

Information and communication technologies as a means of teaching in the process of professional training of students of language directions

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Abstract

The article discusses the use of modern information and communication technologies in the teaching of language disciplines at the university. In the course of the work, the analysis of scientific and methodological literature on the problem of the use of ICT tools and modeling of an information system for professionally oriented foreign language (Russian) teaching is made. Information competence, which has become one of the main indicators of quality education, is one of the main conditions of modern education, and its formation directly depends on the active activity of students in an open information and educational environment. Modern ICT makes it possible to create unique didactic conditions for the development and ordering of individual educational trajectories in teaching language disciplines at the university.

Keywords: foreign language teaching, integrated approach, informatization of education, ICT, information systems, didactic possibilities, terms.

Introduction

The essence of the modern system of humanitarian education is the formation of a comprehensively developed and educated personality. From these positions, the ability to use information and communication technologies and to speak foreign languages occupies an important place in the professional education of future teachers of philology. Another important task of modern Russian linguodidactics is the problem of "professionalization" of knowledge of a foreign language, which has been solved quite successfully and fruitfully in our country since independence. In this regard, when training a specialist in the field of professional and pedagogical activity, it becomes a necessary requirement to possess not only the native literary language, but also a foreign (Russian) language. Russian language teaching provides teachers with new creative opportunities and imposes certain obligations on them related to the formation of communicative and professional competence of future philologists. Mastering the professional scientific speech by students of philological faculties is undoubtedly one of the necessary conditions for the successful achievement of the main linguodidactic goal – comprehensive and deep mastery of a foreign (Russian) language.

Materials

The legislative documents of the Republic of Uzbekistan define several new requirements for the informatization of the educational process, among which special attention should be paid to the improvement of forms of education, emphasis on the use of active and interactive teaching methods, including on the basis of ICT tools, which should be put into practice at all stages of the educational process, the implementation of new pedagogical technologies within the competence approach.[1;2]

Informatization of education is a multi-level, multidimensional process involving not only the use of innovative forms of educational materials and ICT tools in the learning process, but also the nomination of special criteria for information and digital competence of teachers. Information competence, which has become one of the main indicators of quality education, is one of the main conditions of modern education, and its formation directly depends on the active activity of students in an open information and educational environment.

The modern dictionary defines the term as follows: "ICTs include various hardware and software tools and devices operating on the basis of computer technology, as well as modern means and systems of information exchange that ensure the collection, accumulation, storage, production and transmission of information" [3]. The definition of ICT has many formulations, but in the context of the analyzed problem, their basic understanding is as a set of network technologies, techniques and software and hardware tools created and used for the purpose of collecting, analyzing, preserving, distributing the use of information.

The progressiveness of teaching using ICT is proved by the fact that, firstly, their inclusion in the educational process significantly accelerates the continuity of social experience and knowledge from generation to generation; secondly, ICTs contribute to a more mobile and successful adaptation of students to changes taking place in the social sphere; thirdly, the use of ICT in the education system allows update and "modernize" training in

accordance with the social order of the society. In addition, the chosen subject area is mastered by students at various levels, skills and abilities for solving typical practical tasks are developed, the speed of decision-making in non-standard problem situations, abilities for certain types of activities are developed. [4]

The process of informatization of higher education in the republic is carried out with the help of electronic educational resources, information systems. In the analysis of methodological literature [5], the following advantages of using ICT tools in teaching Russian (foreign) were identified language: improving the quality and efficiency of the educational process; increasing the activity of cognitive activity among students; implementing interdisciplinary connections; increasing the volume and optimizing the search for necessary information; creating a unified information and educational environment for students, taking into account their level and individual learning trajectory.

Methods

The article provides an analysis of scientific and pedagogical literature on the use of ICT tools for teaching a foreign language (in particular, Russian as a foreign language) language. The analysis showed that the main technological features of ICT tools that have opened up wide opportunities for the use of information and communication technologies for the formation and development of foreign language communicative competence are:

- interactivity (changing the content or the way of communication),
 - publicity (organization of remote online communication and publication in open access),
 - multimedia (use of materials of different formats: text, audio, photo, video materials);
 - hypertext structure (creating hyperlinks and clicking on active links). [5]
- To create an information and educational environment in the learning process, one or more information systems (LMS, MOOC) are used, which operate on the basis of ICT. At the same time, information systems have the following pedagogical capabilities:
 - availability of the entire volume of educational material at any time, anywhere, independent extraction of knowledge;
 - variability of forms of presentation of educational material (creation of files, links, hyperlinks to text, audio or video material; creation of intermediate and control tests for working out grammatical structures and lexical material; creation of interactive homework and simulators for independent work of students);
 - interactive informational interaction between students and the teacher for feedback, between students and ICT tools for testing and monitoring results, between students to create a single research project;
 - providing systematic teacher support for all levels of students, including in remote groups.
 - Information systems used for teaching a foreign language have the following didactic capabilities:
 - individualization and differentiation of the learning process (step-by-step formation and development of all system-forming language skills and development of speech skills of the Russian language for the professional activity of students);
 - providing access to the information network;
 - visualization of educational information (replacement of text content with audiovisual);
 - unlimited execution of training tests in the process of mastering educational material and self-preparation of students;
 - development of communication skills (formation of writing and speaking skills for professional activity);
 - intensification of all levels of the educational process; deepening of interdisciplinary connections;
 - improvement of information and methodological support of pedagogical activity (high rate of updating of information);
 - structuring of information in accordance with the selected educational program. [5]

Discussion

The main purpose of our research was to identify all types of ICT tools that have already been developed and used, all didactic opportunities and advantages, the main directions of optimizing teaching Russian as a foreign language. Currently, the number of classroom hours in all universities is being reduced, and the requirements for teaching a foreign language are being tightened. Today, a graduate student does not just have to speak a foreign language (Russian), he must know a professionally oriented foreign language that will help in his professional activities.

It is known that ICT tools are used in teaching the Russian language in a non-linguistic university in fragments, forming and developing individual skills (lexical, grammatical, phonetic) or skills (speaking, reading, writing, listening), while the tendency to implement multiplatform courses is determined [6], when the teacher creates and simultaneously uses many sites. The disadvantage of the fragmentary use of technologies is a violation of the conceptual approach to teaching a foreign language, since all the author's developments are not used comprehensively.

Taking into account the above, the authors of the article have developed a Russian language course for students of philological groups. Below, as an example, we will present the development of the course "Innovative means (ICT) of speech development of philology students in teaching the Russian language».

Working with the text "*Lexicology*".

Pre-text tasks:

Task 1. Get acquainted with the basic concepts of lexicology. Check the meanings of unfamiliar terms in the dictionary of linguistic terms:

Science – Lexicology;

Object of science – word, lexeme, vocabulary, vocabulary of the language, dictionary;

Sections of Lexicology – lexical semantics, phraseology, etymology, onomastics, anthroponymy, toponymy, ethnonymy;

Related sciences – lexicography;

Specialist lexicologist.

Task 2. Read the following thematic groups of phrases. Find out the meaning of unfamiliar words using an explanatory dictionary or a dictionary of linguistic terms.

The tasks of historical lexicology- are the study of the history of words, the formation and development of vocabulary, changes in various groups of words;

The tasks of lexicology of the modern Russian language are- the study of stylistic differentiation of vocabulary, individual thematic and lexico-semantic groupings of words;

stylistic differentiation of vocabulary – belonging to certain functional types of speech (to the official business style), stylistic coloring of words;

thematic and lexico-semantic groupings of words – the relationship of a word with other words, the juxtaposition of the meanings of different words, an essential semantic feature;

Russian lexicology development history – works of M.V. Lomonosov, stylistic stratification of the vocabulary of the Russian language, various fields of application of various groups of words; explanatory dictionaries, research and systematization of the vocabulary of the Russian language.

Task 3. Read the text.

Lexicology

Lexicology is a branch of linguistics that studies the vocabulary of a language, or vocabulary. In lexicology, the word is studied as an individual unit, as well as the place of the word in the lexical system of the literary language.

The study of the vocabulary of a language can be conducted in different directions. Historical lexicology and lexicology of the modern Russian language face different tasks. The tasks of historical lexicology include the study of the history of words, the formation and development of vocabulary, changes in various groups of words. Lexicology of the modern Russian language explores the stylistic differentiation of vocabulary, individual thematic and lexico-semantic groupings of words, their relationship to each other and the ratio of units within these groupings. From the point of view of stylistic differentiation, words, firstly, can belong to certain functional types of speech: to the official business style (*to live, residence*), compound names (such as a point of sale, locality, etc.), scientific style (for example, special terms: *adverbial, oxygen, algorithm*), etc. Secondly, there are a significant number of stylistically colored words in the language that give speech a "high" or "reduced" character (in the dictionaries of the modern Russian language, they have the marks *high.*, *book.* or *razg.*, *simple.*). Such stylistic coloring of words is perceived only due to the fact that the language has stylistically neutral synonyms of the corresponding designations (cf.: *forehead - forehead, eyes - eyes, head - head - head*, etc.).

All words (polysemous - in each of their meanings) are in certain relationships with other words. It is the juxtaposition of the meanings of different words that makes it possible to isolate the essential semantic features that determine this meaning of the word (for example, the common semantic element of the words *mountain* and *hill* - "elevation", which makes it possible to compare them; an essential differential feature for them is the sign of size).

Lexicology includes a number of sections. One of the main sections of lexicology is lexicological semantics, or lexical semantics, which explores all issues related to the meaning of a word, as well as changes in the meanings of words. A special section of lexicology is etymology - the science that studies the origin of words. In lexicology, stable combinations of words are also studied, which are dissected names of individual objects and phenomena of reality and are equivalents of the word (*for example, to influence, washing machine, means of communication, headdress*). These phrases refer to phraseology, which is included in lexicology as one of its sections. As separate, relatively independent disciplines within the framework of lexicology, onomasiology is the science that studies the naming process, onomastics is the science of proper names with a more fractional subdivision (anthroponymy, toponymy, ethnomimics).

Lexicology as the science of the word has its own history of development. The study of the vocabulary of the Russian language essentially began in the XVIII century. The works of M. V. Lomonosov were of great importance, pointing out the stylistic stratification of the vocabulary of the Russian language, the peculiarities of compatibility and different spheres of application of various groups of words. Explanatory dictionaries played an

important role in the study and systematization of the vocabulary of the Russian language, the first of which was the Dictionary of the Russian Academy, published in 1789-1794.

In the future, along with the compilation of new explanatory dictionaries of the Russian language, some lexicological problems were solved in a number of works, some groups of words were studied. The study of vocabulary has been especially intensified since the 20-30s of the XX century. Modern lexicological research is based on the recognition of the systemic nature of vocabulary, that is, the interconnectedness and interdependence of the meanings of words, the general features of the compatibility of words combined semantically.

Lexicology uses various methods to solve its problems. The most important of them are component analysis, distributive analysis, thesaurus method, periphrastic method, method of scientific etymology, etc.

Lexicology is closely related to lexicography, which deals with the theory and practice of compiling dictionaries. The compilation of dictionaries is the result of a certain systematization of the vocabulary of the language.

The solution of theoretical issues of lexicology is of great practical importance. The results of lexicological research are used primarily in lexicography and in the practice of teaching the Russian language. The tasks of automatic or machine translation of texts (we are talking about special texts) from foreign languages also require a certain semantic systematization of vocabulary.

The data of historical lexicology in some cases turn out to be extremely important for understanding various facts of the history of the people and their culture. [12]

Post-text tasks:

Task 4. Specify in the text the semantic parts where it says:

- 1) about the subject of lexicology;
- 2) on the tasks of historical lexicology and lexicology of the modern Russian language;
- 3) about lexicology sections;
- 4) about the history of lexicology development;
- 5) on the connection of lexicology with lexicography;
- 6) on the practical meaning of lexicology.

Task 5. Name all the key terms from the text.

Task 6. Insert the appropriate terms in the meaning of these sentences.

The science that studies the origin of words is called In ... stable combinations of words are studied. ... explores all issues related to the meaning of the word, as well as changes in the meanings of words.

Task 7. Restore a coherent text using possible means of communication.

1. In the Dictionary of Modern Russian Literary Language in 17 volumes, detailed definitions of the meanings of words are given. ... illustrated with numerous examples from works of fiction, socio-political, scientific and other literature.

2. "Explanatory Dictionary of the Russian language" edited by D.N.Ushakov served as a kind of standard for the creation of subsequent explanatory dictionaries. ... a system of stylistic assessments has been developed in detail to help establish the boundaries of the use of the word.

3. Lexicography is closely related and develops in parallel with lexicology. ... is based on the results of systematization of the vocabulary of the language.

Task 8. Finish the sentences. Use information from the text.

1. ... how the science of the word has its own history of development.
2. The study of the vocabulary of the Russian language has essentially begun
3. An important role for the study and systematization of the vocabulary of the Russian language was played by
4. Lexicology is in close connection with lexicography, which deals with theory and practice

Task 9. Convert verb phrases into nominal ones.

Sample: study the vocabulary of a language – study the vocabulary of a language.

To investigate a word as an individual unit; to identify a semantic feature; to compare the meanings of words; to solve individual lexicological problems; to systematize the vocabulary of the language.

Task 10. Convey the information of the following sentences using a participial phrase – a construction characteristic of the scientific style of speech.

1. Etymology is the science that explores the origin of words.
2. Lexicology is a branch of linguistics that studies the vocabulary of a language.
3. Lexicology is closely related to lexicography, which deals with the theory and practice of compiling dictionaries.
4. In lexicology, phraseological units are also studied, which are stable, traditionally repeated combinations.

Task 11. Replace the highlighted phrase in the following sentences with verbs or short passive participles. (See the material for references).

1. All words are **in relation** to other words.

2. The juxtaposition of the meanings of different words **makes it possible** to identify significant semantic features.

3. Modern lexicological research **is based on the recognition** of the systemic nature of vocabulary.

4. Lexicology **is closely related** to lexicography.

5. The results of lexicological research **are used in the practice** of teaching the Russian language.

Reference material: allow, relate, apply, linked, based.

Task 12. Restore the questions to which these sentences are the answers.

1. ...?

- The science that studies the origin of words is called etymology.

2. ...?

- Onomastics is the science of proper names.

3. ... ?

- Lexicography is the science that deals with the theory and practice of compiling dictionaries.

4. ... ?

- The section of lexicology that studies stable combinations of words is called phraseology.

5. ... ?

- Etymology is the science that explores the origin of words.

Task 13. Name the key terms from the voiced information.

1. The first explanatory dictionary of the Russian language was the Dictionary of the Russian Academy. There were over 43 thousand words in it. This dictionary reflects the lexical norms of the literary language of the second half of the XVIII century.

2. In polysemy, sound unity is always combined with greater or lesser sound unity. This semantic unity holds the word together.

3. Lexicology uses various methods to solve its problems. The most important of them is component analysis.

4. The tasks of automatic translation of texts from foreign languages are based on the data of lexicological studies. We are talking about machine translation of special texts.

Task 14. Fill in the right column based on the text.

Vocabulary Historical Thematic and lexical-semantic Stylistically Sustainable Component The method of scientific Compilation Practical	
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• **Results**

According to the results of the study, it was revealed that all the author's electronic resources developed for teaching the Russian language are focused on the formation and development of individual skills and the development of skills of foreign language speech activity. Russian Russian Language Teaching course "Innovative means (ICT) of speech development of students of philology in teaching the Russian language" was developed and applied in the course of the study, the concept of "integrated use of ICT" in the process of teaching the Russian language as simultaneous and interrelated use of information resources and information systems in remote access conditions, focused on the organization and implementation of information activities in the information environment:

- creation of texts in various professional areas in Russian in LMS, MOODLE systems for reading;
- creation of various exercises in LMS, MOOC systems for working out professional terminology and grammatical structures in various professional areas for control and self-control in the automation of error diagnosis;
- creation of audio and video files in various professional areas in LMS and MOOC systems for listening and understanding the main content of authentic texts related to various genres (message, story, presentation);
- creation of various samples of professional texts in LMS, MOODLE systems for the formation and development of the academic style of writing various scientific works;
- creation of various thematic files and hyperlinks in LMS, MOOC systems for searching, selecting and processing information when preparing oral messages in various professional areas.

Conclusion

The analysis of a number of works presented above shows that the concept of "information and educational environment" is interpreted as a condition for information interaction between students, teachers and ICT tools for the formation and development of knowledge, skills and abilities (terminology, grammar, reading, writing, listening and speaking) with systematic, interrelated and integrated use. In relation to our research, an integrated approach provides for the formation and development of all system-forming language, professional and ICT knowledge, skills and abilities, free speech activity in various fields of professional communication using all the possibilities of ICT tools and on the basis of one information system.

In conclusion, we note that a methodically well-organized educational process involves an optimal combination of information technology and traditional teaching methods at all stages of learning. The use of ICT makes it possible to improve and differentiate training, take into account the individual characteristics of students and encourage them to further independent work.

The use of information systems that are focused on the formation and development of all the fundamental skills and abilities of foreign language speech activity, contribute to the process of optimizing the system of teaching Russian (foreign) language at the university.

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