



INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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ABOUT ARTICLE

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Abstract: The article discusses the development of students' communicative competence, the ability for intercultural communication and the use of the language being studied as a tool for this communication while teaching foreign languages at the present stage. In this regard, the teacher is faced with the task of selecting such methods, means and forms of teaching foreign languages that would help achieve the goal.

INTRODUCTION

The process of acquiring personal experience of communication with a foreign language culture by children requires the creation of situations for the practical use of the language as a tool for intercultural learning and interaction. In this regard, there is an objective need to integrate information technologies into the educational process, allowing to involve schoolchildren in situations of intercultural communication, since today the global Internet provides a wide range of opportunities for students to enter into authentic intercultural interaction with representatives of the language being studied.

THE MAIN RESULTS AND FINDINGS

The main technologies that currently exist in cyberspace that can be actively used in the process of teaching a foreign language, transforming them into the category of training and education tools, can be divided into two groups: 1) synchronous communication tools and 2) asynchronous communication tools (asynchronous communication tools).

Synchronous communication tools are Internet tools that allow real-time communication (chat, video chat and audio chat). Skype and Yahoo Messenger are examples of such tools that provide the possibility of synchronous communication via chat and voice: <http://messenger.yahoo.com/><http://skype.com/>

Yahoo messenger with voice and Skype users have the ability to establish an instant voice connection with a subscriber located anywhere in the world if he has these programs (or call a regular landline phone), or communicate via written chat. There is also the option to connect and use a webcam.

You can create your own list of friends and invite them to a one-on-one chat or organize a conference, the so-called group chat. And you can, by setting the parameters of the desired interlocutor (age, gender, place of residence, native language, interests, etc.), find friends to communicate in cyberspace.

These chat platforms used for pedagogical purposes open up new opportunities in teaching a foreign language. Using chat and voice, you can:

- conduct project lessons with students from other countries;
- discuss topics with a guest representative of another country who is competent in a particular field of scientific knowledge;
- offer radically new, non-standard tasks. For example, to establish the first language contact between a student and a native speaker, by setting the parameters of the desired interlocutor, offer: "Using the program, find an interlocutor in such and such (determined depending on the language being studied and the teacher's goals) country. Find out his name, age, interests. Tell us about yourself...etc."
- the chat text archiving function allows you to analyze the chatlog (Chatlog) at the end of communication in terms of grammar, vocabulary, punctuation, style, speech errors, etc. and on this basis to build new types of tasks.

Although these means of Internet communication have appeared relatively recently, the world practice of teaching English has already gained some experience in using them in the educational process. So Daphne Gonzalez, a professor at the Simon Bolivar University in Caracas, Venezuela, identifies 5 types of pedagogical chat:

- chat on a free topic (free topic chat); the main task is the practice of speaking, listening and writing in the target language;
- chat aimed at solving a specific educational problem (collaborative task-oriented chat);
- chat seminar or chat presentation (academic seminar or presentation chat)
- a chat aimed at practicing a particular material or action (practice chat); for example, a chat interview;
- evaluation chat (evaluation chat), aimed at monitoring and evaluating the degree of assimilation of a particular material [1].

The integration of Skype and Yahoo Messenger into the educational process allows you to more effectively solve a number of didactic tasks in the classroom:

- to form and improve the skills of reading, writing, speaking and listening;
- to form and improve the skills of dialogical utterance;
- replenish vocabulary, both active and passive, with the vocabulary of a modern foreign language;
- to acquaint students with the socio-cultural realities of the language being studied (speech etiquette, features of speech behavior, cultural features, traditions of the country of the language being studied);
- to form in students a stable motivation for foreign language activities.

Asynchronous communication tools are Internet tools that allow the exchange of information with a time delay (forums, electronic and audio mail, websites, blogs, wikis ...).

Blog - this page of the site, presented in the form of a journal-diary or calendar, in which information is arranged in chronological order. The blog can be updated daily/weekly/monthly. The creator of the blog has the right to post information and edit the blog, while blog visitors can leave their comments on

the articles. The blog can also include photos, audio, video, links to other sites, Internet articles, and so on.

Eron Campbell identifies 3 types of blogs used in language teaching:

- The tutor blog: maintained by the tutor, eg <http://juliayats.blogspot.com/>;
- The class blog: maintained by the joint efforts of the teacher and students;
- The learner blog is maintained individually by the student [2].

Among blogs, a special type is distinguished - audio blogs or the so-called podcasts (from the English. Podcast or Podcasting). The English word Podcast comes from the words i-Pod (MP 3 player) and broadcast (broadcast, broadcast).

Audio blogs / podcasts are the same online diaries, only with audio files in MP3 format. Podcasting is the creation and distribution of audio files in MP3 format on the Internet, which can be listened to online or downloaded to an MP3 player.

There are different types of podcasts:

1. authentic podcasts, native speaker files

<http://www.podcastsinenglish.com/>

2. podcasts created by educators for their students;

3. student podcasts (for example, the podcast of first-year students, the English department of SPJFU <http://juliay.podomatic.com/>).

Audio blogs open up great opportunities for students: any student can record their speech on the site using the site's tools, as well as place audio files recorded in other programs (for example, Audacity and HandyBits), or from a disk, but in MP3 format.

Through Chinswing (<http://www.chinswing.com>), Gabmail (<http://www.freegabmail.com>) and Vaestro (<http://www.vaestro.com>) you can organize forums in English for Russian students and students from English-speaking countries, in which topics of concern to teenagers would be discussed in English, friendships would be established, and the practice of speaking in the language being studied would be carried out.

Integration of asynchronous means of communication in the educational process:

- allows students to improve the skills of writing and speaking, listening, reading;
- provides a real unlimited audience for student work, which increases the motivation and responsibility for the content;
- introduces students to network resources that offer a lot of interesting and useful information on the topics studied, with the help of which the student solves the tasks set by the teacher;
- stimulates discussion of topics and discussions in the target language outside of school hours.

Thus, the integration of the latest information technologies into the educational process provides ample opportunities for:

- students entering into live communication with a native speaker in real time and with a delay in time;
- active involvement of students in the language environment and overcoming the language barrier;
- for creative activity of students;

- improvement of communicative and intercultural competencies;
- motivation of students to study a foreign language and culture.

The use of Internet resources in teaching foreign languages, the integration of Internet tools into the educational process, allows you to more effectively solve a number of didactic tasks:

- to form and improve reading skills, directly using the materials of the network of varying degrees of complexity;
- improve listening skills based on authentic audio texts on the Internet, as well as texts prepared by the teacher;
- improve writing and speaking skills;
- replenish vocabulary, both active and passive, with the vocabulary of modern English;
- to acquaint students with cultural realities, including speech etiquette, peculiarities of speech behavior of various peoples in terms of communication, cultural features, traditions of the country of the language being studied;
- to form a sustainable motivation for foreign language activities of students in the classroom based on the systematic use of authentic materials and adherence to the principle of connection with life.

According to N.M. Ahmedova, the idea of human integrity is realized in the trend of integration in education. Therefore, the success of education is ensured by taking into account a number of factors that affect a person along with education. Viewing education as one of the social factors that serve social goals affecting a person and is aimed at creating certain types of personality is characteristic of the sociological approach to education[3; p.26].

The integration of information and communication technologies into the educational process inevitably leads to a revision of the place and role of the teacher in this process, the main task of which is not to transfer knowledge and develop skills and abilities, but to stimulate interest, motivation to learn the language, help in assimilation and creative search. Relations with students are now built on the principles of cooperation and joint search and creativity.

Under these conditions, a revision of the organizational forms, principles and teaching methods that have developed today is inevitable: there are tendencies to increase the share of independent individual and group work of students, move away from the traditional lesson with a predominance of explanatory and illustrative teaching methods, and increase the volume of practical and creative work of a search and research nature.

Internet technologies are designed to promote the development of individual educational trajectories: to a greater extent adapt the content of educational material to the individual characteristics of students, their level of knowledge and skills.

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