DIDACTIC ASPECTS OF THE USAGE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE LESSONS OF THE RUSSIAN LANGUAGE

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Abstract

This scientific article, discusses the essence of information and communication technologies in the educational process, its role in the lessons of Russian as a foreign language. The general didactics of using ICT in the lessons of a foreign language is revealed. In addition, didactic tasks, conditions, components and properties of information and communication technologies in foreign language lessons were analyzed.

Keywords: computer technologies, computer, ICT, Russian language, didactics, component, teacher.

ДИДАКТИЧЕСКИЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКАХ РУССКОГО ЯЗЫКА

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Аннотация

В статье рассмотрена сущность информационно-коммуникационных технологий в образовательном процессе, их роль на уроках русского языка как иностранного. Раскрыта общая дидактика использования ИКТ на уроках иностранного языка, также проанализированы дидактические задачи, условия, компоненты и свойства информационно-коммуникационных технологий на уроках иностранного языка.

Ключевые слова: компьютерные технологии, компьютер, ИКТ, русский язык, дидактика, компонент, учитель.

РУС ТИЛИ ДАРСЛАРИДА АХБОРОТ-КОММУНИКАЦИЯ ТЕХНОЛОГИЯЛАРИДАН ФОЙДАЛАНИШНИНГ ДИДАКТИК ЖИҲАТЛАРИ

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Аннотация

Ушбу мақолада таълим жараёнида ахборот-коммуникация технологияларини қўллашнинг мазмун ва мохияти кўриб чиқилган. Шу билан бирга, чет тили дарсларида АКТ ни қўллашниг дидактик тамойиллари ёритиб берилган. Мақолада АКТнинг дидактик вазифалари, шароитлари, компонентлари ва хусусиятлари таҳлил қилинганлиги аҳамиятлидир.

Калит сўзлар: компьютер технологиялари, копьютер, АКТ, рус тили, дидактика, компонент, ўқитувчи.

In the modern world, when one of the urgent social tasks is the bringing people of different countries closer together, the importance of learning and teaching the Russian language as a foreign language is significantly growing. Therefore, the problem of optimizing and intensifying the teaching of Russian as a foreign language remains one of the prior directions of development in conditions of reforming Uzbek education. In the successful resolution of these problems, the teacher's role is to use new methods, new learning technologies depending on various goals, conditions of training, play a huge role. An increasingly important place in the structure of the professional competence of the teacher is occupied by computer technologies. As specialists emphasize (1, 127), as the pedagogical process improves, computers is becoming increasingly important for the creation and maintenance of interactive learning, the modeling of a special learning environment, and stimulating the learning of a foreign language in the context of a dialogue of cultures. The scientist V. Chibuhashvili writes: "Under the influence of information technologies, new forms of education are being formed, and it means and methods are being changed. New learning models, new methodological teaching algorithms are necessary conditions for achieving the completeness and stability of the use of information technology in school" (2).

At present, in Uzbekistan, the formation of a new system of education aimed at entering the world information and educational space is in the process. This process is accompanied by significant changes in the pedagogical theory and practice of the teaching and upbringing process associated with the introduction of adjustments to the content of teaching technologies. It is fairly believed that educational technologies should be adequate to modern technical capabilities, as they should contribute to the harmonious integration of the student into the information society.

The problems, the state and directions of the development of information technologies, the possibilities of their application in the lessons of the Russian language, becomes a reality of the educational process, which actualizes the issues of their effective use as new educational tools for improving the quality of instruction. (V.P. Bespalko, A.G. Geyn, S.G. Grigoryev, V.V. Grinshkun, G.M. Kodzhaspirova, A.A. Kuznetsov, S.V. Panyukova, N.V. Papulovskaya, I.V. Robert, D.D. Rubashkin, G.K. Selevko, E.S. Polat, A.Yu. Uvarova, O.N. Shilova etc.).

Information technology is understood as a set of methods, production processes and software and hardware that ensure the collection, processing, storage, dissemination and reflection of information. The process of

informatization includes practically all areas of material production, social sphere, and education. Objects of informatization processes are messages, documents, databases, information technologies, software, information and computing systems and networks.

The usage of computer technology in education must consider all aspects of modernizing the contemporary education system. B.S. Gershunsky defined the priorities in the education system, directly related to computer technology. He stressed the need for research "by increasing the efficiency of the pedagogical process on the basis of its principled reorientation: from predominantly executive, reproductive activity of students – to the predominance of creative, search principles at all stages of the learning process; from rigid unification, uniformity of goals, contents, methods, means and organization of forms of upbringing, education and development – to individualization and differentiation of educational and cognitive activity of students; from monoideologization of all components of the educational process – to ideological pluralism, freedom to choose a life position, the initial principles of worldview and faith, the spiritual formation of development; from the systematic imbalance of technocratic to humanitarian orientations and priorities – to the harmony of nature-friendly educational and educational-cognitive interaction between teachers and students (3, 34).

The use of information and communication technologies in education is intended not to become a "burden" in teaching, but an integral part of a holistic educational process that significantly enhances its effectiveness and has a significant impact on the content, methods and organization of the educational process in various disciplines, including teaching non-native Russian language. As L. Prokolienko notes in this regard, "... a computer is not just an increase to the existing system of education and its role is not limited to replacing the three components of the "teacher-computer-student" training system with a four-component one. A computer is a powerful tool that objectively leads to a change in all components of the education system, from the content of training and ending with its organizational forms" (4).

With the development of multimedia technologies, computers are actively used as a means of teaching in the field of education. In education, such concepts related to computer technologies, such as database, hypertext environment, student workplace, multimedia systems, computer communication facilities, e-mail, educational and scientific videoconferences, etc., became actively used. Computer technologies help visualize various information as the effect, while developing the creative potential of the trainee and his abilities for communicative actions, skills of scientific research work, intensification of the whole educational process.

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It is possible to speak about computer technologies of teaching in full measure, observing such principles of functioning as system approach, creation of a single informational base, feedback, interactive interaction, openness and constant development.

The possibilities of using computers are considered in the didactic literature in the following ways:

– Computers as auxiliary means of training for the organization of primarily self-study activities (mainly of training nature);

– Computers as means of creating a new learning environment, an instrument of cognition;

– Computer as a means of communication and a source of information;

The information (computer) technology of training is understood as the process of preparation and transmission of information to the learner with the help of a computer. Information technologies can include various teaching methods: programmed instruction, intellectual (problem) teaching, expert systems, educational communication systems.

According to N.V. Apatova, the most important characteristics of information technology training are:

1. Types of teaching computer systems (programmed, problem training, testing);

2. Learning tools used (hypertext, multimedia);

3. Instrumental systems (programming languages, authoring systems, databases, text editors) (5, 110).

With the introduction of computer and modern technologies into the pedagogical system, one cannot fail to mention the basic capabilities of the new means of instruction:

– use of computer technologies as a means of teaching, improving the teaching process, increasing its quality and effectiveness;

– use of computer technology as a tool for learning, knowing oneself and reality;

– use of modern information technologies as a means of creative development of students;

– use of computer technologies in the role of automation tools for control, correction, testing and psycho-diagnostics of schoolchildren;

– organization of educational communication and training dialogue with the help of information and communication technologies;

– use of computer technology to organize intellectual leisure.

The possibilities of using modern computer technologies are successfully correlated with organizational, pedagogical and methodological requirements. They are:

– computing – fast and accurate conversion of any kind of information (numerical, text, graphic, audio);

– transducer – the ability of computer technology to receive and deliver information in a variety of forms;

– combinatorial – the ability to remember, store, structure, sort large amounts of information and quickly find the information you need;

– graphic – presentation of the results of the work in a clear visual form (text, sound, in the form of figures, diagrams);

– modeling – the construction of information models of real objects and phenomena.

The above capabilities of computer technologies can not only ensure the initial formation of the personality of the pupils, but also reveal their abilities, to develop skills, abilities and desires to learn to create conditions for mastering the full amount of knowledge and skills.

The main directions of using the above-mentioned computer technologies in the educational process are:

– use for learning purposes through modeling, visual representation of linguistic, speech, sociocultural processes or phenomena;

– Organization of training in the use of educational material (formation of skills);

– monitoring and evaluation of skills, skills, knowledge, collection, processing and storage of statistical information;

– automated information retrieval;

– ensuring dialogue, communication through computer networks.

It should be recognized that at all stages of the lesson, as the main teaching is impacted and controlled by computer technologies, the teacher has the opportunity to observe and record student qualities such as understanding the search purpose, actively reproducing previously learned knowledge, interest in replenishing missing knowledge from given sources. This also allows the teacher to design his/her own activities to manage and gradually develop and improve the students' creative attitudes towards learning.

The question of the connection of the method of teaching non-native language with other scientific disciplines is an actual methodological problem. In the modern literature, the technique of teaching language is not considered as an "applied area of linguistics" as it was believed by L. V. Shcherba, or as "applied psychology" to which B.V. Belyaev attributed (6, 19). A.N.Shchukin makes the

following definition of the methodology of teaching foreign languages: "This is a science that studies the goals, content, means, methods, organizational forms of teaching a foreign language, acquainting with the culture of the country of the language being studied, as well as studying the ways of teaching, upbringing and mastering the language in the process its study "(6, 19–20).

Other scientists defined the technique as "an independent scientific discipline, the main property of which is the existence of a system of knowledge about the laws in the teaching of language, about the ways of mastering and mastering the language" (6, p.20). In this regard, it should be recognized that the methodology and information technology unites the category of communication. Since it is the communicative orientation of the educational process that is the main trend of modern methods of teaching non-native language, and the main purpose of information technology is the search for and improvement of effective communication tools.

The main difference between a computer and traditional technical means of teaching is that it has all the technical and audiovisual capabilities and is capable of performing complex intellectual work. Being the newest technical means of teaching, computer technologies help the teacher to learn the language and organize the activity of students in mastering the language.

With the acquisition of computer technology and the development of multimedia, the activities of students have acquired a new quality. Thus, in the process of mastering a non-native language, Uzbek students acquire mastery of the whole complex of skills, knowledge and skills, and this of course requires the use of a whole complex of various teaching aids. O. Rudenko–Morgun believes that "... the solution of the problem of interrelated learning to all types of speech activity (reading, writing, listening and speaking) is impossible without the use of means of influence on various channels of perception. It is not just a coincidence that in traditional non-native language teaching, all the known traditional technical means of instruction were traditionally widely used, their impact was studied, the problem of monitoring the student's activity was solved, and the feedback mechanism was created, which became especially relevant when, using technical means of teaching, the student was in the mode of independent work (7, 45).

The main didactic task of information computer learning tools is to ensure the assimilation of educational information, transfer it in strictly logical sequence for shorter periods. Practice notes that computer facilities create a number of additional didactic tasks for teachers:

– to consolidate the time of submission of the training material

– to allocate for what kind of information is this or that information or computer means;

– to improve the quality of the methodological tools used and expand their informativeness;

– to create the most favorable conditions for the work of students with computer technology.

The use of computer technologies in the educational process to establish feedback "Teacher-student" allows you to adjust the educational process depending on the professional results achieved. The joint activity of the teacher and student acts as a means of didactic communication, as a condition for improving the activities and the source of development of the professional personality of the teacher.

A specific feature of the concept of "didactic conditions" is that it includes the elements of all components of the learning process: goals, content, methods, forms and means. According to V.I. Andreeva didactic conditions are "... the circumstances of the learning process. Which are the result of purposeful selection, construction and achievement of certain didactic goals" (8, 154). Which means "Didactic conditions" is an environment in which the components of the learning process are presented in the best relationship and that enables the teacher to lead the teaching process fruitfully and the students to successfully learn. As applied to the means of instruction, as indicated by R.S. Gershunskaya, didactic conditions should be considered as an interconnected set of internal requirements and external characteristics of their functioning. Therefore, highlighting the didactic conditions associated with the introduction of computer technologies in the process of teaching schoolchildren, we singled out external didactic conditions associated with the introduction of computer technologies in the traditional learning process, and internal, characterizing the essence of the computerized learning process in schools.

Under the didactic properties of a particular educational means (including telecommunications) in didactics are understood the natural, technical qualities of the object, i.e. those are his sides, which can be used for didactic purposes in the teaching and educational process. And indeed, having certain technical qualities, computer telecommunications can find various applications in such areas of human activity, such as banking, journalism, scientific research, etc.

The technology of computer training should be developed taking into account classical didactic principles. Previously, it was mainly studied in two directions: visualization (ie, in the form of visualization) of educational content and algorithmization of learning activity. Now, when considering the structure of didactics as a set of didactic principles, teaching methods, curriculums and the general system theory of the student, it allows in each element of the structure of the learning process to distinguish both general and particular, related to computer

learning technologies. In this regard, M.A.Bovtenko notes, that over time "... the technical aspects of computer training will go to the background, and more attention will be paid to methodological aspects. It is then that computer lingua-didactics will become a limited part of the general methodology for teaching the language" (9, 72).

Computer training technology is a new methodological system that allows the student to be viewed not as an object, as a subject of learning, but as a computer for learning. The schoolchild trains into a new category, as the form of computer training is individual, independent, but implemented by a general method.

The didactic principle of the scientific nature of computer training requires that the content of the educational material presented – the computer training program – correspond to the current level of development of science and technology, and the method of cognition applied in the program was adequate to the modern scientific method. Therefore, when developing a computer program, the pedagogue should strive to develop a scientific worldview among schoolchildren, equip them with knowledge of the fundamentals of the sciences, and develop in them the ability to use the received knowledge in practice, develop creative thinking and teach them to independently acquire knowledge. Computer technologies in this regard provide ample opportunities.

The didactic principle of scientific character also requires that models in the computer-training program to be accurate, repeatedly verified. Ways of mastering the educational material provided by the program should form the skills and skills of scientific search for schoolchildren.

In the lessons where information and communication technologies are used, the following opportunities for the implementation of didactic properties and functions of information technologies appear:

– the possibility of using ICT for the development of student-computer interaction, during which the student influences the information object under study, receives information about his behavior, which becomes the basis for theoretical conclusions; In addition, the student receives from the computer information about himself: the correctness of their actions, the achieved level of knowledge and skills, etc.;

– the possibility of using ICT for organizing a sufficiently long independent work of a training group that does not require constant intervention by the teacher, which frees up its time for direct treatment of individual students, for individual interaction in the "teacher-student" mode;

– the possibility of using ICT tools for the development of tripartite interaction between the teacher, student and computer, as well as the development

of student interaction among themselves and the interaction of the teacher with groups of students.

Thus, the activation of interactions in lessons where ICT is used positively affects the intensity of feedback in the learning process, which is a source of improvement and its effectiveness and quality.

Thus, the analysis of scientific literature on the topic under study shows that the application of information and communication technologies in education already today significantly changes the role and functions of the teacher and student, has a significant impact on all components of the learning process: the nature, place and methods of the teacher's joint activity and students; the ratio of didactic functions implemented in the "teacher–computer–student" system.

In other words, the introduction of information and communication programs into the educational process inevitably entails significant changes in the structure of the entire pedagogical system. At the same time, the "human-computer-man" scheme has immeasurably great possibilities, it is able to offer a fundamentally new approach to the solution of problems of a learning character, which differs from the traditional method.

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