ЗНАЧЕНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ АВТОНОМНОГО ОБУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА УЧАЩИХСЯ

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В данной статье рассматриваются проблемы функционирования и развития самообразования в контексте непрерывного образования. В публикации обосновывается важность самообразования как средства профессиональной подготовки и самосовершенствования личности будущего специалиста. Успешный ученик в современном обществе должен уметь интегрировать знания из разных источников, обучать и самообразовываться на протяжении всей жизни, чтобы быть конкурентоспособным на все более глобализирующемся рынке труда. Для вовлечения студентов в автономный процесс обучения и поощрения их самостоятельности в обучении мы разработали элективный курс для студентов "учимся учиться на протяжении всей жизни". Она включает в себя изучение трех модулей: проектирование индивидуального образовательного маршрута студентов; проектирование языкового портфолио; развитие способности студентов работать с различными источниками информации.

Ключевые слова: самообразование, автономное обучение, студенты, информационно-коммуникационные технологии.

THE IMPORTANCE OF IT IN THE PROCESS OF STUDENTS' AUTONOMOUS LEARNING OF FOREIGN LANGUAGE

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This article deals with the problems of functioning and development of self-education in the context of lifelong learning. The publication proves the importance of self-education as a means of vocational training and self-improvement of the personality of a future specialist. A successful learner in the modern society should be able to integrate knowledge from different sources, educate and self-educate throughout the life in order to be competitive in an increasingly globalized labor market. To involve students in autonomous learning process and encourage their independence in learning we have developed an elective course for students "Learning to learn

across the lifespan". It involves studying three modules: designing students' individual educational route; designing Language Portfolio; developing students' ability to work with different sources of information.

ICT thus seems to befit autonomy because it is claimed to provide greater freedom and flexibility to learn at one's own pace and convenience, whether within the context of a language course or beyond. It can contribute to lifelong learning, perhaps most apparent in use of the internet, which represents a worldwide library and resource center where information can be accessed fast and efficiently: learners can thus benefit from a vast range of authentic language materials and resources which Can be selected according to learning needs, aims, styles, strategies and preferences.

What are ICTs and what types of ICTs are commonly used in education?

ICTs (information and communication technologies) and are defined, for the purposes of this paper, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. In recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings.

But ICTs are more than just these technologies; older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access. Moreover, different technologies are typically used in combination rather than as the sole delivery mechanism.

The capabilities of ICT

Researchers done so far show that the most important achievements of ICT are as follows:

- Increase the quality of learning and taught students and students

- Ease of access to a very high volume of information and knowledge available in the world.

- Rapid and timely access to information in very little time.

- Reduction of some educational expenses

- Improve the quality, accuracy and scientific texts for academic disciplines

- Indirect creation of learning experiences

- Create an exact relationship

- Create an interest in learning

- Increase learning opportunities

- Educators can evaluate students, they have collected the necessary information and appropriate feedbacks to students are presented.

ICT and language learning/teaching

Using ICT gives the learners real-life contact with, and exposure to, the cultures of the peoples and countries where the new language is spoken and enables children to access and research information worldwide. The opportunity for children to develop an interest in the culture of other nations through comparison with their own is an integral part of primary languages entitlement [1, p. 76].

Using ICT, particularly email, blogs and video conferencing, facilitates children's interaction and communication with native speakers and other communities by enabling them to use language for real purposes and in real contexts. ICT both supports and integrates literacy skills. It enhances interactive teaching and learning styles and provides many opportunities for creativity.

When used imaginatively it can stimulate curiosity about how languages work, raise the level of cognitive challenge, and extend children's ability to be independent in their use of the new language.

ICT offers a powerful way of enabling children to be fully engaged in their own language learning process. Tasks done at home, at school or on a trip abroad can be uploaded to a learning platform, enabling teachers, parents and children to make comments and celebrate achievement. There is an increasing range of effective software to support primary languages teaching and learning. Chosen carefully and used creatively, it enables teachers and children to engage with tasks in ways that are not possible with printed materials [2, p. 234].

ICT has the potential to support non-specialist teachers, through access to native speaker models of the new language which can be used to support acquisition of linguistic skills, or to extend the range of voices in the classroom.

Through the use of a learning platform, ICT can supplement training programs to help ensure that support is maintained over the coming years as increasing numbers of teachers are trained to teach a new language at primary level. Interactive whiteboards, DVDs and the use of digital projectors can provide stimulating visual aids as a valuable strategy to support understanding and recall in the new language. ICT has the potential to increase the percentage of learning that involves the traditionally more difficult literacy skills by maximizing exposure to the written word.

ICT and English Language Learners

ICT helps English language learners by enabling them to communicate, edit, annotate and arrange text quickly and flexibly.

Moreover, by using ICT learners can:

- access, select and interpret information;

- recognize patterns, relationships and behaviors;

- model, predict and hypothesis;

- test reliability and accuracy;

- review and modify their work to improve the quality;

- communicate with others and pres; end information;

- evaluate their work;

- improve efficiency;

- be creative and take risks;

- gain confidence and independence.

ICT can be used to integrate speaking, listening, reading and writing. It enhances interactive teaching and learning styles. It also extends pupils' ability to exercise choice, work independently and make connections between their work in English and in other subjects.

ICT helps learners:

- use a wide range of strategies to explore contrasts, comparisons and connections dynamically;

-annotate text in innovative ways;

- enrich or broaden the context of literary study;

- see texts in alternative versions;

- use a wide range of analytical and critical techniques;

- sort and process text and data quickly and efficiently;

- order and arrange text and data experimentally, using combinations of word, image, sound and hypertext;

- save, record, edit and adapt their work quickly and efficiently;

- retain evidence of the editing process so that it can be examined;

- change the organizational structure and qualities of texts to suit different audiences and purposes;

- compose multi-authored texts;

- select from a wider range of audiences, throughout the world;

- exercise choice of medium and design while composing.

The changing methodology: the new roles of language teachers.

In traditional language teaching methodologies, teachers teach facts from books. The teachers are seen as the main source of knowledge to the students. On the other hand, the new teaching methodologies focus on the teaching of strategies of deciding what information is needed. The teachers' roles are as guides or facilitators to help learners to be skilled in selecting, accessing, evaluating, organizing and storing information. These strategies are important to manage vast

amounts of information. The teachers also need to manage the time and courses and to construct knowledge autonomously in virtual learning communities.

Besides performing this new role, the teacher is also the motivator of the whole learning process, and can facilitate intellectual group discussion. The teacher must reflect critically on the context of learning (mediated by technology), the methods (different than those used in the classroom), the students, the teacher's own computer literacy (hardware, software and technical support needed), and other matters pertaining to digital literature. Learning via technology has many advantages.

The Internet provides current and up-to-date data. It stores vast amount of information that can be retrieved quickly and easily. For language learning purposes, it provides text in authentic language, unlike the contrived language usually found in books. Technology enables the teacher to transmit more information to a larger number of students in a shorter time. Teachers have to play their part to facilitate a learning environment that will open learners' minds to new possibilities.

As Zepp A. points out, teachers should relate the goals of education with effective use of ICT. In other words, teachers must be aware of the impact of technology on education and the required changes to enhance their teaching. They need to adjustment their teaching process to suit this new ICT environment. The teacher's role in an ICT environment is that of a facilitator instead of being a purveyor of knowledge. This transformation from the old to the new method of delivering knowledge is a global phenomenon [3, p. 100].

The modern teacher in the ICT era is no longer described as 'a sage on the stage' but a 'guide by the side'. Teaching then can be a transforming experience as it opens new windows to the world and creates a lifetime of opportunities. With ICT it implies the changes in the teacher's role not just as a teacher but as a monitor of participation and a practitioner of research, all of which possibilities are accelerated by the technological resources.

Queiroz insists lecturers or teachers need to go through a continuous process of competency improvements to meet the demands of lifelong learning for their professional development. Without this, teachers may be complacent and merely duplicate their practices electronically. If this happens, learners would not benefit from the technological advancements happening around them [4, p. 67].

Therefore, ICT training for teachers should not be merely to use technology Berge and Warschauer, M. and Healey, D. listed several recommendations for teachers: pedagogical (use of discursive resources as to facilitate learning), social (incentive of human relations among members of the group), managerial (establishment of general procedures for discussion and development of activities) and technical (transparency of technology for an adequate relation between the system, the software and the interface selected) [5, p. 245].

As for teachers' roles, Holec, H. listed a few considerations that teachers and lecturers have to make to optimize the use of IT. Tools such as chat rooms, e-mail and web forums need to be designed to enhance interpersonal and social skills. As the teachers' roles change, they must ensure that a good learning environment exists at all times. A good learning environment should not neglect human needs to socialize and interact with one another. A good learning environment needs to co-exist with a good teaching environment. This can be achieved if the teachers have a positive attitude towards ICT [6, p. 35].

Instructors, teaching using the electronic mode must have a positive attitude to motivate, facilitate and guide learners. Loveless & Ellis explains that the impact of technology on pedagogy has created major differences in terms of teacher roles, teaching activities, learning activities and learner roles. The changes have led to a redefinition of learning and the learning environment [7, p. 68].

Naidoo suggests that ICT can also be used to support teachers who lack adequate skills and content knowledge, thus contributing to improving the quality of learning. Teachers who are hesitant to sit in classrooms or feel they are too old for the formal education system would find the interactive and asynchronous nature of ICT helpful for their professional development. This article contin to discuss important issues concerning ICT and pedagogic implications [8, p. 89].

Lee lists some reasons why ICT is not used in classrooms. According to him, the limitations of using ICT as an educational tool are: financial barriers, availability of computer hardware and software, lack of technical and theoretical knowledge and reluctance to accept the technology. A closer look at research shows that technology is most effective when teachers receive more training in its instructional applications. When used to supplement a carefully thought-out program me of classroom instruction, it should include appropriate amount of learner control, helpful feedback and sound pedagogical design [9, p. 15].

Pramela emphasizes on the importance of feedback in teaching and learning in the electronic media because helpful feedback given to learners means creating social presence which is crucial in the virtual mode of learning. Teachers must also be prepared to go through a continuous learning process to improve teaching efficiency. This is because 'technology cannot replace good teaching but it can enhance it' [10, p. 99].

In the online process, teaching concerns the relationship between the teacher-student and student-knowledge. The student is guided to learn to be more autonomous for his or her own learning. This mode of learning leads the teacher to find educational practices that stimulate this type of online learning.

At the end of the elective course students should be able to demonstrate self-education skills and abilities which can be formed into three basic groups: 1. The first group consists of skills and

abilities of independent learning activityorganization: ability to identify educational needs, define appropriate tasks according to self-education activities and draw up a program (plan) of self-education; rationally organize education and self-education activities, manage time and place; choose the appropriate learning materials, methods and techniques of self-education; carry out self-control and self-esteem. 2. The second group contains skills and abilities of getting information from different sources: ability to search, analyze, select, organize, process information; use reference materials of different types, catalogs in libraries, compile bibliographic records and lists; read professional terms. The third group includes skills and abilities related with cognitive activity: ability todefine logical, chronological sequence of facts; reproduce information, make comparison, analysis, synthesis, summarizing, and classification; carry out interdisciplinary communication and systematize them; integrate knowledge. We believe that this elective course will effectively prepare students for further self-education and lifelong learning and help them be competitive in an increasingly globalized labor market.

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