

ОБУЧЕНИЕ ЯЗЫКАМ В ЭПОХУ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

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FEATURES OF LANGUAGE LEARNING IN THE ERA OF INFORMATION TECHNOLOGY

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Summary: the article deals with the theoretical issues of informatization in the field of education as one of the trends in the development of modern education. The pros and cons of using new information technologies in language teaching are indicated. The psychological and pedagogical conditions for supporting the informatization of education are defined and singled out as one of the important components of the integrity of the educational process.

Keywords: informatization of education, modernization, information technologies, motivation, positive emotions, intellectual capital.

ОСОБЕННОСТИ ЯЗЫКОВОГО ОБУЧЕНИЯ В ЭПОХУ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

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Аннотация: в статье рассматриваются теоретические вопросы информатизации в сфере образования как одна из тенденций разви-

тия современного образования. Обозначены плюсы и минусы использования новых информационных технологий в языковом обучении. Определены и выделены психолого-педагогические условия сопровождения информатизации образования как один из важных компонентов целостности образовательного процесса.

Ключевые слова: информатизация образования, модернизация, информационные технологии, мотивация, положительные эмоции, интеллектуальный капитал.

The evolution of technological development is pushing not only the development of a modern economy but to reform of the education system. Therefore, one of the priorities of the state policy is a phased reform in the field of the national education system using the best foreign and domestic innovations in the field of digitalization and information technology. The "Concept for the development of the digital education system in Turkmenistan", as well as the plan for its implementation (15.08.2017), adopted at the expanded meeting of the Cabinet of Ministers of Turkmenistan, determines the goals and objectives of improving the work of educational institutions. The basis of the component of the Concept within the framework of the informatization of education provides for: the systematic nature of the learning process (mechanisms for managing the educational system, free access to electronic information at all levels of education); the adaptation process (access to information resources, digital technologies, improving the skills of information technology culture (competence) of both teachers and students.); the integrity of continuing education; the invariability of improving the methodology and strategy for choosing content (novelty, visibility, diversity), methods and organizational forms of training and education.

It should be noted that in the era of the digital economy, the informatization of society, the possession of digital technologies is an important skill for any modern specialist, and for educators, it is an urgent need.

At the same time, an important role is given to foreign languages as a connecting component in the process of integration into the international space, that is, the languages of international communication. Historically, English has occupied a paramount position among the studied languages around the world. The study of foreign languages (in particular English) at the present stage of development of the information society acquires a special character. The new living conditions have radically changed the tasks of

training specialists. Modern society no longer needs just specialists who have received only professional knowledge and skills of certain professions, but much more widely - specialists who are computer literate and information culture, as well as with a good knowledge of foreign languages, capable of international and intercultural communication. At present, the demand for such specialists, who have professional mobility in the context of changing economic conditions, is only increasing.

Thus, the processes of informatization of modern society, as well as education, primarily provide for the dissemination and implementation of modern information and communication technologies. Today, the inevitability of the widespread use of digital technologies in educational activities is obvious. This allows you to make the material being mastered more visual, create conditions for finding the necessary information, and improve the knowledge control system. Indeed, the trend in the development of the informatization of education provides not only for the exchange and processing of information but also for the active introduction of computer technologies. These technologies make it possible to expand and diversify the content of the material, namely the possibility of complex application of various types of textual, graphic, and speech information, supporting and accompanying video and audio effects, the possibility of using animation, inserting and extracting photos, drawings, and additional information. It is visualization, colorful presentation of the material, and sound effects that form the multimedia perception of the world [3; 5]. Consequently, the active use of information technology opens up new opportunities in the organization of the educational process, increases its efficiency, and also contributes to the development of the intellectual and creative abilities of students, helps to better understand the material, and increases the motivation for learning.

Pronin A. A. et. al., [7] in their work identifies two possible ways of using computer technologies in the educational process. The first method involves the assimilation of knowledge and skills related to the implementation of computer technologies and the formation of skills that they use in solving various problems. The second purpose of computer technologies is that they act as a tool for improving the organization of the educational process. In addition, computer technologies have additional functions: a computer as a means of communication, a computer as a means of control, and a computer as a developing environment. The systematic use of these areas in the educational process leads to the desired result.

At present, at our institute, all faculties provide language training in special classrooms equipped with multimedia and computer technologies. It is these technologies as modern learning tools that make it possible to visualize the educational subject of knowledge, which at the same time forms the trend of the modern form of education, which requires the use of special educational technologies (methods, methods, mechanisms). Also, the possibility of using special computer programs and all kinds of simulators designed to develop logical thinking, and creative abilities of students, teaching new professional skills and abilities [6].

Indeed, pedagogical experience shows that students generally perceive the use of multimedia technologies in the educational process easily and evaluate it positively, noting that the classes themselves and prepare for them are more interesting, and difficult-to-understand material becomes more accessible.

Continuing the thought, I would like to note that the use of multimedia teaching aids helps to implement a student-centered approach in the educational process, while ensuring the differentiation of learning, taking into account their abilities and level of training. In practice, we see that the study of foreign languages with the help of computer programs is of great interest to students. In addition, multimedia tools allow the teacher to adapt curricula, taking into account the interests and abilities of students, which is acceptable for both the student and the teacher. These technologies greatly facilitate the work of the teacher, help facilitate access to information, are free from paperwork, save time - leaving more time for live communication, a large selection of material content, productivity in the technique of presenting material, provide mobility, facilitate the knowledge testing procedure. But it should be understood that the use of information technology in the educational process should be considered only as one of the ways to enhance the educational process, but not as the goal itself.

So, in the work of Drescher Yu. N., multimedia learning technologies are considered a combination of technical teaching aids and didactic teaching aids, as information carriers [4]. Continuing the thought, I would like to recall that the use of information and computer technologies in educational activities is one of the innovative forms of learning in the context of learning technologies, and multimedia learning technologies should be accepted as assisting technical learning tools. It must be understood that computer technology in the learning process is only an

electronic tool in the hands of a teacher. Therefore, the human factor is and will be the main component of any educational activity. A positive result in learning will always depend on the psychological and pedagogical conditions accompanying the educational process, regardless of the educational technologies you choose, whether modern or traditional.

Thus, information technologies only help to activate the learning process, but to form a stable internal motivation among students, it is necessary to take into account the psychological and pedagogical conditions accompanying the educational process. This is primarily the personality of the teacher – the human factor. The teacher acts as an initiator in the formation and maintenance of positive learning motivation for the entire period of study. Only a teacher with a capital letter can instill a love of knowledge. First of all, a good teacher should be a subtle psychologist. Because only a good psychologist can see, reveal, support, interest, help, and protect in time, taking into account the individuality of his students. He must be a creative person, an improviser. Have the ability to create your unique approach to building a lesson, taking into account natural and artificial resistance factors [2].

In addition, computer technology will never replace traditional communication (live communication).

The stimulating factor of any learning process is the motivation of learning, which in most cases leads to a positive result. It provides for a set of motivating actions, that is, a combination of persistent motives that are determined only by the individuality of the individual, reflecting the importance of its orientation, directing educational activities towards a more active study of the subject, its improvement, and understanding the need for knowledge [1]. At the same time, the motive acts as the basis of the personality, generating the motivation for human behavior and its activities. Therefore, the second human factor of psychological and pedagogical conditions is the student himself. That is his interests, attitude, upbringing, perception, features, and abilities. The need is determined by the socio-economic, moral-ethical, and socio-psychological aspects of human activity. After all, it is a motivation that determines the purposeful activity of the individual, which can determine the choice of means and methods to achieve the goal. You need to understand that motivation is the psychological side of the inner world of the trainee, it is individual for each person. Learning motivation is formed and determined only by his aspirations. The teacher can influence it only from the outside, form-

ing the prerequisites and foundation, based on which students develop their interest in work. The result of the organization of the educational process depends, first of all, on the teacher, that is, his ability to see the motives of each student, correctly identify, and rationally operate with them [1, p. 47].

We need to understand that today ignoring the student's activity in mastering knowledge is unacceptable. The prevailing incentives for students' learning activities should be the motives for cognition of reality and the surrounding world. At the same time, it is very important to instill in students the skills of mastering the actions and methods of this knowledge. This will help to subconsciously feel the motives of their self-determination as a person. The activation of activity will directly depend on his internal needs (interests, emotions, goals, and objectives). Therefore, the application of the student-centered approach in the educational process is obvious [2, p. 28].

Thus, the next component of the psychological and pedagogical conditions is the environment of emotional harmony. In other words, the process of mastering both general and professional knowledge should be psychologically conscious and emotionally colored. To do this, it is necessary to create conditions for the conscious introduction of positive emotions into learning, such as joy, pleasure, confidence, pride, and interest. At the same time, it is necessary to take into account the volitional qualities of the individual, such as purposefulness, composure, diligence, activity, perseverance, and concentration. Namely, positive emotions create a situation of coordinated impact on the rational-semantic and emotional-volitional activity of a person [2, p. 29]. It must be understood that the main person in the educational process is the student. Therefore, teachers need to make considerable efforts to ensure that the student is the main character in the class, feels comfortable and free, taking an active part in solving the tasks.

In conclusion, it should be noted that information and computer technologies make it possible to increase the efficiency of the learning process (in particular, in higher educational institutions), combining a huge educational potential, providing a comfortable environment for the formation of both professional and language competencies necessary for future specialists. Undoubtedly, the digital educational environment today is a natural process of transforming educational activities.

A competent combination of educational technologies (traditional and innovative) with the active introduction and use of modern computer (digital) technologies in the educational process determines the trend of innovative development of education that can meet modern realities. And it should be remembered that any educational technology requires special psychological and pedagogical conditions for accompanying the educational process, aimed at having a positive impact on the formation and maintenance of positive educational motivation.

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