THEORETICAL BASIS AND CONCEPTUAL POSSIBILITIES OF USING THE INTERNET EDUCATIONAL RESOURCES IN THE PROFESSIONAL TRAINING OF FUTURE FOREIGN LANGUAGE SPECIALISTS

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Abstract. The article deals with the using of internet educational resources in the process of professional training of future foreign language specialists. The theoretical basis and conceptual possibilities of education internet resources are analyzed. It is described the possibilities the forming informative competence of future foreign language specialists. We can note that, the combination of electronic communication technologies with daily educational process generates the following benefits: simplified the process of informing students about any work-changes, attachments, correction of subject matters, increasing the possibility of active involvement and use of technical, literary base, accelerating feedback, thus it is possible to coordinate effectively, plan and adjust the independent activity of students. After the analysis of scientific sources we have distinguished the following Internet resources that may be used to construct the content of elective courses from a foreign language.

Keywords: information technologies, foreign language, educational Internet resources.

1. Introduction

Informational networks are the integral part of intelligent society and every educational institution must have well developed corporate (local area) network with access to wide-area network to use all the advantages and possibilities of new informational and communication technologies among which are: distant data accessing, development of educational environment, access to the national and world-wide informational sources, applying the means of accessing and information transfer, real time communication, creation and applying of data warehouse, increase in educational process members etc [2].

Topical question of today is the development of wireless Wi-Fi networks of an educational institution which make it possible for students and employees to have access to necessary services of Internet/Intranet. Moreover, mobile and satellite networks became more widespread and enable the educational process to be available without reference to location of the institute or its students. The fundamental services of the Internet are electronic mails, World Wide Web, "Web 2.0" technologies (social search systems, means for marks, saving, social services for multimedia servers, saving, blogs, Wiki Wiki, mind maps, social geoservices etc.), web conferences, electronic libraries, educational portals, means for network studies (program complexes, integral environment for development and applying of network courses, computer-aided network courses design systems, program environments or program shells) etc.

2. Materials and methods

The analysis of publications ([1], [2], [3], [3], [4], [5], [6]) devoted to this problem certifies that today there is no generally accepted classification of Internet means which can be applied in educational process. It leads to the problem for foreign language specialists, who strive to put into operation Internet technologies into the educational process, to choose software tools according to a purpose of a course of studies or lesson. That`s why the problem of analysis the classification the Internet services is being actualized with educational purpose.

The aim of the investigation is to describe the theoretical basis and conceptual possibilities of using the internet educational means in the professional training of future foreign language specialists

3. Results

Hence, we propose our own classification of Internet services which are intended for usage during the future foreign language specialists training and which is divided into such groups: 1. According to its functional purposes: 1) for searching of information, literature, multimedia (search systems, special purpose search systems, library catalogs); 2) for transmission, saving and dissemination of information (electronic mail, file storage, file sharing networks); 3) for communication (chats, forums, messages, social network, virtual environments); 4) for working with textual, presentation, tabular, graphic and video-information (online office packages, graphics web-editors, online video-editors); 5) for automatic text translation (Google Translator etc.); 6) for aggregation of data flow (RSS-news aggregators); 8) for informational resources development (blog platforms, online website-builders, content management systems, educational content management systems, electronic books and texts software); 9) for joint operation (min maps, online tables, means for schedule management, means for command management); 10) for database development (cloud computing) [4].

2. According to its scope: 1) partial – using Internet technologies during the studying of particular themes, chapters, modules of the course and particular didactic tasks;

2) basic – when the studying process is set aside to one or two Internet technologies; 3) general – the management of educational process, involving all control tests and monitoring, is based on Internet technologies.

3. According to educational procedures: 1) means that provide basic training (knowledge control system, hypertext and hypermedia electronic books); 2) means for practical training (multimedia simulators, virtual laboratories, imitating modeling programs); 3) assistant means (encyclopedia, dictionaries, directories, games, multimedia training programs); 4) integrated means (informational educational environment, virtual educational environment, long-distance training course, long-distance training systems) [5].

4. According to the type of information: 1) means for textual information work (means for co-operative text work, means for distant text work, cloud computing text editors); 2) means for visual information work (photo-collections, video-channels, video-excursions, demonstrations and illustrations, static, dynamic and interactive models, diagrams, online video editors, virtual reality systems); 3) means for audio information (audio recording, online audio editors, means for co-operative audio work); 4) means for combined information work (social networks, multimedia resources, wiki).

Nowadays all these means of Internet are widely used for educational purposes. Let's review didactical peculiarities of some ICT (Information and communication technology) means which are applied during the future foreign language specialists professional training [6].

The most versatile and widely-used service for Internet users of all scopes of activity is an electronic mail. This program is easy-to-use during the training projects because of its asynchronous implementation (that is in time comfortable for the user), as opposed to programs which request in-sync state. For the student electronic mail service is much user-friendly to part his time for receiving and grasping the studying information and to implement the reverse reaction which can be as a request to accurate the studying tasks as the answers for test questions which contains the received material. With the help of electronic mail it is possible to hand over the information of any type (text, graphics, and video). It makes possible for teachers and students to share the studying information in time which is out of auditorium (full-time degree course) and distantly (distance education) and also provides with regular communication between the practitioners of the educational process [3].

Today the "World Wide Web" (WWW) technology is another user-friendly service for educational process – information service of global area network which is built on hypertext and means of its transmission (protocols). WWW is the environment for information interchange between people all around the world, which is developed on the basis of different hypertext documents that consist of components with various ways of information supply (text, sound, graphics, three-dimensional objects etc.), besides every element can be a reference to another document or its component. Client programs of WWW (browsers, navigators) interpreter such references and display data of hyper documents for users and corresponding services (ftp, gopher, Usenet, e-mail etc.). Thus, WWW service is freeware and versatile for many Internet services, and the system itself plays integrant part.

We distinguished such services "Web 2.0" as:

1) Social research networks – systems, which allow to users to choose themselves the way of researching, sites and words they look over first, and how to present the found results (for example http://company.quintura.com/ru/);

2) Means for marks saving – online service for saving references of web-page which allows to add references from any connected to the Internet computer; to get access to them from any connected computer; to mark tags to references (marks of category), which make it easier to find them some time later (for example http://www.google.com/bookmarks/);

3) Social services for multimedia servers saving – make possible free saving, classifying, digital photo exchange (http://picasaweb.google.com), audio-(http://www.podcaster.org.ua, http://rpod.ru) and video- (http://youtube.com) records exchange, text files exchange (http://docs.google.com), presentations exchange (http://www.slideshare.net, http://docs.google.com), books exchange (http://www.google.com/books, http://www.scribd.com), and also to set up discussions of the content.

4) Network diaries (blogs) – Internet service that makes possible to any user to keep records of any theme he likes (for example blogger.com, wordpress.com, educational blogosphere – http://blog.classroomteacher.ca, http://www.openclass.ru, http://edublogs.org);

5) WikiWiki – social service that make possible to any user to edit the site text (write, make changes, delete, make references for the new articles); different variants Wiki software allow to load pictures, files that contain textual information, video-fragments, audio file etc. (for example Wiki Engines – www.mediawiki.org, Wiki-Project http://uk.wikipedia.org, http://www.letopisi.ru/);

6) Mind maps – mean for rendering of general thinking with the help of schemes (for example http://bubbl.us, http://freemind.sourceforge.net, https://www.mindmeister.com);

7) Social geoservices – Internet services which allow finding, marking, commenting, and adding photos to objects on the Earth map with the high accuracy. In such conditions we use actual data received by Earth satellites (for example http://maps.google.com, http://wikimapia.org);

8) Social networks – communities of people linked by joint interests or communication need;

9) Recommendation services – systems which are specialized in the one type of content (books, movies, music etc.), and their users do the work of experts specifying the most interesting position;

10) Mash-ups – web-services which unite data from several sources in one integrated instrument;

11) Virtual worlds – are 3D-spaces with certain characteristics (for example multiuser game), which give possibility to create virtual world environment [1].

It is reasonable for work of each service group to develop stable Internet access system for students as in auditoriums as outside of the university (in the hostel, in the library). This can be effectively put into effect with the help of several Internet service providers developing (in case of system failure – there is another operable channel) and Wi-Fi installation. Also in such services the official accounts of higher education institutes (HEI) must be created for students grouping. The instructions for working with Web 2.0 service and its usage in educational process and further professional activity of future foreign language specialists must be realized within limits of informatics course of study that we have proposed. It is necessary both for students and for teachers applying of methodological instructions and study guides for working with Web 2.0. Also it is appropriate to convey such books in electronic source which can be easily edited and updated. The Web 2.0 always changes, new services appears instead of outdated ones, that`s why the content of educational materials must be appropriate to such technologies development.

Nowadays, online-diaries (blogs) provoke special interest among Internet users. Such diaries D. Winer calls the hierarchy of text, pictures, multimedia data which are managed chronologically and can be looked over with the help of web-browsers. The derivative from the term "blog" is the word "blogger" – a user who has such Internet diary, and "blogosphere" – "intellectual cyberspace" which is a blog-server [2].

Pedagogical potential of blogs is in process when students receive and transform knowledge, and then publish them which lead to organizing them into communication. For foreign language specialists such publications are the possibility to make conclusions of their students' knowledge and their skills to use it in social experience. For students such publications are the material for the further reflection and analysis which give them possibility to review it ones again and to reinterpret it that leads to enrichment of their educational experience. The possibility to add comments promotes development of the feedback and potential support of new ideas, and inclusion of the another sources hyperlinks – it helps students to understand interconnection and context of knowledge, its organization and development. Hyperlinks are used as supplementary argument for any statements or comments published by the author of the blog. Such links and sources can help a reader to decide how this publication conforms to his convictions. Blogs have great potential for the active and interactive learning, intensive interaction between students and teachers, development of thinking skills and flexibility of the educational process. This allows students to use different ways of personal and intellectual understanding of new concepts during the process of visualization of abstract ideas and interactive interaction [5].

Social networks became more popular in modern society and make a consolidation of Internet social services. They use special program services, internet-sites and portals for providing people interchange in group or groups. The appearance of free, widely-spread software promoted fast development of social networks that helps every user to create his personal internet-community, simple and understood rules of joining to extant communities, and also the great extension of Internet-users and wide-band networks as in official institution as at home.

Most of social networks give opportunity to add pictures, audio and video materials, to discuss them, to chat in real time and off line mode, to create personal page, group, blog, encyclopedia, make internet-marks and other services. Thus, if using separate social services during the training of the future foreign language specialists the problem of their joining into one informational resource appears, then in social network – all the educational materials can be disposed on one server.

The disadvantages of most social networks (like Facebook, MySpace, Friends.ua, vkontakte.ru) for using them with educational purpose is that they are focused on adults and can contain banned content or non-education materials. That`s why such social educational networks (http://www.openclass.ru, http://skillopedia.ru, http://sclipo.com, http://www.xangospace.ru), appeared with the purpose of experience exchange among teachers, creating of electronic educational materials bank for sharing. Also, social networks started to develop not only for communication, games and file exchange, but for studying and development. The arsenal of these networks is enough for holding various educational projects [1].

4. Conclusions

During the training of the future foreign language specialists it is important to pay attention to educational portals (www.osvita.org.ua, interschool.net.ua, www.ednu.kiev.ua), which today are peculiar access points to different informational resources, for example open electronic funds and library catalogs; specialty information which HEI proposes, structural subsections of HEI, its studying and research programs, laboratories, employees, science interests sphere and published works etc.; science, creative, sport and other student communities, projects and groups; web-sites regarding to private and governmental grants which are allocated to university; science and education news; distant learning, studying abroad, extension courses etc.

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