

moment of communication and in general. The skills to decipher these signals can help a person to acquire a vast variety of information over a short period of time. Developing these skills and using the means of non-verbal communication as well as learning about cross-cultural diversity of non-verbal communication, a person has the opportunity to influence the attitude of surrounding people and avoid disagreement, challenges in professional and business communication with representatives of various cultures.

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### MODERN INTERNET RESOURCES IN FOREIGN LANGUAGE TEACHING

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Modern society is characterized by rapidly occurring processes of renovation in all areas of public relations. It also leads to the fundamental changes in the sphere of education. Today young professionals should be ready to participate in cross-cultural communication in a foreign language and to improve their own knowledge.

In the modern world the knowledge of foreign languages makes it possible to establish educational, cultural and professional contacts. In order to merge into a single socio-cultural space, the professionals are required to speak foreign languages. Therefore, English skills are particularly important.

The advantages of using the Internet technologies in the process of learning a foreign language are no longer in doubt. Internet resources are an invaluable basis for the creation of foreign language environment, great opportunities for education and self-education of people to meet their professional and personal interests. On the one hand, the Internet-technologies (IT) contribute to the optimization and efficiency of the educational process if used properly. But on the other hand, the World Wide Web is full of poor quality and unreliable information [5].

In this regard, training with the use of IT requires different techniques, different didactic system based on student-centered approach to education. According to E. S. Polat, a student-centered approach to education in the modern world is based primarily on the development of critical and creative thinking, which can be formed in the presence of problematical presentation, an additional search of the necessary information, the comparison of opposing points of view, search the original solution to the problem, etc. It provides students with the IT scope for research, analysis, comparison, debating, for the development of critical thinking skills.

Particular attention should be paid to the IT properties that are characterized as didactic. By the didactic qualities of a learning tool the basic characteristics of this tool are understood, which distinguish them from the others, both in terms of theory and in terms of practice [3]. Didactic multimedia properties are based on the two most important functions of the Internet – information and communication, which are necessary to solve the problems of teaching. Didactic problems can only be solved by the proper didactic means, i.e. selection and organization of material, its classification and structuring, as well as the selection of methods appropriate to the task, the forms of monitoring and evaluation of the material studied. Thus, one can determine a number of teaching tasks which can be effectively used in the process of teaching by means of IT service components:

- development and improvement of skills and abilities of reading and listening, writing and speaking;
- enriching of active and passive vocabularies;
- formation of elements of global thinking;
- formation of a stable motivation for cognitive activity, the need to use a foreign language;
- formation of work skills in the group [2].

In didactic terms the Internet includes two major components: the forms of telecommunications and information resources. The most common forms of telecommunication include e-mail, chat, forum, ICQ, video, Web conferencing, etc.

The information resources of the Internet contain text, audio and video material in various subjects in different languages. However, to ensure that students do not get lost in a lot of different information content, and the most

productive use of it is to meet the educational and professional interests and needs, there is a need to develop special educational online materials designed to teach students how to work with the Internet resources. In contrast to the forms of telecommunication training the Internet materials are created exclusively for educational purposes. They can be designed in various subjects, including foreign language.

On the Internet, there are many ready-made patterns for creating Web-training assignments and tests that can be divided into two main groups. First of all, the test items that are based on the existing patterns. Recently another group of patterns is successfully used to create more complex Web tasks.

Among the problem-search tasks are five types of educational online materials: Hotlist, Treasure Hunt, Subject Sampler, Multimedia Scrapbook, Webquest [1; 4].

Hotlist is a list of the Internet sites for the subject under study. It is quite simple to create and can be useful in the learning process. Hotlist should be used when a student has low technical skills, when the topic is new to the students, and when there is not enough time to complete a task.

Multimedia Scrapbook can be used when students already have some general idea of the topic. The Scrapbook contains links to the text websites, photos, audio files and video clips, graphics and animations that are very popular today, virtual tours. Using this material students perform various tasks relating to: reports, presentations, creating their own web pages, etc. Multimedia Scrapbook simultaneously expands the ways to perform various tasks, offers a variety of diverse material, and develops critical thinking.

Treasure Hunt is similar to the Hotlist. It contains links to various sites on the topic under study. The difference is that each of the links contains questions on the content of the site. With these questions the teacher directs the search activity of the students. The students can be given some general questions on the general understating of the topics at the end of the Treasure Hunt.

Subject Sampler reveals interesting aspects of the topic for students. After studying each aspect of the theme, students need to answer the question. The main feature of Subject Sampler is that obtaining information should be based on an emotional level. It is necessary not just to study the material, but also to express their own opinions.

Webquest involves working with large amounts of material, research and critical thinking over the information. The teacher can use the Webquest to motivate students to solve complex controversial problems, to make deep reflection and understanding of the various aspects of the problem, to introduce students to a variety of interpretations of the problem, to develop the skills to work in a group. Before the students are divided into groups, the group should study the general information on the topic under consideration to immerse in an upcoming project problem. The teacher selects the resources of the Internet and classifies them so that each subgroup acquainted with only one problematic aspect of the topic. After the study the teacher organizes the discussion and a full understanding of the specific challenges in each subgroup of primary students. During the discussion all students learn from each other about all aspects of the problem. During this discussion students should express their own opinions, draw conclusions, and predict the further possible course of action [4; 6].

For developing training materials the Internet allows a great variety of the educational resources to be used. Teaching Internet materials may be directed to the development of foreign language communicative competence. Many of the skills that are required in the process of working with the Internet technology are adaptable for multiple types of speech activity: productive (speaking and writing) and receptive (listening and reading).

The use of reading tasks from the Internet training materials develops such skills as the ability to separate essential information from the secondary one, to determine the temporal and causal relationship between events, to summarize the information, to assess the accuracy of the information, to select relevant information in the text (that is typical for the Hotlist and Multimedia Scrapbook).

The Internet material for writing suggests the development of students' ability to describe events, report and ask for information, express their opinions, briefly retell the contents of a simple text, to grasp the necessary information from the reading and make abstracts or detailed plan presentation, summarize the information (that is typical for the Treasure Hunt, Subject Sampler, Webquest).

When the students use the Internet training materials in speaking they develop the ability to participate in an interview, to request and share information, express their views, to take the initiative in the conversation, to pay attention to details, to summarize what they've read, to give a description of the facts.

When the students use online materials for listening they develop the ability to determine the subject problem, to exchange facts, examples, arguments, summarize the information in the text, to determine their attitude to it [4].

Thus, the use of the modern Internet resources in teaching a foreign language to students of non-linguistic specialties contributes to the comprehensive development of the future experts, the realization of the most effective conditions for their preparation, as well as the formation of the interest to the study of a foreign language.

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