ICT in Teaching a Foreign Language

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ANNOTATION

The introduction of ICT in the process of teaching a foreign language allows not only to expand the didactic possibilities of education, but also significantly enrich the educational process. A foreign language lessons are filled with new content, while students develop a creative approach to the world around them, curiosity grows, rational work skills are instilled, which improves the quality of learning material. It should be noted that the modern theory of mastering a foreign language fits into the ideas of developmental education, as it focuses on the active work of the student in mastering the language. The article analyzes some urgent problems of improving the quality of professional training of future specialists in the field of language education.

Introduction

The high level of education in higher education remains the orientation of the teacher to the needs of students and the creation of optimal conditions for the learning and development of students, which is largely facilitated by the inclusion of ICT in the educational process. When using ICT, it is easier for a teacher to implement a student-centered approach to teaching students, it becomes possible to more rationally organize the entire educational process, make it natural, authentic and relevant to the modern demands of society. The presented technologies of teaching a foreign language allow students to gain experience in intercultural communication in the process of modeling the cultural space in the classroom. The formation of skills and abilities of behavior in a foreign cultural environment, as well as the assimilation of new knowledge, is also facilitated by practice-oriented communicative tasks aimed at developing intellectual flexibility and tolerance towards a foreign culture and its bearers. The concept of a new type of training focuses on the competence model of a specialist in the field of intercultural communications in accordance with the requirements of the state educational standard of higher education of our country and taking into account new working conditions.

Materials and Methods

The main feature of the current stage of development of the methodology of teaching foreign languages is the transformation of the lingua-educational paradigm from communicative to intercultural. The use of computer programs of various types (actually educational, applied, instrumental, telecommunication), aimed at creating an integrated learning environment, with the help of which students are completely immersed in the environment of the language being studied and foreign language culture which significantly expands and deepens the communicative and professional competence of students.

The opportunities provided by modern ICT are simply inexhaustible. Teaching intercultural communication involves creating an environment of real communication in the classroom, as well as the active use of a foreign language in living natural situations that can easily be created in the educational process with the help of ICT. The urgent need to prepare students for effective intercultural contacts at the level of everyday interpersonal communication involves the addition of knowledge of a foreign language with knowledge of the characteristics of culture, knowledge of the nature of intercultural misunderstanding, the presence of practical skills and behavioral skills, which together allow one to freely understand representatives of other cultures (Isisag, 2012). The introduction of advanced learning technologies into the educational process using modern technical means is the best way to solve this problem. In this regard, today the most relevant areas of research in this area are focused both on the development of theoretical aspects of the use of computers in language teaching (methodological problems, the typology of computer learning materials, evaluating the effectiveness of computer learning tools), and on the creation and practical use in the educational process of computer materials for various purposes, stages and profiles of language learning (Sharipova, 2019). The 21st century, often called the information age, is bringing about changes to the traditional teaching of language. The introduction of new information and communication technology expands access to education, forming an open education system, and changes the idea of the qualifications needed by modern graduate students. The most significant group of benefits is teaching the virtues of computer-based training. Pedagogical technologies for organizing foreign language (FL) classes include the use of the Internet, elements of problem-based learning, as well as flexible variation of active methods (projects, role-playing and educational games, analysis of situations) within the framework of classroom work. Therefore, a modern teacher of a foreign language should not only possess knowledge in his subject, but also be able to apply information and communication technologies (ICT) in his/her activities.

Today, the main directions for integrating ICT tools into language education have been clearly identified. The first is related to the organization of educational space institutions. Within the framework of this direction, state educational authorities finance innovative programs for creating schools and universities of the future, where, for example, lingua-multimedia laboratories are equipped for conducting classes with a teacher and for independent work of students. The second direction affects the use of computer games in the process of mastering foreign language speech activity. Their task is to create an environment that facilitates the assimilation of knowledge by students and the acquisition of the necessary communicative competence. The game simulates educational activities, which leads to an increase in motivation to study a foreign language. The result of "game" educational activity is a useful product (acquisition of knowledge, development of skills), and the leading motive is interest in the process, intellectual and emotional tension. In terms of studying a foreign language, this

direction is characterized by the possibility of using the latest digital gaming devices and software tools for lingua-didactic purposes. Within the framework of this direction, computer language games are being actively developed, which include a wide range of educational materials, ranging from ordinary exercises performed in the competition mode to role-playing strategies. The third direction is connected with the development of specialized websites for the education system, educational portals that include a variety of information, databases for various purposes, including educational and methodological ones. The fourth concerns the training of teachers in the context of informatization of language education. Currently, teachers are provided with professional support in the field of teaching foreign language teaching methods using ICT tools (methodical seminars; educational and methodological materials; online methodological support; a level system for obtaining qualifications in teaching foreign language teaching methods) (Ziyaboyeva, 2019).

Of particular professional interest today are programs that contain graphical tools for modeling the educational environment of a cultural plan, which help students immerse themselves in the context of their future profession and improve their competitiveness. They use the most advanced technologies and the latest techniques, such as a speech recognition system and pronunciation visualization, interactive role-playing games, etc. Multimedia technologies and professional design provide students with a comfortable learning environment [Sharipova, 2019].

Conclusion

A lesson with multimedia support increases the emotionality of a foreign language lesson and arouses students' interest in learning, creates a friendly atmosphere in the classroom, allows you to change the form of activity, taking into account the psychological and pedagogical characteristics of students; stimulates cognitive thinking, provides visualization of training, allows the use of gaming technologies in training. This not only significantly increases the motivation of students, but also creates the possibility of transferring the acquired knowledge, skills and abilities into real life, which increases the effectiveness of training and at the same time ensures its reliability. The nuances of the computer technique include the following:

Firstly, the student is given the opportunity to act in a dialogue with the computer as an active partner, passive partner, interlocutor or an outside observer;

Secondly, the presentation of information here is fundamentally different from the traditional linear one - from simple to complex, the student himself regulates the sequence and volume of information;

Thirdly, the creation of microworlds (corresponding to the subject of the learning environment) is simulated using a computer, which determines the effectiveness of the educational process and provides optimal conditions for solving learning problems;

Fourthly, the game participants freely explore the microworld within the framework of the plot, which makes it easier for them to assimilate knowledge and acquire the necessary competence.

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