Research Article

VIRTUAL RECOURCES IN THE PROCESS OF TEACHING ENGLISH

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ABSTRACT

This article analyzes virtual resources in the process of teaching English. Habitual virtual phenomena appear in a new quality due to the disclosure of their linguistic and didactic potential in English classes. The author pays special attention to the relevance of authentic materials in this pedagogical process. Their importance is not in doubt in modern conditions, but they are spoken of as means, which are material objects. Until now, when talking about technical teaching aids, the emphasis is on the equipment itself, which has already become familiar, while today the content and form of the information transmitted using it, in other words, the content, is much more important.

KEYWORDS

Blog, chat, internet, resource, medium, communication, technology, multimedia, text, discourse, content.

INTRODUCTION

In didactics, the concept of "learning tool" is usually interpreted as any object, including artificially created for educational purposes and involved in the educational process as a carrier of educational information and a tool for the activity of a teacher and a student.
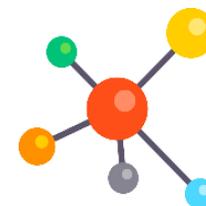
It is quite obvious that in our time the standard set of English teaching tools needs to be diluted with new types of teaching materials. In this sense, the Internet comes to the rescue, being their inexhaustible source. That is why a learning tool today should be interpreted not only as a material object, but also a virtual one.

In the period of rethinking the goals and objectives of teaching English in the direction of practical and applied orientation, the problem of choosing teaching aids is very relevant. It is paradoxical that it is precisely their huge selection in our time that gives it additional complexity. Today, when there is a huge selection of textbooks and teaching aids on the shelves of bookstores, both domestic and foreign, written according to a variety of language teaching methods, no teaching materials can no longer seem special and fundamentally different from others.

THE MAIN FINDINGS AND RESULTS

No one is surprised today by multimedia technologies in teaching, as well as authentic materials in English, which are becoming more and more accessible with the spread of the Internet. In this regard, the choice of content and, most importantly, its quality comes first.

Recently, quite a lot of work has been devoted to the use of a computer and other multimedia devices in English classes. Their importance is not in doubt in modern conditions, but they are spoken of as means, which are material objects. Until now, when talking about technical teaching aids, the emphasis is on the equipment itself, which has already become familiar, while today the content and form of the information transmitted using it, in other words, the content, is much more important.

Multimedia content is essentially a virtual object and can be used as a learning tool. Moreover, the content can be both artificially created for this (training programs), and used as a means of teaching the

language, without being created for these purposes. We call such content authentic.

Of particular value are virtual learning tools that are not a digital analogue of traditional ones. For example, if instead of a paper textbook, a student downloads a PDF file to the tablet and works with it, it will be a multimedia learning tool in form, but not in essence, since the information remains the same.

This article aims to consider "purely virtual" means of teaching English, which are types of software and network content that were not originally created for learning. They are very familiar to us in everyday activities and, in our opinion, contain didactic potential, namely such virtual objects as a blog and a chat.

The article also aims to characterize these tools from the linguistic and methodological points of view and to identify on the basis of this the most effective methods and forms of working with them.

The novelty of the article lies in the fact that instead of the usual approach to multimedia teaching aids, which analyzes the rich technical possibilities of their use and thus proves their effectiveness, it provides a linguistic and didactic analysis of the information (content) itself without the relatively technical possibilities that today are obviously great.

Authentic materials are materials created by native speakers in their native language. Moreover, all such materials can be divided into two categories. The first is educational materials, that is, textbooks and manuals created by foreign authors. In the second group, we will include actually authentic materials, that is, texts written not for educational, but for any other purposes, but which are used as educational ones. In general, the trends in teaching foreign languages today are such that authentic materials are used by teachers more and more. The potential of such materials lies in the following.
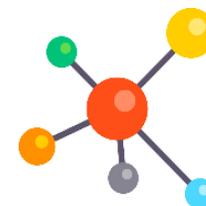
First, they are written in the modern language, that is, in the language in the form in which it is used as a means of communication, primarily by its native speakers. Undoubtedly, even a Russian teacher should be aware that it is impossible to teach in the 21st century the language that he himself taught at the institute, say, thirty years ago. An indicator of the high level of professionalism of a foreign language teacher is the constant monitoring of the changes taking place in it. Obviously, a lawyer who has not followed changes in legislation for many years or an economist who does not know what is happening on the market today cannot be considered effective. On the other hand, no matter how hard the native linguist tries, all the same, native speakers grasp all modern phenomena in it much faster.

The second advantage is that authentic materials are the most relevant in terms of content. In them, people talk in their own language both about the life and problems of their society (country, people), and about the global issues of the current world civilization. The relevance of the materials offered to students is one of the key components of success in language learning. This is very important for the formation of such competencies as social, socio-cultural, information and some others. More details on the formation of competencies are covered in the article by Yu.S. Rudenko.

Reading, listening in a foreign language about topical issues, the student uses its main function - communicative. The communicative component is very important in modern English teaching. S.V. Tenitilov notes that in the modern world it is very important not only to have certain linguistic knowledge, but also to be able to correctly apply them in various situations of intercultural communication to solve specific communication problems. If the content value of the text is high, then it is its meaning that comes to the fore, and the language itself acts as a means of its transmission. This does not happen if the content of the materials is indifferent to the learners.

Thirdly, authentic texts are as natural as possible, unlike materials compiled by domestic authors, who build a text with the initial task of including in it the maximum amount of new vocabulary, any constructions, etc.

Among the materials created by native speakers, the most specific are those that are not educational in nature. Being made not for students, but for "ordinary people", they have a certain psychological effect, since they put the student language on a par with millions of people who already know it, mostly as a native language, and use it in everyday everyday situations. That is why students who have reached a certain level of proficiency in a foreign language are very often advised by methodologists to read and listen to familiar information (books, newspapers, magazines, radio) in the target language.

A blog is a network diary or event log. Its main content is entries added regularly. They can contain not only text, but also images and multimedia. They are characterized by short entries, which are ordered in reverse chronological order (the last entry is on top).

The difference between blogs and ordinary diaries is due to their environment: blogs are mostly public and involve third-party readers who can enter into a public discussion with the author of the entries.

Thus, the form of a blog - a diary - determines the specifics of its texts. It should be noted that a person who keeps a diary on the Web primarily counts on its mass reading. The calculation to attract the attention of a mass network audience with his entries forces the blogging user not only to state the facts and interpret them, but to address the readers.

Of course, the same can be said about newspaper (magazine) publications, whose function is to influence readers. However, unlike the journalist, the user has no distance at all with them. An ordinary user does not have a professional status, he is absolutely on an equal footing with others. In addition, the format of an article in a periodical, as well as the journalistic style, still have certain limits, albeit wider than in a scientific or official business style.

Thus, the texts of blogs are the most free and closest to the discourse. Discourse, unlike text, is not limited to written forms of speech, it is spontaneous, not ideal in terms of form, structurally loose and stylistically rough. Discourse is speech immersed in life. It contains discursive vocabulary, namely such verbal elements, an adequate interpretation of which is possible only if they are included in the structure of speech. Such vocabulary includes interjections (oh, aha), sentence type formations (you see, you know), particles (only, even) and some other units. When trying to analyze them in isolation, that is, outside the framework of the speech context, nothing remains of their semantics except amplification.

A chat is an Internet resource that allows you to conduct written communication in real time. If blog texts resemble discourse, then chat is actually discourse in writing. In addition, today there are also microblogging services, such as Twitter. The entries in them are short replica texts, in form they are something between a blog and a chat.

Touching upon pressing issues of a social nature, blog topics are rarely neutral in content. On the one hand, this is an advantage, since it is easier to organize a discussion, because the text itself provokes a discussion. On the other hand, the issue of material selection is very important. The teacher must select texts for his students in accordance with their age characteristics, interests, level of education, social status, level of education, and even outlook on life.

Blogs and chats as a means of teaching the language open up opportunities for the teacher for new, more unusual tasks that have methodological potential, but are not often used in teaching English. Consider below their methodological value.

Blogs allow the user to leave comments on the Web, which other resources do not always allow. It is very important that during the lesson the student is put in a situation of using the Internet, when comments need to be written. In general, purposeful and systematic teaching of writing in English as an active type of speech activity received very little attention in practice. This is not surprising, because people who study English today want first of all to learn how to speak it. However, nowadays this vector, as it seems to us, should be corrected.

The fact is that a couple of decades ago, for an ordinary person, speaking was the main active type of speech activity in everyday life. With the advent of technologies such as SMS and the Internet, writing has become a daily activity for more and more people. On the other hand, the ability to write in a foreign language cannot today be interpreted only as the ability to write without errors, although this is often what learning to write is reduced to. Modern telecommunication technologies require a person to be able to concisely, but at the same time express thoughts in writing as concisely as possible. It is known that we perceive short messages best of all in written form.

The same can be done, of course, with any text, breaking it into pieces. But unlike the text, where the correct answer is clearly one, and any other arrangement of pieces is absolutely wrong, diary entries can be arranged in different ways, depending
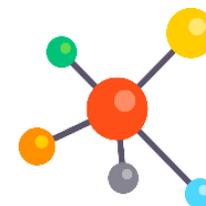
on one's own interpretation, which again gives rise to argumentation in English. If pieces of text are a "mosaic-puzzle", then individual diary entries are more like cubes of a "more regular shape".

We see that the blog and chat as a means of teaching English, on the one hand, is very specific, and on the other hand, it allows you to introduce something new into this pedagogical process. On the other hand, materials from the Internet are not reviewed by specialists and are not approved by the Ministry of Education, which makes the teacher even more careful about their selection and carefully consider how to supplement them.

The ideas outlined in the article are just some of the opportunities for an English teacher to experiment using Internet technologies. Pedagogical coverage of multimedia means should not be reduced to postulates about their wide technical capabilities, but should analyze in more detail the very information transmitted on their basis. Moreover, as we see from the article, the form in which information is presented is of no less didactic importance than its content.

CONCLUSION

The novelty of the article lies, according to the author, in the fact that it reveals the didactic possibilities of authentic network content created by native speakers and being nothing more than a product of their communication in the virtual space. Taking such content as a basis, it is possible not only to study it by reading and translating, but also to simulate communicative situations in English classes.

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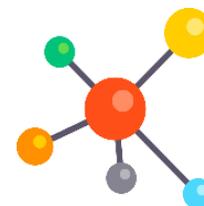
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