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ANALYSIS OF THE READINESS OF FUTURE PHILOLOGISTS TO USE SMART TECHNOLOGIES IN PROFESSIONAL WORK

The article presents the results of the research done to define the readiness of future language teachers to use SMART technologies in their professional work. In particular, it presents the interpretation of the statistical results received after conducting a survey with the students of philological departments.
Keywords: *SMART technologies, professional competence, Internet technologies, distance learning, webinar.*

Introduction

The development of a new, SMART society and evolution of technologies has changed the profile of a contemporary language teacher. The usage of SMART technologies in the educational process is quite broad and covers those areas that are directly related to subject learning. At the same time they provide a substantial ground for improving educational process, providing more freedom to students and developing their creativity.

Materials and methods

Studying the state of the professional competence of philologists in terms of using SMART technologies in their professional work, we have been interested in assessing the readiness of students who are future teachers of language and literature to apply such technologies in the educational process. Our respondents were the 4th year students of the Philological specialization (67 people) who were asked to provide answers to a questionnaire.

Results

All students have given the correct definition of «SMART technology», but it is incomplete since they associate most modern technologies of Smart class only with the Internet and smart gadgets. We have found that, in practice, 85% of students have faced with the SMART technologies of distance learning, 15% of whom actively use them in the process of studying philological sciences; 80% of the undergraduates

believe that the studying process which involves SMART technologies may be more effective than traditional learning, 12% doubt the effectiveness of such a study and 8% of respondents do not consider SMART learning to be effective.

The interviewed students replied they would like to receive educational materials and tasks for the courses via educational information portal of the university without contacting the teacher personally. Thus, 80% say that it is convenient to consult with the teacher via e-mail; 90% of students have sent their assignments to the teachers to be checked via email. Distance communication has been carried out with the lecturers of such courses as «Theoretical Grammar», «Practical course of a second foreign language», «Foreign Literature». In all these cases distance communication was initiated by teachers.

As for the conditions for the implementation of SMART technologies in education, students mention the presence of e-learning courses (60%), the ability to apply to a tutor, the availability of high-speed Internet (50%), the availability of computers (20%). In addition, students reply that the most efficient SMART technologies are video tutorials, webinars, e-mail (40%), on-line tutorials, television-satellite technology (40%), chat rooms and Internet resources (20%).

The students have evaluated the readiness of the university to the implementation of SMART technologies differently: 30% of students believe that the university is prepared for such a change; 30% of respondents say that the university is prepared only technically; 40% of students say that high school is not ready to fully implement the SMART technologies into the training process. It should be noted that the views of students are quite subjective.

Having analyzed the answers we found that the bachelors have little interest in this issue, although almost everyone has a personal computer or a smartphone with the Internet access.

Among the benefits of using SMART technologies in education, all participants of the survey have named the following: the opportunity to study remotely having an individual training schedule (60%), individual pace of learning, an additional amount of material on the subject (50%), use of modern teaching methods (40%), free posting of materials on the web, the opportunity to study outside the institution (40%), the possibility of individual consultations (30%).

Furthermore, students find that using SMART technologies in education will be effective in assessing the quality of training in the subjects, as it eliminates the subjective factor in the assessment.

Of all students surveyed 50% are ready to use SMART technologies in the study of the course and consider distance learning; 20% of students

are not prepared to use new technologies because they think it needs more knowledge and skills.

Students believe that the insufficient number of teachers in the classroom use such SMART tools as multimedia boards, Internet resources; information is often outdated.

Discussion and conclusions

Analysis of the received results has shown that most respondents have formed the motivation to use SMART technologies in education. We have found that students show interest in distance learning. In our opinion, difficulties are associated with the inability of students to use the SMART tools and with the lack of awareness in this regard. In addition, it can be concluded that the more familiar young people are with the traditional model of studying, formed in the school years.

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Катерина Юзефович. Аналіз готовності майбутніх учителів-філологів до використання SMART технологій в професійній діяльності.

У статті представлені результати дослідження, проведеного з метою визначення готовності майбутніх учителів мови до використання Smart технологій у своїй професійній діяльності. Зокрема, підготовлений опис статистичних результатів, отриманих після проведення анкетування студентів філологічних факультетів.

Ключові слова*: SMART технології, професійна компетентність, Інтернет-технології, дистанційне навчання, вебінар.*

Katarzyna Yuzefovich. Analiza gotowości przyszłych nauczycieli filologów do korzystania z technologii SMART w działalności zawodowej.

W artykule przedstawiono wyniki badań przeprowadzonych w celu określenia gotowości przyszłych nauczycieli filologów do używania technologii SMART w ich działalności zawodowej. Przede wszystkim mamy tu omówienie danych statystycznych uzyskanych po przeprowadzeniu ankiety wśród studentów filologii.

Słowa kluczowe: *technologia SMART, kwalifikacje zawodowe, technologie internetowe, kształcenie na odległość, webinar.*

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