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THE SPECIFICITY OF FORMING THE STUDENTS' HYPERTEXT COMPETENCE IN THE MULTIMEDIA ENVIRONMENT OF THE FOREIGN LANGUAGE NETWORK SEGMENT

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At present, there is a need to teach language university students a foreign language as a comprehensive means of communication, taking into account new forms of communication based on electronic hypertexts, when a high level of proficiency in the language is required. The foreign segment of the hypertext network is a specific interactive learning environment for the implementation of cognitive activity. Here the student can compensate for the lack of knowledge on certain topics and lack of preparedness in the field of specific interactive activities, for which a whole range of linguistic and psychological-pedagogical knowledge is needed. Such work contributes to the preparation of the student for contact with another culture and adequate speech behavior in its conditions. Communication in the network becomes a educational activity, a communicative process. The network provides didactic properties useful for education: the publication of educational and methodological information in a multimedia format; communication between subjects and objects of the learning process in the network; remote access to information communication resources, remote library catalogs of electronic libraries, to databases. The foreign language segment of the network offers: to understand new socio-cultural content; to compensate for the lack of adequate methodological and linguistic materials and relevant vocabularies. The influence of hypertext types of language functioning leads to a rethink of the contemporary definition for communicative competence. Today, it is determined by the ability to use the language in various communicative situations, including those which involve hypertext technologies.

Interactivity becomes the core of learning in a foreign segment of the network and is seen as:
a) authentic communication;
b) individualized learning;
c) intercultural learning on the basis of historical and cultural knowledge and country studies, which is possible with the native speakers of the language being studied.

Hypertext competence skills enable the student to keep his or her own cultural identity. In addition, the student will flexibly use various strategies to establish contact with different cultures, overcome intercultural differences and formed stereotypes. Such work is culturally conditioned; implies being open to new cultures and ready to move away from stereotypes, the ability to change one's perception of another and one's own cultures. On the basis of hypertext, network communication is brought into action. During this process the student gets multimedia, interactive, hypertext "network products". We mean the environment-oriented learning, which includes: linguistic skills; cognitive search side of students' activity in the foreign segment of the network; psychological skills. To prepare the student for work in an interactive network, it is necessary that in the learning process there is a constant use of new technologies in all parts of the learning activity. This will provide the student with a more active approach to the independent study of a foreign language and online interactive communication, since the process of learning takes place in cooperation with the teacher and with the speakers of the language being studied.

keywords: virtual environment, communicative environment, hypertext, skills formation, interactivity, environment-oriented learning.