developing the students' interest in the subject from the very first lessons of the initial stage of education. The work with a computer that is organized correctly can contribute in particular to the growth of students' cognitive processes and the improvement of their communicative skills, which in turn will promote the activation and expansion of independent work opportunities for learners to study Maritime English both in class and after university.

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Н.В. Шевельова-Гаркуша. Основні особливості використання інформаційних технологій у вивченні іноземних мов. – Стаття.

Анотація. *Стаття присвячена аналізу теоретичних основ, особливостей та переваг інформаційних технологій, що використовуються в процесі навчання англійської мови, впровадженню інформаційних технологій і з метою модернізації та підвищення якості викладання англійської мови.*

Ключові слова: *електронне навчання, електронна конференція, відеоконференція, веб-проекти, заочне навчання, інтерактивна робота, впровадження інформаційних технологій.*

Н.В. Шевелева-Гаркуша. Основные особенности использования информационных технологий в изучении иностранных языков. – Статья.

Аннотация. *Статья посвящена анализу теоретических основ, особенностей и преимуществ информационных технологий, используемых в процессе обучения английскому языку, внедрению информационных технологий с целью модернизации и повышения качества преподавания английского языка.*

Ключевые слова: *електронное обучение, электронная конференция, видеоконференция, веб-проекты, заочное обучение, интерактивная работа, внедрение информационных технологий.*