THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE TO STUDENTS OF TECHNICAL SPECIALTIES AT A UNIVERSITY

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Abstract. The article discusses the use of information and communication technologies in teaching a foreign language to future technical specialists. Today, informatization is considered as one of the main ways to modernize the education system. This is due not only to the development of technology and technology, but also, first of all, to the changes caused by the development of the information society, in which information and the ability to work with it become the main value. Therefore, one of the main tasks of the modern education system is the development of projects and programs that contribute to the formation of a highly qualified specialist in their field.

ПРИМЕНЕНИЕ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ СТУДЕНТОВ ТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ ИНОСТРАННОГО ЯЗЫКУ В ВУЗЕ

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Ключевые слова: информационно-коммуникационные технологии, современные образовательные технологии, иностранный язык, информация, компьютер, интернет.

Аннотация. В статье рассматривается применение информационно-коммуникационных технологий в обучении будущих специалистов технических специальностей иностранному языку. Сегодня информатизация рассматривается как один из основных путей модернизации системы образования. Это связано не только с развитием техники и технологий, но и, прежде всего, с переменами, которые вызваны развитием информационного общества, в котором основной ценностью становится информация и умение работать с ней. Поэтому, одной из главных задач современной системы образования является разработка проектов и программ, способствующих формированию высококлассного специалиста в своей области.

With the development of technology in production, training highly qualified specialists in technical professions is an urgent task. Future specialists in technical industries must meet modern requirements in the labor market. One of the most important advantages in this area is knowledge of a foreign language at a high level in order to be able to fully master the specifics of the profession.

For universities, when teaching a foreign language to students of technical specialties, the use of advanced educational technologies is relevant today. The goal of modern education in Russia is the development of an active, conscious, responsible, constructive, competent personality. Modern educational technologies

are not only digitalization and the introduction of gadgets, but also teaching methods that more fully meet the needs of students. Some approaches use the developments of the last century, but have already been rethought and supplemented.

Modern technologies include student-oriented methods of education, some original ideas and a number of other systems that appeared relatively recently. In addition to them, there are digital technologies that directly affect the learning process [1].

The use of new educational technologies in teaching a foreign language is one of the most important aspects of improving and optimizing the educational process at a university, enriching the arsenal of methodological tools and techniques that allow you to diversify the forms of work and in order to make foreign language classes interesting and understandable for students of technical specialties. Currently, one of these technologies is information and communication technology.

Information and communication technologies (ICT) are a set of methods, processes and software and hardware integrated for the purpose of collecting, processing, storing, distributing, displaying and using information for the benefit of its users [2].

There are several types of ICT in education:

– software: office programs that help prepare lessons, lectures, etc.;

– special, helping to transmit and find information;

– telecommunication, ensuring the process of communication between participants in the field of education.

To use ICT in education, it is necessary to have tools that provide access to information:

– computers;

– internet networks;

– various storage media;

– local networks;

– artificial intelligence;

– computer graphics;

– various means of communication.

In order to carry out the information and communication process, special equipment is required, for example:

– everything related to communication: communication devices, software, etc.;

– Various measurement and control equipment. These include: devices that assist in automatic calculations, as well as controls;

– computer technology, for example, computers, etc.;

– equipment for playing audio and video formats;

– And information storage: flash drives, cards, disks, etc. [3].

The availability of computers, electronic materials, textbooks, and encyclopedias allows us to raise the educational process to a new level. The use of these technologies allows you to individualize foreign language learning according

to the pace and depth of the course. Such a differentiated approach gives a great positive result, because it creates conditions for the successful activity of each student, causing positive emotions and increasing educational motivation.

Let us outline the main didactic requirements for information and communication technologies in education in order to increase the efficiency of their use in the educational process:

– motivation to use various teaching materials;

– clear definition of the role, place, purpose and time of use of electronic educational resources and computer teaching aids;

– the leading role of the teacher in conducting classes;

– introducing into the technology only such components that guarantee the quality of training;

– compliance of the computer training methodology with the general strategy for conducting the training session;

– taking into account the fact that the introduction of electronic educational resources and computer training programs into the set of educational tools requires a revision of all components of the system and changes in the general teaching methodology;

– ensuring a high degree of individualization of training;

– providing sustainable feedback in training, etc.

The application of general didactic teaching principles and the implementation of the designated requirements for the use of ICT in the educational process helps to improve the quality of training. Because of this, they should be considered in the context of the goals of education and scientific understanding of the practice of educational activities, based on the principles of the appropriateness and effectiveness of using ICT in the educational process.

ICT expands the capabilities of the educational environment, both with a variety of software tools and methods for developing the creativity of students. Such software tools include modeling programs, search programs, intelligent training programs, expert systems, and programs for conducting business games. Virtually all modern electronic textbooks place emphasis on the development of creative thinking. For this purpose, they offer tasks of a heuristic, creative nature, pose questions to which it is impossible to give an unambiguous answer, etc. Communication technologies make it possible to implement methods that activate creative activity in a new way. Students can join in discussions that are held not only in the classroom or class, but also virtually, for example, on the websites of periodicals and training centers. Students from various educational institutions can participate in joint creative projects [4].

There are several applications where it is advisable to use information technology in teaching a foreign language, given that modern computers make it possible to integrate texts, graphics, sound, animation, video clips, high-quality photographs, fairly large volumes of full-screen video:

– when presenting new material – visualization of knowledge, demonstration and encyclopedic programs);

– consolidation of the presented material (training - various training programs);

– control and verification system (testing with assessment, monitoring programs);

– independent work of students (training programs such as "Tutor", encyclopedias, developmental programs);

– if it is possible to abandon the classroom-lesson system: conducting integrated lessons using the project method, the result of which will be the creation of Web pages, teleconferences, and the use of modern Internet technologies;

– training the student's specific abilities (attention, memory, thinking, etc.);

– interactive demonstration material (exercises, support diagrams, tables, concepts) [5].

So, based on the above, it should be noted that the informatization of foreign language learning, which is implemented through the use of ICT, has the most important functions:

– improving the quality of student training based on the use of modern information technologies in the educational process;

– application of active teaching methods, increasing the creative and intellectual components of educational activities;

– integration of various types of educational activities (teaching, research, etc.);

– adaptation of educational information technologies to the individual characteristics of the student;

– development of new information technologies for training that contribute to the activation of the student's cognitive activity and increase motivation to master the tools and methods of computer science for effective use in professional activities;

– ensuring continuity and continuity in training;

– development of information technologies for distance learning;

– improvement of software and methodological support for the educational process.

ICT in learning of a foreign language is gradually gaining more and more supporters in the practice of both general and vocational education, since it makes the learning process motivated, productive, emotionally rich, developing personality, and therefore of higher quality. The use of ICT in the education system actualizes their communicative component. The penetration of computer technologies into the field of education initiated the development of new educational technologies, when the technical component of the educational process leads to an essential change in education. The development of computer technologies in education initiated the emergence of new educational practices, which in turn contributed to the transformation of the educational system as a whole. The boundaries of the educational sphere, localized by institutional, temporal and spatial frameworks, have been significantly expanded due to the introduction of ICT into the educational process.

Today, the full implementation of ICT in the educational process allows us to succinctly complement and combine traditional teaching methods with new information technologies, apply an individual approach, develop the linguistic abilities of students of technical specialties and objectively assess the quality of knowledge and skills of each of them.

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