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THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES FOR THE FORMATION OF ENGLISH GRAMMAR SKILLS

Owing to the fact that the modern educational environment covers 'all aspects of the use of the computer in learning' it is called computer-oriented [1]. Researchers point out that 'currently, the main areas of use of computer equipment in foreign language classes are the use of multimedia capabilities of computer classes and educational resources of the Internet' [2]. The introduction of information and communication technologies (ICT) into the educational process ensures its individualization and differentiation, enhances students' motivation, promotes the formation of an appropriate level of foreign language communicative competence which includes language (phonetic, lexical, grammatical), speech (reading, speaking, listening, writing), and sociocultural competence.

When learning English, it is important to master a grammatical component. Formation of grammatical competence involves several stages (introduction, training, practice and control); thus the use of ICT in English classes has a different didactic purpose. According to the needs of a particular type of lesson, ICT are the sources of new learning information, serve as a means of testing students' knowledge, illustrate new and already learnt material, etc.

Computer training programs (CTP) are one of the aspects of ICT use of in the formation of grammatical competence. To NCP, researchers refer software-methodological complexes, electronic training courses and e-manuals, electronic atlases, knowledge bases and encyclopedias, training software complexes, etc.; their mutual feature is the fact that they are all means of direct use in the educational process [3].

Depending on the type of academic work, the individual characteristics of students and the stage of grammar teaching, it is preferable to use NCP available on the Internet (<http://www.native-english.ru/programs>, <http://frenglish.ru/19-english-soft.html> etc.).

The use of video clips is rational for presenting a grammatical structure at the introduction stage. The rich material for the presentations is on <http://bbc.co.uk/worldservice/learningenglish>. The videos are compact, each lasting 6 minutes, which is convenient for video playback. Optionally, you can

download video and text material onto your computer for the use without an Internet connection.

Developed on the basis of the well-known series of textbooks of the same name, the REWARD InterN@tive program has four levels (Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate), which provide the effect of the principle of gradual increase in the complexity of the tasks. The clear and appropriate structure of the course allows applying its material at any stage of grammar teaching, both in English classes and non-classroom work. Performing a variety of tasks (using audio and video) and interactive exercises contributes to the formation and improvement of grammar skills.

Longman Grammar Express offers grammar for elementary and intermediate levels, which is relevant for non-linguistic universities. While carrying out the tasks, students perform all kinds of speech activities: reading, speaking, listening, and writing. The peculiarity of the course is the animated grammar guide.

Exerciser provides various types of grammar exercises (changing the form of sentences, searching for and correcting errors, selecting from the suggested options, filling in the gaps, finding matches) and verifying them.

To learn English grammar while working independently, students are offered NCP designed for a variety of devices (iPod, iPhone, iPad) Cambridge University Press (<http://store.apple.com/uk>). These include the IELTS 7 Trainer; English Grammar in Use. Tests; English Grammar in Use. Activities; Essential Grammar in Use, and others.

The use of these computer programs is effective in the stages of grammar learning such as typing, training and practice.

In order to check the level of grammatical competence (control stage), it is advisable to involve the electronic testing system 'Colloquium' in the educational process. A large number of testing modes (selection of the number and types of questions from the general database, time constraints, the choice of answer options, the order of questions and answers, etc.) and the choice of the rating scale allows choosing the optimal parameters for each case depending on teacher's requirements and the assignment of test. Controlling the real-time testing process and analyzing the students' learning over the definite period of time are additional benefits of this system.

Thus, the above-mentioned examples show the great potential of using computer programs to teach English grammar at universities. Introduction NCP into the educational process, the use of electronic testing systems contributes to the deepening of the theoretical knowledge base, strengthening the applied orientation of learning, and disclosing the creative potential of students and teachers.

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Ключові слова: інформаційно-комунікативні технології, граматична компетенція, навчальні комп'ютерні програми.

Ключевые слова: информационно-коммуникационные технологии, грамматическая компетенция, обучающие компьютерные программы.

Key words: information and communication technologies, grammatical competence, training computer programs.

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PROSPECTS OF T&I TRAINING FOR PROFESSIONALS OTHER THAN LINGUISTS

The development of IT technologies has brought drastic changes to all spheres of human intellectual activity including translation. This has affected both the process of translation *per se* and translators' training. As has been justly marked by Christine Pagnoulle from the Université de Liège in the National Report on the training of translators and interpreters in Belgium, “All schools are now aware of the need to include computer skills in the training of translators. It is essential that a translator should be able to use modern information and communication technologies. In this respect courses on CAT and terminology management are indispensable” [1].