

УДК 372.881.111.1

## USE OF MODERN INFORMATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

V.I. Volchkova

Volga Region State Academy of Physical Culture, Sport and Tourism, Kazan, Russia

For additional information, please contact: e-mail: vi-volchkova@rambler.ru

### **Abstract:**

In this article, the relevance of the use of modern information technologies in the practice of teaching a foreign language in a non-linguistic institution is considered. According to the author, the use of information technology is an important component of the learning process.

Purpose: to study the experience of using information technologies in the process of teaching a foreign language to students in a non-linguistic university.

Results. The advantages and disadvantages of modern computer technologies are characterized. The experience of using computer technologies in the process of teaching a foreign language to students in a non-linguistic institution is described. It is pointed out that the experience of using modern technologies in the process of studying a foreign language makes it easier for students and creates a familiar environment for them. They help to overcome the language barrier and psychological complexes of students. Thanks to multimedia resources, the study of a foreign language can be carried out beyond the limits of a practical lesson and make it continuous. The latest achievements in the field of information technologies provide a unique opportunity to obtain a more extensive informative base on the subject "Foreign Language", and also provide an opportunity to reveal the creative potential of students, which makes the learning process of foreign languages interactive, entertaining and productive.

**Keywords:** foreign language, information technology, multimedia resource, non-linguistic institution of higher education, communicative competence, independent work.

## ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

В.И. Волчкова

ФГБОУ ВО «Поволжская государственная академия физической культуры, спорта и туризма»,  
Казань, Россия

### **Аннотация:**

В данной статье рассматривается актуальность использования современных информационных технологий в практике преподавания иностранного языка в условиях неязыкового вуза. По мнению автора, использование информационных технологий является важной составляющей процесса обучения.

Цель: изучить опыт использования информационных технологий в процессе обучения иностранному языку студентов в неязыковом вузе.

Результаты. Характеризуются преимущества и недостатки современных информационных технологий. Описывается опыт использования информационных технологий в процессе обучения иностранному языку студентов в неязыковом вузе. Указывается, что опыт использования информационных технологий в процессе изучения иностранного языка позволяет облегчить студентам процесс освоения языка и создать привычную для них среду. Информационные технологии помогают преодолеть языковой барьер и психологические комплексы студентов. Благодаря мультимедийным ресурсам изучение иностранного языка можно вывести за рамки практического занятия и сделать его непрерывным. Новейшие достижения в сфере информационных технологий дают уникальную возможность получения более обширной информативной базы по предмету «Иностранный язык», а также позволяют раскрыть творческий потенциал студентов, что делает процесс обучения иностранным языкам интерактивным, занимательным и продуктивным.

Заключение. Формулируется вывод о том, что компьютерные технологии могут и должны приносить значительную пользу в развитии коммуникативных компетенций студентов при условии, что они грамотно и разумно ими используются. Компьютерные технологии также имеют большое значение для самостоятельной работы студентов.

**Ключевые слова:** иностранный язык, информационные технологии, мультимедийный ресурс, неязыковой вуз, коммуникативные компетенции, самостоятельная работа.

**Introduction.**

XXI century is the age of informatization, undoubtedly, makes its own adjustments to the traditional teaching of foreign languages. And our aim is to learn how to use modern information technologies correctly and effectively in the educational process within the framework of the university.

In recent years, the issue of using new modern technologies for teaching foreign languages in the Institution of Higher Education has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, and a new approach to the learning process.

In modern pedagogical practice, various teaching technologies are used, with the help of which the interest of students to the subject increases sharply; the academic performance and the level of intellectual culture are also increased.

**One of the main tasks** of the research is to create conditions for practical language acquisition for each student, to choose such teaching methods that would allow each student to show his activity, his creativity, and also to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies such as training in cooperation, project methodology, the use of new information and communication technologies, and the Internet resources help to realize a person-oriented approach to teaching, provide individualization and differentiation of education, taking into account the abilities of children, their level of education, and inclinations.

**Results of the research and their discussion.**

In the framework of achieving the aim of the research, it was found out by me that in the process of application of information technologies by the teacher of the foreign language, students realize creative activities that include the ability to question, explain, study, describe, compare, analyze, evaluate, express their opinions and judgments, argue them, conduct independent searches for necessary information, navigate the text in English, and to make brief messages on a given topic.

All of the above will allow students to use the acquired knowledge and skills in practical activities

and daily life to communicate with representatives of other countries; receive information from foreign sources of the information needed for educational purposes; expand opportunities in choosing future professional activities; study the values of the world culture, cultural heritage and achievements of other countries; familiarize representatives of foreign countries with the culture and achievements of Russia [4, 5].

The use of information technology elements in classes helps to form the ability of schoolchildren to work with various information, critical attitude towards it, develops logical thinking, provides information and emotional saturation of lessons, promotes interest of students to the subject, and activates their creative potential with the surrounding life.

The use of computer and information technologies in the second and third levels of training allows students to prepare better for the final certification in English in accordance with the requirements of the state standard. In the process of training: students not only improve the knowledge they acquired during the previous period of training, but also expand their vocabulary taking into account the practical knowledge of a foreign language in the standard situations (within the framework of monologue utterances with elements of reasoning and dialogical conversations in the form of an exchange of views). At present, various forms of organization of the educational process are used. Since information technologies are both a means of supplying material and a controlling agent – such technologies provide high quality of the material supply and use various communication channels (text, sound, graphic, and touch). All this allows increasing students' motivation and forming their communicative competence.

The computer at the lessons of a foreign language makes it possible to implement a personality-oriented approach to learning, provides for individualization and differentiation of instruction, increases activity, motivates students, intensifies the learning process, fosters adequate self-esteem for students, and provides them with a comfortable learning environment.

For use in foreign language lessons, a wide range of computer programs are currently offered:

Educational programs - to acquire certain knowledge, skills and habits;

Training programs - to consolidate knowledge and skills;

Control programs - to monitor the quality of knowledge and to correct it;

Game programs - for intellectual development.

Using information technologies the following goals and tasks can be realized:

1. When teaching phonetics:

a. acquisition of skills of adequate pronunciation and differentiation by ear. Further improvement of listening and pronunciation skills in relation to the new linguistic material;

b. formation of auditory, pronunciation and intonation skills.

2. When teaching grammar:

a. expansion of the volume of grammatical means, mastering of new grammatical phenomena and their use in speech;

b. (for high school students), productive mastery of certain grammatical phenomena - for example, recognition and use in speech of various types of sentences, and constructions (for middle-class students);

3. When working with vocabulary:

a. the systematization of lexical units, the expansion of the potential dictionary, the development of skills for recognizing and using lexical units in speech;

b. formation of lexical skills of reading, listening and productive writing skills.

4. When teaching reading:

a. perception of authentic texts of different styles (publicity, artistic, non-fiction), using basic types of reading: study, review, and search;

b. formation of the ability to independently overcome language difficulties, providing reference and information support by providing language information (electronic encyclopedias, automatic dictionaries).

The use of computer programs makes it possible to shift the focus from reproductive activity to creative activity, to enrich learning, to develop associative and emotional memory and audiovisual perception. Parallel texts in Russian and English also help to achieve unconscious establishment of interrelation between words. Listening to the materials facilitates and accelerates their assimilation,

helps to improve English, and develop a correct intonation of the English language [6].

The use of information technologies also facilitates the implementation of group work; allows planning creative activity, active, and purposeful communication (within the group and with the outside world); provides opportunities for organizing collective creativity (Web 2.0 technology), information retrieval in open information networks (when creating a project and preparation of individual tasks) and preparation of reports on the work performed or the event.

Great opportunities for teaching students in foreign languages provide multimedia. A distinctive feature of multimedia is a high information density and a full set of the most effective learning components – a synthesis of text, visualization, and audio materials that allow you to perceive information in a multimodal manner, with the activation of several information channels, which allows you to use the most effective ways of perception for each student.

Thus, the use of information technology in lessons provides a lasting result, primarily due to the use of the creative potential of students, which leads to the formation of a situation of success and increases the motivation in the teaching.

The pedagogical process is the cooperation with the student, when the teacher helps in overcoming difficulties; explains, shows, reminds, points out, brings, advises, consults, prevents, empathizes, encourages, stimulates confidence and interests; inspires and gives the student the joy of communication; helps learning to develop and improve [7, 8].

The result of the work is achieved due to the optimal combination of innovative tools and teaching methods, which maximizes the cognitive activity, the desire to resolve problem situations and the independence of students.

Thus, information and computer technologies are a means of activating the creative potential and improving the quality of knowledge when learning a foreign language.

Information technology is only for teachers who love to learn new. They are for those who are not indifferent to the level of their professional competence, which cares how much the teacher of the modern Russian high school meets the requirements of the coming century.

I have used information technologies in my work for many years. Students really like these lessons, and they express their positive feedback. In the Volga Region State Academy of Physical Culture, Sport and Tourism Moodle is accepted as the main e-learning system. Active work by the author is being done to create and improve electronic courses, as well as the modernization of mechanisms for their accumulation and evaluation.

As our practice of using Moodle shows, it is an open source learning environment. Moodle competes on an equal footing with the world flagships of the system of the distant educational system (SDE) market. The international team of developers has been working on the system for more than 10 years under the leadership of the Moodle fund in Australia. Thanks to this, Moodle combines a wealth of functionality, flexibility, reliability and ease of use. The system is widely known in the world, has more than 60 thousand installations in more than 100 countries, having been translated into several dozen languages. The system is well scaled: there are installations that serve up to a million users. Moodle SDO is designed to create and conduct quality distance courses based on the following characteristics:

– Moodle Features – all resources are collected in a whole unit.

In the system, you can create and store electronic learning materials and specify the sequence of their study. Due to the fact that access to Moodle is carried out through the Internet or other networks, students do not are tied to a specific place and time, can move on the material at their own pace from any part of the globe.

– Electronic format allows you to use not only text as a "textbook", but interactive resources of any format from an article in Wikipedia to a video on YouTube. All course materials are stored in the system; they can be organized using short-cuts, tags and hypertext links.

– Joint solution of educational tasks: Moodle is focused on teamwork.

In the system for this purpose a lot of tools are provided: wiki, glossary, blogs, forums, and workshops. At the same time, the training can be carried out asynchronously, when each student studies the material at his own pace, and in real

time, organizing online lectures and seminars.

The system supports the exchange of files of any formats – both between the teacher and the student, and between the students themselves. The teacher is in touch with the students.

Broad opportunities for communication is one of the strongest aspects of Moodle.

In the forum, you can conduct discussions on groups, evaluate messages, and attach files of any formats to them. In personal messages and comments – to discuss a specific problem with the teacher personally. In a chat, the discussion takes place in real time.

Newsletters promptly inform all course participants or individual groups about current events: you do not need to write to each student about a new assignment: the group will receive notifications automatically.

– The quality of training is under control.

Moodle creates and stores a portfolio of each student: all the work submitted by him; evaluations and comments of the teacher; messages in the forum. Allows you to control "attendance" - the activity of students, the time of their academic work on the network.

As a result, the teacher spends his time more efficiently. He can collect statistics on the students: who downloaded what, what homework did and what tests he received. Thus, a lecturer can find out how students understand the topic, and in view of this, offer material for further study [3].

We also find it is important that the features that Moodle gives to users can be grouped by roles:

1. Students learn at anytime, anywhere, at a convenient pace, spend more time on in-depth study of interesting topics, knowledge is better absorbed.
2. Lecturers keep the course up to date, change the order and method of submitting material depending on the work of the group, spend more time on creative work and professional growth, because routine processes can be entrusted to SDE, support feedback from students, including after graduation.
3. Administration effectively distributes the burden on teachers, analyzes the results of training, and reduces the cost of managing the learning process.

**Conclusion.** To conclude all said above, it is worth mentioning that in Moodle, there are solutions for all possible tasks of managing the learning process. The use of information technologies in teaching

the foreign language helps to solve various problems of modern methods, such as the organization of successful communication-directed learning, creation of an educational language environment, involving all students in the communication process at the lesson (with the help of attraction of interests of the last in a choice and work with the information), improving the role of the teacher, his active

participation in adjusting the content of training, the selection of the most effective ways of presenting information. Thus, at present, the issue of using new methods for teaching the foreign language is working with multimedia technologies. All these innovative techniques ensure the effectiveness of training within the framework of a modern system-activity approach.

#### LIST OF REFERENCES

1. Goicochea Morales Lorenzo Benhamin. Application of Computer Technology in the Study of the Spanish Language // Internet-journal "The World of Science" 2017, Vol. 5, No. 2. - P. 1-5. [Electronic resource]. - Access mode: <http://mir-nauki.com/PDF/41PDMN217.pdf> (Accessed date: 24.04.18).
2. Rendova Zh.V. Application Of Modern Information Technologies in the Process of Teaching Foreign Languages in Non-Linguistic Universities // Bulletin of the Moscow State Regional University. Series: Pedagogy. - 2014. - No. 1. - Pp. 90-94. [Electronic resource]. - Access mode: <http://vestnik-mgou.ru/Articles/View/7064> (Accessed date: 24.04.18).
3. Morokhin D.V. Experience of Using Lms Moodle Elements in Computational, Graphic and Abstract Work / Materials of the XI International Scientific and Methodical Conference "New Educational Technologies in the University". Ural Federal University, 2014. [Electronic resource]. - Access mode: <http://elar.urfu.ru/bitstream/10995/24655/1/notv-2014-129.pdf> (Accessed date: 04.04.18).
4. Volchkova V.I. Socio-Psychological Climate in the Pedagogical Collective / V.I. Volchkova // Higher education in Russia. - 2009. - No. 1. - Pp. 167-170.
5. Volchkova V.I. Modernization of Russian Higher Education Against the Backdrop of Globalization Challenges / V.I. Volchkova / Kazan Pedagogical Journal. - 2011. - No. 2. - Pp. 60-65.
6. Veklicheva E.V. Information Technologies in the Process of Teaching English / E.V. Veklicheva, A.Yu. Trutnev // Priority directions of the development of education and science: materials IV Intern. scientific-practical. conf. (Cheboksary, Dec 24, 2017) / Rarely: O.N. Shirokov [and others] - Cheboksary: CNS "Interactive Plus", 2017. - Pp. 69-71.
7. Poltavets Yu.N. Computer Technologies In The Process Of Teaching A Foreign Language / Yu.N. Poltavets, A.Yu. Trutnev // Education and pedagogical sciences in the 21st century: current issues, achievements and innovations: Collection of articles by the winners of the International Scientific and Practical Conference / Under total. Ed. G.Yu. Gulyaeva. - 2017. - Pp. 219-224.
8. Samsonova N.N. The Use of Modern Information Technology in English Classes [Electronic resource]. - Access mode: <http://pedsovet.su/publ/164-1-0-2901> (Accessed date: December 25, 2017)

#### БИБЛИОГРАФИЧЕСКИЙ СПИСОК

1. Гойкочеа Моралес Лоренсо Бенхамин Применение компьютерных технологий при изучении испанского языка / Гойкочеа Моралес Лоренсо Бенхамин // Интернет-журнал «Мир науки». – 2017. – Том 5, №2. – С. 1-5. [Электронный ресурс]. – Режим доступа: <http://mir-nauki.com/PDF/41PDMN217.pdf> (дата обращения: 24.04.18).
2. Рендова, Ж. В. Применение современных информационных технологий в процессе обучения иностранным языкам в неязыковых вузах / Ж. В. Рендова // Вестник Московского государственного областного университета. Серия: Педагогика. – 2014. – № 1. – С. 90-94. [Электронный ресурс]. – Режим доступа: <http://vestnik-mgou.ru/Articles/View/7064> (дата обращения: 24.04.18).
3. Морохин, Д. В. Опыт использования элементов Lms Moodle при проведении расчетно-графических и реферативных работ / Д. В. Морохин // Новые образовательные технологии в вузе : Материалы XI международной научно-методической конференции. Уральский федеральный университет, 2014. [Электронный ресурс]. – Режим доступа: <http://elar.urfu.ru/bitstream/10995/24655/1/notv-2014-129.pdf> (дата обращения: 04.04.18).
4. Волчкова, В. И. Социально-психологический климат в педагогическом коллективе / В. И. Волчкова // Высшее образование в России. – 2009. – № 1. – С. 167-170.
5. Волчкова, В. И. Модернизация российского высшего образования на фоне глобализационных вызовов / В. И. Волчкова // Казанский педагогический журнал. – 2011. – № 2. – С. 60-65.
6. Векличева, Е. В. Информационные технологии в процессе обучения английскому языку / Е. В. Векличева, А. Ю. Трутнев // Приоритетные направления развития образования и науки : материалы IV Международн. науч.-практ. конф. (Чебоксары, 24 дек. 2017 г.) / редкол.: О. Н. Широков [и др.]. – Чебоксары : ЦНС «Интерактив плюс», 2017. – С. 69-71.
7. Полтавец, Ю. Н. Компьютерные технологии в процессе обучения иностранному языку / Ю. Н. Полтавец, А. Ю. Трутнев // Образование и педагогические науки в XXI веке: актуальные вопросы, достижения и инновации : сборник статей победителей Международной научно-практической конференции / Под общ. ред. Г. Ю. Гуляева. – 2017. – С. 219-224.
8. Самсонова, Н. Н. Использование современных информационных технологий на уроках английского языка [Электронный ресурс]. – Режим доступа: <http://pedsovet.su/publ/164-1-0-2901> (дата обращения: 25.12.2017)