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INTERNET RESOURCES FOR COMPUTER-ASSISTED LEARNING OF THE HUMANITIES

Problem definition. The availability of increasingly efficient, accessible and powerful technology has led to increased interest in potential applications in the field of humanities assessment. Information technology (IT) is an integral part of our life, and step by step it is being incorporated into humanities learning curriculum.

Bibliography analysis. Various aspects of the implementation of IT technologies in the learning process have caught attention of many researchers. V. Boltiansky, V. Bezpalko, J. Doroshenko, M. Zhaldak, V. Monakhov, N. Morse, J. Ramsky, V. Razumovsky, O. Spivakovsky and others investigated issues of didactics, pedagogical and methodological problems of computer-assisted learning. V. Zinchenko, N. Talyzina also examined psychological and pedagogical aspects of using information technologies in educational process. Active forms and methods of teaching enable students to develop creative thinking, encourage their involvement in problem solving. In terms of modern information environment, in our society revolutionary changes are taking place. Total computerization of all fields of life, including education will produce special requirements for professional, business and personal qualities of the modern professional.

A. Alekseyuk, V. Bondar, B. Yesipov, V. Kozakov, O. Moroz, P. Pidkasystyy, M. Soldatenko made significant contribution to the study of these problems. J. Bolyubash, V. Zhuravskaya, M. Zgurovsky, V. Kryvutsa, V. Evdokimov, V. Kremen, O. Mykytyuk, P. Sikorsky, B. Shinkaruk and others deal with the question of optimization of educational process at universities.

The aim of this article is to show the efficiency of computer assistance and Internet in studying humanities, to consider various aspects of implementation of ICT in studying process and to determine the educational functions of computer in specific learning situation.

The plot. Teachers and students are in an equal position, which is why we have to develop new technologies in order to obtain information to form the necessary skills and ability to meet new challenges successfully.

The educational level of students must be taken into account when choosing a training strategy and computer based backing.

It is stated in modern pedagogical literature that traditional system of education does not create conditions for effective development of mental abilities of students, grades their creative potential [4, p.10].

Typically, most teachers at high schools aim to give students as much information from their discipline as possible. These reproductive methods require a mini-

num transfer of cognitive and creative activity. Moreover, the students lose faith in themselves. As a result, the society gets a specialist, who can not be involved no decision-making process in the professional field.

The availability of increasingly efficient, accessible and powerful technology has led to increased interest in potential applications in the field of language assessment. Information Technology (IT) is an integral part of our life, and step by step it is being incorporated into learning curriculum. It provides fertile ground for leading edge, innovative and highly creative thinking and scholarly work. Because of multiplicities and changeability of the field, which includes the emergence of new theoretical, methodological and learning paradigms, special understanding and expertise is required to assess the quality and depth of such scholarly activities.

There is a great difference in hardware and software available to educational institutions. Some schools colleges and universities have the latest models of computers, access to the Internet and wide range of dedicated learning programs; the others are deprived of most of these opportunities. There is also a great difference in teachers' IT competence: some teachers cannot imagine their work without a computer and the others have no chance to use it even in their everyday life. Nevertheless, more and more schools, teachers and students are getting interested.

No doubt, with reference to language learning the best solution is to run a lab equipped by multimedia computers, local and International networking facilities and «library» of programs to meet all students' needs and create learning environment. But it is also possible to share computer labs with teachers of other subjects; moreover, you can offer your students very useful and highly motivating activities even if you have only one computer in your classroom.

It is obvious, that to exploit IT learning potential in full range teachers should be computer literate. They should know how to use applications and learning programs, acquire some typing skills and learn necessary terms to be able to use target language.

So, nowadays teachers hardly need to be reasoned with importance of IT, but they should be provided with all necessary equipment, software, and methodology training to find out effective learning curriculum.

There are several possible reasons for using the Internet in teaching.

The dictionary definition of "internet" presents it as "a global research network, consisting of a loose confederation of interconnected networks" [2, p.36]. Pedagogical use of the Internet has now become a global phenomenon. The Internet, a mass medium of communication, has been supporting the advance of the teaching profession towards developing skills for purposeful communication, autonomous life-long learning and professional development, among others. It has radically changed fields such as media, music, politics, entertainment, but it has also been used to share ideas, to carry out research, and to cooperate in the production of knowledge. It has been one of the main hopes of developing countries for fast high-level information access and economic advancement.

Alongside of e-commerce, e-learning and e-research have become new means for understanding and creating new knowledge in the current society, using network technologies. Five main reasons for using the Internet for teaching, making that teaching highly alive, have been highlighted:

1. authenticity, the Internet ensuring access to authentic material on any topic and opportunities for authentic communication and publishing.

2. empowerment, meaning increase in the personal power of students and teachers, capable now of learning autonomously for as long as they need learning, or, practically, as they live.

3. interaction, as a prime means of learning the language and gaining fluency by “speaking” to natives and non-natives round the clock.

4. literacy, as it develops the in-thing today, the ability to read, write, communicate, research, and publish on the internet, for academic and occupational purposes.

5. vitality, as pedagogical use of the internet teaches and motivates students, by allowing them to communicate in a flexible, multi-aspectual, ever changing medium, closely linked to their real-life needs[3, p.251].

At the end of the semester, a survey was carried out to ascertain the students' response of their progress. The students were all computer literate and had had experience surfing the Internet, playing computer games. They either learned to use the computer on their own or from friends. Currently, besides using computers to do online grammar quizzes, they are also using computers to mainly do assignments in labs made available in the university. Some use their friends' computers while others do so at cyber cafes.

With regards to the use of computers to do online grammar quizzes, almost all the students claimed that they enjoyed it. If given a choice of doing the same quizzes using printed handouts in class or doing them via computers, almost all the respondents chose the latter. At the same time, all of them were of the opinion that they had indeed increased their general knowledge by working on online quizzes.

Most of the students found the online quizzes more interesting and less difficult than the exercises and activities they worked on in the handouts and past-year examination papers. The main challenge faced while working on online quizzes appeared to be the fact that some of the words and expressions were new to the students. When it came to difficulties faced in answering the questions, more tended to ask friends while some preferred to refer to notes or click on the answer button to find out the answer.

The students were computer literate and were very much at ease when using computers. These students were also resourceful in the sense they had mastered the use of the computer on their own or through help from friends. They had used the computer not only as a tool to access information, but also to some extent as a tool to facilitate learning.

It was also heartening to note that the students enjoyed using computers to carry out practice activities and this enthusiasm appeared to be intrinsic. Besides this, they

also increased their general knowledge through exposure to a variety of content as these activities, downloaded from the web sites have been contributed by teachers from around the world. The students appeared to show an inclination to want to work with friends as part of their preferred learning approach and the strategies used to overcome challenges. They also gave the impression that they wanted to work with the teacher therefore indicating that they were still teacher-dependent. They were quite new to the experience of not being teacher-directed in a classroom setting. However, the fact that some of the students preferred to work alone showed that they can be trained to be autonomous learners.

It was quite understandable that many students found the Internet-sourced activities more interesting than those they had been exposed to in textbooks and in past year examination papers. This is because when writing for teaching or testing purposes, there is a tendency to use straightforward sentence structure and familiar content. Thus, using activities that are more challenging from sources outside the country helps to expose students to a variety of construction and content and at the same time gives them opportunity to use various strategies, that is, dictionaries, reference books and peer/teacher conferencing to bring about learning.

Conclusion. The use of computers has infiltrated many areas of education, including the fields of language instruction and testing. The need for more objectivity in language testing gradually led pedagogues to the use of computers as precise measurement tools. In fact, computerized testing is increasingly being viewed as a practical alternative to paper-and-pencil testing. Tests that are administered at computer terminals, or on personal computers, are called computer-assisted tests. Receptive-response items-including multiple-choice, true-false, and matching items-are fairly easy to adapt to the computer-assisted testing medium.

Using the computer for test delivery or construction does not limit the possible kinds of tests. Progress and achievement tests for classroom purposes are easily handled via the computer. Printed test forms can be generated from a bank of items dealing with the information covered in class, or tests can be taken directly from the computer terminal. Depending on the size and arrangement of the item bank, several alternative test forms may be produced. Placement testing is easily accomplished via computer. Foreign language diagnostic tests are also well suited for computer-assisted testing. In fact, because of the memory and record-keeping capability of the computer, diagnostic testing is in many ways accomplished much better via computer than through paper-and-pencil testing procedures. [1, p.17]

Other benefits, besides those relating to the unique capabilities of the computer, should be considered. For example, computer-assisted testing reduces test administration costs. While the hardware used for computer testing is expensive, it is not solely a testing expense; these same computers can be used by faculty, staff, and students for many other purposes, such as secretarial assistance, word processing, data analysis, budget and student-record keeping.

There is no doubt that computers and related technology have already acquired considerable importance in the development, administration, scoring, and evaluation of tests. Given the integral role computers play in our lives, and advances in technology which will make possible the measurement of an expanding array of constructs, it is clear that the use of computer-based tests (CBTs) for language assessment and other educational assessment purposes is playing a key role in the reform of a country's educational system.

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In the article new requirements to the educational process in the context of modern social and cultural queries of society, where a computer becomes a competent tool for a teacher and for a student in humanities learning process are outlined.

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ВИКОРИСТАННЯ ІНТЕРНЕТ РЕСУРСІВ ДЛЯ КОМП'ЮТЕРИЗАЦІЇ ВИВЧЕННЯ ГУМАНІТАРНИХ ДИСЦИПЛІН

У статті окреслено нові вимоги до освітнього процесу у контексті сучасних соціокультурних запитів суспільства, де комп'ютер стає повноправним знаряддям праці і для викладача, і для студента при вивченні гуманітарних дисциплін.

Н.В. Шевчук

ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТ РЕСУРСОВ ДЛЯ КОМПЮТЕРИЗАЦИИ ИЗУЧЕНИЯ ГУМАНИТАРНЫХ ДИСЦИПЛИН

В статье обозначены новые требования к образовательному процессу в контексте современных социокультурных запросов общества, где компьютер становится полноправным орудием труда и для преподавателя, и для студента при изучении гуманитарных дисциплин.

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