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7. Тенденції та досвід впровадження інформаційних технологій та новітніх методів навчання на заняттях з іноземної мови.

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SOME ASPECTS OF ORGANIZING SELF-STUDY WORK OF UNIVERSITY STUDENTS USING INFORMATION TECHNOLOGIES

Today the main distinguishing feature of university education is emphasis on individual work of students. According to the Ministry of Education and Science of Ukraine regulations on the organization of educational process in higher educational institutions, almost half of total curriculum time is assigned to individual work. Independent work has certain aspects that differentiate it from educational and cognitive activities in general. The lecturer's mission in the organization of students' self learning should be based on an individual-oriented approach. Effective use of global information potential by students is a key factor in the development and modernization of Ukrainian higher education. [1, с. 15].

One of the main ways to improve the content of education is the widespread use of information and communication technologies. Various aspects of the introduction of ICT in the educational process have attracted the attention of many researchers. It was found that information and communication technologies, increasing the activity of cognitive activity of the student, lead to the restructuring of the educational process towards independent forms of learning with a reduction in the number of lectures and seminars. The use of ICT makes significant changes in the organization of independent work of students. With the use of ICT in the self-study work of students there is an increase in the number and methods of presenting individual educational tasks. In particular, there is an opportunity for students to use in independent work special tasks for planning and control of learning activity, in which the direct product is the formation of the ability to determine the solution strategy, plan the process of activity, control it, find and correct mistakes.

The use of telecommunication and network technologies directs the student to the conscious assimilation of knowledge in the process of improving

and developing professional career skills; increases the effectiveness of training future professionals, forms independence of thinking, which allows to reveal the significant humanitarian potential of scientific disciplines associated with the formation of independent scientific worldview, development of logical and creative thinking, formation of social consciousness and conscious attitude to the world around us.

The use of network and multimedia technologies, including electronic textbooks, provides the formation of a holistic perception and understanding of processes and phenomena based on the broad involvement of databases, free access to information sources, processing large amounts of information; allows students to independently achieve educational goals by visualizing the process of solving the problem, the rapid search for information in preparing assignments, the ability to independently assess the optimal options for their solution [2, c. 1].

Let's consider the system of students' self-study work using the telecommunications networks. Each system can be characterized by defining its purpose, content and form. The purpose of the system of independent work is the development of students' cognitive independence; its content - mastering the curriculum of the subject. The following new information technologies are used: 1) to search for information in the Internet it is the use of web-browsers, databases, the use of information retrieval and information-reference systems, automated library systems, electronic journals. 2) to organize communication in the network it is the use of e-mail, teleconferencing. 3) to create thematic web-pages and web-quests we need the use of html-editors, web-browsers, graphic editors.

During foreign language classes it is advisable to use such types of individual work as writing and presenting an abstract, preparing a report, communicating in a teleconference (chat) with specialists or students of other universities, creating thematic web-pages, creating web-quests, publishing term papers and course projects in a foreign language [3, c. 2].

Web-quest is a specially organized type of research activity, for which students search for information online on certain web-pages. They are designed to optimize time and information for practical purposes and to develop the skills of critical thinking, analysis, synthesis and evaluation of information. This activity was developed in 1995 at the University of San Diego by researchers Bernie Dodge and Tom March. Web-quests are most suitable for working in mini-groups. The forms of the web-quest can also be different. The most popular is creating a database on the problem, all sections of which are prepared by students. Thus developing a special section where students can navigate through hyperlinks.

One of the most common ways of using information technologies in teaching is the electronic textbook, which contains not only textual and graphic information, but also audio and video fragments, which allow students to facilitate comprehension and, unlike the printed textbook, has interactive

characteristics. The electronic textbook in educational process is used for teaching new material in class, individual work of students and testing [4, c. 19].

There are several advantages of multimedia electronic textbooks: 1) each lecturer can develop a package of materials that will be best adapted to a particular group of students. To create such lectures, you need a personal computer with a standard Microsoft Office and Power Point software. It is designed in such a way that even minimal computer skills will be enough to create a modern and interesting lecture. The presentation slides can contain written information, graphs, tables, drawings and photographs that were previously obtained from the World Wide Web or other sources [5, c. 6].

Therefore, each student has a copy of multimedia lectures and has an opportunity to work independently with the material. This can be useful for revising the subject basics before the exam, self-study in case of distance learning. These benefits help to increase students' interest in mastering the discipline, encourage teachers and students to search for additional information, which has a strong motivational effect, improving skills and abilities. High-quality visualization also contributes to the development of long-term memory mechanisms. Thus, the main requirement for electronic teaching aids is to be informative, problematic, aimed at developing research, analytical and communicative skills of students.

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