JEL [378.147:81'243]+004.738.5

INTERNET BASED FOREIGN LANGUAGE LEARNING

Natalia Butkovska, Tetyana Lazarenko
S. Kuznetz Khariv National University of Economics, Department of Pedagogy, Foreign Philology and Translation, Kharkiv, Ukraine
S. Kuznetz Khariv National University of Economics, department of Pedagogy, Foreign Philology and Translation, Kharkiv, Ukraine

Abstract. The article highlights the reasons of the Internet use in foreign language classes. The Internet resources today present a great number of educational materials which motivate students to develop their language skills, make accessible the necessary information in a shorter time; create conditions for the development of cultural communication, the ability to work in a team; to promote self-development work, further self-education and to gain experience of creative activity.

Key words: the Internet technologies, educational environment, communication competences, motivation, knowledge and skills, authentic materials, learning platform.

As the Internet is currently becoming an extraordinary source of information in foreign language learning, the aim of this article is to highlight the main advantages of computer technologies using in foreign language classes. The Internet is the way of getting information, acquiring knowledge or sharing experiences. Being an inexpensive method of foreign language learning, it meets students' needs. There are several reasons why the Internet should be used in foreign language classes. They are: 1) authenticity; 2) literacy; 3) interaction; 4) the living language factor; 5) empowerment. As far as computer and live language communication have become a common resource, they are always available to the target audience. The main purpose of foreign languages learning is the formation and development of the communicative culture of students, practical mastering of foreign languages, the ability to work in a team; to promote self-development work, further self-education and to gain experience of creative activity. The access to the Internet allows teachers to have an advantage of a huge amount of additional materials and resources that allow them to enrich the lessons with various ideas, to make them more effective, interesting, and interactive and to get more fun. The use of computers can emancipate a private person, increase independence, participate in various competitions, projects, etc. Students with deep knowledge of IT can create their own pages in a foreign language and publish reports about their work done there. The Internet articles on specific topics allow solving the problem of the students' studies thoroughly. It can play a key role in passing international examinations on a foreign language, as examiners often ask to demonstrate not only the knowledge of grammar, but also the understanding of modern processes which take place in the target language country. Information and pedagogical technologies are based on the following electron-didactic functions. Visibility provides awareness, comprehension of perceived information and formation of representation concept. Adaptability focuses on maintaining the normal conditions necessary for the learning process, organization of presentations, continuity of knowledge, independence. Compensatory function facilitates the learning process. Informative function facilitates the learning process and learning resources as the sources of knowledge. Integration process considers a part of interactivity. Interactivity serves the means of achieving a communicative goal in virtual space. In the Internet-based foreign language classroom students can solve a number of didactic tasks, such as to form reading skills using materials from the global network; improve writing skills; enrich vocabulary; form motivation to learn foreign languages. Teachers and students can use smart board to display the content of the CD-ROM and the Internet, and this content can be annotated, illustrated, saved and printed. In most situations, this content can be used as a special

resource. The Internet technologies also expand the students' intelligence, establish and maintain business and peers contacts with English-speaking countries. For example, the British Council created" islands" in both parts of the space to allow the students to learn more about Great Britain. The UK of different centuries is represented at the following site: http://www.youtube.com/watch?v=aERvhgSjiH0&feature=channel. The site helps to master foreign language visiting the British Council site free, but you will need the high-speed Internet.

The same task is performed by the virtual space "Second life". This is an online world, three-dimensional social network. You can register at the site. Instead of a photo, you create your own avatar and can walk around this space, visit various places and events, invite friends, exchange messages, etc. "Second life" is divided into two parts - for teenagers and for adults.

Under modern conditions, the task of a teacher is to select the necessary material correctly, to prevent students from being swamped with information, to help them separating the main material from the additional one, to get over language difficulties. The information presented in educational electronic resources should be based on the principles of accessibility and ability to use it at a particular stage of the lesson. It also has social, practical and personal significance for the students. The Internet offers its users a variety of information and resources including the basic set of such services as: e-mail (e-mail); newsgroups (Usenet); video conferencing; the ability to publish personal information, to create personal homepage and place it on a Web server; to access to information resources such as reference directories (Yahoo !, InfoSeek / UltraSmart, LookSmart, Galaxy); search systems (Alta Vista, HotBob, Open Text, WebCrawler, Excite); conversation in the network (Chat), etc.

The great advantage of using the Internet resources is the development of cross cultural competence, the, acquaintance with different cultures, identifying ways of their interaction and interpenetration into each other, the formation of cross cultural necessity to achieve mutual understanding and fruitful cooperation with target communities. The World Wide Web with a huge number of websites and home pages that provide information for all tastes is an endless field of activity for the development of cross cultural competence.

The site "Virtual Reality" (<http://www.flash.net/~cssmith1/vr.htm>) is a collection of linguistic and non-linguistic authentic materials collected on a web-server. Its significance and motivation lies in the fact that it brings the true culture of the target language country into the class. Students are given the opportunity to communicate directly with these materials, and not with someone's interpretation.

City Net (<http://www.city.net/>) site makes it possible to travel to different countries, visiting parks, monuments and attractions. Here you can find everything about the chosen country - from photographs of monuments to a full report on natural resources and art in the target language. City Net is an excellent navigator. Having found themselves in the desired country by means of hypertext or links (links), students become familiar with its features.

<http://www.infospace.com/info.USA/> is an American homepage, which allows the students to travel through the states and cities, to familiarize themselves with the history, culture and lifestyle of the Americans.

http://english-zone.com/index.php-English-Zone.Com is a collection of materials in the English language: grammar, exercises, texts, phonetic material, methodical advises for teachers, etc.

www.english-grammar-lessons.com-English International Lyon presents interactive English grammar exercises.

www.anriintern.com/eng/leseng15_chtenie_literatury/intro.html presents the original texts (the most vivid examples of American and English authors of modern and past centuries), a glossary to it, as well as analysis and explanation of the most difficult parts of the texts.http://carol.hop.ro presents English grammar and texts: stories, poems, anecdotes, proverbs.

Some of the main sources of materials provide foreign language teachers with a large

number of learning resources. These are such sites as "One Stop English", which has a huge basis of materials and lesson plans for regular use, and "the BBC" which also has a lot of resources on its English learning platform. There are other media and databases provided by the Internet. Among them are: the newsroom for students, parents and teachers; new resumes, quizzes, latest news, science news and crosswords for students; daily educational news about affiliate programs, archives of lesson planning, as well as forums, educational portals and websites for teachers; online news: including news from Africa, America, Asia, Europe, Oceania and other international areas; BBC International Service, CBC Radio; Bamboo: A Review of English Language Education and Applied Linguistics Studies from Asia; Center for Educational Resources; online movie database.

The Internet provides an opportunity to improve teachers' knowledge and skills of foreign language directly, being facilitated by the professional journals and their online version of the Internet. TESL-EJ focuses on the theory and practice of language teaching. TESL Internet Magazine includes short, practical articles. Language, Student & Technology is a research journal for teachers of a second foreign language; Kairos is a computer letter magazine.

One more advantage of using the Internet in the practice of foreign language learning is the opportunity to come into contact with representatives of other countries. Teachers can share experiences and information with their colleagues in other educational institutions, join international organizations to maintain close professional contacts with colleagues from other countries, be aware of the emergence of new educational technologies, and improve their methodological skills. There are some international professional organizations that have their own websites, for example: TESOL; International Association of Teachers of English as a Foreign Language; Japanese Association for Teaching Languages; Association of International Educators; National Council of English Language Teachers; American Association of Applied Linguistics; The Linguistic Society of America and, finally,

through the Internet, teachers can obtain information related to the publication of materials on cross cultural studies. Many publishers, such as Longman or Oxford University Press, often publish catalogues on websites.

In conclusion, it may be said that the important role of the Internet in the modern life of each individual and the use of the Internet in foreign language learning is inevitable. The Internet and Web provide new forms of communication and thus bring many possibilities, but also make their demands for permanent education, usage in classroom, cultural spreading, scientific education and economic development. The use of the Internet resources for foreign language learning provides benefits for both teachers and students and is also a good motivator for the intellectual development of students in the educational environment.

References
1. Akay O.M. The Role of the Intrnet-Technologies in Modern Concept of Foreign Language Teaching [Electronic resource] / O. V. Akay, G.M. Zavgorodnia, I. V. Tsarevskaia.– Access mode: URL: http://www.science-education.ru/ru/article/view?id=21913 (accessed: 18.01.2019).
2. Chubb J. Higher Education's Online Revolution [Electronic resource] / J. Chubb, T. Moe. – 2012. – Access mode: http://online.wsj.com/article/SB10001424052702304019404577416631206583286.html (accessed September 6, 2013).
3. Kennedy J. A New Way of Learning [Electronic resource] / J. Kennedy. –2010. – Access mode: http://web.ebscohost.com.webproxy.student.hig.se:2048/ehost/search/advanced (accessed EBSCO Host. 7 Sep. 2010).
4. Kuznetsova N. E. Modern Techniques of English Language Learning in Higher Educational Institiutions / N. E Kuznetsova // *V mire nauki I iskusstva: voprosi philologii, iskusstvovedenia i kulturologii:* XXXIIImezhdunar. nauchno-pract. conf., – Novosibirsk: SibAK, 2014. – № 33. – P. 34– 38.

Published as submitted by the author(s).