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USING INFORMATIVE AND COMPUTER TECHNOLOGIES IN THE PROCESS OF TEACHING ENGLISH LANGUAGE TO FUTURE OFFICERS OF THE STATE CRIMINAL AND EXECUTIVE SERVICE OF UKRAINE

Problem setting and substantiation of its urgency. Teaching English language to future officers of the State Criminal and Executive Service of Ukraine is determined by the specificity of their future profession and the peculiarities of the vocabulary that future officers should study. Informative tools are used in order to boost mastering foreign language, to use an individual approach of studying, to improve the quality and speed of language studying and to develop future officers' speech. In today's context, it is necessary to research the peculiarities and forms of teaching using informative and computer technologies in order to improve the quality of English language studying by future officers of the State Criminal and Executive Service of Ukraine.

Actual scientific researches and issues analysis. Issues of applying informative and computer technologies and reforming educational system are defined by the following scientific developments in this field: 1) researching problems of using computer technologies during the educational process A.F. Aspitska, B. Herushynskyi, B. Hlinskyi, T. Derkach, T. Korshuk, I. Kuzmina, S. Kukharonok, T. Lavina, S. Lazarenko, M. Lapchyk, V. Liaudis, Z. Osada, L. Morska, Ya. Strelchuk, etc.); 2) studying psychological and pedagogical aspects of informatization of education (N. Apatova, V. Bolotov, Yu. Branovskyi, T. Korshuk); 3) using multimedia technologies in the process of studying English language was investigated by I. Bielikova, V. Korzh, and I. Chekhmestruk.

The purposeof the research is to analyze the peculiarities of using informative technologies in order to teach English language to future officers of the State Criminal and Executive Service of Ukraine.

Statement of basic materials of the research. There are several problematic issues that may arise in the process of studying English terminology by future officers of the State Criminal and Executive Service of Ukraine:

1. The problem of dividing according to the subject headings. As a rule, the terminology of a certain knowledge area is hierarchical, because each concept has its invariable subordinate place or conquers place in relation to the other terms and definitions. Systematization of the terminological base takes place in the process of its classification according to rubrics, certain goals and tasks of system creating [6].

2. The problem of introducing terms into teaching materials. In order to increase the effectiveness of studying terminology, it is necessary to move away from the direct studying of verbal structures. The reason for this is learner's frequent lack of meaning and conceptual filling of mechanically studied words and phrases. Subject terminology should be intertwined both into the lecture material and into the texts of teaching manuals. That's why the search for the necessary terminological bases of the studied area should be carried out already while planning future classes. A separate studying of terminology does not demonstrate proper effectiveness. All teaching materials should be terminologically oriented [6].

3. The problem of delineating of the studied topics. At the heart of effective terminology studying is a competent teacher's understanding of the specifics of material presentation. Setting a linguistic and didactic goal, a teacher should ensure cadets to come to an understanding of the above mentioned interdependence of scientific concepts as soon as possible [6].

As researches-methodologists, namely Kuzmina I.P. [6] and Morska L.I. mention, modern English language teaching technologies should include the following: computer ones (using a personal computer); telecommunication ones (using the Internet); multimedia ones (combining multiple types of information).

Table 1

A system of principles and functions for teaching English language to future officers of the State Criminal and Executive Service of Ukraine with the help of computer tools [5]

№	Peculiarity	Characteristics
		Principles
1	Individualization	An opportunity to work with each cadet individually, taking into account his/her abilities, level of knowledge, skills and habits.
2	Differentiation	You can choose and offer the necessary variants of studying tasks for cadets. The tasks can be of a certain complexity and quantity and can be given in such a sequence that corresponds to their cognitive abilities, the level of knowledge and skills.
3	Intensification	There are various means of presenting educational material, its structuring with wide involvement of interactive types and forms of work.
		Functions
4	Cognitive	Using computer technologies and the Internet, it is possible to get any necessary information and studying programs that display the text, sound, images and videos that contributes to cadets' cognitive activity.
5	Developing	Cadets' work with academic programme contributes to the development of such necessary cognitive processes as perception, logical thinking, memory, imagination in addition to vocabulary activating.
6	Training	With the help of computer programs, cadets have an opportunity to train and to test their level of knowledge and skills on a particular topic independently and in a non-traditional form. Also they have an opportunity to identify specific gaps, to refine them and to complete the proposed tasks several more times in order to improve their results.
7	Diagnostic	Using computer technologies a teacher is able to maintain quick control and to find out the level of cadets' learning of the topic.
8	Communicative	When cadets work with academic programmes, they have a keen interest in the subject and they master a considerable basic level of communication in English.

Computer technologies include such methods as [7]:

- computer training programmes for work on particular language aspects (pronunciation, vocabulary, grammar);
- educational films with developed tasks;
- computer test programs for exam preparing;
- multimedia tools (PowerPoint);
- interactive whiteboards.

Telecommunication technologies include the following:

- foreign language learning sites (http://www.bbc.co.uk/learningenglish);
- educational websites;
- Internet projects;
- virtual educational spaces (Moodle, Whiteboard).

Multimedia technologies include such methods as:

- web cameras for teleconferences;
- different screens, video and audio devices displaying information;
- devices for remote control of technical means [7].

One of the main motives for using non-traditional forms is increasing cadets' creative and search activity. Innovative methods of studying foreign languages are aimed at the development and self-improvement of an individual, at disclosing person's reserve capabilities and creativity. They create the prerequisites for effective improvement of an educational process. Non-traditional forms of foreign language classes are provided with the compulsory participation of all cadets of the group, and are implemented using hearing and visual aids. The most common forms of non-traditional classes are the following [5]:

1. Informative and communicative technologies. These are: a class-lecture, a class-seminar, a class-composition, a class-conference, a class-test, a class of information, an integrated class.

2. Game technologies. They include: competitions (Club of Cheerful and Clever, a tournament, an auction, a quiz); business, role-playing games (an improvisation, an imitation, an erudite, a chain), dramatization (dramatic play, a pantomime).

3. Research technologies. These are: a dialogue, an oral journal, reflections, debates, press conferences, a reportage, a travel.

4. Interactive technologies. They include: cooperative studying (work in pairs, alternating threesomes, small groups); collective-group studying (a microphone, a brainstorming, a decision tree); situational modeling (public hearings, role-playing games, simulation games); working out discussion issues (press method, a discussion, debates).

Conducting such classes facilitates implementing communicative approach in the process of foreign language teaching that means the formation of cadets' foreign language activity [5].

Multimedia enables almost all cadets' senses to be used, by means of combining printed text, graphic images, moving video, still images and audio. It has been proven that using multimedia and computer networks reduces studying time almost threefold and the memory level increases by 30-40 percent due to the simultaneous use of images, sound and text. With the help of multimedia using, cadets work out all the aspects of language: phonetic (CD «London Linguaphone Course»), grammatical (CD «English Grammar by Murphy», «Business Grammar Builder»),

lexical (multimedia encyclopedia «Britannica») and communicative one. This enables to master language material more effective and quicker, to acquire language skills and abilities.In addition, teaching English using multimedia studying tools allows you to optimize the understanding of unfamiliar vocabulary with the help of automated dictionaries («Lingvo 12», «Bridge to English»), automated translation programs («Promt», «Magic Goody»), to create positive, favorable conditions for foreign languages studying by information richness of multimedia means [4].

Scholars propose different approaches for classifying informative communicative technologies (ICTs). Ye. Mashbyts distinguishes five types of ICTs: 1) training; 2) tutoring; 3) problem training; 4) imitating and modeling; 5) gaming [10]. Z. Savchenko proposes the following types of ICT: 1) educational ones; 2) simulator programmes; 3) imitating and modeling; 4) diagnosing, controlling; 5) instrumental; 6) integrated [2].

According to another approach, ICTs are characterized as: 1) author's programs, which are prepared in advance templates that allow a teacher to develop educational content independently; 2) special teaching programmes developed for textbooks or independent educational and methodological complexes; 3) game training programmes that are created mainly for children and are entertaining [4].

Scribing presentation is one of the most common and well-known kind, which is an auxiliary tool that accompanies a speaker's presentation with different symbols, images, graphics, and drawings. When viewing, you can immediately see the information as a whole, you can analyze the connections, see the drawbacks and gaps if they are available in the speech. Cadets have an opportunity to take part in discussions, to come up the ideas, and to make decisions [7].

According to the classification by form of attraction, the following types of scribing are distinguished [5]:

- hand-drawn (diagrams and drawings are made by hand on any surface);
- application (ready-made images are pasted or overlaid on the background).
- magnetic (images are fixed to the surface by magnets);
- flange (ready-made images cling to the pile surface with stickers, etc.);
- 3D scribing (3D drawings created with a 3D pen).

Forms of work with computer studying programs at foreign language classes include the following: vocabulary learning; practicing pronunciation; teaching dialogic and monologue speech; teaching writing; working out grammatical phenomena. The possibilities of using Internet resources are enormous. You can solve a number of didactic tasks through the Internet during English classes: to form reading skills and abilities using Internet materials; to improve written language; to widen vocabulary; to form cadets' motivation to study English. Cadets can participate in testing, quizzes, competitions, olympiads that are held on the Internet, to correspond with peers from other countries, to participate in chats, video conferences, etc. [8, p. 157].
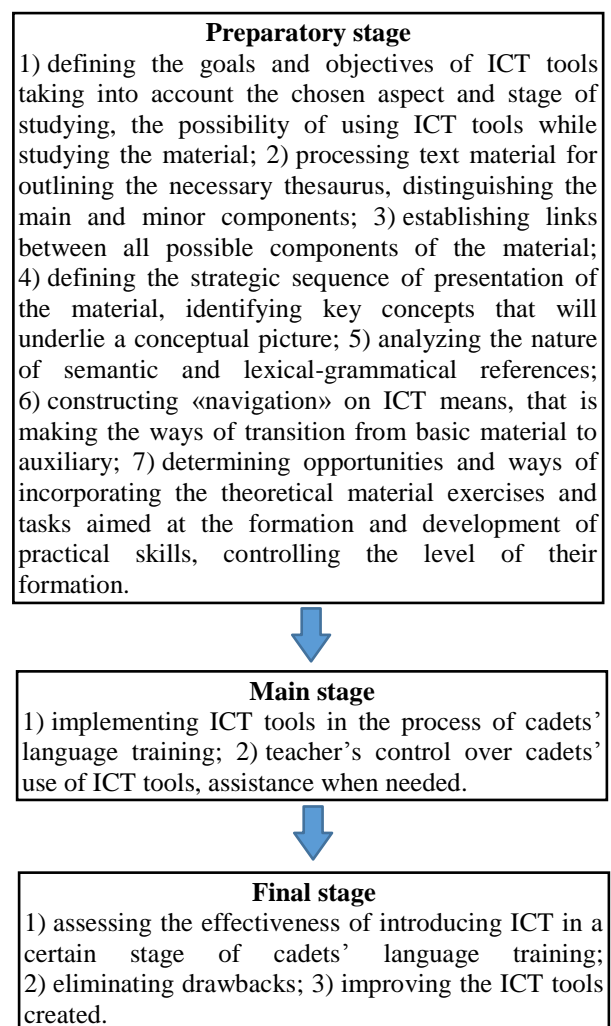

Preparatory stage
1) defining the goals and objectives of ICT tools taking into account the chosen aspect and stage of studying, the possibility of using ICT tools while studying the material; 2) processing text material for outlining the necessary thesaurus, distinguishing the main and minor components; 3) establishing links between all possible components of the material; 4) defining the strategic sequence of presentation of the material, identifying key concepts that will underlie a conceptual picture; 5) analyzing the nature of semantic and lexical-grammatical references; 6) constructing «navigation» on ICT means, that is making the ways of transition from basic material to auxiliary; 7) determining opportunities and ways of incorporating the theoretical material exercises and tasks aimed at the formation and development of practical skills, controlling the level of their formation.

⬇

Main stage
1) implementing ICT tools in the process of cadets' language training; 2) teacher's control over cadets' use of ICT tools, assistance when needed.

⬇

Final stage
1) assessing the effectiveness of introducing ICT in a certain stage of cadets' language training; 2) eliminating drawbacks; 3) improving the ICT tools created.

Fig. 1. Stages of implementing informative and communicative technologies

Among the main linguistic and educational tasks that are solved as a result of introducing ICT tools into the process of future officers' of the State Criminal and Executive Service of Ukraine language education are the following: 1) increasing the motivation for studying English language; forming sustainable motivation of cognitive activity; 2) developing abilities and readiness for independent language studying; 3) promoting cadets' self-esteem; 4) increasing cadets' activity during language studying process; 5) individualization of studying; 6) intensification of studying; 7) forming the elements of global thinking; 8) increasing the volume of linguistic and cultural knowledge; 9) forming and developing skills and abilities in 4 types of speech activity (reading, speaking, listening and writing). This means the ability to perceive and understand authentic foreign language texts and to analyze them; the ability to convey information in coherent and reasoned statements with the observance of orthoepic, spelling, punctuation, lexical, morphological, syntactic and stylistic norms of the language that is studied [8, p. 158].

Using multimedia tools in the process of teaching English language to future officers of the State Criminal and Executive Service of Ukraine enables to do the following [2]:

- to solve the problems of humanization of education;

- to increase the efficiency of an educational process;

- to develop cadets' professional and personal qualities (ability to self-education, self-upbringing, self-studying, self-development, creative abilities, ability to apply the acquired knowledge on practice, cognitive interest, attitude to work);

- to develop cadets' communicative and social skills;

- to expand the possibilities of individualization and differentiation of studying significantly by providing each individual with a personal teacher whose role is played by a computer;

- to identify a cadet as an active subject of knowledge, to recognize his or her self-worth;

- to take into account cadet's subjective experience, some individual features;

- to instill in a cadet the skills of working with modern technologies, which promotes his/her adaptation to rapidly changing social conditions for successful realization of their professional tasks;

- to intensify all the levels of an educational process: improving the efficiency and quality of the educational process by implementing unique, in terms of pedagogical applications, multimedia technologies; providing motivating methods for education that cause the activation of cognitive activity with the use of multimedia.

Conclusions and prospects for further researches. Thus, using informative and computer technologies during the future officers' of the State Criminal and Executive Service of Ukraine educational process helps to create the conditions for: using electronic lecturers, simulators, textbooks, encyclopedias; developing and applying situational role-playing and intellectual games using artificial intelligence; modeling and creating processes and phenomena, educational environments that provide imaginary participating in certain social and industrial situations; providing distance learning; conducting interactive educational teleconferences; constructing systems of control and testing cadets' knowledge and skills (use of control programs-tests) [1, p. 212]; implementing cadets' projective and research activities; varying the forms of information presentation (text, graphics, audio, video, animation, etc.) and the types of educational tasks; providing instant feedback, utilizing extensive dialogues of the studying process; individualizing the studying process, using basic and auxiliary teaching influences; reproducing the fragments of educational activity (subject-content, subject-operating and reflexive) [3, p. 165]; intensifying cadets' educational work, strengthening their role as a subject of educational activity (possibility to choose the sequence of studying the material, determining the extent and nature of assistance);increasing motivation for studying; implementing personality-oriented studying; organizing cadets' independent work; implementing active approach in studying; continuous accounting of cadets' activity and objective assessment of their knowledge [5].

We came to the conclusion that using informative and computer technologies makes it easier to study the material and to deepen future officers' of the State Criminal and Executive Service of Ukraine academic knowledge while studying English language. Among the forms of studying and new technologies that we consider to be the most widely used are the following: multimedia, special computer programmes and tools.

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ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ САМООСВІТНЬОЇ КОМПЕТЕНТНОСТІ УЧНІВ ЗАКЛАДІВ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ У ФАХОВІЙ ПІДГОТОВЦІ

Постановка та обгрунтування актуальності проблеми. Розвиток самоосвітньої компетентності майбутніх кваліфікованих робітників машинобудівної галузі, насамперед, спрямований на формування у них вмінь самостійно, свідомо та цілеспрямовано працювати з навчальним матеріалом та готовності вдосконалювати свій професійний рівень. Головну роль для реалізації зазначених завдань відіграють аспекти мотиваційного, процесуального та технологічного забезпечення самоосвітньої діяльності учнів, як цілісної педагогічної системи, яка враховує мотиви, інтереси, здатності кожного учасника педагогічної взаємодії.

Отже, ефективний розвиток самоосвітньої компетентності має передбачати розроблення комплексу відповідних педагогічних умов, які і забезпечують такий цілеспрямований розвиток. У процесі професійної підготовки майбутніх кваліфікованих робітників такі педагогічні умови є необхідними обставинами, які забезпечують можливості для розвитку їх здатностей ефективно здійснювати самоосвітню діяльність.

Аналіз останніх досліджень і публікацій. Необхідність у визначенні педагогічних умов щодо більш ефективної професійної підготовки фахівців розглядається у роботах багатьох дослідників. Дослідниця проблеми О. Дурманенко вказує на те, що особливості організації освітнього процесу у навчальному закладі, що детермінують результати виховання, освіти та розвитку особистості студента, об'єктивно забезпечують можливість їх досягнення [5].

Ряд вчених у галузі педагогіки зазначають, що педагогічні умови являються відповідними фактору педагогічними обставинами, що сприяють (або