PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF FOREIGN LANGUAGE TEACHING ON THE BASIS OF THE INTERNET TECHNOLOGIES

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Summary. The advantage of the Internet technologies in the process of learning a foreign language nowadays doesn't cause any doubts and doesn't require any additional arguments. Directly the Internet resources are invaluable and are the vast basis for creation informational, educational and training sphere, as well as to satisfy their professional and personal needs. The economic development of the country gradually makes the Internet a reality for the majority of Russian school-children. However, the mere availability of access to the Internet resources is not a guarantee of fast and high quality language education. In the world there are many examples of how methodologically illiterate-built work of students with the Internet resources has produced their wrong stereotypes and generalizations about the culture of English-speaking countries.

The article explores the advisability of using computer technologies in teaching and learning foreign languages, and explores possible ways of language learning with the help of the Internet.

Key words: information technologies, the process of foreign language teaching, the information-subject educational sphere, the quality of learning languages

Introduction

Relevance. The advantage of the Internet technologies in the process of learning a foreign language nowadays doesn't cause any doubts and doesn't require any additional arguments. Directly the Internet resources are invaluable and are the vast basis for creation informational, educational and training sphere, as well as to satisfy their professional and personal needs. The economic development of the country gradually makes the Internet a reality for the majority of Russian school-children. However, the mere availability of access to the Internet resources is not a guarantee of fast and high quality language education. In the world there are many examples of how methodologically illiterate-built work of students with the

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Internet resources has produced their wrong stereotypes and generalizations about the culture of English-speaking countries.

In this project we'll try to understand how to use computer technology in learning and teaching foreign languages, what benefit or harm they will bring students and teachers, what the possible ways of language learning by means of the Internet can be.

Purpose. To determine the most relevant and appropriate ways of learning English by means of the Internet.

Objectives:
– to find the ways and the means of learning English in the Internet;
– distinguish their pros and cons;
– determine the most loyal and productive methods of language learning.

Communicative technologies

Despite the fact that the ability to communicate in oral and in written forms is the main purpose of the study a foreign language, the proper attention may not be given to communication skills training in the classroom. Communication in the classroom with the teacher and classmates, different exercises that simulate conversations in different situations, is clearly not enough to prepare students to communicate in the real world. The possibility of communicating with native speakers in the process of teaching is inavailable at an early stage. Until recently, this could only be achieved with the help of paper letters, and they tend to be sent from the recipient to the receiver for a long time. Such means of communication as telephone or telegraph were extremely rare, and they were too expensive for the average person. So with the advent of rapid and affordable email correspondence, including native speakers has recently been activated.

The most popular and widespread became asynchronous communication, which was not limited only by traditional mail: there are systems of the exchange of voice messages. Various systems of fonts don't make any problems: e-mail messages may contain Cyrillic alphabet with the Latin alphabet, and hieroglyphics (Dzyadevich, 2008).

For learners of English, non-synchronous communication has several advantages: the processes of drawing up, delivery and archiving of the text are not related to each other. The received message can be read and listened as many times as it is desired, using, if they need, dictionaries and other reference books, be printed, and be saved in the computer's memory. When the students write a reply, they are not limited in time and reference material (Voevoda, 2009). Another advantage of asynchronous communication is its low price.

Corresponding partners may from time to time appoint each other the meeting in the network (synchronous communication). While chatting with the keyboard and the screen is possible practically on any computer connected to the Internet for the oral and visual communication we need up-to-date equipment and high-qualitied Internet connection. During the synchronous communication the costs increase

greatly, because the communication of both interlocutors must be online, but it is cheaper than the international telephone conversation.

The Internet web-sites

Global distribution of English, the active engaging over of practical teachers-workers and authors of methodological aids in the process of assimilation of the Internet space led to creation of resource bases – Web-sites giving the newest materials to the teachers, both in a textual format and format of the multimedia-programs for those, who teaches and studies foreign languages (Luchina, 2009).

Advantage of multimedia training programs, a few channels of information transfer are incorporated in them at once, makes the study of a foreign language more interesting and effective. Many learning sites contain the references to the various pages on the Internet; where students get actual information about any questions.

For some students the possibility to use the usual place for the usual work – the computer and for the study of foreign language too becomes weighty arguments on behalf of multimedia educational programs (Sotnikova, 2011).

Besides, such programs in educational process give the students additional, auxiliary information and comments to the realised learning tasks, open new possibilities of independent study of foreign languages.

Samples of the sites: Lingualeo, Ling, InterPalsq.

Search engine

If we consider the language as a sequence of individual words, then if you try to write or translate, you should make reasonable use of the dictionary. But this approach often leads to errors, ambiguity and misunderstandings. Individual lexical units do not exist in the unit itself. They are linked by strong threads with these words, and reject the other ones (Sysoev, Evstigneev, 2008).

Modern search engines provide unique opportunities for language research; help to avoid errors, to find the best way to express the idea.

As a rule, the main part of the search system is a machine. This machine works on clearly given criteria. One of them is the consideration of the morphology of the language.

It is known that one of the tasks of the morphology is the definition of the Word as a special language of the object and a description of its internal structure. Thus, this term means the part of the language, which contains the rules of building and understanding the words of a given language.

And in this way it is considered to be the concept of morphology in modern search systems, for example in Google.ru. So during the searching the logical constructions are also used, they apply for the search of the most logical, and the most frequently used linguistic constructions.

Then the challenge comes:

If the creators of the search systems provide a framework of decision of the main tasks of the linguistic objectives, why not use the reverse process by using an Internet search to find the correct and the most frequently used linguistic form in modern language?

Here is an example of a grammatical study: there was the task: to find out what the negative form of expression "used to" are the most common, which are used infrequently and which are wrong.

Sequentially enter the options in the search box, enclosed in quotation marks (they will not let the search system divide the introduced phrase into individual words), read the search results by the search system statistics.

We type the found data in the table of findings (table 1).

Table 1. The frequences of indications

№ п/п	Expression	The number of found results	The ratio of results, %
1	Never used to	61700000	41,6
2	Didn't used to	38900000	26,5
3	Didn't use to	29100000	19,6
4	Used not to	10300000	7
5	Never use to	7640000	5
6	Usedn't to	7530	0,005

1. The expression 1 and 2 are grammatically correct and the most widely-used in English.
2. Expression 3 and 4 are grammatically correct, but are used in the language.
3. Expression 5 is not grammatically correct, however, occurs in English (of course such quantification does not let you make a firm conclusion about the rightness or wrongness of the grammatical forms; here we need to analyze links.
4. Expression 6 is not correct, as the following link indicated.

The reverse side of the coin

The Internet technologies have made a great contribution to the development of distance education, which has gained popularity all over the world within the last decade. The spread of this form of training has given conviction to some users that you can master the language through the Internet without leaving home. This common mistake is shared by numerous creators of multimedia programs and video courses.

Most of such programs are addressed to beginners of learning a foreign language or "false beginners".

On the one hand, there is progress in the use of computer technologies, but, on the other hand, the students are not able to communicate with the teacher to find out what mistakes they have made, that is, there is no feedback in learning, and learning a language leads to self-education.

Learning a foreign language does not involve just memorization of the lexical and grammatical units, drafting the sentences and translation of the text, as it is offered on many sites, but it also involves the skills of oral communication, listening, reading and writing. The realization of this task without control of the teacher is not possible because every person is a separate linguistic personality. So the mistakes are individual. It cannot be denied that many errors are common, and students can avoid them by doing different exercises. However, predicting what error a student will make is not important. Consequently, any form of distance learning requires the participation of the teacher.

However, there is still no definite opinion of how effective the use of Internet resources is for the audience. Therefore there are certain methodological advantages and organizational risks.

The advantages include the ability to demonstrate some phenomena, including language phenomenon, the ability to read latest press, news and etc.

But there are cases when trying to watch video news program in real time the teacher faces the lack of understanding of the audience audio provider, which is impossible to repeat, if it is not the parallel to recording of a news block. This nullifies the effect of listening and/or watching the material.

Conclusion

Communicative technologies. Exercises during English classes, simulating conversations in different situations, are clearly not enough to prepare students to communicate in the real world.

With the appearance of rapid Internet resources email correspondence with native speakers has activated.

The most popular and wide-spread is an asynchronous communication, whose processes of compilation, sending and archiving of the text are not connected with each other; when you are writing an answer, you are not limited in time and reference materials.

Internet sites. Creation of resource databases of Internet sites that provide the latest materials, both textual and multimedia programs formats for those who teaches and studies foreign languages.

The advantage of multimedia training programs is that they combine multiple communication channels, which make learning more interesting and effective.

Such programs throughout the educational process give the student additional, supporting information and comments to completed exercises, giving new opportunities for independent study of foreign languages.

Search engine. Modern search engines provide unique opportunities for language research, help to avoid errors, find the best way to express one's idea.

The reverse side of the coin. Distribution of learning through Internet sites have generated some users' conviction that language can be mastered through the Internet from home. This is a common ignorance factor shared by numerous makers of multimedia programs and video courses: students are not able to communicate with the teacher to find out what mistakes they have made, in other words, there is no feedback in learning, and learning a language leads to self-education.

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