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TEACHING FOREIGN LANGUAGE BASED ON INFORMATION AND COMMUNICATION TECHNOLOGY

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Abstract. In this article was analyzed problem of teaching a foreign language based on information and communication technology. The context of informatization of the education system is actively and successfully used information and communication technologies in teaching foreign languages, which can significantly improve the effectiveness of this process.

Key words: foreign language, information communication technology (ICT), teaching, method, development, formation.

ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ НА ОСНОВЕ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ

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Аннотация. В статье анализируется проблема обучения иностранному языку на основе информационно-коммуникационных технологий. В контексте информатизации системы образования активно и успешно используются информационно-коммуникационные технологии в обучении иностранным языкам, что позволяет существенно повысить эффективность данного процесса.

Ключевые слова: иностранный язык, информационно-коммуникационные технологии (ИКТ), обучение, метод, развитие, формирование.

AXBOROT-KOMMUNIKATSIYA TEXNOLOGIYALARI ASOSIDA CHET TILINI O`QITISH

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Annotasiya. Maqolada axborot-kommunikatsiya texnologiyalari asosida chet tilini o`qitish muammosi tahlil qilinadi. Axborotlashtirish nuqtai nazaridan ta'lim tizimi chet tillarni o`qitishda axborot-kommunikatsiya texnologiyalaridan faol va muvaffaqiyatli foydalanilmoqda, bu esa mazkur jarayonning samaradorligini sezilarli darajada oshirish imkonini beradi.

Kalit so`zlar: xorijiy til, axborot-kommunikatsiya texnologiyalari(AKT), ta'lim, uslub, rivojlanish, shakllantirish.

At the end of the twentieth century humanity entered a stage of development, which was called a postindustrial or information society. But the proposition "We live in the age of information and communications" is not entirely true, because both information and communications have always been. Throughout the millennial history, human society has accumulated knowledge and improved ways of storing and processing information. First, the written language was distributed, then - the printing press, telephone, television. With the entry of society into the age of computer technology, it became possible to more efficiently process and present it. This made it possible to effectively store and process large information flows. But at the present stage of the development of the information culture of the society, knowledge is becoming obsolete very quickly, and a person is forced to "study all his life". The vast amount of knowledge accumulated by mankind makes us seek other approaches to the organization of the learning process.

Today, in the context of informatization of the education system in the teaching of a foreign language, information and communication technologies are actively and successfully used, which make it possible to significantly improve the effectiveness of this process. In particular, the use of information communication technology (ICT) provides the opportunity to create learning conditions for the formation and development of linguistic and communicative skills, taking into account their personal needs and characteristics, while successfully implementing the ideology of personality-oriented education.

Since the use of ICT in the process of teaching a foreign language significantly increases the effectiveness of the teaching and educational process and ensures the formation of foreign language

linguistic and communicative competence of the learner due to the availability and communicative-linguistic direction of the process and the constant increase in the volume of communicative and linguistic knowledge and skills of trainees.

English language is a necessity of for most people in today's world, while technology development always has a very high and also contributed towards the development of education, especially English. As English is one of difficult lessons, teacher must create interactive teaching and learning to make students interest. In the history of the development of education, information technology is part of the medium used to convey the message of science to many people, ranging from printing technology a few centuries ago, such as printed books, such as telecommunications to media, voice recorded on tape, video, television, and CD. The development of information technology, the Internet, directs the history of educational technology in the new groove. Online services in the education of both degree and non-degree are basically providing educational services to users using the Internet as a medium. Online services can be composed of various stages of the process of educational programs such as: registration, test entry, payment, learning, case assignments, case discussions, exams, assessments, discussions, and announcements. Nothing the positive impact of various studies on the use of ICT to support learning in the school, it is a must if the school is not excessive in this country also have the prospect of a future that allows for deploying ICT in supporting learning and they are:

Electronic Books

Electronic book or e-book is one that utilizes computer technology to deliver multimedia information in the form of a compact and dynamic. In an" e-book can be integrated impressions" sound, graphics, images, animations, and" movie" so that the information presented is richer than conventional books. Type e-book of the simplest is a mere transfer of conventional books into electronic form displayed by the computer. With this technology, hundreds of books can be stored in a single piece of solid disc / CD" or" compact disk (capacity of about 700MB), DVD or digital versatile disc"" (capacity 4.7 to 8.5 GB) and ' flash" (currently available capacity up to 16 GB). A more complex and require more rigorous designs such as the Encyclopedia Britannica and Microsoft Encarta encyclopaedia which is in multimedia format. Multimedia format allows e-book provides not only written information but also sound, images, movies and other multimedia elements. A description of the type of music, for example, can be accompanied by footage of the sound of music so that the user can clearly understand what is meant by the renderer.

E-learning

Various definitions can be found for the" e-learning". Victoria L. Tinio, for example, states that" e-learning" includes learning at all levels, formal and informal, which uses a computer network (intranet and extranet) for the delivery of teaching materials, interaction, and / or facilitation. For most of the process of learning that takes place with the help of the Internet is often referred to as online learning.

Interactive multimedia

Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes. The digital environment can include the Internet, telecoms and interactive digital television. (Finney, 2011:2)

Computer

Computer can be utilized with other multimedia learning devices or it can stand alone (a standard PC) and still serves its basic purpose as an electronic medium of language learning. (Hartoyo, 2012:29).

Computer is an electronic device which is capable of receiving information (data) and performing a sequence of logical operations in accordance with a predetermined but variable set of procedural instruction (program) to produce results in the form of information or signals based on Oxford dictionary. It is consist of CPU, monitor, keyboard and some other apparatus.

Audio devices

Audio devices can be used with other media to form an interactive multimedia. However, it can also be utilized separately as independent tool. Audio devices include speaker, earphone, CD, and etc.

Internet

Internet can be used as a medium of language learning through email, www (world wide web), text, audio and video conferencing.

Television

According to Oxford dictionary, television is a system for converting visual images (with sound) into electrical signals, transmitting them by radio or other means, and displaying them electronically on a screen.

Mobile gadget

Mobile gadgets such as cell phone and smart phone which are equipped with programs like computer, which enable it to perform as mini personal computer. By using this gadget and its internet connection, everybody could enjoy chatting, browsing, and discuss each other with the wider range. The advancement of science and technology makes the size and price of those gadgets are getting cheaper and reachable.

Social interface

This media provides facility or example that enables an interaction between human and computer. People set up more interaction with computer in a more intuitive way with less effort-through writing, voice, touch, eye movements, and other gestures. (Hartoyo,2012:34) This technology serves as the milestone of the recent development of interactive multimedia, audio-graphic computer teleconference, and interactive television via satellite (National Broadband of Employment, Education and Training, 1993:5).

Interactive whiteboard

An interactive whiteboard or IWB, is a large interactive display (such as a touch screen monitor) which is connected to a computer and projector. A projector projects the computers' desktop onto the board's surface, where users control the computer using a pen, finger or other devices.

Current application of ICT in English language teaching and learning

ICT defined as technology which the function is to support the process of conveying information and communication. The ways of conveying information don't have to be carried out directly between the communicator and the communicant. The development of ICT makes the process of communication between the communicator and the communicant can be conveying in easy ways. They can communicate through telephone, internet, e-mail, satellite, television, video conference and so on. The process of those communications applies in language learning. In language learning, there is a communication between teacher and student. The process of learning is not always carried out by subjecting teacher and students in the certain room or a certain place directly. As the example, teacher can use internet as the medium to give lessons, assignments, or other information to their students.

In context of language learning, ICT has an important role as the "media" bridging and enabling the learning process, or direct communication between students and teacher although they are not present in the same room or place in certain time. Language learning program can be created to enable students to learn the lessons with guidance, instruction, information or further explanation. ICT in language learning used as a reference-book. Computer can store unlimited lessons or references, which can be accessed anytime, anywhere and accurately. Fitzpatrick and Davies (2002) in Hartoyo (2012) sets out the seven ways in which ICT used in language learning:

a) Presentation

Some material of language learning such as text-based materials, audio-video needs to present to the learners. Presentation helps learners in understanding the learning material well.

b) Practice

Some of different exercises types are possible to be provided with ICT, incorporating the presentation stimuli in varying combinations of text, audio and video format. ICT also offers the possibility of the analyzing learners' responses with appropriate feedback. (Hartoyo, 2012:40)

c) Authoring

In applying ICT in language learning, teacher can either purchase ready-made materials or create their own exercise materials using a variety of authoring tools based on Hartoyo (2012:40).

d) Computer-Aided Assessment (CAA)

Computer-Aided Assessment (CAA) is playing an increasingly important role in foreign language teaching and learning. This media used to test and assessing students understanding after learning some courses.

e) Publishing

ICT tools exist to help teachers and learners or students to publishing or linked in their work in a local area network. ICT may use by the teacher and learners to help them publish their work in these ways:

Word – processors and Desk Top Publishing (DTP) software

Doing audio recording and editing tools to record interview, discussions, learning material and etc.

Using digital camera and camcorder to record presentations, drama, role play, and so on

Power point can be used as the medium to publish presentations

Web pages using web authoring tools

f) Communications

Technology can help learners and teachers to communicate with another. Some ICT tools which can use as the medium of information are: 1) Email, which allows language learners to communicate with 'web pals' in other countries; 2) Tandem learning; 3) computer mediated discussion; 4) web-based learning environment; 5) audio conferencing; 6) Video Conferencing.

g) Simulations

The computer can act as a stimulus which generates analysis, critical thinking, discussion and writing. Program which include simulations are especially effective as stimuli. Examples of language learning tasks which 'simulate' real world tasks are: 1) Web Quest; 2) Action Mazes; 3) Adventure games; 4) Sunpower; 5) Expodisc; 6) "Real-life" simulations; 7) video conference.

Since the key figure in the integration of information technologies in the teaching process a teacher who has the desire to use computer technologies in the educational process and, of course, the necessary qualifications.

The requirements for a language teacher in the use of computer technology are much higher than the requirements for teachers of other subject subjects, since language training software includes a very wide range of software tools and educational materials, oriented at different levels, stages, aspects and training profiles. The content of the teacher's own professional training in the field of the use of computer technology in teaching has not been so long ago the subject of discussions. In the late 80-ies of the last century it was believed that the teacher should have programming skills to create their own computer training materials. Already in the early 90's as the main requirement for a modern teacher of a foreign language in the field of computer training, put forward the following: to be able to use computer technology in all their diversity at the modern methodical level. That's why we can talk about a correlation of skills that would determine the professional competence of a foreign language teacher in this field [1].

The first level, which can be called the base level, serves as an indicator of the general professional culture of every foreign language teacher. At this level, the teacher should be able to use a limited number of applied computer programs: text editor, computer dictionaries, e-mail, web browser, search engines.

The second level, which can be considered the main one, presupposes the availability of theoretical training in the field of computer linguodidactics and the ability to work with a set of tools used in teaching the language. It will include all kinds of training programs, an expanded block of applied programs and tools. The teacher of a foreign language should also possess the necessary terminology apparatus for using a set of software in the language of study.

The third level - in-depth training - is focused on teaching methodologists in the field of computer linguodidactics. Such a teacher should not only have the fullest possible idea of computer language training facilities and resources for teachers, but also act as the organizer and coordinator of the process of using information technology in language teaching.

Taking into account the fact that a significant number of teachers, who currently work in educational institutions of various levels, did not have the opportunity to receive the necessary training in the field of computer technology while studying at the university, and the fact that the development of computer technology is very fast, it is necessary to organize a system of retraining and subsequent informational and methodological support of teachers in the field of computer linguodidactics. One of the traditional forms of advanced training are courses and seminars in the system of additional education [2]. At present, a sufficient number of institutes and faculties for upgrading teachers, linguistic centers, Internet education centers offer general computer literacy courses and seminars on the use of computer technology in language teaching. All information about the courses of advanced training, including in the field of computer linguodidactics posted on the relevant sites and, as practice shows, this method of obtaining information is the most optimal. For the effective use of information technology in teaching the language, an intelligent system of organization of the educational process and measures to stimulate teachers are equally important [3]. The forms of incentives can be various: from including the time spent on training and developing author's computer materials in the training load, paying for training, providing

the necessary equipment, literature, software, access to the Internet, taking into account the level of qualifications in this field when attending, etc.

Information culture requires, first of all, from the teacher and the student new knowledge and skills, a special style of thinking, provides them with the necessary social adaptation to change, and guarantees a worthy place in the information society and performs the following functions [4]:

1. Regulatory because it has a decisive impact on all activities, including information;
2. cognitive, tk. is directly connected with the research activity of the subject and his training;
3. communicative, since the information culture is an integral part of the interconnection of people;
4. educational, because the information culture actively participates in the mastering of the whole culture by man, in the mastery of all the wealth accumulated by mankind, in the formation of its behavior.

Thus, the creation and development of the information society presupposes a wide application of information and communication technologies in teaching a foreign language, which is determined by a number of factors.

First, the introduction of information and communication technologies in education significantly speeds up the transfer of knowledge and accumulated technological and social experience of mankind not only from generation to generation, but also from one person to another.

Secondly, modern information and communication technologies, improving the quality of education and education, allow a person to adapt more quickly and quickly to the environment and the ongoing social changes. This gives each person the opportunity to receive the necessary knowledge both today and in the future post-industrial society.

Thirdly, the active and effective implementation of these technologies in education is an important factor in creating an education system that meets the requirements of the information society and the process of reforming the traditional education system in the light of the requirements of a modern industrial society.

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