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ОПЫТ ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННЫХ И КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА

В статье представлены результаты внедрения новых информационных и коммуникационных технологий (ИКТ) в процесс преподавания иностранного языка. Автор делится собственным опытом разработки и использования электронных браузерных учебников и учебных пособий, учебных вебсайтов и других электронных продуктов, а также заключает, что внедрение ИКТ в процесс преподавания иностранного языка - необратимый и закономерный процесс, требующий формирования новых компетенций как у обучающегося, так и у обучающего.

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Педагогические науки

This article highlights the results of introducing modern information and communication technologies (ICT) into the foreign language learning process. The author shares his own experience of developing and using digital browser textbooks and sets of exercises, educational websites and other digital products and comes to the conclusion that the introduction of modern ICT into the foreign language learning is a natural and irreversible process, which demands development of new competences from both students and teachers.

Key words and phrases: information and communication technologies; digital browser textbook; office application; cloud computing; self-checked exercises; JavaScript; HTML5.

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EXPERIENCE OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING PROCESS®

Two years ago we launched a campaign for introducing modern information and communication technologies (ICT) into the learning process in the Department of German Language Grammar and History at the Faculty for German Language at our University. We faced the challenge of the information society, which has a great influence on development of the education system at the present time [4, c. 50].

Trying to create a complete and functional toolkit of digital products we wanted to understand what advantages new technologies can provide for such a conservative discipline as a foreign language.

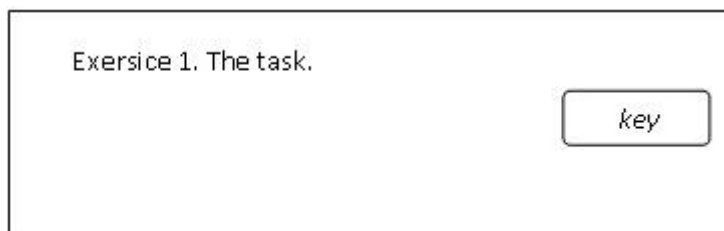
Our toolkit included following pieces of ICT:

- digital browser textbooks and sets of exercises entirely based on HTML5;
- digital textbooks and sets of exercises based on Microsoft Office applications;
- educational websites as online support of the learning process;
- offline tests (mostly with multiple choice tasks);
- Google cloud technologies.

Digital browser textbooks and sets of exercises are the most complex digital products we have been dealing with. The latest products (e.g. "With German into the 21st Century") are entirely HTML5 (HyperText Markup Language, ver. 5) based, supplied with JavaScript functions [3]. HTML5 provides a cross browser code operated by such popular browsers as Google Chrome, Opera, Safari and Firefox. In that way no installation on the hard drive is required. The textbook looks like a local website with hyperlinks, illustrations and audio sequences.

Using a browser textbook allows us to represent textual information in different formats, to illustrate this information with pictures, but the most important thing is that HTML5 document can play audio sequences without opening additional windows or programs. The audio player is integrated into the browser and is activated by the HTML5 code (tag <audio>). The previous versions of HTML didn't have such option [2].

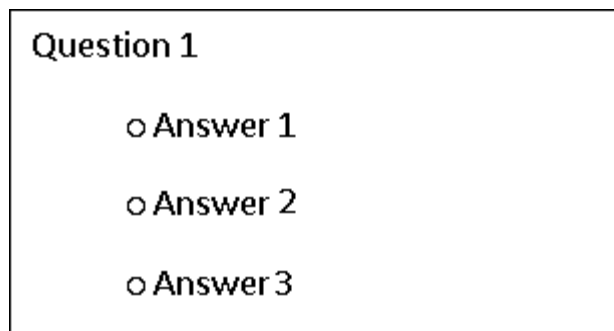
Every textbook must have exercises. In our case they can be static or interactive. Under static exercises we understand tasks that are not self-checked, in other words, the student checks his results in the keys section himself or the teacher does it. Static exercises are well known in traditional paper textbooks, the difference is in the interface with buttons (see on Pic. 1) that link you to the file with the key to the task, while in the traditional paper textbook you will have to open the corresponding page, and that takes more time:



Pic. 1. *Static exercise with a "key" button*

We think that placing some elements of the interface on the right side of the page is reasonable because it clears the left side of the document of technical components such as buttons.

Adding interactive exercises requires applying JavaScript functions. They allow you to make self-checked exercises of different types. The simplest ones are multiple-choice tasks that can be realized with radio buttons (see on Pic. 2):



Question 1

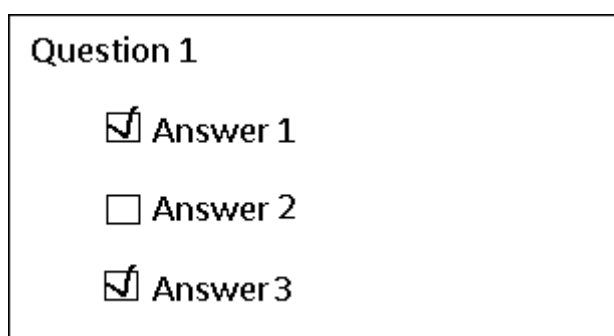
Answer 1

Answer 2

Answer 3

Pic. 2. *A multiple-choice task with radio buttons*

Radio buttons technically provide only one correct answer. If you need to make an exercise with two or more correct answers you will have to use check boxes. The boxes can be “checked” or “unchecked” and the integrated JavaScript function will understand them as 1 or 0, or true or false (see on Pic. 3):



Question 1

Answer 1

Answer 2

Answer 3

Pic. 3. *A task with check boxes*

Another type of self-checked tasks is a gap-filling one, the student types letters or whole words into the form. After inputting the answers to all questions the checking procedure is started by clicking on the “check” button. The result is shown in the browser alert box.

It is no use mentioning that the self-checked exercises are based on formal equivalence between input answers and the values that are input into the program by the teacher.

The open type tasks can be checked only by the teacher although the modern technology can provide this possibility as well. Our principle position is that the machine cannot replace the teacher, because the Human-to-Human communication means not only transmission of information but transmission of academic experience and tradition.

The role the machine can fulfill is to store the input answers and, if necessary, to count the characters in the student's text (e.g. according to the task the answer must contain between 100 and 200 characters).

Digital textbooks and sets of exercises made in Microsoft Office applications are based on the same didactic principles but are not so complicated in terms of technical skills. They can be browser operated or need Microsoft applications to be installed. The first are made in MS Word application and then saved as html documents. Any self-checked exercises are impossible; in that way this technology is good for those teachers who just start working with ICT or for textbooks on theoretical disciplines. Using MS Excel application you can make interactive exercises and tests [1].

There can also be mixed solutions, e.g. the theoretical part can be made in MS Word and the tests can be assembled in HTML5 with or without JavaScript functions. The files can be easily connected through hyperlinks.

The above mentioned digital products can be stored on Google cloud and be available for students or other users. We use Google cloud technologies for constructing educational websites and storing digital products, in that way we avoid copying data on flash drives or CDs.

So after two years of working at and with digital educational products we have come to the conclusion that the introduction of modern ICT into the foreign language learning is a natural and irreversible process which demands development of new competences from both students and teachers. Basic computer knowledge and skills belong to our life and the academic environment cannot be an exception.

Foreign language learning has always been using technical devices, but nowadays, single devices such as TV-sets or CD-players are not able to solve complex problems. It turns to new forms of learning process: blended learning, e-learning, m-learning, and foreign language teachers' professional society must find out if the integration of ICT leads to new didactic approaches or it means just a new form of the same substance.

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ОПЫТ ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННЫХ И КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА

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В статье представлены результаты внедрения новых информационных и коммуникационных технологий (ИКТ) в процесс преподавания иностранного языка. Автор делится собственным опытом разработки и использования электронных браузерных учебников и учебных пособий, учебных вебсайтов и других электронных продуктов, а также заключает, что внедрение ИКТ в процесс преподавания иностранного языка - необратимый и закономерный процесс, требующий формирования новых компетенций как у обучающегося, так и у обучающего.

Ключевые слова и фразы: информационные и коммуникационные технологии; электронный браузерный учебник; офисные технологии; «облачные» технологии; упражнения с автоматической проверкой; *JavaScript*; *HTML5*.

УДК 81

Филологические науки

Taking into consideration the special place of mass media in the formation of national terminology, it is not difficult to perceive them as one of the major factors influencing term formation. The impact of mass media, namely periodicals language, on the terminology of the literary language, the ways of term words development by means of periodicals and the role of them in enhancing Kazakh literary language are analyzed thoroughly in the present article.

Key words and phrases: term; terminological lexicon; term formation; state language; mass media; formation; formation and normalisation of terms.

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PRINTED PRESS AS MEANS OF TERM FORMATION[©]

The mass media, namely periodicals are considered to be the main sign which points the extension of the function of any language. New words and terms are mainly penetrated into the vocabulary stock through daily press. Language phenomena that have recently taken place in literary language and fulfill certain function first of all are used in the periodicals language, only after being formed and standardized penetrated into the literary language. New words and terms transmit through the periodicals language, and the usage of old words in a new terminological meaning is considered to be the novelty in the literary language development.

Due to cultural, political, social and economic changes that have taken place in our society terms also underwent some changes and are among the important issues that need reconsideration. Therefore great attention is paid to issues concerning terminology and field terms and lots of multi-faceted research work are being conducted. The mass media are the main and direct contributor which facilitates the proper term composition. As the aims of the given work are to define the peculiarities and ways of transmission of the terms and term combinations that are translated and hard to be translated, and to define the function of the mass media in term composition, formation and regulation, then to prove the fact that the mass media is the initial field of term words usage, the main media source that demonstrates the composition of terminological lexis on the basis of periodicals materials, to point the function, position and role of the mass media in standardizing and expanding the terms among people are the objectives to be solved.