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**FORMATION OF FUTURE PHILOLOGISTS'  
PROFESSIONAL COMPETENCE BY MEANS OF  
INFORMATION-AND-COMPUTER TECHNOLOGIES**

The use of information-and-computer and multimedia technologies in education radically changes the existing system of education. Organization of the educational process becomes more individual as widely used analytical, practical and experimental learning principles allow to orientate it to every future philologist. The role of the teacher in the educational process and the requirements to the teacher in this process change greatly. The teacher is no longer the only source of knowledge. He or she becomes the leader and the assistant for future philologists in the educational process. In new conditions the teacher, besides perfect knowledge of this or that subject, should provide educational guidance and control of learning, encouraging future philologists to educate themselves, providing them with the conditions of learning motivation, focusing them on a separate search for knowledge, and activating in them the aspiration to a critical analysis of the educational process and its results.

The usage of multimedia can provide future philologists more opportunities for independent and autonomous work as well as flexibly vary the program of learning activities. Future philologists are given the opportunity of individual search for necessary knowledge, choice of individual learning strategies which enable each of them to become an active participant in the educational process and to show a critical approach to the provided educational information. The need to share the received knowledge is developed.

From the point of view of the educational process, integration of multimedia in education and training requires analytical, practical, and experimental approaches, focused both on future philologists and teachers as well as coordinators dealing with the application of information-and-computer technologies in the educational process.

So far we have talked about the benefits that the usage of computer brings to the educational process. However, its usage is associated with certain drawbacks, and they must not be forgotten.

It is necessary to clearly distinguish drawbacks caused by [2, p. 15]: 1) the inexperience of developers of this or that computer learning system who create programs without taking into account didactic principles; 2) the incomplete implementation of the potential of computer; 3) the very nature of computer as a technical system. All these drawbacks can be easily eliminated.

Significant are the reasons of the failure usage of computers, when limitations which

are determined by the very nature of these devices are not taken into account. For example, the possibility of failure or lack of such an aspect of interaction as personal communication of a teacher and future philologists is not taken into account.

The use of modern information technologies in all forms of education can lead to a number of negative consequences. In particular, very often one of the benefits of learning with the help of informational is considered to be the individualization of learning. However, alongside with the obvious benefits of using information technologies in the educational process, there is also a large number of significant drawbacks dealing with the total individualization of education [1]. Often, as an argument against the usage of the computer there is the statement that it violates the live communication of future philologists with the teacher. This argument is not convincing. The live communication of the teacher with future philologists in group learning has some significant drawbacks. As a matter of fact, the teacher every time productively communicates not with the group, but with its individual members. And the rest of future philologists are not involved in the work in class: some students are not interested in it, for others everything is clear, some students are just immersed in their own problems that have nothing to do with those that are considered in the auditorium. Shifting some educational functions to the computer, the teacher can communicate with future philologists more, showing interest not only in their training, but upbringing as well [2, p. 16]. Such individualization minimizes limited in the educational process live communication of teachers and future philologists, future philologists between themselves, offering them communication in the form of "a dialogue with computer". This leads to the fact that future philologists, who actively use live broadcasting, remain permanently silent when working with information technologies.

Another significant drawback of the widespread usage of information technologies in education is the collapse of social contacts, reducing the practice of social interaction and communication, individualism. The greatest difficulty is the transition from the information circulating in the system of education to independent professional actions, in other words, from the sign system as a form of knowledge representation in the pages of the textbook, display, etc. to the system of practical actions with a fundamentally different logics than the logics of the organization of the system of signs.

Certain difficulties and negative moments may appear in the result of usage of modern information technologies, providing teachers and future philologists considerable flexibility in searching and using information. Quite often some teachers and future philologists are unable to take advantage of the freedom which modern information technologies provide them. Intricate and complex ways to provide the information may become the reason of distraction of future philologists from the material under study due to various discrepancies.

Quite often while using information technologies the principle of saving efforts characteristic of all living is realized: ready projects, essays, reports borrowed from the Internet have now become widespread and commonplace, which is not conducive to future philologists' effective education and upbringing.

A certain danger can be found in the external formal usage of information technologies and information resources to carry out group and individual projects of minor importance.

Information technologies can be not only a powerful tool for future philologists

education and upbringing (as a person, the subject of knowledge, practical activities, communication, self-awareness), but, on the contrary, contribute to formation of a pattern of thinking, formal and passive attitude to work, etc.

We should not forget that the excessive and inappropriate usage of the majority of information means has a negative impact on the health of the participants of the educational process [1].

### Литература

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