Professional Development Of A Teacher Of Foreign Languages - Electronic Educational Resources

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ABSTRACT

Currently, the use of electronic educational resources in the field of teaching foreign languages in higher educational institutions has evolved from a fashion curiosity into an extremely effective tool. Possession of modern technology has become a mandatory requirement for university specialists. This article describes the general principles of the effective use of information technologies, as well as the classification of teachers in accordance with the approach to their use in the learning process, which is designed to simplify the choice of direction of professional development and suggest possible ways to correct deficiencies in the use of electronic resources, depending on the characteristics of the specialist.

KEYWORDS

Teaching foreign languages at a university, professional development of teachers, electronic educational resources, ICT

INTRODUCTION

The transition of society from an industrial to an information model has led to serious changes in traditional forms of education. As part of these changes, in recent years, electronic educational resources have firmly entered the practice of teaching various disciplines in higher education, including foreign languages. Most universities have been

using electronic platforms, massive open online courses and Internet resources for quite some time now. This fact requires the teacher of foreign languages not only professional competence, but also a high innovative culture [1, p. 1458]. Of course, today the ability to use electronic resources is one of the mandatory requirements for a teacher of foreign languages at a university, and professional development should certainly include this aspect.

MATERIAL AND METHODS

Professional development of teachers in this direction can pursue various goals: firstly, the formation of teachers' positive experience in using technologies and the subsequent promotion of their independent and creative use; secondly, the transformation of the existing approach and the building of skills for the efficient, informed use of electronic resources, with a clear correspondence of the methods to the learning objectives; and thirdly, work aimed at understanding the obvious and hidden sociocultural influence of technology on students, teachers and society as a whole.

RESULTS AND DISCUSSION

When choosing a professional development strategy in the field of the use of electronic resources in the learning process, it is important to pay attention to the problems experienced by specific specialists and adapt the process to their personal needs. To date, most teachers have already come across technology and have formed some kind of attitude towards the justification and degree of effectiveness of such use. Depending on personal qualities and interests, as well as experience, several types of teachers can be

distinguished in accordance with their approach to the use of electronic resources and based on their characteristics, choose the most suitable direction for development:

1. Opponents of technology. As a rule, this type includes teachers who have difficulty using electronic resources due to the lack of necessary skills or lack of confidence in their use. However, this category can also include those who, having sufficient skills in working with technologies, have a poor idea of how to successfully implement them in the learning process, or have negative experience with such use and have formed a negative attitude.

For representatives of this type, it is extremely important to create a positive experience in the use of technologies: it is worth starting their acquaintance with resources from the simplest to use, as well as giving the fastest and most obvious results of technologies, such as sites with materials for teachers, podcasts, simple equipment, for example, recording devices and camcorders [2, p. 6-13].

2. Fans of technology. This type is characterized by absolute confidence in the appropriateness of using technology to solve most of the problems that arise in the process of teaching a foreign language. Representatives of this group believe that training using information resources is always more effective than traditional.

It is fundamentally important for technology fans to learn how to analyze not only the positive effect of electronic resources on learning, but also the negative. It is necessary to develop a critical perception of the correspondence of the selected technologies

to the learning objectives, regular analysis of one's own work, as well as attending classes and an objective assessment of their activities by colleagues is useful.

3. Teachers who consider the use of modern technology as a tool, the success of which depends entirely on the appropriateness of its use for a specific learning purpose. We are confident in their ability to accurately determine the effect of the application of a particular technology in the learning process.

4. Skeptics. They consider the possible effect of applying various technologies to be unpredictable, and are also concerned about the sociocultural aspect: technologies can affect the personality of students, their attitude to others, and also the alignment of forces in the group [3, p. 758].

Both types should focus on studying the implications of using electronic resources in learning, how it affects classroom interaction, and wondering whether students are expanding or decreasing when they use the Internet.

For these purposes, reading studies devoted to this problem, analysis of practical examples, as well as mutual attendance of classes and an objective assessment by colleagues is suitable.

Thus, it is necessary to choose the approach to the professional development of each individual teacher that would contribute to his observance of the general, fundamental principles of introducing electronic resources into the process of teaching a foreign language:

- A clear understanding of the learning process and strategy;
- Ensuring real social interaction of students among themselves and with the teacher;
- Selection of authentic materials for practical tasks;
- Creative use of the language;
- Providing feedback and sufficient time to complete tasks;
- Increasing student independence, learning autonomy [4, p. 733-735].

CONCLUSIONS

The acquisition by teachers of foreign languages of competence in the field of modern technology can have a huge impact on the quality of training at a university. It should be borne in mind that teachers with different approaches to the use of electronic resources in the learning process require different support and information. If you address the specific needs of each teacher, you can significantly increase the effectiveness of professional development in this strategically important direction.

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