THE USE OF MODERN INTERNET EDUCATIONAL RESOURCES IN TEACHING ENGLISH AT NON-LINGUISTIC UNIVERSITIES

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Annotation: The subject of this article is to study the role and place of information technology in the process of learning English as a foreign language in a technical university. It is noted, that the role of Internet resources in learning English is great, as the Internet provides unique information opportunities and services. Such terms as information technology, linguistics, Internet resources, interactivity, distance and hybrid education were considered. The features and advantages of distance learning using information technology, its role in technical education were analysed.

At present, the era of Informatization has touched all spheres of human life; therefore, the use of new technologies is making its own adjustments to the traditional teaching of foreign languages, transforming it to a completely new level of development. Modern society places the highest demands on the education and comprehensive development of students, as a result, the prevailing goal of each student is to receive, process, evaluate and use a significant amount of information in a short period of time.

The need to use modern information technologies in teaching a foreign language is dictated, first of all, by pedagogical needs to improve the effectiveness of learning in order to develop skills for independent learning activities, the formation of foreign language communicative competence of students, and the implementation of a student-centred approach to learning. [1] Teaching a foreign language in a non-linguistic university is a multifaceted process, during which the development of a person who is able and willing to participate in intercultural communication in the

target language and independently improve in foreign language speech activity should take place. Independent activity of students to search, analyse and transform information on the Internet allows you to teach a student to collect, evaluate, synthesize and apply information in practice.

The use of modern information technologies in teaching English is currently of great importance, as it allows the implementation of a personality-oriented, communicative-cognitive and socio-cultural activity approach to teaching foreign languages. [2]

In addition, Internet resources, along with other teaching aids, undoubtedly help to solve a whole range of didactic tasks:

- the formation of certain skills and abilities of students to confidently use a foreign language to solve communicative language problems in different situations of communication in the professional field;

- development of students' ability to implement the exchange of business information in a foreign language in oral and written forms;

- independent search, accumulation and expansion of the volume of professionally significant knowledge in the process of natural communication with a native speaker of a foreign language.

Using Internet resources, the teacher receives additional tools for creating models of real communication in the classroom or outside the classroom. Using the resources of the Internet, students can communicate with native speakers in chat rooms, on forums, participate in video conferences and webinars, listen to lectures on topics of interest to them, find authentic texts and work with them, check their level of language proficiency using various texts, perform various communicative exercises both under the guidance of the teacher and independently.

For a modern person learning a language, Internet resources are of great importance, as they help to solve a whole range of tasks, including, for example:

- access to authentic information (texts, video and audio materials, etc.): websites of foreign-language newspapers (Washington Post, The New York Times), various portals (YouTube, BBC World Service, CNN World News, etc.);

- online communication with native speakers: sites for learning and practicing a foreign language (Duolingo, LearnEnglish, FreeRice, etc.);

- online teaching of a foreign language, professional retraining courses in the field of foreign languages (webinars, distance learning, educational Internet portals);

- quick access to educational and reference information: electronic dictionaries, encyclopaedias, manuals, reference books (for example, Wikipedia, Collins Dictionary, Cambridge Dictionary);

- translation of foreign language information for the initial acquaintance with the text (for example, online services M-Translate, Systran and Google Translate).

- online language proficiency testing (trial tests, trial TOEFL testing, listening tests, etc.).

The use of the Internet allows students to independently and quickly find the necessary information in a foreign language. [3] So, there are many sites of linguo-cultural, lexical, grammatical nature on the Web. Moreover, the use of modern technologies allows students to actively engage in oral and written communication with native speakers through video calls, webinars, SMS chats and overcome phenomena such as language barriers and culture shock. [4]

For successful assimilation of language material, it is necessary to constantly replenish the active and passive vocabulary. That is why in the process of learning a foreign language, a prerequisite is regular work with a dictionary. The student can use both printed and electronic dictionaries. Moreover, electronic is not an analogue of printed, since it has significant functional differences.

Electronic dictionaries are more convenient than printed ones in many respects. Examples include online dictionaries The Free Dictionary, Macmillan, Oxford Dictionaries, Collins Dictionary. Also, special applications for smartphones are of great interest in terms of use in education. For example, "Cambridge Dictionary" is a dictionary that works even offline, that is, without an Internet connection. It has a search function and bookmarks to favourites, the history of queries is saved, which is very convenient for consistent work with vocabulary. In addition, the Cambridge Dictionary has a convenient application available for both IOS and Android. [5]

The dictionary is almost the main tool in foreign language teaching. It is in dictionaries that a large amount of useful reference information is contained: various forms of verbs, the use of prepositions, an indication of the stylistic characteristics of lexical units, lists of synonyms and antonyms. We emphasize that electronic dictionaries are completely independent software that has certain differences from printed publications, even in terms of content. But in addition to differences in content and structuring of the vocabulary base, they also have an intuitive graphical interface, which in some cases can be customized according to user requirements (scalable font size, colour highlighting, personalizable set of buttons on the toolbar). This allows you to efficiently search by various criteria. Online dictionaries are very convenient to use, that is, dictionaries posted on the Internet and available to users either free of charge or by subscription. The convenience and accessibility of online dictionaries is that they can be used from any computer connected to the Internet. In addition, online dictionaries have the ability to regularly update content, including by creating custom dictionaries.

The introduction of modern technologies, in particular the Internet, into the learning process creates ample opportunities for the effective organization of the educational space and the expansion of communication opportunities.

Here are just a few examples of how Internet resources can be used:

– search for textual, graphic and audio-visual materials on various topics;

– performing a linguistic analysis of the oral and written discourse of the English-speaking audience;

– organization of distance language courses.

English plays a big role, as it is the most important tool for international cooperation and intercultural communication. Observations show that English is very common as a second FL. [6] In the modern world, English proficiency is no longer considered a professional or personal achievement, but a daily necessity. Thanks to the knowledge of English, it is possible to use world resources that are not available in our native language; read books in the original before they are translated into Ukrainian; watch movies and news in English. It follows from this that knowledge of

English makes a person polyvalent, competitive. Consequently, the motivation to learn a language in society is quite high. Today, it is often required to quickly and at a good level learn a language. One of the effective ways to achieve this is immersion in the language environment. Distance learning using the Internet helps to carry out such immersion remotely, significantly saving time and money, as well as providing access to knowledge for people with disabilities. Since the need to learn English affects all sectors of society and professional categories of citizens, distance technologies seem to be a rational solution to the problem of combining learning with work.

In the teaching of a foreign language, the linguocultural approach plays an important role, which involves the study of a language in a cultural and historical context, since the language is a reflection of culture and continuously develops over time. Thanks to this, the student masters the language, getting acquainted with the culture, mentality, traditions and customs of the respective countries, as well as with national literature and folklore. In this regard, Internet resources help to immerse in a foreign language environment and gain real experience of intercultural communication.

To date, there is a tendency to automate the educational process using computer technology, which makes it possible to learn the language remotely, but in an interactive mode.

Distance learning differs from correspondence learning and involves the use of modern Internet technologies that allow you to conduct courses with the effect of presence (webinars, online testing), when the learning process takes place in conditions close to real. Correspondence education does not have this degree of interactivity.

In distance learning, the use of Internet technologies helps the teacher to maintain close contact with the student, control and correct their work. Remote control tools are constantly being improved, allowing the teacher to quickly measure the level of assimilation of educational material, analyse the results, put marks, write comments and remarks. An example is the educational portal JetIQ VNTU, which

looks quite well developed from a technical and content point of view and has proven its efficiency over time.

The use of Internet resources makes it possible to organize English language teaching based on the principles of openness, adequacy and authenticity.

The use of Internet technologies in linguistics fits into the general trend of developing interdisciplinary relations and finding ways to optimize the process of teaching foreign languages using modern technical means.

By virtue of belonging to the so-called "digital" generation, modern schoolchildren and students actively use smartphones, tablets, laptops and other computer equipment. They often have the level of advanced users, as they have been accustomed to working on various electronic devices since childhood. Accordingly, the computerization of the process of teaching English is perceived by students as something natural and does not cause psychological discomfort. This also testifies in favour of the integration of Internet technologies into language education.

Computerized learning, including distance learning, can contribute to the formation of stable phonetic, grammatical and lexical skills, which should ultimately lead to the solution of the main task of studying a foreign language – the formation of communicative competence. It seems rational to use IT in developing reading, writing, speaking and listening skills.

The advantage of using IT in teaching a foreign language lies in the possibility of practical implementation of the tasks of individualization and differentiation of training in accordance with the interests, abilities and priorities of the student.

Information resources on the Internet contain a huge multimedia material on various topics in English. [7] Educational Internet resources are created and used on their basis only for educational purposes. Let's consider the main types of educational Internet resources, their structure and methodological content.

Culturally Authentic Pictorial Lexicon provides pictures that show the true meaning of the word, making it easier for English learners to understand.

ManyThings. On this site you will find quizzes, word games, riddles, and a random sentence generator to help students better understand English as a second language.

Bab.la is a very fun site for ELL learners, with tools like a dictionary and dictionary, complete with quizzes, games, and a community forum.

ESL Basics. On this site you will find free English videos for both students and teachers.

English Pronunciation. The resource offers 13 different learning blocks for learning and teaching English pronunciation.

BBC Learning English. On this site from the BBC, students can find help with grammar, vocabulary and pronunciation, with lots of links to current events. In addition, you will find a section for ELL teachers.

ESL Gold. It is truly golden with endless resources for learning English. Students can practice pronunciation, find a book to study and even talk to someone in English on this site. In addition, teachers can find jobs, textbooks, games, and more.

Real English. A free English learning site loaded with videos of real English speakers.

Hotlist (list of thematic links) implies the work of students with electronic resources as additional material on the topic being studied, which allows students to more fully consider the topic or its aspect being studied. You can offer students to complete the following tasks: creating links on English grammar, business English with their own exercises and review of sites on this issue; compilation of links and classification of useful sites for research work (abstract, report).

Treasure hunt involves students searching and selecting a certain number of links on a topic (usually 10-15), as well as compiling questions for each information site. At the end, as a rule, students should formulate a key question that requires a logical conclusion and aims at a broad understanding of the topic.

Subject sampler contains links to text and multimedia materials on the Internet. After studying each aspect, students need to answer the questions posed, aimed at

discussing debatable topics, express and argue their opinion on the debatable issue being studied.

Multimedia scrapbook is aimed at finding and collecting photos, audio and video files, graphic information. The search results can be used by the student to create newsletters, computer presentations, web pages, etc.

Webquest is the most complex type of online learning resource. This is a scenario for organizing project activities on any topic under study using Internet resources. The web project is the result of combining the project methodology with the capabilities of the Internet and can be effectively integrated into the process of teaching a foreign language in a non-linguistic university, since the web project is a long-term, problematic task, the purpose of which is to develop language, communication skills and the formation of socio-cultural competence, and the result is a web publication.

An analysis of existing studies allows us to make a reasonable conclusion that computer software products can be considered as a means of objectifying the level of understanding of a foreign language. A positive psychological effect is achieved due to a more adequate form of knowledge presentation. As a result, a better understanding of the language material is provided.

The use of modern Internet resources in the process of learning English increases motivation and allows you to more effectively develop speech and thinking skills. The computer helps to organize an integrated approach when working with language material.

Based on the results of the analysis of psychological and pedagogical literature and our own many years of experience in teaching foreign languages, we consider the hypothesis about the effectiveness of the use of Internet resources in learning English proven. Obviously, modern computer technologies provide ample didactic opportunities for the effective implementation of the principles of student-centred learning using polysensory technical means. In particular, the use of Internet resources stimulates the active cognitive interest of students, meets the requirements for organizing an accessible educational environment, allows you to build an

individual educational trajectory, improves the efficiency of mastering linguistic material, provides students with enhanced opportunities for obtaining language material in various formats and in a comfortable mode due to automation of routine operations and objectification of knowledge control.

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