

Sprachwissenschaftliche Grundlagen der Informations- und Kommunikationstechnik

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Zusammenfassung: Diese Forschungsarbeit zeigt sprachdidaktische Grundlagen der Informations- und Kommunikationstechnologie auf. Heutzutage besteht in allen Bereichen unseres Lebens die Notwendigkeit, Informations- und Kommunikationstechnologie im Fremdsprachenunterricht einzusetzen. Darüber hinaus erläutert der Artikel die Bedeutung eines spezialisierten Kaders in jedem Bildungsbereich, um sich im Internet zurechtzufinden. Es werden die primären Unterscheidungsmerkmale einer multimedialen interaktiven Computeratmosphäre, die Möglichkeiten moderner Computer- und Kommunikationstechnologien, die Standardeigenschaft der Computerumgebung und die Möglichkeiten des Internetraums in der Bildung aufgezeigt. Diese Rollen werden die Sprach- und Kulturpraxis der Schüler erheblich verbessern, außerdem schaffen sie Bedingungen für die Entwicklung von Fähigkeiten für unabhängige Lernaktivitäten der Schüler, die Implementierung pädagogischer Lerntechnologien in Zusammenarbeit und die Entwicklung eines individuellen Bildungswegs.

Schlüsselwörter: Sprachwissenschaftliche Grundlagen, Computerlinguodidaktik, elektronische Bildungsressourcen, Computerumgebung, Informations- und Kommunikationstechnologien.

LINGUODIDACTIC FOUNDATIONS OF INFORMATION AND COMMUNICATION TECHNOLOGY

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Abstract: This research paper reveals linguodidactic foundations of information and communication technology. Today, in all spheres of our life, there is a necessity to apply information and communication technology in teaching foreign languages. Furthermore, the article explains the importance of a specialist cadre in every sphere of education to navigate the Internet space. The primary distinctive features of a multimedia interactive computer atmosphere, the capacities of modern computer and communication technologies, the standard property of the computer environment, and the opportunities of the Internet space in education are revealed. These roles will considerably enhance the language and cultural practice of students; moreover, build conditions for the development of abilities for independent learning activities of students, the implementation of pedagogical learning technology in cooperation, development of an individual educational trajectory.

Keywords: linguodidactic foundation, computer linguodidactics, electronic educational resources, computer environment, information and communication technologies.

At present, it is almost impossible to get by in a foreign language lesson without any technical aids. The advantages of usage of audio and video materials in foreign language lesson motivate to overestimate. For this reason, the need to understand multimedia technology by teachers is growing, and, consequently, computer linguodidactics acquires special significance in teaching a foreign language. Computer in this branch of knowledge is considered as a didactic tool, since the presentation of educational material occurs in a special way. "Computer linguodidactics is the area of linguodidactics, the studying the theory and practice of using computers in teaching a foreign language language" [1].

E.G. Azimov and A.N. Shchukin explains linguodidactic potential as "various ways and possibilities of using authentic materials on the studied language (texts, films, musical works, web pages, etc.) in the process of teaching and learning a foreign language" [1]. From the position of modern linguistics, researchers are primarily interested in revealing the internal logic of discourse, studying and classifying language means [online] communications [in the texts of English summaries] [2, 3]. Nowadays, information and communication technologies are changing very quickly and are developing. In this regard, there is a growing need for the disclosure of linguodidactic essence of electronic learning tools, and also reviewing the possibility of computer learning tools and the model of interaction among participants in the educational process. An expert in every field must be able to work with ICT. Especially this importance for professionals in the field of education, because they need to prepare for training sessions, find various handouts, and prepare individual homework assignments. In the process of digitalization of education, N.M. Vetchinin highlights the ease of use among the advantages ICT, high data transfer speed, as well as a quick response to changing needs of students [3,11].

The Internet offers a wide range of sites where you can easily find authentic text, tutorials, videos and even get professional advice. It should be noted that, despite such opportunities with the advent of the Internet, the teacher still needs to carefully select material and analyze it, since it may contain false sociocultural information that inexperienced users simply cannot understand. Due to their high degree of interactivity, ICTs are able to solve various learning problems by providing modern teacher of a highly informative learning environment. One of the most important advantages of environment is that it makes not only to train a group of people, but also provides individual patronage. Today, there are many platforms on which the process of learning a foreign language can be carried out. K.V. Kapranchikova highlights the following: email or email group, blog technology, wiki technology, podcasts, web forums, means of synchronous video-Internet communication, electronic dictionaries, linguistic corpus, information and reference, Internet resources, navigators [4]. When developing a teaching methodology, it is very important to take into account the didactic properties and methodological functions of any educational environment. That is why in our work, there is a need to dwell on this aspect in more detail. According to P.V. Sysoeva, didactic properties of modern ICT - the main characteristics, features of specific technologies that distinguish one

from the other, essential for didactics (including linguodidactics) as in theory as well as practice.

The basic distinctive features of a multimedia interactive computer atmosphere, the capacities of modern computer and communication technologies, the standard property of the computer environment, the opportunities of the Internet space in education are revealed such as:

1. multilingualism and multiculturalism of information Internet resources;
2. multi-level information Internet resources;
3. variety of functional types of Internet resources;
4. multimedia resources;
5. hypertext structure of documents;
6. the possibility of creating a personal zone of the user;
7. the possibility of organizing synchronous and asynchronous communication;
8. the possibility of automating the processes of information and methodological support;
9. organizing the management of educational activities of students and its control.

Multilingualism and multiculturalism information in Internet resources. Internet user is faced with information presented in various languages. For the most part, we are dealing with English, which is recognized as an international language. English, like any other language, has many dialects and variants that are characteristic of a particular locality of English-speaking countries. Besides, the Internet is an important source for student of English language and culture country under study when searching for information various ethnic, social and other similar communities in the country. Only after receiving the necessary information, students will be able to comprehend and analyze it, and therefore, to implement the principle dialogue of cultures [6]. Considering didactic property contributes to the enrichment of information about the cultural diversity of the country and forms the idea about the norm of coexistence of cultures in the modern multicultural world [7]. The Internet provides an opportunity to select material of any complexity based on the interests of students, as well as the goals and objectives set by in front of the teacher. A wide range of authentic materials of any complexity makes it possible to use Internet information resources at all stages of education.

Variety of functional types of Internet resources. On the Internet there are a huge number of sites offering a variety of information, material on a topic of interest, from online stores to electronic libraries. From using a wide range of such resources, the student learns to find the necessary information, extract useful information and, of course, supplement language practice, multimedia resources.

According to E.A. Savkina, preparing students for intercultural communication, it is necessary to take into account that the functioning of the language is due to such social factors such as cultural norms, traditions, values of one or another society [8]. It is authentic resources contribute to the enrichment of the socio-cultural experience of students, because thanks to ICT, the student has a unique opportunity to listen to authentic speech and enrich his experience of the cultural diversity of the modern

world. Hypertext document structure allows you to go to information resources by clicking a link or pieces of information within the document itself. Thus, the student can ease of accessing a resource that provide the most detailed information on what is being studied the material. This property also contributes to cultural and linguistic enrichment [5]. The possibility to create a private zone, absolutely any user of a personal computer or any another mobile device can easily create their personal page on social networks, where they upload information about themselves, their hobbies, their family, favorite music, photos, videos, add to friends of other users and can actively communicate with them in the language being studied.

Learning resources from the Internet, together with information and reference resources can be information and methodological support in educational process [9, 10], as well as software for creating network language tests can be actively used to organize the management of educational activities and automated control of the formation of language skills and development of speech skills [5]. Based on the above didactic properties and methodological functions, ICT can be concluded that the Internet can be used in teaching a foreign language to learn and consolidate new material and illustrations, for control, self-education. For each goal, one is usually chosen the main resource on which it will work. But this does not mean that other resources are ignored, on the contrary, they are companion. So, when studying new material, electronic editions are most often used, an electronic textbook, which includes elements of the initial consolidation of knowledge, reference books, dictionaries, encyclopedias. This form has advantages over a printed textbook, because in the online space you can still watch the video lectures attached to electronic resource. When fixing the material in the present time, simulator programs designed to memorize foreign words or practice grammar became popular. Usually they contain collections of tasks and exercises and serve as didactic materials. Such simulator programs have the function of tracking the progress, the solution time, and they also immediately indicate mistakes. Modern information technologies are used in illustrating educational material. Typically, teachers create presentations where they insert graphic images, audio and video information related to the topic of the lesson. In addition, presentations are actively used and to present student projects. If it is necessary, self-education of teacher and students can communicate asynchronously, that is, through email, a web forum or a blog, to exchange various documents, including audio and video files, ask questions, share experiences in a general chat or directly with the teacher. In the modern practice of teachers, thematic tests or specialized computer programs are used to control knowledge (applications) - the so-called generators tests that allow you to create testing programs [10]. It should be noted that in order to solve the problems of organizing an independent cognitive activity of students electronic educational resources (ER) plays a major role. As it was mentioned above, the educational resources is very extensive, namely, these are electronic textbooks, electronic copies of various printed manuals, multimedia presentations of the studied material, lectures on audio media, computer testing systems, intelligent learning systems, application training packages [11].

Each educational environment has its own distinctive criteria and properties. The first of all, we note such criteria, how:

- the ability to teach the skills of competent speech, spelling;
- creation of conditions for creative approach to solving educational problems;
- the conditions under which the teacher can interact with students using a computer environment at any time and regardless of the location of the participants in educational process;
- the lack of bias, which contributes to an increased level focus on the learning material, and not on distracting other attributes (for example, the appearance of the participants of the training);
- the possibility of organizing a "virtual class" and the implementation of individual and group project-based learning [1, 6].

Functional properties of modern computer and communication technologies provide the educational process with the following opportunities:

- the possibility of collecting, transferring, storing, changing information;
- provision of various forms of educational activities;
- the possibility of passing educational courses and the continuity of the educational process;
- significant range of collateral educational process;
- significant interest of subjects in implementation of the educational process;
- creation and development of a unified information and educational learning environment;
- adaptation to the place and time of training;
- significant development of methodological and software support for the educational environment;
- providing a choice of personal learning path, based on the characteristics of student;
- development of a creative personality;
- the ability to form independence in learning, etc. [1,6].

Summing up, it should be noted that today the goal in modern methodology is understood more broadly than just the ability to communicate acquired in the learning process. Technological skills, which contribute to the learning process in foreign language, are an integral part of this goal. The use of modern ICT in teaching and educational process helps to increase the motivation of students to master the course, providing new opportunities for organizing independent work of students and developing their self-organization [9]. With the development of the Internet and after experience of the worldwide COVID-19 pandemic ability to teach children remotely became essential. Internet provides a huge range of opportunities for competent presentation of material, and approaches the teacher can choose himself, based on the conditions for providing high-speed electronic telecommunications and extensive content of university networks of scientific and educational information resources. Today we have to recognize and accept the fact that the multimedia environment is already an integral part of the educational process of the XXI century.

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