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**THE USE OF MODERN INFORMATION TECHNOLOGIES
IN FULL-TIME TEACHING OF A FOREIGN LANGUAGE
IN A NON-LINGUISTIC UNIVERSITY**

***Abstract:** modern society is characterized by the enormous influence of computer technologies, which, to date, have been introduced into almost all areas of human activity. The development of information and communication technologies in the field of education, which allows us to open up the latest opportunities and new views on the educational process is considered in the article. The effectiveness of using information technologies is due to personal motivation and increased cognitive activity of students.*

***Keywords:** information and communication technologies, computer innovations in education, electronic textbooks, reference books, audio and video components, interactive maps.*

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**ПРИМЕНЕНИЕ СОВРЕМЕННЫХ ИНФОРМАЦИОННЫХ
ТЕХНОЛОГИЙ ПРИ ОЧНОМ ОБУЧЕНИИ НА ЗАНЯТИЯХ
ПО ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ**

***Аннотация:** современное общество характеризуется огромным влиянием компьютерных технологий, которые на сегодняшний день внедрены практически во все сферы человеческой деятельности. В статье рассмотрено развитие информационно-коммуникационных технологий в сфере образования, которые открывают доступ к новейшим возможностям и позволяют формироваться новым взглядам на образовательный процесс. Эффективность использования информационных технологий обусловлена личной мотивацией и повышенной познавательной активностью студентов.*

***Ключевые слова:** информационно-коммуникационные технологии, компьютерные инновации в образовании, электронные учебники, справочники, аудио- и видеокomпоненты, интерактивные карты.*

The emergence of computer technologies in education has allowed us to create a qualitatively new learning environment. It became the basis for the development and modernization of the existing system. Today, computer science in education occupies high positions at almost all stages of knowledge acquisition.

Information and communication technologies have a positive impact on the realization of the educational potential of such a subject as English.

Considering computer innovations from the point of view of pedagogy, it can be noted that the use of information technologies (IT) in the classroom reveals new opportunities in teaching the subject, since in the process of working with IT, the teacher deals with fundamentally new methods and forms of teaching [1].

Among the most frequently used IT in the educational process, first of all, it should be mentioned:

- 1) interactive whiteboards;
- 2) electronic textbooks and manuals demonstrated using a computer and a multimedia projector;
- 3) test programs and simulators;
- 4) Internet educational resources;
- 5) audio and video components;

- 6) electronic reference books and encyclopedias;
- 7) interactive maps and atlases.

When studying a specific topic, information and communication technologies allow you to visualize various difficulties in the topic under study, pay special attention to them, and therefore, to the formation of personal qualities of the student. Computer programs allow you to focus on a specific topic of learning or on a specific language aspect and encourage students to cognitive activity [3].

Thus, communication skills in learning English consist of four main blocks – speaking, reading, listening and writing. In live communication, these skills are inseparable. Conversation requires well-formed listening and speaking skills; writing a letter requires the ability to write and read.

IT makes it possible to conduct extensive listening, where it is important to understand certain information, and then smoothly move on to speaking, since what you hear often generates a desire to talk about yourself or just continue the conversation on a given topic.

The use of computer technologies in education is especially relevant for the creation of illustrated teaching tools, as well as the realization of their didactic capabilities. These forms of visualization serve not only to supplement verbal information, but also are its carrier, thereby increasing the mental activity of students.

Classes become more visual, understandable and effective through the use of multimedia tools using text, images, graphs, animation, audio and video information. With such a general effect, a visual analyzer is involved, which combines two main performance qualities: efficiency and duration. Multimedia textbooks combine all the positive properties of visual and verbal textbooks and, due to their versatility, implement them with much greater effect [3].

On the basis of information technology, it becomes possible to implement a differentiated approach to learning, taking into account the level of knowledge of the material being studied and the degree of achievement of intermediate learning goals. In

this situation, the student gets acquainted and learns the material in a mode corresponding to the level of his individual training, and interactive methods allow him to fully reveal himself creatively.

With traditional methods of conducting classes, the main information carrier for students is the teacher, he requires the student to concentrate attention, concentration, memory tension.

Unlike traditional technical means of teaching, information technologies not only give students a large amount of knowledge, but also develop their intellectual, creative abilities, the ability to independently acquire new knowledge, work with various sources of information. Training with the help of IT makes it possible to develop independence, teaches you to objectively evaluate your activities and correct mistakes [2].

There is no doubt that the use of IT in the process of teaching a foreign language helps to achieve better results. Today, in the context of the development of information technologies and the widespread informatization of society, it is difficult to imagine holding classes without using any IT. Modern IT gives students the opportunity to get an idea of the culture of the countries and peoples whose language they study, since teaching a foreign language is not limited to studying only grammatical rules and memorizing vocabulary, but also implies knowledge and understanding of customs, traditions and values of other peoples [3].

Many teachers in their practice often use such information and communication tools as electronic dictionaries and encyclopedias, as well as various search and reference systems, which makes the learning process more interesting. The use of electronic dictionaries in the classroom helps to significantly speed up the work with the text. For example, students may be asked to create a glossary on the topic of the lesson, which will be used by them in future during the lesson, as well as when performing independent work.

Currently, computer test technologies are being actively introduced in the education system in order to conduct an electronic knowledge check and develop an independent assessment of students' educational results. In addition, the use of electronic

testing makes it possible to increase the objectivity of assessing the level of knowledge of students.

A significant role in learning a foreign language is played by the use of Internet technologies:

- 1) online tests;
- 2) video conferences and online communication with native speakers;
- 3) working with websites in English;
- 4) projects.

The possibilities of using Internet resources are huge. The global network creates conditions for obtaining any necessary information: country studies, news, newspapers and magazines, fiction and scientific literature, etc. In addition to working on reading and speaking skills, you can replenish your vocabulary. To do this, students are invited to compose dictionary entries based on the information they have read.

Thus, the use of information and communication technologies tools in English classes helps to increase students' interest in the subject and the effective formation of all types of speech activity. It is important to remember that the integration of information and communication technologies into the educational process places high demands not only on the student, but also on the teacher.

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