

THE ROLE OF THE MULTIMEDIA IN THE PROCESS OF INDIVIDUALIZATION OF THE PROFESSIONAL TRAINING OF THE FUTURE TEACHER OF FOREIGN LANGUAGES

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У статті розглядаються деякі шляхи вдосконалення процесу індивідуалізації професійної підготовки майбутнього вчителя іноземних мов у вищих педагогічних навчальних закладах через впровадження мультимедійних засобів: інформаційно-комунікаційні технології, мультимедійні підручники-посібники, інтерактивні дошки, Інтернет пошта. Автором проведено експеримент з метою виявлення впливу досліджуваних засобів на покращення якості професійної підготовки майбутнього спеціаліста у галузі іноземних мов.

Ключові слова: індивідуалізація, професійна підготовка, експериментальна робота, спеціально створене середовище, інформаційно-комунікаційні технології, мультимедійний посібник-підручник, інтерактивна дошка.

This article discusses some ways of improving the process of individualization of training future teachers of foreign languages at the higher educational institutions through the introduction of multimedia: informative-communicative technologies, multimedia tutorials-manuals, interactive whiteboards, Internet mail. The author conducted an experiment to identify the impact of the investigated means to improve the quality of training future specialists in foreign languages.

Keywords: individualization, professional training, experimental work, specially created environment, informative-communicative technologies, multimedia tutorial-manual, interactive whiteboard.

Defining of the problem and the analysis of the last researches and publications. One of the most important conditions for the modernization of education, defined in "National Doctrine of Education Development in Ukraine" is to train teachers and teaching staff and their professional development. The doctrine also stresses that the priority of education is the introduction of modern **informative-communicative technologies (ICT)**, which provide further improvement of the educational process, the availability and effectiveness of education and training of young generation for life in the information society. The State National Programme "The Education of Ukraine of the XXI Century" emphasizes the importance of training a new generation of teaching staff, increasing of their professional and general level, creating conditions for the development of skills of young people forming capacity for self-education, the widespread use of ICT.

The realization of this needs of educational institutions of higher education the quality of vocational and educational training of the future teacher that can introduce in learning gained knowledge, skills and abilities to solve the urgent task of the academic process by ICT. The content of the Recommendations of the Council of Europe on language education policy creates new requirements for future teachers of foreign languages in the context of demonstrating a high level of professional and pedagogical competence, willingness to provide European quality of education, the transition to new forms and methods of the educational process, promoting the student's mobility within the European Higher Education space, the introduction of ICT.

The widespread introduction of ICT allows future teacher of foreign language to use these learning tools that would be appropriate to their individual qualities, meet the professional expertise of international practice and would contribute to overcoming the difficulties in the formation of professional and pedagogical competence.

The works of well-known native and foreign scholars: V.P. Bepal'ko, I.V. Gavrish, V.I. Evdokimov, M.I. Zhaldak, M.V. Klarina, O.G. Kozlova, M.P. Lapchuk, E.S. Polat, I.F. Prokopenko, I.V. Robert S. O. Sysoeva were dedicated to solving the issue of informatization the education to the study of the theoretical foundations of the use of ICT in the educational process of higher school.

It is very important for our study to analyze quite compelling scientific works, which deal with the conceptual position, the nature of concepts "technology", "Information and Communication Technologies" (M.A. Bovtenko, K.Yu. Vitenberg, V.I. Evdokimov, I.I. Kostikova, V.N. Podkovyrkova, O.M. Razynkyna, D.P. Tevs); the methodology of the computerization of educational process (V.P. Bepalko, B.S. Hershunsky, M.I. Zhaldak V.G. Kremen, Yu.I. Mashbyts', S. O. Sysoyeva); theory and methods of using information technology in education (R.S. Gurevich, M.I. Kademiy, Yu.I. Mashbyts , E.S. Polat, I.V. Robert), use of ICT in learning a foreign language (M.Yu. Bukharkin, K.Yu. Vitenberg, O.A. Goncharova,

L.A. Kartashova, M.V. Klarin, I.I. Kostikova, L.I. Mors'ka, O.A. Podzygun, E.S. Polat, O.O. Rogulska.

Nowadays the teaching science in the western individualized instruction is a leading trend, helped by the researches of A. Binet, J. Dewey, A. Maslow, Carl Rogers and othe; and in the practice of teacher training its manifestations range from minimal modifications in group learning to a fully independent self-study students such scientists as (A.K. Ellis, R.J. Marzano, A. Ornstein, F. Hunkins, B. Zimmerman, etc.) dedicated their works.

The project "Modern language" of Council of Europe aims to improve the effectiveness of teaching foreign languages, in particular through advanced techniques and technologies that enhance the cognitive methods of students. Widely used in the educational process nowadays are such means as controversial (M.V. Klarin, G.A. Kitaygorodskaya); method of role-playing games (G.A. Kitaygorodskaya, M.A. Ariyan); project method (E.S. Polat, M.Yu. Bukharkin. Between the local researchers, relating to the use of multimedia technology in learning foreign languages we should to highlight the following: S.P. Kozhushko , V.V. Korzh , A.S. Nisimchuk.

Among Ukrainian and foreign researchers who toche upon the problem of using the multimedia technology in training the teachers, we should highlight the following: V.Yu Bykov, Yu.O. Zhuk, M.I. Zhaldak, R.S. Gurevich, V. F. Sholohovych, V.G. Afanasyev, Yu.M. Baturin, D. Bell, Norbert Wiener, L.M. Zemlyanova, M.M. Mazur, A.D. Ursul, R.O. Brien , P. Ross, A. David. However, the question of the application of modern multimedia language learning is represented in science teaching materials not very well. This is why we should pay attention to the experience of foreign systems of education in this area, which will allow to select useful tips for domestic education industry.

Multimedia means of training are divided into educational (provide educational information), diagnostic (determining the level of preparation and student's intelligence) instrumental (responsible for constuction, preparation of teaching materials and the creation of service – structure), object-oriented (are for simulation modeling), control (directing the activities of students in the course of work), administrative (responsible for automatization of the learning process), training (simulator), control (control in terms of learning), informational reference, simulation, demonstrative, role playing and extracurricular.

Therefore it makes sense to consider the problem of training future teachers of foreign languages in terms of the impact of multimedia in the process of individualization of training future specialists in foreign languages (for professional development and self-development of a particular student, their professional interests and needs, creating conditions aimed at opening and development of general and special abilities). In this context, we are interested in the results of the two groups (experimental and control) in the light of the qualitative characteristics influence the studied concepts in the process experiment.

The purpose of writing the article. The purpose of writing this article is – to identify and analyze the influence of the multimedia in the process of individualization in the system of training teachers of foreign languages. **The task** of this research is the analysis of the results of the pedagogical experiment (using special courses) in a specially created pedagogical environment of two pedagogical universities (Kirovograd State Pedagogical University named after Volodymyr Vynnychenko and Kharkiv National Pedagogical University named after G. S. Skovoroda).

The main material. One of the main priorities of Ukraine is desire to build a people-centered **information society** which is open to all.

One of the prerequisites for Ukraine's joining the single European area of higher education is the transformation of higher education in Ukraine acceptable to the ideas for our state of the Bologna process. They include the formation of the specialists who can freely navigate the information space, ensure the development of information society in the country. Therefore there is an urgent problem in the formation of future teachers, teachers need to build awareness of the according to the state of the information society through the acquisition of state informational technological readiness readiness for this based on the introduction of ICT of education [1: 16-38].

Current approaches to the problem of creating an effective system of training, development of the methodology of pedagogical skills and modern technology preparation of future teacher identity

the formation of modern teacher marked in scientific works of: E.O. Pomytkina, S.O. Sysoyeva, M.M. Soldatenko, M. P. Leschenko, O.S. Padalka.

Some interest we can find in the works of: O.A. Dubasenyuk, L.M. Karamushka, V.O. Molyako, V.V. Rybalka, T.S. Yatsenko which are associated with the problem of professional competence as a combination of psychological and physiological characteristics of the human. Problems of high school, its focus on the training of teaching staff shall be resolved in the new formation works: V.H Kremen', I.D. Beh, S.U. Honcharenko, N.V. Kuzmina, S.D. Maksymenko, B.A. Semychenko, O.V. Suhomlynska, O.H. Soloduhova.

One of the key instructional problems facing the teaching of science is not settled by the end of the task of creating and implementing training system in such technologies and tools that would provide intensive mastering strong knowledge, skills and promote systemic absorption of high-quality content education and training. Scientists and practicing teachers in the current development of pedagogy are making great efforts to address the use of multimedia means (multimedia) at high school.

Multimedia (translation - multiboot environment) is a new information technology that is a set of techniques, methods, processing, storage and transmission of audio-visual information based on the use of CDs (CD-ROM). This allows one to combine the software text, graphics, audio and video, animation, 3D-graphics. A computer equipped with multimedia can play multiple types of information most varied nature, affecting the development prospects and forms of modern learning. An important feature is also a multimedia interactivity, which allows the user to get feedback.

The term "*Multimedia*" means interactive systems that provide the processing of moving and still pictures, animated graphics, high quality sound and speech. Environment that combines elements defined information structure is hypertext – the technology of work with the text information that enables set associative links ("hyperlinks") between individual terms, fragments of text items in parts and thanks this allows not only consistent, linear word processing, as the usual reading, but also free access, associative revision in accordance with the established structure of relations. The work in a hypertext environment can be compared to reading the encyclopedia: encountering unfamiliar term in the text, the reader turns to the page where it appears this concept. After specifying reading material (which, in turn, may contain concepts that also need to be clarified), returns to the starting position and continue reading [2].

Multimedia learning of a foreign language in high school can not replace the teacher, but they can improve and diversify the activities of the teacher, thereby improving performance of students. As you know, man, while learning a foreign language does not only save twenty percent of video information, but also thirty percent of audio information. If we combine what they see, hear and do at the same time, the performance is eighty percent of remembering information. In addition, the use of multimedia technology in learning a foreign language can more broadly and fully unleash the creative potential of each individual student.

Effectiveness of using multimedia tools at all stages of the pedagogical process, in our opinion, means the following: a). on an introduction step of educational information to students: there is no doubt that the media is perceived better than traditional material and b). at the stage of the assimilation in the interactive learning process with activation in the study of a foreign language and c). at the stage of repetition and retention of learned knowledge and skills, and d). at the stage of intermediate and final control and self-control results; e). on a correction step of the learning process and its results through the improvement of educational material dosing, its classification, systematization, which is especially important for independent work [3 : 32-46].

At present, the global goal of learning a foreign language is considered annexation to another culture and participate in the dialogue of cultures. This is achieved by forming ability for intercultural communication. This teaching is organized into task-based communicative nature, learning a foreign language communication using all the necessary tasks and techniques are the hallmark of foreign language lessons.

Any multimedia functions during the presentation of new material and fastening allows for much more efficient use of traditional explanatory and illustrative approach to assimilate the information received with the help of multimedia. Therefore, the concept of "know" multi-media

significantly extends to the concept of "absorb, accumulate, process, recreate educational information".

The application of multimedia technology in studying the professional teacher can be represented as a spiral: overcoming the psychological fears of basic computer skills to psychological confidence in the work on mastering a variety of means of multimedia technologies, from potentially psychological complexity, the psychological belief in the success of personal or collective creative information orientation and projects into the unit information on the Internet.

Effectiveness of multimedia tutorials in the process of learning a foreign language is provided whenever as possible:

1) to conduct rapid transfer of educational information, its processing and storage; 2) to provide students' learning a foreign language at their own pace; 3) to provide training foreign language based on psycho (audial, visual, kinestetik) perception by students of educational information; 4) to increase the independence and responsibility of the student; 5) to encourage the student to self-education; 6) to organize training of foreign language students of different age groups; 7) to organize training of foreign language respectively interests, goals of the student, which increases the motivation and significance of his teaching activities; 8) to put in learning a foreign language intercultural component; 9) to make a difference when the teacher is only one carrier of knowledge; 10) to make learning a foreign language creative, emotional, bring to the learning process of improvisation element [3: 46-80].

In our work we rely on the experience of leading scientists in the field, including Kostikova I. I., which examines the implementation of a multimedia tutorial - guide when learning a foreign language. As demonstrated by the author's long-term study, the use of multimedia technologies in a foreign language – audiovisual, graphics, illustrations, cross-referencing system – has an impact not only on the improvement of basic communicative competence of students, but also contributes to the development of such important qualities as initiative, independence, creativity, intuition, professional and linguistic "flair", creative thinking. This in turn helps to increase the speed of transmission, processing and learning information, to increase its volume.

Multimedia in teaching a foreign language in high school may include textbooks, teacher self-produced material, informational presentations using PowerPoint, videometod, e-mail, role playing, electronic interactive whiteboards and so on. Electronic textbooks enable the teacher to find an individual approach to the students, increase motivation of students to study a foreign language, the students become the subjects of the study. Also, the advantages of e-books include: clarity of presentation, the possibility of adjusting and adapting the manual to the level and requirements of discipline, self-control passage of material, feedback, easiness to use. Independently selected material by a teacher is the most appropriate and directed, as a language teacher prepares and selects information according to the requirements of the University and professionally oriented specialization.

As a practical example we offer several multimedia programs that can be used in English classes with students. This program Reward; New English File; In and Around London. It can be piloted the use of the textbook Speak Out, a multimedia component. The six English course for adults, created on the basis of authentic materials BBC, effectively develop all four language skills. Selection of lexical and grammatical material focused on the needs of the real everyday communication. The selection of lexical and grammatical material is focused on the needs of the real everyday communication.

Today, there are different views on the organization of teacher training, including the concept of individual and creative approach to teaching students suggest that the learning process will be based on individual programs for students and will take personal values will be motivated to wear, a lot of why, correctional nature.

Going out the specific of the professional activities, future teachers need to be convinced that successful teaching activities are the result of individual efforts of the teacher. For individual student performance professional requirements essential to gain experience guided by a positive attitude. This experience provided a sufficient level of persistence and reduces the duration of negative stress. Under these conditions, the student will be able to change, to the creation of ideas and decisions that relate to the deterministic mental stress.

Innovative technological means of teaching a foreign language in high school make it possible to improve methods of feeding grammatical and lexical information practices monologic and dialogic speaking, teaching writing and practicing pronunciation, constantly enrich the vocabulary of students. Multimedia technologies can help teachers of foreign language in high school to adjust the learning process, taking into account the interests and capabilities of individual students and help implement student-centered approach to learning, providing individualized and differentiated instruction.

In our work we use the experience of implementing the multimedia means by Maslyuk A. Therefore, the formation of professional and pedagogical competence in experimental group EG implemented through a comprehensive application of information and communication technologies in all forms of professional and pedagogical training of future teachers of foreign languages, which involves the use of computer translation software, test environments, expert systems, information systems, electronic sources and websites BBC, Longman, OUP, computer training programs, such as "Straightforward", "Reward Inter@active"; "Macmillan English Grammar in Context", computer Dictionary "Longman Contemporary English with CD", "ABBYY Lingvo", encyclopedias "Britannica", "World Book [4: 9-15].

In the learning process of the control group CG at times, not systematically used hardware without using professional software (computer, printer, devices for data input and manipulation (keyboard and mouse), machines for input, processing, preservation of visual and audio information (scanner, camera, video, movies, webcam, audio and video recorder) and telecommunication facilities for specialized disciplines.

We conducted our control test sections in 2011 and 2013. Here are the results of the efficiency of the impact of multimedia in the training of future teachers of foreign languages in the experimental (EG) and control group (CG):

Table 1

The results of effectiveness the introduction the multimedia in both groups 2011-2013				
Means	EG-2011	EG-2013	CG-2011	CG-2013
ICT	medium	high	low	medium
Multimedia	low	high	low	low
Classical means	high	high	medium	medium

The formation of each index was determined in three levels: high, medium, low. During the study, we characterized the dynamics of formation levels of each indicator students of experimental and control groups before and after the experiment to determine the percentage and growth. There was a positive dynamics of changes in the **experimental group**: *the use of ICT* has reduced the number of students with an medium level, formed a large group of high-level; *the use of Multimedia* had the greatest impact on students of this group (the level of results of students increased from low to high gradually fast – it demonstrates the high effectiveness of these tools). The dynamics of the **control group** was not quite positive: *the use of ICT* in 2011 was low, and in 2013 it is estimated at the medium level (there is a gradual movement); *the use of Multimedia*, unfortunately, did not bring about any positive changes (it is characterized by incomplete participation of groups in pedagogical experiment). The results using *classical means* in both groups at both stages of the study were equally stable (it proves quite effective, but not progressive developing impact of these tools).

Conclusions. We understand that our observations are only the part of the research program we created according to this problem. Further studies we see in the detailed analysis of methodological support for the process of individualization of training the future specialists in foreign languages.

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ВІДОМОСТІ ПРО АВТОРА

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