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RESEARCH ARTICLE

Modern Textbooks and Prospects for Innovative Technologies: Effects on Teaching Foreign Languages in Ukraine

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Abstract

The use of modern textbooks is currently affecting the growth and development of Ukrainian higher educational establishments. Keywords like; "teaching", "foreign languages", "textbook", "training manual", "electronic textbook", and "electronic training manual" were used to search for scientific pedagogical and methodological literature. The review shows a convergence tendency among the different kinds of educational publications and redistribution of their functions. The article indicates that the limits imposed by textbooks are indistinct due to their integration into other educational training manuals and publications [such as workbooks, reference books, reading books, dictionaries]. The advantages of multimedia means can be realized in full, only if the perception of new information is accompanied by different kinds of cognitive activities: from motor functions to inductive, logical and creative thinking. These goals can be achieved using the complex of exercises presented in the contents of the analyzed electronic textbooks.

Keywords: Electronic Textbook, Innovative Teaching Technologies, Textbook Methodological Functions, Textbook, Training Manual, Ukraine.

Introduction

Under the conditions of modernizing foreign language education, the problem of textbook is a crossing point. Improving the process of teaching foreign languages as the choice of methodologically appropriate and obligatory educational material for students, there is the need to define the best ways to present it, organize related educational activities, and develop students' educational interests. The topicality of the scientific and methodological problem of a foreign language textbook is conditioned by the fact that a textbook is an object which offers the real interaction between educational contents and the process of teaching of foreign language (Babelyuk, 2012).

The problem of using a foreign language textbook is widely discussed in scientific circles. Consequently, certain steps have been made in the sphere of teaching of foreign languages to address the goals, principles, and contents of teaching of foreign languages at advanced educational establishments (Balyikina, 2003; Koval'chuk, 2010). Having analyzed the current

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approaches to the composition of foreign language textbooks, we found out the real necessity for methodological innovations in the creation of foreign language textbooks. The analysis of modern foreign language textbooks for higher educational establishments sometimes fail take into consideration the peculiarities of teaching and learning. As a result, the relevance of the problem and the insufficient level of its theoretical and practical development predetermine the purpose of our research.

Methods

The authors used the following methods to complete this review:
a)   Analysis of psychological and pedagogical literature;
b)   Analysis of normative documents to define the aim, subject, tasks of the research;
c)   Analysis and generalization of psychological, management pedagogical, scientific and methodological literature to compare different views on the researched problem;
d)   Classification of techniques; and
e)   Analysis of personal experience.

Results
Printed textbooks and peculiarities of their usage

The process of teaching of foreign language is usually oriented to the realization of two methodological functions: 1) educational and 2) communicative. Hence, activities of class lessons which require speech situations can be regarded as a model of real communication. The textbook is known to be one of the means to teach speaking.

According to the regulatory and legal documents of The Ministry of Education and Science of Ukraine (2008), textbooks and training manuals are recognized to be the main books for students' educational activity. These are defined in the following ways:

• "*a textbook is an educational publication that includes a systematic presentation of an academic discipline, corresponds to the discipline program and is officially approved as such kind of publication*";

• "*a training manual is an educational publication that partially or completely substitute or complement a textbook and is officially approved as such kind of publication*" (p. 105).

This research shows that foreign language departments of Ukrainian higher pedagogical educational establishments widely used non-native methodological materials in addition to textbooks of British [*Pearson Longman, MacMillan, Express Publishing, Oxford University Press etc.],* German [*Heuber, Langenscheidt, Cornelsen, Klett etc.], French [Cle International, Hachette etc.*] publishing houses. These textbooks help to form students' foreign language communicative / professional competence. Their usage in the educational process at higher educational establishments is also approved by The Ministry of Education and Science of Ukraine till date.

Studies on professional competence, as well as functional, structural and component-typological analysis of foreign language textbooks stipulate the need for innovative educational techniques (Albrecht, 2009; Babelyuk, 2012; Clare, & Wilson, 2013; Dellar, & Walkley, 2012; Dumett, Stephenson, & Lansford, 2015; Dumett, & Stephenson, 2014; Evans, & Dooley, 2015; Jeffries, 2013; Paliy, 2008; Pellmann-Balme, 2004; Shcherban', & Kushneryk, 2004; Shevtsiv, & Shevtsiv, 2003; Vozna, Haponiv, & Akulova, 2004). These include;

1. Structuring. Each textbook must be strictly structured to include:

a) introduction, which tells about the author or authors of the textbook and their scientific interests; confirms topicality of the publication; includes a short survey of the contents of the textbook structural parts;

b) main body chapters, each of which is often clearly structured according to the purpose of writing [e.g. teaching material, mostly training texts, lexical and grammatical drills, references]

c) subchapters within chapters;

d) glossary;

e) list of references;

f) different appendices.

2. Early specialization. The necessity to stick to this rule is explained by Ukraine's efforts to integrate into European and world educational space and the labour market demands.

3. Scientific nature. This principle is mostly realized in textbooks and training manuals for the discipline - "Professionally Oriented Foreign Language". Through a deep analysis of the stated problems, interpretation of different conceptions is included in the glossaries of scientific definitions and terms.

4. Simplicity, which is achieved through the popularity of the style of educational material presentation.

5. Demonstrativeness. Textbooks must include a lot of visual aids for the educational material presentation, that is tables, schemes, diagrams, pictures and other illustrative matter. Key terms, notions and definitions should be in different colour, size or font, sometimes in box.

6. Profundity of contents. Authors have to get the gist of the researched problem and show its interdisciplinary connections.

7. Preference for communicative approach in the educational process, active and interactive teaching methods, which ensures higher students' motivation.

8. Usage of person-oriented approach, which enables students to satisfy their individual educational needs and realize their abilities.

9. Formation of students' critical thinking and reflexive skills.

10. Arranging of educational material according to the credit-modular system of education.

11. Opportunity for self-control and monitoring the level of students' knowledge and skills obtained after studying of a particular topic or module.

12. Integration of theory and practice, that is the contents of educational materials have to be oriented to practical application of the obtained knowledge and skills in students' further professional activities.

Thus, the contents of foreign language textbooks and training manuals have to be characterized by the prevalence of active and interactive teaching methods as they encourage students to participate in the educational process more actively in comparison to traditional methods. They are often directed to practical application of the obtained knowledge and skills; contribute to the realization of the principle of theory and practice integration in studying.

The usage of active and interactive teaching methods, following the principles of the communicative approach have to be characteristic features of textbooks and training manuals for the academic discipline - "Foreign Language". According to the foreign language curriculum for first-year students, it is required by educators to include vocabulary of daily routines, native language speakers' life and customs, guidelines for functional grammar structures as well as a set of lexico-grammatical exercises. A foreign language textbook or training manual is believed to be one of the main means to form students' foreign language communicative competence. The contents of a foreign language textbook should also help students address issues regarding geography, history, world literature etc. (Koval'chuk, 2010).

Besides, textbooks and training manuals on the academic disciplines "Foreign Language" and "Professionally Oriented Foreign Language" have to include the necessary number of methodological aids for students' self-work. This is necessary because approximately 50% of educational load is assigned to students' independent mastering. These methodological aids have to be directed to all kinds of educational activities.

In addition, the analysis of the textbooks by British, American and German authors published abroad testifies that they are more popular than native ones (Albrecht, 2009; Clare, & Wilson, 2013; Dellar, & Walkley, 2012; Dumett et al., 2015; Dumett, & Stephenson, 2014; Evans, & Dooley, 2015; Jeffries, 2013; Pellmann-Balme, 2004). From our analysis, learning materials follow these principles;

• the list of module topics corresponds to the curriculum;

• training texts include interesting information which encourages students to study;

• the prevalence of the communicatively-oriented approach, communicative strategies, direction to the usage of active and interactive teaching methods which significantly increase students' motivation;

• there are a lot of language and speech models characteristic for everyday life;

• there is always a teacher's book where we can find methodological tips for every lesson;

• there are module and progress tests, so the teacher does not hate to compile them;

- the sets always include audio- and in most cases video-materials for every module topic which allows to form students' listening and perceptive skills;
- there is a set of methodological aids which allows students to perform all kinds of educational activities: reading, listening, writing, speaking and to form all constituent parts of their foreign language communicative and foreign language professional competences and competencies;
- there are a lot of appendices such as tables and schemes with lexical and grammatical material which is especially difficult for students;
- they are attractively designed.

The absence of the listed quality characteristics in most native foreign language textbooks and training manuals on foreign languages do not allow higher educational establishments to achieve the main aim of teaching of foreign language – the formation of students' foreign language professional competence (Babelyuk, 2012; Paliy, 2008; Shcherban', & Kushneryk, 2004; Shevtsiv, & Shevtsiv, 2003; Vozna et al., 2004).

This study also found out that most of the native textbooks are of non-communicative character (Babelyuk, 2012; Paliy, 2008; Shcherban', & Kushneryk, 2004; Shevtsiv, & Shevtsiv, 2003; Vozna et al., 2004):

- they do not include problematic tasks;
- teaching reading and translating prevails;
- little attention is paid to dialogue skills;
- there are not enough exercises directed to the development of listening skills;
- there are not practically any illustrations, their functions are limited: photos, pictures, charts, diagrams illustrating socio-cultural situational context are insufficient or absent.

Having analyzed authentic sources which are used as additional materials for developing dialogue skills, we have drawn a conclusion that audio and visual aids should occupy one of the central places in a good textbook. It is noteworthy that, CD sets for listening and watching educational films foreign textbooks are more competitive and have more advantages in comparison to native educational courses at the market of informational technologies for the teaching of foreign language.

Although authentic foreign language textbooks and training manuals are communicatively-oriented, they do not take into account specific conditions of teaching of foreign language in Ukrainian higher educational establishments. Though they also cover all kinds of speech activities, sufficiently and properly illustrated with a wide range of innovative teaching methods, they again fail to consider difficulties of students to master a second foreign language after having Ukrainian as a mother tongue.

Consequently, the innovative aspects of foreign language textbooks didactic functions can be realized in the following way:

- introduction of straight-through students' project work. It is worth saying that this kind of educational activity requires the ability to search the Internet effectively using professional foreign sites and specialized vocabulary;
- giving examples of case studies and other problematic and situational tasks which model certain professional situations and students are expected to show the skills to take an appropriate professional decision and choose the correct verbal means to present it;
- audio and video supporting materials for every module topic to form students' perceptive skills;
- availability of interactive exercises to realize the communicative approach in teaching of foreign language;
- opportunities for self- and peer control.

Electronic textbooks and peculiarities of their usage

In the course of our research we have found out that the usage of electronic textbooks or e-textbooks in the educational process provides wide opportunities for the realization of innovative technologies in teaching of foreign language at Ukrainian higher educational establishments.

As According to V. Fedorov, there have appeared more problems in the sphere of text reading and understanding during the last few decades. He explains it by the shifting of media priorities of the rising generations. Pupils and students used to read mostly paper texts but nowadays they mostly use 'media texts' in electronic formats. These are usually presented on TV or computer screens (Fedorov, 2007). Sociological surveys also indicate that modern schoolchildren and students are less interested in printed publications (Chudinova, Golubeva, & Mihaylova, 2004). It is now obvious that, information transfer facilities impact a lot on the formation and development of an individual's cognitive peculiarities. For instance, a printed text is characterized by such features like; linearity, coherence, subject matter, and rationality. These features form the type of thinking whose structure is similar to the structure of a printed text. On the other hand, visual information, which is characterized by a higher level of problem matter, requires more analysis, synthesis, thinking operations of rolling and unrolling. That is why visual educational information direct students to the search of system correlations and decisions (Titova, 2006). Modern young generation is better in perceiving audio-visual information than printed one, in English literature they are called "Generation Dot Com".

The researchers note a gradual change from the model of traditional teaching of foreign language to the wide range of activities with 'media texts' [*mostly screened and audiovisual ones*], which should be taken into account in planning the educational process. That is why electronic textbooks have widely been used alongside the traditional ones, as they provide great opportunities for the realization of innovative technologies in teaching of foreign language (Zhernovnykova, Osova, & Mishchenko, 2016).

It is worth mentioning that the term "electronic textbook" has not been unanimously approved by the scholars, many of whom consider it to be a slang expression that does not reflect the essence of the notion, which is more likely to be described by the terms "electronic educational aids", "pedagogical program aids", "software tools for educational purposes" or "program-methodological complexes" (Aleksyeyev, 2010). The other side of the problem is that even if the terms – "electronic textbook" and "electronic training manual" are generally accepted, there is not a common point of view as to the essence of these notions among teachers. Some researchers think that electronic textbooks and training manuals are not completely formed phenomena of modern culture. Thus, it is inappropriate to reflect their structure, functions, and creation mechanisms in the definitions. Arguably, it is better to treat them as simple textbooks and training manuals [*but placed on a new material object*] (Shvarkova, & Galyinskiy, 2006). Other researchers, on the contrary, believe that formal terminological transition from a printed educational book to an electronic one does not reflect revolutionary transformations that are caused by the progress of informational technologies (Aheev, & Drevs, 2003).

From this study, results show that there are three main approaches to the interpretation of the term "electronic textbook" in modern scientific literature. These include: 1) the approach which does not specify any strict demands to a textbook structure; 2) the structural approach; 3) the profound approach which specifies its additional characteristics (Levshyn, Prokhur, & Mukoviz, 2007).

This study shows that the terms "electronic textbook" and "electronic training manual" can be defined differently in terms of their contents and volume. The theory of an electronic textbook is more developed while researches devoted to electronic training manuals can rarely be found in scientific literature. As a rule, these terms are used as synonyms which makes their identification even more difficult. During the first attempts to introduce the term of an electronic (computer) textbook, its didactic mission was believed to be quite moderate. It was considered just as an asset to a printed one. Later the concept of a computer textbook is getting more complicated, it is interpreted as a program-methodological complex, which allows to master an academic course or its significant part independently. This combines the features of an ordinary textbook, a reference book, a problem book and a laboratory practice book (Honcharenko, 2011).

The perception of the essence and functions of the electronic textbook is changing with software development. It is becoming more popular to interpret it as a program-methodological complex which allows a person to master an academic course on a computer either independently or with the help of a teacher (Hristochevskiy, 2001). Special consideration should be paid to L. Zaynutdinova's definition according to which "*electronic textbook is seen as a multi-purpose educational program system which ensures continuity and completeness of educational process*

didactic cycle: provides theoretical material, training educational activities and control of the level of knowledge, information-searching activities, mathematical and imitational modeling with computer visualization, service functions under the conditions of interactive feedback" (Zaynutdinova, 1999). This definition was supported by a lot of researchers and is the basis of the definition of an electronic textbook in the "*thesaurus of conceptual apparatus terms in education informatization*" (Robert, & Lavina, 2009).

At the same time there has recently appeared a tendency in scientific researches to distinguish the terms "*electronic textbook*" and "*electronic training manual*". For instance, Vember (2006) indicates that most of educational programs are training manuals [*that is, they are only additional educational aid*], which are impossible to use instead of a traditional textbook. According to the researcher's point of view, electronic training manuals are reading books, reference books, workbooks, dictionaries, encyclopedias, electronic atlases, albums of maps and schemes, computer laboratory book, trainer books etc. (Vember, 2006). In the context of the researched problem, it is worth mentioning that electronic textbooks and training manuals are important means of the realization of innovative technologies in teaching of foreign language. They have the following considerable advantages in comparison to printed ones.

First of all, we can point to the new principle of educational material structure, the main features of which are multi-level presentation of the information, which is to be learnt, and uniting of different information arrays into one notional whole on the basis of associations. It allows students to form their own system of meaningful connections between different kinds of knowledge which encourages learning, not only facts but also cause-and-effect relations between corresponding informational units. It also enables them to study using their individual strategies and at the most comfortable pace (Hryzun, 2002).

The next advantage of an electronic textbook is the opportunity to realize active study approach. The usage of hypermedia computer technologies allows to combine traditional educational activities with new ones such as working with theoretical material on dynamic models, carrying out computer experiments, solving tasks in the interactive mode etc.

Motivation aspects of computerized learning are also quite important. So, one more advantage of an electronic textbook usage is the steady students' motivation or encouragement to have sustained cognitive interaction with an "electronic teacher". Interest is a means to stimulate cognitive activities; it helps to make learning attractive. One of the ways to get users interested is to allow them to set the format of material presentation on the screen independently or even to run the whole system, including the placement of text abstracts, illustrations, or to entirely configure screen interface.

The usage of multimedia means in electronic textbooks allows to enrich the educational process with high-quality visual illustration material: two- or three-dimensional, static or dynamic images, sound accompaniment of visual images and learner's actions. It determines one more considerable advantage of having an electronic hypertext textbook. This is supported by the fact that, audiovisual material presentation stimulates the conception and emotional memory in the system of perception and memorization. As a result, it significantly influences the formation of concepts which occupy the central place in imaginative and word-logical thinking.

One more positive feature of an electronic hypertext textbook is its ability to provide high-quality feedback due to the interactive properties of electronic textbooks and automatic system of knowledge testing. Consequently, there are conditions for effective students' self-education, self-control, self-correction, and average increase in cognitive activities. Thanks to statistical data accumulated by the diagnostic system, the teacher can analyze, correct and foresee educational process.

An electronic textbook is different from a printed one because of its integrity. Electronic textbooks unite different components of didactic means system: theoretical material, exercises for its training and acquisition; means to carry out a computer experiment; test tasks to check the quality of knowledge. On the other hand, electronic textbooks are quite naturally integrated educational resources presented in the electronic form, for example Internet resources. It creates opportunities for quick upgrade and modification of educational materials presented in the textbook, dynamic enrichment of their contents according to the modern scientific level.

The opportunity to organize natural interrelation of educational material with the help of hyperlinks is one more significant advantage of electronic textbooks. Their branched structure

allows to find additional information and quickly return to the original text. Hyperlinks help to move over the electronic textbook, to look through the pictures, to turn to other publications, even to write an e-mail to the author to ask him to clarify certain points (Nelson, 2008).

Electronic textbooks provide multi-variant, and multi-level diversity of checking tasks. Electronic textbooks give us an opportunity to present tasks in the interactive and educational mode. If a student's answer is incorrect, the correct answer with explanations and commentary is given. Electronic textbooks are more mobile because there is no typographical work on the stages of their creation and distribution. Electronic textbooks are structurally open systems which can be completed, corrected, and modified in the process of usage. Electronic textbooks availability is higher than that of printed publications. If the demand for them grows, it is easy to increase the number of copies and to spread them through the Internet.

Electronic textbooks differ in their structure to assure multifunctional usage and according to the purposes of their design. Electronic textbooks can be used for self-work, preparation for exams, and the purpose of studying for an external degree (Sapryikina, 2003). The analysis of the peculiarities of electronic textbooks and training manuals shows their contents correspond thematically to the contents of paper textbooks of the same level in accordance with European language standards but cannot be treated as absolutely identical. They are divided into theme modules, which in their turn are subdivided into micromodules in accordance with the lessons in the printed textbook. Language material of each module in the electronic textbook coincides with the language material of the corresponding printed publication. Such approach allows to use them either independently or in complex with the main textbook and workbook.

The researched foreign language textbooks fully accumulate all the functions characteristic for other educational tools. When we work with a printed book, the main role is played by the visual analyser. When we listen to an audio recording, an auditory analyzer is in priority, whereas an electronic textbook provides students with such educational activities that set in motion different analyzers to learn educational material more effectively. Thus, pilot testing of the text memorization effectiveness indicated that 25% of information is memorized with the help of optic canal, 15% using ear canal, and a combination of these two ways of information access having the index of 65% (Titova, 2006). This factor confirms the advantages of electronic textbooks. On the other hand, researchers claim that it is difficult to work with an ordinary linear text on the computer even if accompanied by a video and a sound. That is why, according to their point of view, text component in the contents of an electronic textbook should be limited, while audio-visual materials should prevail and serve as the main information medium (Balyikina, 2003; Sokolovs'ka, 2008). Methodological effectiveness of electronic educational publications is achieved through imaginative perception and emotional influence on students with the help of audiovisual material which alternates with interactive exercises.

It is worth mentioning that the advantages of multimedia means can be realized in full if only the perception of new information is accompanied by different kinds of cognitive activities: from motor functions to inductive, logical and creative thinking. These aims can be achieved using the complex of exercises presented in the contents of the analyzed electronic textbooks. The choice of the computer software is predetermined by the educational goals. One of the principles of electronic textbooks design is the priority of communicative goals which means the formation of user's foreign language skills in both oral and written forms (Red'ko, Karp, & Kokhan, 2006), that is why most of the exercises and tasks in electronic textbooks are communicatively oriented.

There are dictionaries in electronic textbooks like in paper ones, and students can use them in case of necessity. Also, the necessity to use programmed educational aids is related to one more advantage which computer technologies suggest. This merit is realized in the contents of foreign language-native-electronic-educational methodological complexes. Thus, O. N. Krilova mentions that modern educational book cannot include full-fledged functional unit of material learning organization in a single paper copy of a textbook which needs permanent update according to new requirements. She claims that only electronic educational publications, or workbooks can effectively fulfill this objective. Consequently, she suggests treating material learning organization not only as an element of a textbook, but also as a crucial element of an educational methodological complex for a certain academic discipline studying (Krilova, 2005).

Discussion

In studying the concept of textbook, the terms "textbook" and "training manual" are clearly differentiated. Textbooks are regarded as the main didactic means that ensure educational and teaching activities present an academic discipline in a systematic and fundamental approach, while training manuals provide students' with more specific knowledge and contribute to their better mastering of concepts. A training manual may not cover the whole discipline, but one or two chapters of an educational program. It is created faster than a textbook, that is why they can include newer, and more up-to-date materials. These materials are not only generally approved and accepted statements, but also debatable questions (Antonova, 2001).

Modern researchers are observing the tendency of convergence of different kinds of educational publications and redistribution of their functions. In Hutorskoy's opinion, the limits of a textbook appear to be indistinct due to its integration into other educational training manuals and publications such as workbooks, reference books, reading books, and dictionaries (Hutorskoy, 2005).

A foreign language textbook (training manual) functions as one of the main instruments for the realization of innovative techniques in the teaching of the particular language. It reflects conceptual points of the educational system. It is also based on the methodological grounds tested in teaching of foreign language and provides a purposeful and at the same time, a flexible management of the educational process (Red'ko, 2010).

In our opinion, the multiple-aspect approach to the definition of electronic textbooks and training manuals deserves more attention. On the one hand, they are educational publications, that is why they should be classified according to the typology of educational publications. On the other hand, they are electronic publications, so they should be interpreted in terms of definitions for electronic publications. We want to stress that some researchers believe that structurally, an electronic textbook is close to a paper textbook, but in terms of user's opportunities, it is similar to electronic educational resource (Hurzhiy, & Kartashova, 2014). We also agree with the scholars (Levshyn et al., 2007), that while creating electronic textbooks and training manuals we should not only work out their educational functions, but also take into account all groundwork of the theory and practice of traditional textbook creation.

In Ukraine, the terminology of electronic educational publications is not standardized. We agree to Balalayeva (2013) who defines the terms "electronic training manual" and "electronic educational training manual" indirectly using the generic term for an electronic publication. This includes a general definition of the characteristics of educational publications and as a specific feature – its ability to ensure the completeness of the didactic cycle. So, in our research, we suggest using the following definitions: "an electronic training manual is an electronic publication stored on digital media or in the computer network intended for helping in either training activities or mastering an academic discipline which ensures the realization of certain parts of the didactic cycle [*theoretical material presentation, organization of knowledge application, skills formation, control*] using informational technologies and which cannot be transformed into a paper analogue without losing its didactic properties".

Electronic educational training manual is an electronic publication stored on digital media or in the computer network which either complements or partially (completely) substitutes a textbook in the process of presentation of educational material on a certain academic discipline, ensures the realization of all parts of the didactic cycle using informational technologies and which cannot be transformed into a paper analogue without losing its didactic properties (Balalayeva, 2013).

In the context of the researched problem it is worth mentioning that currently the problem of creation and usage of high-quality foreign language textbooks in Ukrainian higher pedagogical educational establishments remains open. The question of methodological grounds and preconditions for the creation of foreign language electronic textbooks is animatedly discussed on the pages of periodical press and in the scientific circles (Sekret, 2009a; Sekret, 2009b).

As our research shows most of the earliest electronic educational publications were just electronic copies of printed publications and mostly did not take into account innovative computer opportunities of presenting material. However, considerable attention has lately been paid to the development of electronic textbooks which can be treated as an effort to make a serious step in solving the problem of the realization of innovative technologies in teaching of foreign language.

Conclusion

To sum up, we can mention that methodologically appropriate usage of innovation in textbooks is one of the most important conditions of effective foreign language learning. We have found out that electronic educational facilities have more advantages than printed ones:

- they allow to learn a foreign language faster and make access to information easier;
- educational material can always be updated; the volume and complexity of information is regulated according to the objectives of the lesson and the level of students' preparation;
- they acquaint students with a lot of linguistic-cultural material including elements of other nations' culture.

Listing the advantages of electronic educational and methodological support materials for innovative technologies in the teaching of foreign language, we should mention the opportunity to realize individual approach to every student. In addition, the availability of feedback, opportunity to present language material with the help of visual aids, and objective assessment of students' progress cannot be unassuming. Scientists have proved that multimedia materials and computer networks cut learning time three times, at the same time the memorization level increases by 30–40 % [*due to simultaneous usage of images, sound and text*] (Neuman, 2005; Reiner, 2001; Reinhard, 2000).

However, the practice shows that the problem of 'electronic educational complexes' creation and usage has still not been solved entirely. There are several reasons for it:

- higher educational establishments have not got enough affordable quality computer technologies;
- lack of licensed software;
- teachers are not ready to use electronic educational facilities;
- impossibility to adapt available electronic educational facilities to suit teacher's needs;
- weak awareness of educational establishments in the sphere of educational software; and
- unavailability of methodological, didactic, and pedagogical description of the available electronic educational facilities.

The findings of this current research is not fully exhaustive in providing answers to the research problem. Further investigations are necessary to clarify the questions of technological equipment renewal and updating of the process of teaching of foreign language in higher educational pedagogical establishment. More so, future studies are needed to investigate into the preparation of future specialists in terms of higher education integration in the European educational space and the comparison of native and foreign methodologists' experience in using innovative technologies professional activity.

Conflicts of interest statement

The authors declare that they do not have any conflict of interest.

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