Секція 4
ОПТИМІЗАЦІЯ НАВЧАЛЬНО-МЕТОДИЧНОГО ЗАБЕЗПЕЧЕННЯ ПРОФЕСІЙНОЇ ОСВІТИ ТА ПІДГОТОВКИ ПЕРСОНАЛУ НАЦІОНАЛЬНОЇ ПОЛІЦІЇ УКРАЇНИ

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CLOUD TECHNOLOGIES IN LEARNING A FOREIGN LANGUAGE BY FUTURE LAW ENFORCEMENT OFFICERS IN THE CONTEXT OF DISTANCE EDUCATION

Recently, in education in general and in foreign language education in particular, there is an increasing use of information technologies. It is top issue especially now, due to the situation in the country, the inability to conduct offline learning and taking into account the active development and use of the Internet. One of the types of such technologies is cloud computing, which is another way to implement students' skills, expand boundaries of information and communication competence, as well as foreign language competences.

A prime example of cloud technologies that can be implemented in foreign language training, are services provided by the Internet giant, the company Google: Google Docs, Google Groups, Google Talk, Google Labs, etc [1]. The obvious advantages of this example of cloud technology for further introduction into the foreign language educational and cognitive process is the following ones: availability - Google provides all of the above services on free basis; interactivity - cloud technologies allow to create interaction between all participants of educational process; complementarity - cloud technologies penetrate all areas of learning process and can be used both in foreign language classes, and during extracurricular activities of foreign language learning, such as independent work and control-independent work; clarity - it is thanks to the mentioned above cloud services both students and teachers get instant access to the results of joint and individual work, for example presentations; lack of borders - on the one hand, cloud technologies do not require constantly running computers, mobile devices, etc. for their functionality; on the other hand, working together on projects, distance learning, setting and completing tasks - all this becomes possible even if the subjects of the foreign language educational process are in different parts of the world, do not have special equipment with software installed. All you need to access cloud technology, is a computer or a mobile device and Internet access [2].

Here is an example of working with some of these services. For example, the use of Google Disk in foreign language classes to store files needed for homework, training exercises, practical work, advanced tasks and providing access to them. With Google Docs, you can create and save advanced illustrations, comments, and hyperlinks to work instructions, eliminating the need to replicate these instructions for each workplace, as well as enabling students to do the work at home. Created in advance and open to the public with the

right to edit the appropriate form in the Google Docs format allows you to get from students answers to oral assignments that were asked at home before the class. This saves time on the class itself, because the teacher has already generalized information about the quality of homework done by students before it starts.

Google Forms allows you to organize online testing of students on a particular topic and set up automatic processing of its results with the issuance of grades. Here are some examples of using the Google form: - intermediate control, surveys, questionnaires, tests; - organization of joint work of the group, self-assessment; - reflection.

However, it cannot be said that cloud technology are innovative technologies of foreign language teaching. However, based on students' interest in the World Wide Web, such technologies provide an additional tool for the subjects of the learning process, as well as bring the effect of novelty in modern pedagogical technologies.

References

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SPECIFICITY OF PROFESSIONAL TRAINING OF FUTURE LAW ENFORCEMENT OFFICERS FOR INTERLINGUAL COMMUNICATIVE COMPETENCE

The intensity of development of modern society, economic and socio-cultural processes of integration and globalization that take place in it, contribute to the development of intercultural communication, increase professional contacts between representatives of different cultures and countries, expand international cooperation and mobility. Against this background, the modernization of the national education system is taking place in the context of the Bologna Process, which makes it necessary improving the quality of foreign language training of young people, taking into account the prospects of using languages in practice [2, p.5].

In accordance with the requirements of the state educational standard, cadets must master a level of linguistic and intercultural communicative competence that would allow them to communicate in a foreign language orally and in writing in the interests of the service