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Teacher's leadership – guarantee to success

The society which arises as a result of informational transformations is distinguished in such a way that information and especially knowledge, as its higher form, take some special place in it. Thus, the role of informational technologies increases rapidly both in individual and professional sphere.

Although many teachers and lecturers ignore to improve their professional level of educational technologies' mastering. As they say they don't have enough time, strength and desire to do their best while teaching English. No wonder that there are many teachers who are less experienced and qualified at computer's use than their students or pupils.

So, our aim is to attract teachers' attention to qualified and adroit innovational technologies using which will give the way to perfect classroom management.

According to the analysis of the recent investigations and studies, informational technologies play an important role in the studying process. Among such scientists, we'd like to single out some prominent Ukrainian and foreign researchers and scientists: B.S. Gershunskyi, R.S. Gurevych, I.A. Zyazyun, V.G. Kremen, G.V. Onkovych, V.K. Sydorenko, N.T. Tverezovska, J. Harmer, G. Dudeney, N. Hockly and others. They agree that „if the process of coming into informational world occurs spontaneously, without purposeful educational upbringing, without skills of communication and inner culture, the results may be undesirable "[Кремень 2006: 20–21].

The emergence of informational society represents an objective process which needs some particular philosophical reflexion. The level of informational technology development plays a prominent role in formation and development of informational society, in which, as V.H. Kremen proves, „knowledge producer is science; a spreader is an education; a carrier is a man. Thus if we concentrate society efforts and first of all those of education and science onto person's development, we'll have a dynamic economic development and happy citizens" [Кремень 2008: 6].

The process of educational innovation use acquires purposeful and nationwide character with the adoption of certain laws among which „About the conception of national informatization" (1998), Cabinet Minister Resolution (from 22.031999 № 431), State Program: „Teacher" (№ 379 from 22.02.2002). Re-

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markable state's attention to modernization in the system of education assists the progress of hardware technologies, which present big technical opportunities for didactic aims. Computer, which is equipped with technical multimedia means, provides wide use of didactic opportunities of graphic and sound. Multimedia presents itself as a form and a means of educational material organizing.

Foreign language technologies aren't new. They have been used for decades and even centuries if to classify the classroom blackboard as a technology form. Video recorders, language laboratories were used in 60–70th of the XX century and have been used since that time.

The materials for foreign language learning, based on computer assistance, emerged in 80th of XX century and got the title CALL (Computer Assisted Language Learning). The first programs CALL offered such tasks as filling in the gaps in the following sentence, matching the parts of the sentence, text reconstructing. In such a context, personal computer offers „a feedback" starting from determination of answer rightness or fallibility.

An access to informational communication technologies under the title ICT (Information and Communication Technology) became more widespread and real due to Internet and opportunities of network. The term TELL (Technology Enhanced Language Learning) appeared in scientific circulation in 90th as an answer to increasing number of possibilities, offered by the Internet network and communication technologies.

Computer use, multimedia programs have become quite popular among teacher staff and for that reason we single out the following reasons:
− access to Internet network, students' work in Internet-cafe become more and more popular among students and teachers;
− young generation grows up together with the informational technologies which has become an inseparable part of their lives;
− English, as a main international one, is used in informational contexts;
− Internet offers excellent opportunities for communication and cooperative work between learners who are geographically separated and live in various countries, on various continents;
− learners increasingly expect language schools to integrate technology into teaching;
− technology offers new ways for practising language and assessing performance;
− technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-assess centre, it can also be used at home, on the way to school and in Internet cafes [Dudeney, Hockly 2007: 8].

The conditions in which teachers find themselves and an access they have to language laboratory will influence on quality and effectiveness of conducting the

lesson with communication technology use. Insufficient readiness of the teacher indicates the necessity of regulation and normalization in personal computer use while teaching English.

For many schools interactive whiteboard, a projector, laptops have become as natural as breathing. But still for many schools it's inaccessible dream to teach pupils or students with the help of such appliances.

Some years ago teachers complained about insufficient number of personal computers, multimedia programs, types of software and hardware. But nowadays we can state that Higher Educational Establishments in Ukraine are mostly provided with all educational necessities. But the question is: „Will the sufficient number of personal computers and multimedia software provide the educational process with necessary soundness and effectiveness?" Without thought over lesson procedure and highly-qualified, experienced and intelligent teacher this will lead to nothing or even undesirable results. We may state that a new „negotiator" arises between the teacher and the student – personal computer. Thus the teacher has to „get on" with the students' and computers' work. He has to be ready to manage all classroom activities of different character. His apathy to management of teaching foreign languages will lead to conflicts and problems.

Using the Internet, pupils feel shock states very often as they understand which horizons open before them and they realize that they are not ready to use and to fulfill them. If he doesn't know foreign language, doesn't have enough experience with the foreign speakers, absence of the speaker, absence of the parents control lead to serious troubles even among pupils, their parents, friends and especially to generation gap.

Mostly teacher say that they don't have enough time to prepare some educational material with the help of personal computer. „I can never get into the computer room in class time – it's always being used"; „Using computers isn't interactive. My student can do computer work at school"; „I don't know anything about technology"; „My students know so much more about computers than I do…" – are among usual teachers' comments about using technology while teaching, especially English [Dudeney, Hockly 2007: 9].

Informational competence is inseparable part of his professionalism.

Teacher's task is to build and organize the lesson in such a way that every pupil is involved into the lesson procedure: none can be idle. Interactiveness consists of every pupil's interaction, cooperation and coordination. The teacher should think lesson procedure over carefully, to plan lesson time accurately, to choose the best form of the work, students' seating and lesson stages.

A teacher who really likes his work and desires to share his knowledge and experience, skills and habits is always looking for the methods, ways and technologies which will lead to the reaching of that aim.

The educational computer programs make the studying process simple and also more saturated, enable the listener to assimilate the material quickly, effec-

tively and interestingly. But on the other hand, the teachers face the problem of the creating of good-quality educational systems with the computer program usage.

The emergence of educational multimedia products leads not just to the new opportunities of communication, information transference but also to the appearance of new problems, decisions, points of intersection. And the process of studying becomes productive, effective and creative one [Сорокіна 2008].

The teacher's task is to create all necessary conditions of practical mastering of foreign language for every student, choose suitable methods which will enable the student to reveal his activity, creativity and to activate his educational and cognitive work in the process of the foreign language learning. The investigations show that visual memory prevails over others as the multimedia education helps in the development of their memory, attention, interest and motivation to the foreign language learning [Сорокіна 2008: 14–17].

Modern multimedia technologies give the opportunities, on the one hand, to control the students' knowledge and on the other hand, to use them while teaching or explaining, practising, training and consolidating the material.

Multimedia means may be used in the context of different studying styles and may be perceived by various people with different psychological and age peculiarities of perception and education: some students prefer to learn a foreign language while reading; another group prefers listening to watching some foreign movie.

Innovational resources are widely used and approved in the distance education which becomes more and more popular among the students and is emphasized in the educational standards of many countries. Educational standards show that students and teachers can easily travel and continue their studying in other foreign countries.

They emphasize about the creation of the common educational curriculum and syllabus. And the document about one's education should be recognized and admitted. Thus using communicative technologies the students can decide how and when he will learn this or that material; which interactive opportunities he prefers; how to realize his studying with other students, the speed of the language learning.

The interactivity of multimedia means makes them flexible which is very helpful and useful for people with the hearing defects. In particular, the improvement of the phonological habits and reading skills is observed in the people with the dull hearing. The academic motivation has been raised among people who are tone-deaf. As it seen such innovational technologies enable huge groups of people to continue or to start the education with such health problems. They can reproduce the intonation and the emotions of the native foreign speakers seen on the screen. After listening or watching the situation they are able to do some comprehension work, check their understanding of the recording or the unit, do some interesting post-listening tasks, record their own speech and listen to it and correct if necessary.

The creation of multimedia lesson should be well-thought and each stage of the lesson should be under the teacher's control. With the help of the methods of projects one can develop his cognitive abilities, the ability to construct their own knowledge. Thus, students can orient in the informational environment and form the skills of the high level thinking.

Though speaking about the efficiency, we should bear in mind the importance of an adequate choice of these or those technical aid and the methods they are penetrated into the process of teaching. So, while using multimedia resources one should take into consideration many vital aspects.

And when we analyze about the innovational potential of the teacher, we realize that he is endued with the amount of socio-cultural and creative characteristics and oriented on the continual improvement of his pedagogical activity and always ready to perception, elaboration and the use of innovations in the educational process.

During the process of teaching English with technology, the teacher should bear in mind that his role becomes more and more prominent and vital. The student should feel „protected" himself in this innovational world. It's impossible to achieve if the teacher is indifferent to the process of teaching, or if the student is left alone before a computer screen, and the teacher is just a passive spectator or even absent at the lesson.

Thus we emphasize on the teacher's management during teaching English with innovational technology.

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В статье рассматривается важность правильной организации и управления обучения иностранных языков с использованием информационных технологий, акцентируется внимание на формирование адекватного отношения к современным образовательным технологиям в обучении иностранных языков.

Ключевые слова: рефлексия, информатизация, интерактивность, мультимедиа, персептивные умения, интерактивная доска.

Abstract

The article reveals the importance of an adequate leadership in teaching foreign languages with the use of Information and Communication Technologies. The accent is made on the attitude forming towards Innovational Educational Technologies in teaching foreign languages.

Key words: reflection, technology implement, interaction, multimedia, perceptive skills, interactive whiteboard.

Przywództwo nauczyciela – gwarancja do sukcesu

Streszczenie

Artykuł ujawnia znaczenie odpowiedniego „przywództwa" nauczyciela w uczeniu języków obcych z użyciem technologii informacyjno-komunikacyjnych. Akcent jest położony na nastawienie stosowania innowacyjnych technologii dydaktycznych w nauczaniu języków obcych.

Słowa kluczowe: refleksja, informatyzacja, współdziałanie, multimedia, umiejętności percepcyjne, interaktywna „biała karta".