

the teacher transfers information, e.g. he is a communicator, and the student receives information, e.g. he is a recipient, then they change roles. Therefore, equality of encoder/decoder systems is an indispensable condition for successful communication. Using a computer in the communicative system of a lesson, on one hand, helps to overcome some communicative barriers, such as phonetic ones: indistinct speech, poor articulation, or barriers in interpersonal relations: feelings of hostility, biliousness, lack of authority. On the other hand, it causes new barriers, for example, gaps in logical chains overcoming of which requires additional explanation.

When we speak about feedback, it is necessary to distinguish between direct and mediate feedback in interpersonal communication and in communication through computer. Mediate feedback that includes latent information is an important source of positive emotions (under condition of positive interpersonal relations). When learners work with a computer they lack information exchange from the viewpoint of emotions, and this affects correct interpretation of information they obtain.

As far as level and direction of information transfer are concerned, it is possible to say, that during interpersonal communication the meaning is transferred on the verbal level, and the subtle implication and response on the non-verbal level. In this case, a reticulate (from *lat.* rete — net) communicative process is conducted, when signals are directed to a number of possible recipients (group, class). When communication is organized by means of a computer, the nonverbal response to learner's actions is lacking, in this case, the communicative process is axial (from *lat.* axis), and the signals are directed to an individual recipient of information.

As regards the communicative impact, communication through a dialogue is ideal for the teaching process. Formally, it is the dialogue in particular between a user (a learner) and the software of a computer (or another user through info-communicative technologies). In practice, there are many different kinds of dialogues that vary from elementary to creative ones. The communicative impact of computer teaching programs on a learner has the features of authoritarian type.

HYPERTEXT TECHNOLOGIES AND THEIR POTENTIAL IN TEACHING INTEGRATIVE THINKING

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The importance of adapting IT tools to learners' needs urges and encourages scholars to search ways to enhance the efficiency of computer-based in-

struction and correct shortcomings through interaction, the use of authentic and contextualised tasks and self-reflection. However the problem of downloading ready made materials is still a great hindrance to integrating IT technologies into education. The prospect of conducting computer-assist research will be made possible only in case the themes of research projects are reconsidered and reformulated towards further creativity and cognitive flexibility on the part of a learner. The initial step in this direction is introducing hypertext into education.

Hypertext is generally defined as a presentation of images and text connected together by common links where the links work in a similar manner to footnotes, but instead of being a dead end, they can bring you to another document, another place ad infinitum. This new mode of presenting information promises to change the way we read as well as the way we pursue and understand knowledge, and because it is becoming increasingly used for educational purposes, it seems imperative that we carefully consider some of these epistemological changes. It moves the focus away from the authority of the author, suggesting instead that multiple interpretations are equally possible and viable. In doing so it facilitates development of new ways of knowing, and turns us away from unitary conceptions of knowledge, enabling a paradigm shift, a move toward a new epistemology of poststructuralism. Most scientists emphasize the educational role of the hypertext as multiple connections that can be achieved may very well serve to bolster the possible associations that can be attached to any one topic, thus broadening and widening perspectives and working to eliminate disciplinary boundaries. Indeed we have to pay tribute to hypertext as it facilitates the establishment of connections between different forms of representation. The ease at which various sorts of information can be connected may serve to reduce interdisciplinary boundaries and help students to draw connections between multiple types of knowledge forms.

If to view aims of education teaching students to be integrative thinkers and respond to a world characterized by change and interconnection hypertext seems to make sense. Due to it students would be able to take a more active part in their learning, and then transfer easily what they learn from one context to another. Integrative learning is based on an essential flexibility in how we conceive of knowledge creation and management, which in turn allows for integrating apparently unrelated or various ideas and methods into new and unforeseen paradigms, contexts, and unities. Studying the dynamic of interactive reading via hypertext is thus a model for studying integrative teaching and learning in a global world.

Others claim that while the initial fascination of the technology might hold their interest for a while, the inevitable never-ending story which doesn't

come to a real or satisfying conclusion might not sustain interest and might easily pass from their memory. At the same time hypertext threatens to encourage students to skim over the surface of information, never reaching the rich and complex texture of knowledge. Perhaps hypertext will be good for general introductions to broad areas of knowledge, but it seems to discourage the idea of careful and close analysis.

There is a climate of opinion that following pathways without any clear direction does not encourage thinking in new ways. On the contrary, it may simply allow us to pursue our old ways of thinking more efficiently, as we tend to follow only those pathways that interest us in the same way as the web will allow us to fixate more productively on the things we are familiar with because of the nature of the web. At the same time, the trend towards multiple readings can at times lapse into a dangerous kind of relativity. Victor Raskin remarks that hypertext as a computational facility does not help one discover those links and connections, or determine the substance of the hypertext stacks, which still need to be written. All hypertext does is to present a format, a methodology, a tool for recording the already-established links.

Overall, the decision of whether to use hypertext for educational purposes is not an easy one; it entails some losses as well as some gains. But it is clearly beneficial for the writer's development: it invites writers to think non-linearly and cooperatively. Integrating technology into the curriculum is not an easy feat. It requires a great deal of thought and patience: thought to ensure the appropriate technology is being used to increase student achievement and patience to ensure that teachers feel comfortable with the new technology.

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