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**EDUCATIONAL POTENTIAL OF INNOVATIVE TECHNOLOGY IN TEACHING SENIOR
LANGUAGE STUDENTS' SPECIALISTS**

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ABOUT ARTICLE

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Abstract: The article explores the potential applications of information and communication technology in teaching international students. An example of the development of an electronic training course in the Hemis distance learning system is given.

INTRODUCTION

The foundation of contemporary education is the idea that every person must undergo extensive personal growth in order to ensure that he or she will be able to reach their full potential in a given field. Given the ongoing development and improvement of social and sociocultural relations as well as political and economic ties, it is imperative that teaching in general and foreign language instruction in particular move beyond antiquated stereotypes and traditions. Informatization, computerization, and digitization are the three primary paths leading to the development of the contemporary educational system. These domains enable numerous approaches to enhance the caliber and efficiency of education. Discovering the world of digital technologies, integrating local and distant learning programs into the information and educational environment, facilitating student-teacher contact, and promoting self-education are all aspects of digitalization.

Teachers are working with more and more information and communication technologies on a daily basis. These days, linguistic information resources play a crucial role in information and communication technologies. Among them are the outcomes of group creativity, which can be both passive and active.

Information and communication technologies are used to create electronic training databases with the goal of organizing a continuous educational process [2]. In order to close any potential "gaps" in students' knowledge and produce high-caliber knowledge, we provide remote participation in conferences and the formation of ongoing scientific circles.

The most widely utilized ICT tools in education include: - computer-assisted electronic textbooks and manuals; - electronic encyclopedias and reference books; - simulators and testing programs; - online educational resources,

- CDs and DVDs featuring artwork and illustrations; - equipment for audio and video; - projects and research works.

ICT tools are divided into various categories. Thus, all ICT tools utilized in the educational system can be categorized into two groups based on the first classification: software (which includes electronic textbooks, simulators, test environments, information sites, Internet search engines, etc.) and hardware (which includes computers, printers, scanners, cameras, video cameras, audio and video recorders, etc.). (4).

The current advances in information and communication technology (ICT) require us to reevaluate how we organize information support for educational activities. We can therefore examine the potential applications of information technologies in educational activities thanks to the second classification of funds for ICT [2]:

Furthermore, the question of motivation to study specialized disciplines is still relevant for full-time students. For students who have never engaged in the production processes for running oil production facilities, implementing strategies for boosting oil inflow, boosting oil recovery, etc., these disciplines can be very challenging to understand.

While encyclopedias, terminological dictionaries, and books are examples of passive resources, models, programs, and knowledge bases are examples of active resources [1].

New perspectives on translation are compelled by the realities of the modern world, and the translator's professional model grows increasingly intricate.

According to A. Manyan, the translator is in charge of accurately conveying ideas that are present in some languages but not in others, in addition to acting as a bridge between speakers of various languages and cultural backgrounds [1:19]. The training process for aspiring translators should take

into account everything mentioned above; if not, the qualifications needed for actual professional work will be very different from what university students are taught.

A wide range of academic subjects are taught using innovative teaching technologies, but it should be highlighted that university students' language instruction offers the greatest opportunity to modernize teaching methods and, most importantly, to yield noticeably better outcomes. Teaching interpretation makes use of cutting-edge technologies like business games, non-gaming simulations, info communication training, and the Internet.

Simulation exercises that "help to simulate the real working conditions of an interpreter in the educational process: the one-time presentation of the material, limited time, the real speech of the speaker and its pace" [2: 70] are used in the interpreting training process to incorporate non-gaming simulation technologies. A multilingual training conference and one-sided and two-sided consecutive translation systems stand out among the imitation business games that are utilized to teach interpretation.

When teaching interpretation, infocommunication technologies give students the chance to take part in online discussion boards, watch and listen to instructional videos, interact with experts in a variety of subject areas, and use real-world audio and video resources. These days, a number of Internet platforms and technologies—like Hemis and flipped classroom technology—are also frequently utilized in translation training.

An online platform called Hemis serves as a collaborative workspace for educators and learners. This environment offers computer support for the execution of autonomous training of multiple forms of interpretation as part of the interpretation training, including: translation from a sheet, translation of precision vocabulary, and sequential and synchronous translation of audio or video segments.

With the use of flipped classroom technology, students can study theoretical content on their own while engaging in hands-on activities in the classroom to strengthen and expand their skills and abilities. During extracurricular hours, students can access lectures on the theoretical underpinnings of interpretation as well as exercises designed to strengthen and hone their skills in a variety of interpretation and translation scenarios.

Hemis is a type of distance learning that combines open access to the Internet with interactive teacher and student participation. Tests, assignments, lectures, films, and presentations are all possible in these

courses. You can hone your skills in creating translation strategies, translating notation, translating by ear, and more by working in this setting.

As a result, when teaching interpretation, new technologies enable students to learn more while working independently and under a teacher's guidance to improve their translation abilities. This boosts student autonomy and motivation.

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