

The use of information technologies in the teaching of linguistic disciplines

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Abstract

The article deals with the use of modern information and communication technologies in the teaching of linguistic disciplines in the university. Information competence, which has become one of the main indicators of quality education, is one of the main conditions of modern education, and its formation directly depends on the active activity of students in an open information and educational environment. Modern ICT allows creating unique didactic conditions for the development and ordering of individual educational trajectories in the teaching of linguistic disciplines in the university.

***Keywords:** information and communication technologies, linguistic disciplines, language and speech competence, educational resources, information competence, teaching methods, creative activity.*

Introduction.

Modern education, both general and professional, cannot be fully realized without the use of information and communication technologies (ICT).

Informatization of education is a multi-level, multi-faceted process that involves not only the use of innovative forms of educational materials and ICT tools in the learning process, but also the promotion of special criteria for information and digital competence of teachers. Information competence, which has become one of the main indicators of quality education, is one of the main conditions of modern education, and its formation directly depends on the active activity of students in an open information and educational environment.

In the modern dictionary, the following definition of the term is given: "ICTs include various software and hardware tools and devices that operate on the basis of computer technology, as well as modern means and systems of information exchange that ensure the collection, accumulation, storage, production and transmission of information» [1]. The definition of ICT has many formulations, but in the context of the analyzed problem, the basic understanding is their understanding as a set of network technologies, methods and software and hardware tools created and used for the purpose of collecting, analyzing, preserving, and distributing the use of information.

The progressiveness of learning with the use of ICTs is proved by the fact that, firstly, their inclusion in the educational process significantly accelerates the continuity of social experience and knowledge from generation to generation; secondly, ICTs contribute to a more mobile and successful adaptation of students to changes taking place in the social sphere; thirdly, the use of ICTs in the education system allows you to update and "modernize" learning in accordance with the social order of society. In addition, the chosen subject area is mastered by students at various levels, skills and abilities for solving typical practical

problems are developed, the speed of decision-making in non-standard problem situations, and the ability to develop certain types of activities. [2]

The process of informatization of higher education in the republic is carried out with the help of electronic educational resources, information systems. The analysis of the methodological literature [3] identifies the following advantages of using ICT tools in teaching Russian (foreign language) language: improving the quality and efficiency of the educational process; increasing the activity of cognitive activity among students; implementing interdisciplinary connections; increasing the volume and optimizing the search for necessary information; creating a unified information and educational environment for students, taking into account their level and individual learning trajectory.

Material and Methods

The modern stage of the development of human society goes in parallel with the informatization of all spheres of its activity. This is also reflected in the education system. Informatization provides for the mandatory use of computer technology in higher education, which requires improving the information and computer literacy of students and teacher. Especially productive is the joint activity of the teacher and the student in the study of a foreign language and, in particular, Russian as a foreign language (RCT).[14]

The Internet, mobile and satellite means of communication, as well as traditional mass media, help to improve general and professional competencies, contribute to the development of all types of speech activity in a foreign language. New types of communication interaction lead to new forms of oral communication. International integration and communicative adaptation to the modern multinational and intercultural space have a great influence on the formation of oral speech skills in a foreign language.

It is known that ICT tools are used in teaching language disciplines in a non-linguistic university in fragments, forming and developing individual skills (lexical, grammatical, phonetic) or skills (speaking, reading, writing, listening), while there is a tendency to implement multiplatform courses [4], when the teacher creates and simultaneously uses many sites. The disadvantage of the fragmentary application of technologies is the violation of the conceptual approach to teaching Russian (foreign language.) the language, since all the author's developments are not used in a complex way.

The article attempts to analyze the scientific and pedagogical literature on the use of ICT tools for teaching foreign languages (in particular, Russian as a foreign language) the language. The analysis showed that the main technological features of ICT tools that have opened up wide opportunities for the use of information and communication technologies for the formation and development of foreign language communicative competence are:

- interactivity (changing the content or the way you communicate),
- publicity (organization of remote online communication and publication in open access),
- multimedia (use of materials of different formats: text, audio, photo, video materials);
- hypertext structure (creating hyperlinks and clicking on active links). [3]

To create an information and educational environment in the learning process, one or more information systems (LMS, MOOC) are used, which operate on the basis of ICT. At the same time, information systems have the following pedagogical capabilities:

- * availability of the entire volume of educational material at any time, in any place, independent extraction of knowledge;
 - * variability of the forms of presentation of educational material (creation of files, links, hyperlinks to text, audio or video material; creation of intermediate and control tests for working out grammatical structures and lexical material; creation of interactive homework assignments and simulators for independent work of students);
 - * interactive information interaction between students and the teacher for feedback, between students and ICT tools for testing and monitoring results, between students for creating a single research project;
 - * providing systematic teacher support for all levels of students, including in remote groups.
- Information systems used for teaching a foreign language have the following didactic capabilities:

- * individualization and differentiation of the learning process (gradual formation and development of all system-forming language skills and development of speech skills of the Russian language for the professional activity of students);
- * providing access to the information network;
- * visualization of educational information (replacing text content with audio-visual content);
- * unlimited performance of training tests in the process of mastering the educational material and self-preparation of students;
- * development of communication skills (formation of writing and speaking skills for professional activity);
- * intensification of all levels of the educational process; deepening of inter-subject relations;
- * improvement of information and methodological support of pedagogical activity (high rate of updating of information);
- * structuring information in accordance with the selected educational program. [3]

Modern ICTs allow us to create unique didactic conditions for the development and ordering of individual educational trajectories in the teaching of linguistic disciplines at the university. Improving the level of general speech culture of students, mastering the resources of both native and foreign languages, developing communication skills – the main tasks of the courses "Russian language", "Foreign Language", "Academic writing", "Culture of speech" and some other disciplines. Teaching these disciplines at the university involves the use of pedagogical technologies focused on the personality, interests and abilities of students. The task of a modern university is to develop and implement a flexible learning model that combines traditional and information technologies. Linguistic disciplines perform a communicative function, so they can be both a goal and a means of learning.

The current stage of development of methods of teaching foreign languages and Russian in higher education institutions is characterized by the search for interrelated, integrated innovative approaches to teaching. When studying these disciplines, the skills of preparing and delivering oral public speech are required, since the formation of students' communicative competence is one of the key tasks. Among such technologies, which are used with equal success in the disciplines of the linguistic direction, it is appropriate to name interactive methods (business games, debates in Russian and English, personal and professional trainings, etc.), as well as modeling of specific problem situations.

In the modern global network, there is a large database of information and educational resources containing educational and methodological and scientific-theoretical information, developments of leading specialists, etc. With their help, the teacher gets the opportunity to quickly provide students with consulting assistance, design and control student research activities, conduct virtual seminars, lectures, and consultations in real time. The use of information and communication technologies in the educational process helps to intensify and individualize learning, helps to increase interest in the subject, makes it possible to avoid subjective evaluation. [3]

An obvious and generally recognized advantage of ICTs over traditional forms of learning can be considered communicative orientation, visualization of educational information, the ability to store a large amount of information, automation of control and self-control processes, the ability to constantly update and replenish materials. [4]

Another advantage of modern educational technologies is the full implementation of the principle of visibility in static and dynamic (color, graphic, sound, illustrative) forms. Modern multimedia tools used in the teaching of linguistic disciplines can increase learning motivation by using such audiovisual processing of educational material as its superimposition, movement, deformation, fixation, presentation with animation effects, combining different types of audiovisual teaching tools in one window, demonstration in real time (webinar, video lecture, video seminar, etc.). Visual audiovisual tools help students to understand the general theoretical foundations of language phenomena and patterns, but are most often implemented in classroom work. In independent work, with the help of training programs and

applications, they learn new words and word forms, definitions, thus forming and improving language competence and, to a much lesser extent, speech competence.

It is impossible to master grammar, vocabulary, and speech culture only with the help of technical means, since almost all lexical and grammatical structures contain semantic meanings that manifest themselves differently depending on the context. For example, the training program is most effective when performing exercises on the substitution of the correct variants of word forms, determining the belonging to a part of speech, translating a single word. And tasks of a creative nature are designed for the variability of thinking, and the role of ICT in their implementation is very conditional. In practice, an attempt to independently build a strategy for their own training, based only on training programs and educational resources, most often turns out to be unsuccessful, since the student is not always informed about the possibilities and direction of a particular program, about how it is integrated into the process of studying the discipline. The exception may be in the distance learning system, but it is impossible to completely avoid the "teacher – student" paradigm.

The selection of ICT materials for classes, the method of their presentation should be methodically justified and subject to a single goal – the development of the level of memorization and identification of the most important characteristics of the language material for further work with it. The National Corpus of the Russian Language resource is successfully used in the practice of teaching linguistic courses, which allows you to choose interesting examples from modern word usage or classical literature for the topic. The interactive whiteboard also offers great opportunities for modeling abstract and concrete concepts and establishing links between language concepts and phenomena in real time.

The most complete development of speech and language skills occurs when working with the text (oral, written or combined), in the process of its analysis and live discussion, which can not be replaced by any simulator. And since more than 50% of modern educational programs are devoted to independent work, one of the main criteria of ICTs should be the extent to which they orient and direct students to independent activities.

Working in a computer class using modern information technologies in the Russian language classes, the student has the opportunity to:

- find the meaning of unfamiliar words using a variety of dictionaries, reference books, encyclopedias;
- get the necessary information about the country of the language being studied;
- get acquainted with the biography and work of Russian writers and poets;
- read excerpts from literary works;
- select additional material on the topic under study;
- create a multimedia presentation on the topic;
- find a review of a literary work, the work of a poet or writer of a certain literary direction;
- write a report or abstract on the topic under study;
- check your level of knowledge by completing test tasks.

The above suggests that the introduction of modern ICT in training contributes to the mastery of existing systems of generalizations and prepares the student to develop their own skills of understanding and generalizing information. However, it should be noted that, although virtual educational resources are a valuable basis for the formation of an information-subject and open educational environment, access to Internet resources in itself does not become a guarantee of high-quality and fast language education. P. V. Sysoev rightly notes: "The informatization of language education does not mean that modern ICTs should duplicate the pure traditional means of teaching in order to achieve absolutely identical goals. On the contrary, thanks to its unique didactic properties, along with the development of the same speech skills and the formation of language skills, modern information and communication technologies can significantly enrich the educational process." [5] The use of modern ICTs in the learning process creates real conditions for the development of additional skills and strategies in students, which was not possible to such an extent on the basis of traditional means. But the means of ICT, despite their promising opportunities, are primarily of an auxiliary nature, since they do not form new forms of thinking and creative activity, but complement the content aspect of education, improve the level of perception of the assimilated information.

Conclusion.

In conclusion, we note that a methodically well-organized educational process involves an optimal combination of information technologies and traditional teaching methods at all stages of training. The use of ICT makes it possible to improve and differentiate training, take into account the individual characteristics of students and encourage them to further independent work.

The use of information systems that are focused on the formation and development of all the fundamental skills and abilities of foreign language speech activity, contribute to the process of optimizing the system of teaching Russian (foreign language) language at the university.

Thus, the active and effective implementation of information technologies in education is an important factor in creating an education system that meets the requirements of the information society and the process of its reform, improves the quality of training and education, allowing students to successfully and quickly adapt to the environment and ongoing social changes, accumulate and realize the innovative potential of the participant in the educational process.

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