

НОВЫЕ ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В СИСТЕМЕ ПРАВОВОГО ОБРАЗОВАНИЯ

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THE USAGE OF COMPUTER TECHNOLOGIES IN THE VOCATIONALLY ORIENTED FOREIGN LANGUAGE TEACHING FOR PROFESSIONAL COMMUNICATION

The principal difference of the electronic textbook from its printed counterpart is an active student's role in his "conversation" with the computer. Vocationally oriented foreign language teaching can be considered only in conjunction with special educational disciplines. The main objective of vocationally oriented foreign language teaching is to prepare a specialist in a special field, able to participate in a professional conversation or correspondence.

Использование компьютерных технологий при профессионально-ориентированном обучении иностранному языку

Принципиальным отличием электронного учебника от печатного является активная роль студента в «беседе» с компьютером. Профессионально ориентированное обучение иностранному языку может иметь место только во взаимосвязи со специальными учебными дисциплинами. Основной целью профессионально ориентированного обучения иностранным языкам является подготовка специалиста, который сможет участвовать в иноязычной беседе или переписке, имеющей непосредственное отношение к его профессиональной сфере деятельности.

The development of information technologies and their active use in the educational process make it possible to revise the basic concepts and approaches to the development of modern teaching materials to improve the effectiveness of training. The use of computers in teaching foreign languages has become a new tradition.

The use of information technologies in the process of education requires that the teachers should have skills to use computer in practice. The role of teachers' creativity is very important in creating electronic manuals. Electronic textbook is an effective tool for individual training and motivation of students. It doesn't lose its relevance due to the development of network learning resources based on web technologies. Typical electronic textbook is more static. However, its use can have a positive impact on the motivation of students. Therefore, the effectiveness of the educational process will increase. High-quality electronic textbook is created on the principles of problem-based learning by raising the problems, searching and orientation in solu-

tions of communicative tasks. Organization of educational activity using the electronic textbook is based on the principles of building a learning strategy in the direction from receptive to productive skills. The textbook should contain all the necessary text information (theoretical and practical) and multimedia as models of speech behavior of native speakers. But productive skills are realized only in interpersonal communication.

The use of digital audio-visual teaching materials can significantly expand the range of technical possibilities: accompaniment of the printed text by visual information (or vice versa), the use of close-up, clear accentuation of dialogs, independence and completeness of each accompanying video, slow rate of speech, watching without sound and listening without image, stop-frame, fast forwarding, and others.

Classroom teaching process should be organized only in accordance with the chosen strategy of training and on the basis of unified electronic teaching tools. This observation becomes increasingly important with the appearance of new computer training programs and electronic textbooks, with different target audience, and often not fully meeting all the requirements of the specific organization of a group work.

The principal difference of the electronic textbook from its printed counterpart is an active student's role in his "conversation" with the computer. "Communication" between the student and the computer is essentially different from the traditional forms of cooperation. The student plays an active role in choosing the possible ways of using electronic textbook and on the duration of work with it.

A wide range of possibilities of compilation of didactic material within the electronic textbook allows to differentiate the didactic information in accordance with different levels of training of students. In addition, each user (student) has the ability to choose the complexity of educational material for learning.

It is possible due to the adaptability of the electronic textbook that to choose the complexity of the studied material, the total number of tasks, the duration of doing the exercises, the evaluation system, the user interface, etc.

One of the distinctive features of electronic textbooks is the non-linearity of presentation of educational information. It has both the advantages and disadvantages of electronic textbooks in comparison with printed counterparts. Disadvantages are related mainly to certain limitations. In contrast to the traditional printed edition, the electronic textbook user can not quickly get an idea of the content, scope and possibilities of the electronic textbook. But the teacher will need additional time required for a full study of the features of work with new electronic textbook and to develop a specific methodology.

The electronic textbook interface must be intuitive, and "friendly" to the user. The ability to customize the interface color gamma depending on the personal preferences of each user can contribute to positive motivation.

In general, the introduction of e-learning in the educational process (including electronic textbooks) imposes additional requirements for students and teachers. Stu-

dents should have basic computer literacy and foreign language teachers should have the appropriate competence.

Foreign languages become very important as a means of everyday and professional communication in the context of globalization and the development of electronic means of communication. In this regard, the role of the discipline "Foreign Language" has become increasingly significant in the formation of highly qualified specialists in different areas.

Modern high school graduates should have a thorough knowledge in their field, be mobile, active and speak at least one foreign language in the everyday use and in professional communication.

Professionally oriented vector of language learning can not exist apart from the everyday language of communication. In this context, foreign language teaching in the first step includes the active review of secondary school program material. The next stage is the transition to a professionally oriented topics and learning specialized vocabulary.

The effectiveness of teaching depends largely on the motivation of students. The development of new information technology has a significant impact on the methodology of teaching foreign languages. The value of this modern phenomenon is multifaceted possibilities of using computer technology in the educational process. The computer allows to upgrade the way of presenting the didactic material with active use audio-visual teaching aids, to make teaching more interactive, to provide sufficient efficiency of independent work of students, to practice the distance written and oral communication in a foreign language, etc. The educational process is the most efficient in the language laboratory, equipped with modern computers. Under such conditions, the teacher has the opportunity to combine classical methods of teaching foreign languages with the introduction of modern trends.

The use of computers in the process of vocationally oriented foreign language teaching provides many additional features. In this case learning professional vocabulary is accompanied by a variety of interactive activities, contributing to its memorizing and activation in speech and writing.

Due to the computer, the teacher has a wide range of control means by the use of electronic testing technology, audio and video communication as well as text chat. It is possible to update regularly the didactic multimedia materials by freely available in the global network video, presentations, three-dimensional computer models, and so on. But the teacher must correctly select educational materials with comments and effective tasks for the most complete mastering of the program material by students. Otherwise the unstructured material abundance will decrease student motivation due to lack of perception and logic in the materials.

The main objective of vocationally oriented foreign language teaching is to prepare a specialist in a special field, able to participate in a professional conversation or correspondence. Vocationally oriented communication can take place in formal

and informal atmosphere, in the form of conversations with foreign colleagues, presentations at conferences or meetings, in business letters.

It is necessary to define clearly the objectives of foreign language teaching. The students have a good motivation when they see clearly the perspectives of using the acquired knowledge in practice and when this knowledge helps to achieve professional success.

Vocationally oriented foreign language teaching can be considered only in conjunction with special educational disciplines. But teachers of foreign languages with pedagogical and linguistic education do not always know special professional vocabulary peculiar to a particular profession. Therefore, the teacher must learn himself the basics of the specialty, the basic professional vocabulary and specific terminology to avoid distortion of meaning in the translation of texts, emphasizing the unimportant information, etc. It is evident that teacher has to make great efforts to study technical, legal or other information in order to organize classroom teaching at a high professional level.

The next step is usually the work on the preparation of specific teaching materials on the subject. Only performing of these indispensable conditions may improve the quality of vocationally oriented foreign language teaching.