

ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНІ ТЕХНОЛОГІЇ В ОСВІТНЬОМУ ПРОЦЕСІ

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USE OF INFORMATION AND COMMUNICATION TECHNOLOGY TO FACILITATE VOCABULARY LEARNING IN THE ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

Ivanova O. O.

National Technical University of Ukraine "Kyiv Polytechnic Institute"

Abstract. Introduction. The article deals with the advantages of information and communication technology use in English professional vocabulary teaching and learning. Information and communication technology can be defined as information processes and different methods of working with information that are performed by means of computing hardware as well as telecommunication devices and services. **Purpose.** To research and define methodical advantages of information and communication technology use in professionally oriented language learning and teaching, in particular communicative competence development and its integral part – lexical competence. **Results.** The most important pedagogical aims that influence the information and communication technology implementation into educational process are to prepare a student for living in the information society, use more intensive methods in all teaching and learning activities and improve educational materials. The main ICT-based teaching techniques have been examined in the paper. Distance learning plays an important role in it. Distance learning techniques that are used in teaching and learning activities in the higher education system today are divided into three main groups: networking technologies, case study techniques and TV-based technologies. It is useful to apply them to professionally oriented language learning and teaching as it makes student's performance more efficient, learning process more flexible and allows a wide choice of teaching methods to get students more interested in learning foreign languages. **Conclusion.** So it is reasonable to use computer-based teaching methods along with traditional methods for professionally oriented language teaching, especially for mastering foreign language vocabulary, because its use allows teachers to make language learning more productive. This combination of teaching techniques ensures interaction between a teacher and a student and helps to increase students' motivation to learn foreign languages. Thus, it might help to improve education quality.

Keywords: information and communication technology, professionally oriented lexical competence, teaching techniques, computer-assisted teaching methods.

Іванова О.О. Національний технічний університет України "Київський політехнічний інститут"

Використання інформаційно-комунікаційних технологій на заняттях з англійської мови для покращення процесу вивчення лексики

Анотація. У статті розглядаються методичні переваги використання інформаційно-комунікаційних технологій у процесі формування англомовної професійно орієнтованої лексичної компетентності. Серед основних педагогічних цілей розробки інформаційно-комунікаційних технологій є підготовка студентів до життя в умовах інформаційного суспільства, вдосконалення інформаційно-методичного забезпечення педагогічної діяльності, а також інтенсифікація всіх рівнів навчального процесу. Також у статті визначено основні технології навчання на основі інформаційно-комунікаційних технологій, серед яких важливе місце посідають дистанційні технології. Використання зазначених технологій у процесі навчання професійно орієнтованої іноземної мови є доцільним, адже це сприяє

підвищенню ефективності роботи студентів, забезпечує гнучкість навчального процесу, а також надає можливість обирати різні методи навчання, щоб зацікавити студентів, збільшити продуктивність їхньої роботи і, таким чином, підвищити якість освіти.

Ключові слова: інформаційно-комунікаційні технології, професійно орієнтована лексична компетентність, технології навчання, комп'ютерно-орієнтовані методи навчання.

Иванова О.О. Национальный технический университет Украины “Киевский политехнический институт”

Использование информационно-коммуникационных технологий на занятиях по английскому языку для улучшения процесса изучения лексики

Аннотация. В статье рассматриваются методические преимущества использования информационно-коммуникационных технологий в процессе формирования англоязычной профессионально ориентированной лексической компетентности. Среди основных педагогических целей разработки информационно-коммуникационных технологий мы выделяем подготовку студентов к жизни в условиях информационного общества, усовершенствование информационно-методического обеспечения педагогической деятельности, а также интенсификацию всех уровней учебного процесса. Также в статье были определены основные технологии обучения на основе информационно-коммуникационных технологий, среди которых важное место занимают дистанционные технологии. Использование указанных технологий в процессе обучения профессионально ориентированному иностранному языку является целесообразным, так как это способствует повышению эффективности работы студентов, обеспечивает гибкость учебного процесса, а также предоставляет возможность выбирать различные методы обучения, чтобы заинтересовать студентов, увеличить продуктивность их работы и, таким образом, повысить качество образования.

Ключевые слова: информационно-коммуникационные технологии, профессионально ориентированная лексическая компетентность, технологии обучения, компьютерно-ориентированные методы обучения.

Introduction. Nowadays a lot of attention is paid to learning foreign languages, in particular English, because it plays an important social role in the development of a modern educated person. This knowledge is one of the key things that a person should have to achieve success in his or her professional life and to succeed in international cooperation. So it is very important today to be able to use professional vocabulary when you use foreign languages in communication with colleagues or partners from abroad. At the present time it is difficult for a university graduate to find a well-paid job with opportunities for promotion if he or she doesn't have a good command of a foreign language. This knowledge also allows doing your job in a professional way because you can access the latest data about new products and developments in different fields, in particular one that you are interested in.

The main goal of a foreign language acquisition in non-linguistic educational institutions is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals in everyday life and professional environment. Professionally oriented language learning is becoming topical these days. According to this approach students must be able to use a foreign language in professional, business and scientific fields.

Professionally oriented language learning and teaching has been studied by many scholars of our country and abroad. First important studies appeared in 1960s in foreign literature. Famous foreign scholars, such as T. Hutchinson, C. Kennedy, P. Robinson and others defined its content and structure. They also gave proof of the need to use these language teaching methods. There is a number of works on this topic written by researchers of our country. That means that the topic is interesting and still needs to be studied further. Several research areas can be marked out in this field. A lot of scholars have been studying and analyzing different aspects of professionally oriented language

learning and teaching in teacher's training colleges and universities. They are interested in the development of the future teachers' professional communicative competence. The second research area is concerned with professionally oriented language learning and teaching in non-linguistic educational institutions. This particular area attracts our attention.

Scholars of our country pointed out the need of professionally oriented language learning and teaching as far back as 1970-1980s. They claimed that vocabulary should be selected in terms of a student's future speciality. Then they made a conclusion that each speciality has its own micro-language with special vocabulary. So it is really important to study how to select and organize teaching materials in terms of professionally oriented language learning and teaching. This process is difficult because methodologists and language teachers aren't often experts in the fields of science they work in. That means that they aren't qualified in business and technical fields because they haven't got special education.

Background. The desired outcome of professionally oriented language learning and teaching is the ability to communicate competently, i.e. communicative competence. Lexical competence is one of its integral parts. It lies at the heart of language learning, it is an essential element for acquiring reading, writing and communication proficiency. The problem of professionally oriented language learning and teaching has been studied in different ways. A lot of scholars including A. Anosova, V. Borshchovetska, T. Veprieva, Yu. Gnatkevych, T. Gretska, Ye. Miroshnychenko, L. Miedviedieva, T. Panova, M. Pedanova, N. Saienko, I. Sverdlova, R. Carter, M. McCarthy, C. Rimmer etc. have examined the problem of professional language learning in non-linguistic educational institutions but learners still lack necessary lexical competence in word knowledge. Therefore methodologists still need to create a system of language teaching methods that will help to develop professional lexical competence. It can be done by means of information and communication technology (ICT) use in learning process. This technology allows a teacher to take part in independent work of a student, check it by means of telecommunication technology and the Internet. A modern teacher has quite a few opportunities to use ICT in educational process because the teacher has access to data banks, information in the Web, great number of electronic textbooks, dictionaries and reference books, software that computerize the process of knowledge control (different types of tests made by means of programming languages), forums etc. ICT use makes it possible to upgrade educational process and enables intensive information exchange between speakers. The main role of a teacher in this process is not only to teach, but to educate and provide opportunities for the development of a student. The teacher also gets a great incentive for self-education, professional growth and creative development.

It should be noted that ICT used today in education hasn't been developed to solve problems in this field. But it is all-purpose, i.e. it has some qualities that are necessary to make the process of knowledge transfer more efficient. ICT has great didactic potential for creating IT and educational environment.

The problems of ICT use in education have been analyzed by a lot of scholars such as O. Andrieiev, V. Krasylnykova, Ye. Polat, V. Soldatkin and others. Modern problems in this field have been studied by P. Asoiants, T. Koval, N. Maiier, O. Synekop and others. In spite of a great number of papers on the topic, it is still an urgent problem to examine the issue of ICT use in acquiring language competences by students who study in non-linguistic educational institutions because ICT has great potential in this field.

Aims and tasks. The article is aimed at researching and defining methodical advantages of ICT use in professionally oriented language learning and teaching, in particular communicative competence development and its integral part – lexical competence. The aim determines the following tasks that have to be done:

- to define the term ICT and research peculiarities of its use in educational process;

- to investigate the peculiarities of professionally oriented lexical competence that is acquired by students in non-linguistic educational institutions;
- to define methodological advantages of ICT use in the process of professionally oriented lexical competence development.

Results. ICT is an umbrella term that includes information processes and different methods of working with information that are performed by means of computing hardware and telecommunication devices and services. They are computers, cellular phones, satellite systems, electronic instruments, recording devices, radio, TV, computer networks, satellite communication, etc. That means everything that helps us to collect, process, store and transmit data. ICT includes hardware (equipment) and software (that is used by the equipment) [3, p. 206]. It is only one of the possible definitions of this term. Researchers give different definitions of ICT. For example, A. Grinberh and I. Korol define this term as a set of methods, ways and means of processing documented information that contain application software, as well as the regulated order of their use. It ensures information process that meets the requirements [2, p. 23].

As previously mentioned ICT use has some didactic opportunities: efficient data preparation, editing and processing; information displayed and transmitted in a text, graphics, sound, animated or video format; data storing, classification and backing-up; quick search for relevant information; distribution of information in different forms by means of ICT; providing access to remote databases (electronic libraries); data that can be downloaded from different media; transmitting data of any kind and size to a big number of users at the same time; communication and interaction by means of networking services; information displayed on a screen that enables group discussions.

Therefore modern ICT can be taken as a basis for creating an information and educational environment. But today we are also facing some problems concerned with ICT implementation into educational process. Some of them can be marked out: lack of a system approach to ICT use in teaching and learning process; information resources are not integrated into curriculums; hard work of a teacher who has to choose and prepare vocabulary for computer programs; lack of teachers' knowledge and awareness of ICT use's potential; financial problems that slow down ICT implementation into educational process [4, p. 20].

In spite of the problems ICT implementation into educational process is carried out quite quickly because its functionality provides not only unlimited opportunities for working with information, but also helps to ensure access to education, its continuous obtaining, the development of an individual oriented approach in foreign languages learning, independence of educational process from time and a place where it is carried out and it also ensures the development of a creative personality. All these things improve education quality.

The following pedagogical aims that influence ICT implementation into educational process have been singled out by modern researchers: a student's personality development, his/her preparation for being a member of the information society i.e. being able to carry out experimental and research work, develop thinking process, communicative potential and create information culture; use of more intensive methods in all teaching and learning activities i.e. making them more efficient and high-quality by means of computer-aided language learning, providing incentives for a student's cognitive performance, ensuring interdisciplinary (cross-curricular) links through the use of modern information-processing systems to solve cross-curricular issues; methodological support development i.e. creating a unified IT environment by using different types of computer networks.

Foreign scholars have singled out such computer and ICT based teaching techniques: Computer Aided Instruction (CAI), Computer Aided Learning (CAL), Computer Based Learning (CBL), Computer Based Training (CBT), Computer Aided Assessment (CAA). CAI is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place. CAL can be defined as any use of computers to aid or support the

education or training of people. It allows a student to carry out independent work when studying new material by means of a computer. A teacher's role in that process is just to give a set of instructions that have to be followed by a student. CBL is different because it involves use of software that ensures efficient self-study process. The term CBT covers all possible ways to transfer knowledge to a student (involving a teacher or not). CAA offers a variety of assessment opportunities, which can be electronically delivered, submitted, marked and evaluated. It can be considered as a separate (independent) technique but it is generally viewed as an integral part of other teaching techniques [6, с. 44]. We think that this classification is not absolutely right because it is almost impossible to divide previously mentioned techniques into certain methods as they have a lot in common.

Scholars from our country claim that distance learning plays an important role in professionally oriented language learning and teaching. It is a formalized teaching and learning system specifically designed to be carried out remotely by using electronic communication. Its main functions include: organizing extracurricular (independent) student's work; providing future professionals with learning and teaching materials; creating and maintaining an information resources system for different disciplines; carrying out computer-aided testing to assess students' learning outcomes (entry, progress and final tests); ensuring interactive communication between students and teachers and between students; providing all students with the access to the Internet resources for doing class assignments; giving all information about learning process; making up necessary documents etc [4, p. 27].

Distance learning techniques used in the higher education system can be divided into three main groups: networking technologies, case study techniques and TV-based technologies. Networking technologies in education provide students with learning and teaching materials as well as interactive communication through the use of network communication services. Internet technologies belong to this group. The Internet has unlimited resources that can be used in education. Its use has become a trend that shows informatization of society. Educational Internet resources i.e. electronic resources available on the Web give a user access to information sources in his or her country as well as abroad, allow a person to choose how and where to study.

Web technologies also play an important role in educational process. They belong to networking technologies. Web 2.0 refers to a second generation of the that is focused on the ability of people to collaborate and share information online. A Web 2.0 site may allow users to interact and collaborate with each other in a dialogue as creators of in a y. It may provide students with more engagement through greater customization and choice of topics. Web 2.0 tools include weblogs, Live Journal posts, social search engines, collaborative hypertext editing, social services for sharing photos, knowledge maps (systems thinking process imaging through the use of diagrams), collective media files storage (presentations, video files, educational films, video games), handheld devices (PDAs, translators, GPS navigation devices, mobile phones, cameras etc.), collaborative document and spreadsheet editing etc [4, p. 28]. Web 3.0 is the next fundamental change both in how websites are created and, more importantly, how people interact with them. Online experts will play an important role in its operation. They will moderate web content and therefore improve quality of data that can be used for educational purposes. Technologies mentioned above make it possible for future experts in different fields to use free Internet resources for solving educational issues, create web content by themselves, take part in new forms of scientific and educational activities concerned with foreign language data search and new content generation and editing, be a member of professional and scientific communities.

Mail and mobile technologies also belong to networking technologies that can be used in education. They allow teachers to provide students with educational material they need by means of electronic mail and ensure interaction between a teacher and a student. Use of mobile hardware and software as an educational medium provides an opportunity to receive, store, process and display different types of information.

Case study techniques are also used in education including teaching foreign languages. They are implemented into educational process through the use of a set of electronic learning and teaching materials that are sent to students for self studying. The most important criteria taken into account when a teacher creates it include comprehensiveness and integrity as they are very important for achieving learning goals and objectives.

TV-based educational technologies allow students to watch and listen to video materials on different topics together with other students or alone. It makes learning process more interesting and boosts their motivation to study a foreign language.

So we can mark out the following advantages of the technologies mentioned above: free access to teaching and learning materials that a student is provided with, being able to choose educational material, have flexible schedule to work with it and ensuring interaction between a teacher and a student by means of the Internet. These technologies should be implemented into teaching foreign languages consistently since they have great potential in vocabulary teaching that is a very important part of learning languages.

Knowledge of English implies foreign communicative competence (FCC) development, i.e. ability to solve currently important tasks by means of a foreign language. As we have stated before, nowadays much attention is paid to professionally oriented language learning and teaching, therefore it is considered to be reasonable to separate out the notion “professional foreign communicative competence” (PFCC), which is an elaborate psychological concept, based on an individual’s communicative competence in the specific professional activity that can be regarded as the system of significant for an employee relations, proficiencies and skills, their combination which permits performing a communicative act successfully in a foreign language depending on professional needs and is necessary for solving professional tasks and efficient accomplishment of professional functions in foreign surroundings [5].

Lexical competence (LC) exists within PFCC and is one of its components. It plays the immense part in the process of mastering a foreign language, as, first of all, it is the vocabulary by means of which information exchange is performed between people. It should be mentioned that scholars do not share opinions concerning the definition of a “lexical competence”. Some scholars understand LC as having particular vocabulary in terms of person’s professional development and ability to use it adequately, while others pay attention to the ability to use words-models for a particular communicative task. We consider “lexical competence” as a person’s ability to use his or her own vocabulary based on lexical knowledge and, by all means, to use particular phrases, professional terminology etc. successfully and appropriately. It is very significant, as well, to maintain the above-mentioned skills on the necessary level. Insufficient level of LC development has powerful influence on a student’s ability to use a foreign language in a certain communicative situation. It is essential to mark out the notion of professionally oriented lexical competence (POLC), in other words the ability to use necessary lexical units (LU) to solve a particular professional task.

There are two elements that belong to linguistic peculiarities of LC: lexical and grammatical ones that are included into it. Lexical elements are one-word forms and set expressions which in their turn consist of colloquial phrases, phraseological idioms, metaphors, emphasizing units etc. Grammatical elements embrace such word classes: articles, different types of pronouns, prepositions, auxiliary verbs, conjunctions, particles.

Lexical skills are a crucial component of LC as they provide vocabulary functioning during communication. They ensure correct foreign vocabulary use and understanding based on relations between word’s forms and its meaning. Lexical skills are an ability to identify LU, to recall a word-model from the long-term memory depending on a particular language task and to use it in a speech chain [7, p. 169]. There are three stages of lexical skills formation: familiarization, training and practice in speaking. On the third stage skills that help us to use vocabulary in different kinds of the speech

activity (SA) are formed. In order not to forget LU, it is necessary to automatize them in exercises using all kinds of SA, therefore lexical skills development on the third level is of major importance. There are two types of lexical skills: receptive and productive ones. Productive lexical skills development implies correct use of active vocabulary minimum's LU in speech and writing depending on the situation and the purpose of communication. To do this, it is important not only to recall a LU, reproduce it in the process of oral or written communication, but to use it according to the norms of a language and communicative tasks, and to combine it with other words in the right way. Receptive lexical skills help to identify and understand LU of active and passive minimums that implies their correlation with the pattern that is in the long-term memory. The familiarization with the receptive vocabulary occurs, as a rule, in reading based on a word's graphical image.

The development of a student's cognitive sphere is one of psychological components that influence English POLC acquisition, i.e. processes like thinking, perception, attention, memory and imagination are very important to acquire LC. Thinking process ensures lexical material comprehension and processing, its transformation and storage in inner vocabulary. Thinking plays a significant role in a foreign language LC development, in particular English as vocabulary is an important component of a person's ability to think in a foreign language. There are two types of thinking: reproductive and creative. Mastering of language patterns takes place due to reproductive thinking. Creative thinking allows a person to use lexical material according to the aims and tasks of the communicative process, choose those LU that will convey a speaker's thoughts, attitude and communicative intentions in the best way. The process of perception enables a speaker to create a full image of a foreign word, that is considered to be "the whole scope of information that is contained in the inner and outer structure of a word", during its active mastering in oral and written speech" [8, p. 132]. Perception ensures correct forming of a foreign word's audial and visual image. If a LU is used often, the amount of time needed for its identification decreases. In order to memorize a word students have to hear it, see it and write it down. The researchers claim that mastering an audial form of a word which is provided by means of the audial memory has positive influence on the process of memorizing LU. The words are stored in a human's memory as a subordinate system. There are two types of memory: short-term and long-term memory. Short-term memory takes part in memorizing lexical material. It ensures information processing and constant connections with the knowledge that is stored in the long-term memory that changes all the time and is enriched by means of new information. Attention allows a speaker to have a clearer, more distinctive and deeper image of a word that is very important for vocabulary learning. It ensures correct and full perception of LU. Imagination is also valuable. Sensual images transformation in a speaker's mind is carried out by means of words. The object that is perceived by a person and its image are integral parts of the whole that complete each other. Life experience also influences the process of LU image creation as they are products of a person's conscience. Active cognitive processes that appear during foreign lexical material studying provide conscious and effective vocabulary mastering that ensures the development of a lexical knowledge and skills system.

It is difficult to choose necessary LU in order to acquire professionally oriented lexical competence in a particular field. The choice of these elements is influenced by academic and professional fields and situations where they have to be used. One of the criteria that are taken into account when selecting vocabulary is minimization as the less volume of material is given, the higher are chances to master it effectively. The need to select vocabulary minimum is caused by study conditions, insufficient amount of time, limited number of topics etc. The lexical minimum has to meet studying needs. Professional vocabulary is a component of the lexical minimum that is necessary to acquire POLC. Selected vocabulary minimum is an instrument that helps to organize vocabulary teaching and learning.

When the vocabulary minimum has been selected, learning and teaching aids have been prepared, the only problem is insufficient amount of time. It is not always possible for a teacher to pay a student's attention to certain peculiarities of vocabulary learning because the time for studying is limited. ICT may be used to solve this problem as they have immense potential in classroom work as well as extracurricular activities. ICT use in LC development implies following the principles: the principle of ICT integration into educational process i.e. use of computer programs that correspond with the syllabus; the principle of interactive study, in other words, the students' activity is connected with the use of a computer that plays a teacher's role; the principle of individualization, so to speak, studying the lexical material with the help of ICT implies individual student's work in a computer class or at home that allows taking into consideration their individual peculiarities; the principle of giving instructions for lexical actions, i.e. the use of an educational dictionary which is an important component of a computer program that is used in vocabulary teaching and learning. It helps to explain the meaning of the necessary LU not only by means of translation, but also with the help of explanation of the word in a foreign language, using it in different word combinations, giving synonyms as well as short background information; the principle of computerized control of the lexical skills level, in other words, the use of ICT allows a teacher to control the process of studying vocabulary even on the training stage [1, p. 12].

The most widespread traditional methods of interactive study organization that are used during foreign languages learning in the higher educational institutions are: word methods – conversation, dialogue; visual methods – interactive demonstration; corporate methods of study – pair work, small group work, merry-go-round model etc.; collective-group methods of study – “analysis of the situation”, “brainstorming”, problem solving etc.; situational methods of study – imitation games; discussion methods of study – discussion, debates etc.; researching methods – project method etc [4, p. 31].

Nowadays computer-assisted teaching methods are very widespread as they allow teachers to activate students' cognitive activity by means of ICT use that makes it possible to create interactive platform for professional training of students. The above-mentioned methods of studying have huge potential in foreign vocabulary teaching as well because they help to develop attention, imagination, creative thinking, ensure consistency and critical thinking and also form the ability to self-master and adopt the knowledge and skills. Among computer-assisted methods of teaching we should distinguish those methods that can be combined with the traditional ones in the process of professionally oriented foreign language teaching, in particular vocabulary teaching: computer-based foreign language teaching – work with electronic textbooks and manuals, language portfolios, electronic encyclopedias and dictionaries, machine translation systems etc.; methods of computer-assisted assessment of a student's readiness for the classes – diagnostic computer testing; computer-assisted methods of a student's performance control and self-control – automated testing; problem-discussion computer-assisted methods of teaching – Internet-discussions, Internet-conferences, TV-seminars etc.; computer-imitated methods of teaching – role-playing language games carried out by means of a computer; computer-assisted investigation methods of teaching – method of a telecommunication project, on-line teaching methods etc [4, p. 32].

Among the major advantages of the above-mentioned methods we can point out: efficiency and productivity that enhance teaching process; flexibility – a student can choose time and pace of studying; innovation – constant changes and a studying process development; removal of the distance and time limits; variety of the forms, methods and modes of teaching; revision of the material that has been studied; decrease in cost of studying; students' motivation increase; interactivity. So modern educational platforms offer a lot of opportunities to create different teaching techniques, methods and sets of exercises for students to learn new LU, develop lexical skills and knowledge.

Conclusion and further research. The concept of ICT has been analyzed in the article. It includes information processes and different methods of working with information that are performed by means of computing hardware and telecommunication devices and services, i.e. everything that helps us to collect, process, store and transmit data. We have also determined the main didactic opportunities that it has and pedagogical aims that influence ICT implementation into educational process. One of the most important aims is to prepare a student for living in the information society. The main ICT-based teaching techniques have been examined in the paper. Distance learning plays an important role in it. Distance learning techniques that are used in teaching and learning activities are divided into three main groups: networking technologies, case study techniques and TV-based technologies. They ensure free access to educational material that a student is provided with, interaction between a teacher and a student by means of the Internet and make it possible for a student to choose a schedule that he or she will follow while learning the material. We have also analyzed the notion “professionally oriented lexical competence” that means the ability to use necessary LU to solve a particular professional task. Its linguistic and psychological peculiarities have been taken into consideration and we have come to the conclusion that it is reasonable to use computer-based teaching methods along with traditional methods for professionally oriented language teaching, especially for mastering foreign language vocabulary, because its use allows teachers to make language learning more efficient, productive and flexible. This combination of teaching techniques ensures interaction between a teacher and a student and provides them with a wide choice of forms that can be used to increase students’ motivation to learn foreign languages. The topic of the article is relevant and still needs to be investigated further.

ЛІТЕРАТУРА

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