APPLICATION OF INFORMATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES AS SOCIO-PEDAGOGICAL PROBLEM

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Abstract. The article deals with varieties of interactive forms of teaching foreign languages to the students of foreign languages departments. The author describes the interactive technology used in second language teaching in non-linguistic higher institutions, as well as efficient and effective usage of computer programs in evaluating students' language skills.

Key-words: interactive methods of teaching of foreign language, Interactive technology, communication skills, computer technologies, website, applications.

Nowadays stage of computerization of teaching involves the using a computer as a teaching aid not episodically, but systematically from the first till the last lesson in any form of training. The key problem of this is the technology of creating a computer course for learners. It is possible either full rebuilding and orienting on making new computerized courses or realization methodology with partial support of computer course.

The opportunities for application of information technologies in teaching foreign languages are reflected in the works of many researchers (M. Yu. Bukharkina, M.G. Yevdokimova, Y.S. Polat, R.K. Potapova, Y.Y. Chayka, T.V. Cheprasova and other). However, despite of accumulated practical experience in the sphere of application of information technologies in teaching foreign languages, such kind of researches are not united by the common methodological approach. Until now there is no unified, coordinated strategy for these goals, the problems of using information technologies connected weakly with educational plans and programs, psycho- pedagogical aspects of their integration into educational process are studied and elaborated insufficiently.

Modern information technology is the processing of information with a personal computer and software.

New computer technologies can be used in ordinary classes of the city or rural schools, comprehensive school, high school and lyceum. They give an opportunity to realize modern trends in education systems of many world countries. Thus are world trends in education. At the same time, until now we were limited by technologies that are used in a particular class in a particular school, i.e. in full-time education system. Need to say, that the tendency to integration in the education sphere as one of the most pronounced tendency dictates the necessity of involving into unified world education space.

Wide use of computers in different spheres of human activity did not spared the problem of teaching languages. It has already been made a big number of computer programs for teaching foreign languages. These problems are discussed in world magazines like "Computer Assisted Language Learning", "ReCALL". There are a lot of conferences about problems of training languages every year. Application of present information technologies noticeably increases the effectiveness of self-study. Firstly, it connects with the fact that it is easy to organize automatic search of essential information working with digital information. There are lots of word-famous encyclopedias and dictionaries, a huge number of books and textbooks in electron variant. The popularity of remote education becomes higher, when learner gets tasks and methodical recommendations trough Internet or e-mail, becomes higher.

However, according to the practice computer has not become a valuable teaching aid in schools yet. In particular, in order to achieve the positive effects from application of information technologies it is necessary to follow specific conditions:

– Temporary. Every subject of school program has own organizational methodological and content features, and according to them it must be selected the moment of "including" information technology;

Technical. Technical characteristics of personal computers are different. It is important to choose computer and additional devices (like scanner, printer, modem, headphones, microphone and so on) according to a range of tasks that are supposed to solve. The subject that uses computers in studying defines the range of tasks;

– Organizational. There rises a problem of software setting and adjustment of equipment in a process of including information technologies into the studying the subject. Not every teacher has essential skills in complex service of computer equipment or for independent creating education aids. That's why a teacher needs a qualified assistant, for example laboratorian or the teacher of Informatics.

– The development of communication systems in developed countries has led to a unique Internet. In Uzbekistan, a choice of Internet service providers is quite

broad and allows finding the ability to work, which is most relevant to the needs and capabilities of each individual subscriber.

Internet – a global network of users from different organizations, government institutions and private companies, as well as private users. Now a network of Internet is spreading around the world, and there are already more than 40 million users.

Internet, with its enormous information and no less impressive didactic capabilities can bring invaluable help:

– In independent cognitive activity of pupils;
– In the educational activity during the distance learning process;
– In the educational process in the classroom and in extracurricular activities, also in the system of additional education.

What for the foreign language, the Internet provides a unique opportunity to use the authentic texts, listen and communicate with native speakers. The overall aim of teaching foreign language as part of the creation of innovative educational environment concept is to meet those social needs and personal goals and motivations of learners that are related to the active integration of our society into the global economic system.

The analysis of approaches to the most common concepts of information, educational environment leads to the conclusion that the concept of an innovative educational environment for teaching students foreign languages should be built within the framework of personality-oriented paradigm by integrating communicative, competence and contextual approaches. Being a component of language teaching system, the approach serves as the most common lingua-didactical base of teaching and gives an idea of the chosen teaching strategy that serves as the basis for the selection of methods and techniques of teaching.

The communicative approach focuses on training communication, the use of language in order to share thoughts with.

Competence approach orients to the consideration the goals of teaching language as a formation, development and improvement of all components of foreign language competence. Foreign language competence is formed into all kinds of speech activity and in all aspects of the language.

Another purpose of learning a foreign language in high school is to form communicative competence; all other goals (educational, developing) are realized in the process of implementation of the main goal. The communicative approach involves teaching to communicate and to form the ability for intercultural interaction, which is the basis for the functioning of the Internet. Out of communicating Internet has no sense – this is an international multi-ethnic, cross-cultural society whose livelihoods based on the electronic communications of millions of people around the

world speaking at the same time – the most gigantic in size and the number of participants the conversation ever took place. Joining it during foreign language class, we create a model of a real dialogue.

As an information system, the Internet offers its users diversification of information and resources. The basic set of services includes:

– E-mail (e-mail). Using this service, students can engage in correspondence with native speakers, as well as develop grammar and spelling skills;

– Newsgroup (Usenet, Skype). With this software, students can communicate with native speakers in the on-line, hearing the voice of the interlocutor. This service helps to develop pronunciation and perception of foreign text;

– Video conferencing (Skype). With the help of this program, students can not only talk with the person, but also to see his face, and with the presence web camera on the school computer companion can also see those who are sitting at this machine;

– Web-server. Creating own website, where students can post any information that they are interested in, as well as attracting foreign-language students to communicate on this site (if there is a chat forum on the website);

Thus, the organization of the activities of students and teachers with Internet resources allows, on the one hand, to solve the problem of the organization of independent cognitive activity of students with different aims, and on the other, to save time, and with it the material recourses, the efforts of students and teachers, that indicates as is known, the effectiveness of undertaken activities.

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