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USE OF INTERNET SOURCES AS ONE OF THE SPEAKING MEANS TEACHING

Аннотация: в статье раскрываются основные особенности использования Интернета при преподавании иностранного языка в школах. В настоящее время данный вопрос чрезвычайно актуален, так как развитие технологий идет стремительными темпами.

Ключевые слова: интернет-источники, обучение говорению, современные технологии.

Abstract: the article reveals the main specifics of internet usage when teaching a foreign language at schools. nowadays, this issue is extremely relevant as development of technologies is impetuous.

Keywords: internet sources, oral speech teaching, modern technologies.

With the development of computer technology and the Internet, new ways and opportunities for gaining knowledge have opened up. Recent advances in the field of high technology offer the widest opportunities for foreign language teachers to further improve the educational process and its transferring on a qualitatively new basis [5, p. 15].

Modern education requires fundamental changes in the field of teaching methods for school subjects, in particular, a foreign language. At present, the introduction of all currently available computer technologies is becoming necessary. There is an urgent need to create a unified educational space [4, p. 42].

Now everyone understands that the Internet has tremendous information capabilities, but we must not forget that, no matter what properties a particular teaching tool possesses, didactic tasks are primary, especially the cognitive activity of students, due

to certain educational goals. The Internet with all its capabilities and resources is one of the means of realizing these goals and objectives [3, p. 11].

According to S.V. Titova, using the Internet allows:

- to include network materials in the content of the lesson;
- to conduct an independent search for information by students as part of the work on the project;
- to increase motivation and create the need for learning a foreign language through live communication;
- to form and develop reading and reading skills, directly using network materials of varying degrees of complexity;
- to form and develop listening skills based on authentic audio texts of the internet, also prepared accordingly by the teacher;
- to improve the skills of monologue and dialogue on the basis of a problematic discussion of the materials of the network presented by the teacher or some of the students;
- to improve writing skills by expressing answers to correspondence partners;
- to replenish vocabulary with the modern words, which reflects a certain stage in the development of the culture of the people, the social and political structure of society, using authentic texts from the country of the language being studied;
- to receive cultural knowledge, including speech etiquette, features of the speech behavior of various peoples in communication, features of culture, traditions.

There are several services that are effective when used in teaching speaking English:

- Youtube;
- Tandem;
- Podomatic.

YouTube is a social service that provides video hosting and storage services. Users of this Internet resource can add, watch and comment on various video materials. This service is very productive in teaching speaking at any stage of training.

YouTube is the largest video hosting in the world, users can enjoy videos in hundreds of languages on completely different topics. The main advantage of this service is the quantity and quality of free materials. For example, when learning English, you can watch authentic videos uploaded by English-speaking users, while watching: how native speakers speak, what non-speech means of communication are characteristic of them, what lifestyle they lead, what features are characteristic of their culture. Thus, YouTube allows you to immerse yourself in a foreign language environment. Moreover, with the help of video materials, it is easier for students to understand speech situations in comparison with texts. It follows that using video in teaching speaking can increase efficiency, since it takes much less time to parse a video than to parse a text. In addition, the video more motivates students to speak, makes their speech situational and functional, they understand their role in communication and speak in accordance with it.

When teaching a foreign language only with a traditional textbook, there is a problem of limited educational materials. They are not always suitable, they can become outdated, be completely uninteresting for students, in such a situation it is very difficult to apply the principle of a personality-oriented orientation of learning. Using YouTube is much more interesting to learn – the materials are always relevant, interesting, you can choose topics individually for each student, the language material is visual.

Video materials can be used for different purposes: to collect information on certain topics, to use as support for any task, they can serve as the basis for a monologue or dialogue, etc. In addition, YouTube contains many ready-made instructional videos with a detailed explanation, ready-made assignments.

Depending on the specific educational tasks, YouTube can be used to organize both individual and collective forms of work, combining the functions of a communication tool, as well as an information and technical support tool for the activities of a teacher and a student [1, p. 173].

Tandem is a popular application for language exchange and communication with native speakers, whose community has more than 5 million people. Tandem is a

language social network where you can find pen pals, conversation partners, a teacher or tutor of any foreign language.

The main functions of Tandem:

- Searching for interlocutors who speak languages of interest to you;
- Chatting with audio and video messages and photo sharing;
- Audio and video calls;
- Selection of interlocutors on topics for conversation.
- Professional teachers and tutors.

Tandem service allows you to implement the tandem method via the Internet.

The tandem method consists in the joint study of one foreign language by two partners – speakers of different languages. This method helps to learn from each other. Thus, the study of the tandem method can occur independently – without the participation of the teacher, which is important, since in the study of a foreign language, independence plays a huge role. T.Y. Tambovkina considers the tandem method effective, since teaching a foreign language in tandem allows its participants to increase their level of language proficiency, as well as improve communication and social skills, increase socio-cultural competence, exchange experience and knowledge gained earlier and learn to communicate freely in the native language of his tandem partner [2, p. 13–17].

The goal of the tandem is to master the native language of your partner in a situation of real or virtual communication, to get to know his personality.

Learning languages in tandem is based on two principles. Firstly, this is the principle of interaction: each tandem participant shares knowledge with a partner helps to learn a foreign language perform various tasks, and projects within the framework of the proposed course.

Secondly, the principle of autonomy: the tandem course does not have a strict curriculum and reporting form at the end of the course, since the main task of this course is the full development of students, focused on their desire for self-improvement, obtaining new knowledge and developing the ability to communicate freely in situations of real communication. Therefore, each of the two partners is responsible for

their training and determines for himself what, how and when he wants to learn, and what help he seeks from the partner. The teacher performs only the role of mediator, assistant.

Podomatic is a social service that allows Internet users to listen to, browse, create and distribute audio and video broadcasts on a worldwide network. Unlike regular television or radio, the podcast allows you to listen to audio files and watch video broadcasts not live, but at any time convenient for the user. The social service of podcasts allows network users to either listen to or view podcasts already posted earlier, and create their own podcasts on any topic. Podcasts can last from a few minutes to several hours. On the Internet you can find both authentic podcasts created for native speakers and educational podcasts created for educational purposes.

The social service of podcasts has its own characteristics that must be taken into account when developing a methodology for teaching a foreign language based on podcasts. These characteristics include:

1. The ability to post on the Internet on the podcast service personal podcasts of users.
2. The ability to create a personal zone on the podcast service by each podcast author. The personal area of each podcast author is necessary to organize a network discussion of the contents of the podcast.
3. The possibility of organizing a network discussion of the contents of the podcast in the user area of the service through a micro-blog or web forum.
4. Creation and moderation of a personal zone is carried out by the author of the podcast.
5. Posting messages when organizing a network discussion of the contents of a podcast is carried out chronologically (as in a blog or forum). Users cannot make changes to posted messages.
6. Availability. A podcast published on the server may be viewed / listened by any registered user of the service.

Internet resources play a significant role in shaping speaking. Possessing a large amount of authentic text, audio and video material, wide telecommunication

capabilities, they help students improve their speech and greatly facilitate the work of the teacher, giving the student the opportunity to learn independently.

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