товка докладов, написание статей, аналитических обзоров, проведение контент-анализа, выступление на конференциях и т.д.).

Значительное количество разнообразных приемов и методов работы с информацией являются частью структуры технологии РКМЧП (развитие критического мышления через чтение и письмо), разработанной американскими педагогами Дж. Стил, К. Мередитом и Ч. Темплом. Система методов и приемов технологии РКМЧП направлена на внедрение в учебную деятельность, связанную с чтением и письмом. В рамках данной технологии используются методы ГОИ, многие из которых могут успешно применяться при обучении реферированию иноязычных текстов: таблица смысловых связей (The Story Map), таблица «5-Wh», «Разбивка на кластеры» (The Cluster Web), «Работа с ключевыми словами» (The Key Words), «Цепочка последствий» (The Sequence Chain), «Диаграмма Венна» (The Venn Diagram), «Диаграмма «Секторы» (The Pie Chart), «Составление таблиц и их последующее заполнение» (The Charts).

Секция 5
ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ И ПУТИ ПОВЫШЕНИЯ КАЧЕСТВА ЯЗЫКОВОГО ОБРАЗОВАНИЯ

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FATIH PROJECT AND FOREIGN LANGUAGE LEARNING

In 2010 Turkey initiated «The Movement to Increase Opportunities and Technology» (FATIH) Project that seeks to integrate state-of-the-art computer technology into Turkey's public education system. When implemented, the project is supposed to enable equal opportunities in education by improving school facilities for efficient use of information and communication technologies (ICT) in the learning/teaching process. FATIH Project is composed of the following 5 major components:

1) providing equipment and software substructure;
2) providing educational e-content and management of e-content;
3) effective usage of the ICT in teaching programmes;
4) in-service training of teachers;
5) conscious, reliable, manageable and measurable ICT usage.

The Project conforms to the Strategy of Information Society prepared by the State Planning Organization that set the major goal of transforming Turkey into an information society and in terms of education envisages the following:

— lifelong learning approach, development of the proper structures in which all individuals can improve themselves through e-learning;

— all students that graduate from secondary education should have the ability to use the basic information and communication technologies;

— one of the three individuals in society should benefit from e-education facilities through the effective usage of the Internet;

— providing equal opportunities to everybody for learning and usage of the information and communication technologies;

— one of the two individuals in society should be an Internet user;

— the Internet should be made reliable for society.

Under FATIH Project, over the period of 2011-2014 all students and teachers will be provided with tablet PCs, while the classrooms will be equipped with interactive smart boards. When completed, the Project will encompass 570,000 classrooms in 42,000 schools all around Turkey. It is planned that educational e-content will be created by harmonizing curricula with information technology supported education and new e-books and educational objects will be developed. Conventional textbooks will be largely eliminated, as students will access course materials using their tablet PCs. This ambitious Project, which is expected to cost about 3 billion Turkish Liras (around 1.7 billion US Dollars), represents the largest single allocation of resources to education in the history of modern Turkey (Turkey launches ambitious FATİH project [Electronic Resource] // Today's Zaman. — 2012. — 6 February. — Mode of Access: http://www.todayszaman.com/newsDetail_getNewsById. action? newsId=270656).

It is obvious that FATIH project creates excellent opportunities for enhancing foreign language learning. Now there is hardly any foreign language teacher who, along with standard course books, does not bring authentic language materials, such as newspaper articles, poems, cooking recipes, city maps, etc., to his/her classroom. All of these are easily found in the Internet. Just by using search engines on the web, one can access far away libraries, find on-line magazines that cover specific topics, send massages, discuss problems, or ask for help. This means that ICTs are not only a technical helping tool, but an educationally rich source of materials both for teachers and students.

The web pages that offer a wide range of activities for students are considered to be very valuable as a source of a wide range of grammar exercises, reading comprehension exercises, listening practice, learning topical vocabulary through articles on various subjects, writing letters and essays, all sort of progress tests, solving puzzles, information on studying abroad, job ads and so on.

Using these resources students practice their writing and reading skills, search for the things of their own interest, and thus learning becomes more fun. Along with meeting the primary objective, which is developing foreign language proficiency, students are also improving their computer skills and new technology usage.

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ТЕХНОЛОГИИ АКТУАЛИЗАЦИИ КОММУНИКАТИВНОГО ПОТЕНЦИАЛА СТУДЕНТОВ

Снижение коммуникативного потенциала, как на родном, так и на иностранном языке, даже у прилежных студентов, часто обусловлено отсутствием условий для его реализации. В связи с этим центральное место в образовательном процессе должны занимать