USE OF INFORMATION TECHNOLOGIES IN THE FORMATION OF FOREIGN LANGUAGE COMPETENCE

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Abstract. This article discusses the need to use information technologies and resources in the process of forming foreign language communication of University students. Disadvantages of formation of foreign language competence in independent work of students are revealed. Methods of using various Internet resources and information technologies are proposed. Communicative competence is considered as a broad term that includes not only the structural features of the language, but also its social, pragmatic and contextual features.

With the development of cultural and economic ties between countries and peoples, the role of learning foreign languages increases. Every year the demand for specialists who speak foreign languages increases. One of the most important areas in the development of education today is the use of a competence-based approach. We are talking about the formation of skills and abilities related to the practical application of a person's communication abilities, cultural, social and informational competencies. This issue is widely discussed in the scientific and pedagogical literature, but the cognitive approach prevails in higher education institutions, and students have to memorize a large amount of information instead of developing the basic competencies necessary for successful activities. A modern specialist is required not only to speak a foreign language, but also to be able to effectively apply it in the field of everyday and professional communication.

Keywords: communicative competence, information technologies, independent work of a student, foreign language competence, Internet resources.

The priority direction of the "strategy for the modernization of education" is the education of a person who strives to maximize their capabilities, is open to new experiences, and is able to make conscious and responsible choices in various life situations. Thus, it is necessary to teach the student to solve certain communicative tasks in different areas and situations of communication by language means, that is, to form a communicative competence that includes mastering all types of speech activity, the basics of oral and written speech culture, basic skills and language use skills.

Students 'acquisition of communicative competence consists in such mastery of communication in a foreign language that allows them to use it to meet professional needs, implement personal business contacts, and further professional self-education and self-improvement. Many Russian and foreign scientists (M. N. Vyatyutnev, I. A. Zimnyaya, N. I. GEZ, E. I. Passov, I. L. BIM, V. V. Safonova, J. Savignon, G. Pifo, D. Haimz, D. Raven, etc.) are devoted to the problems of formation and development of communicative competence in the process of language teaching.

It is possible to distinguish the multidimensional nature of the category under consideration. The vagueness of the term boundaries leads to the presence of numerous definitions: communicative excellence, speech competence, communicative literacy, sociolinguistic competence, verbal communication competence, communication abilities, communication skills, etc.

In the domestic language teaching the term "communicative competence" was introduced into scientific use the M.N. Vetyutneva. He suggested understanding communicative competence "as the choice and implementation of speech behavior programs depending on a person's ability to navigate in a particular communication environment; the ability to classify situations depending on the topic, tasks, and communicative attitudes that students have before the conversation, as well as during the conversation in the process of mutual adaptation" [1]. In addition to knowledge of language, according To the formulation of N. I. Geza, communicative competence includes the ability to "communicatively correlate a speech utterance with the goals of the communication situation, with an understanding of the relationship between the communicating parties, as well as the ability to correctly organize speech communication taking into account cultural and social norms of communicative behavior" [2].

There is no unity in understanding all the components of communicative competence and the mechanism of their interaction. Foreign language communicative competence has a complex multicomponent structure. The process of forming a foreign language communicative competence of a future specialist should take into account the specifics of teaching a foreign language in a non-linguistic University and is based on the following pedagogical conditions •

• determining the content of the communicative competence based on the analysis of the relevant professional activity;

• step-by-step formation of foreign language communicative competence;

• intensification of the process of formation of foreign language communicative competence;

• immersion in a foreign language environment through conferences, role-playing and business games, reading original literature.

Today, the higher school aims not only to significantly update the content of foreign language teaching, but also to introduce new ways of forming the communicative competence of future specialists. The selection of approaches to the formation of students ' communicative competence takes into account the correspondence of forms and methods of educational work to the goals of forming a competent specialist. In the process of teaching a foreign language to students, you can use, for example, the following competence technologies:

• Project method.
• Developing critical thinking through reading and writing.
• Method of debate.
• Game technology (language games, role-playing games, dramatization).
• Problematic discussions.
• Interactive learning technology (in pairs, small groups).

• Scenario-contextual technology. Modular learning technology.

Consider the process of organizing classroom and independent work of students. In the classroom, practical goals of teaching a foreign language are realized. This form of organization of the educational process is characterized by complexity, intensification of speech activity, communication and professional orientation. Classes in the classroom are of a communicative nature and involve solving communication problems in the professional sphere. Independent work is focused on learning to read and translate specialized texts.

Activities during classroom sessions include speaking in pairs, in groups, with a teacher; listening; reading; writing. Tasks in the classroom are interactive and encourage students to communicate in a foreign language (oral and written) with each other and with the teacher.

Independent work of students is reduced to completing homework, writing test papers, essays, and individual extracurricular reading. The absence of audio-visual support of educational and methodical sets in the specialty practically excludes work on listening in independent work. [3]

Summarizing the above, we note that independent work of students has a number of disadvantages in comparison with classroom work of students and does not sufficiently contribute to learning a foreign language in a non- linguistic University.

The introduction of new information technologies in the educational

process allowed us to identify the following factors of their effectiveness: [4]

• Intensification of the educational process

• Creating favorable opportunities for mastering educational material based on the principle of visibility, which is implemented thanks to the wide capabilities of the PC-color, video, music, graphics, drawings, etc.

• Increased motivation

• The presence of continuous feedback in the learning process

• Greater individualization of the educational process

• In-depth learning of specific material

• Elimination of routine work of the teacher to control students ' knowledge.

In teaching a foreign language, information technologies have unlimited potential and allow you to form a foreign language communicative competence in an active position of the subject of educational activity. As the researchers of the problems of using information technologies in teaching a foreign language convincingly prove, these technologies are a means of teaching and allow us to solve a number of specific didactic tasks.

Internet resources create a natural language environment for foreign language learners. These technologies make it possible to use authentic texts, listen to and communicate with native speakers.

1.   Audio log-allows you to record audio, digitize analog recordings (cassettes, records), edit files, physically edit multiple files (cut, paste, mix), change the speed and pitch of the recording, etc. When learning a foreign language, it is a necessary tool for developing phonetic skills. it provides an opportunity to record reference utterances, own utterances, listen to them

repeatedly, and correct mistakes. The audio journal also has an unlimited resource for working on listening.

2. Social networks - the main function of which is to find people who share a common interest and maintain communication between them. Communication in the group can be carried out in a foreign language, the group can include both foreign language learners and native speakers. Personal-oriented, professional online communication in a foreign language will contribute to the formation of reading and writing skills.

3. Social storage-designed for storing various types of data and presenting them to each other. These can be photo and video services (for example, http:// picasaweb.google.com; http://youtube.com), allowing you to store and edit photos and videos, programs for free.

4. Network offices – services that support creating, editing, and storing various documents on a remote computer on the network. Google, Google Google: http://docs.google.com. It is possible to store electronic textbooks for General use, as well as create documents from scratch, format documents conveniently, send email invitations for other users to edit and view documents, collaborate online in real time with the ability to chat with co-authors, view the history of changes to documents and return to any version, publish documents on the Internet as public web pages or post them on your blog.

5. Social media–mass media built on the ability of any person to become a source of news. Examples are http://www.foreignpolicy.com, http://habrahabr. ru. Communication can take a variety of forms - users can share their opinions, experience and knowledge, interact with each other, establish contacts, as well as share news, information, etc.

6. Social databases are different information repositories. Example of an open world encyclopedia project http://www.wikipedia.org, which is built by volunteers from many countries around the world. This service can serve as an incentive for writing as part of the presentation of your own results, as well as be used to develop reading skills.

Summarizing the possibilities of Internet resources and forms of Internet communication, it is possible to determine the didactic tasks that are solved with the help of these technologies, namely: to form reading skills and abilities using network materials of varying degrees of complexity; to improve listening skills based on authentic audio texts; to improve the skills of monologue and dialogical utterance based on problematic discussion of network materials; to improve writing skills, composing letters, participating in the preparation of essays, essays, etc.; to fill up their vocabulary, both active and passive; to form a stable motivation for foreign language activities of students based on the use of "live" professional materials and discussion of current problems [2]; to meet educational needs in obtaining professionally and personally significant information; to present their own results; to get acquainted with the cultural heritage of the peoples of the world.

These information technologies organize a genuine communication environment, where, from the point of view of the educational process, the

student's involvement in speech activities in a foreign language is organized, while activating skills in the field of speaking, reading, writing, listening.

Individual work with these services will allow you to implement an individual, differentiated approach to learning a foreign language, increase motivation to learn a foreign language by using problem materials on the Internet, actually working on a computer in order to develop information competence, which is currently in demand among young people; form components of foreign language communicative competence.

When considering the learning process at any given time (in the classroom or during homework), the computer acts only as a learning tool. No matter what software is installed on it, no matter what curriculum the student works with, they use the computer as any other means of learning (for example: film and video projectors, tables, diagrams, maps, and other visual AIDS). However, the situation completely changes if we consider the learning process in dynamics (over a certain period of time). In this case, the computer also takes over the functions of the teacher.

The software embedded in the computer are carrying out an evaluation of the performed actions. Currently, there are many fundamentally new training tools on the market. There is a wide variety of not only teaching kits, but also entire courses on CD-ROMs. They can naturally be used in various learning situations, if you clearly understand how they can fit into the learning process. Computer programs help to increase the motivation of learning, make it possible to familiarize yourself with new material and then perform training exercises, as well as to a certain extent contribute to the development of speech skills.

The effectiveness of using information technologies in teaching a foreign language is realized in the process of organizing independent work of students. Information technologies provide each student with an individual working method when performing practical work, information resources, methodological and control materials, time resources, the ability to individualize and differentiate the learning process (individual training plans), and high motivation to work with modern information technologies.

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ШЕТТІЛДІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ КЕЗІНДЕ АҚПАРАТТЫҚ ТЕХНОЛОГИЯЛАРДЫ ПАЙДАЛАНУ

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Аңдатпа. Бұл мақалада ЖОО білім алушыларының шет тілдік коммуникативтік коммуникациясын қалыптастыру процесінде ақпараттық технологиялар мен ресурстарды пайдалану қажеттілігі қарастырылған. Студенттердің өзіндік жұмысы кезінде шет тілі құзыреттілігін қалыптастырудың кемшіліктері анықталды. Түрлі интернет-ресурстар мен ақпараттық технологияларды пайдалану әдістері ұсынылған. Коммуникативтік құзыреттілік тілдің құрылымдық ерекшеліктерін ғана емес, оның әлеуметтік, прагматикалық және контекстік ерекшеліктерін де қамтитын кең термин ретінде қарастырылады.

Елдер мен халықтар арасындағы мәдени және экономикалық байланыстардың дамуымен шет тілдерін үйренудің рөлі артып келеді. Жыл сайын шет тілдерін меңгерген мамандарға сұраныс артып келеді. Бүгінгі таңда білім беруді дамытудағы маңызды бағыттар құзыреттілік тәсілін қолдану болып табылады. Әңгіме адамның коммуникативтік қабілеттерін, оның мәдени, әлеуметтік және ақпараттық құзыреттерін практикада қолдануға байланысты біліктері мен дағдыларын қалыптастыру туралы болып отыр. Бұл мәселе ғылыми-педагогикалық әдебиеттерде кеңінен талқыланады, бірақ жоғары оқу орындарында когнитивті тәсіл басым, ал студенттер сәтті жұмыс істеу үшін қажетті негізгі құзыреттіліктерді дамытудың орнына ақпараттың үлкен көлемін есте сақтауға мәжбүр. Заманауи маманнан тек шет тілін білу ғана емес, сонымен қатар оны тұрмыстық және кәсіби қарым-қатынас саласында тиімді қолдану мүмкіндігі қажет.

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ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ ПРИ ФОРМИРОВАНИИ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ

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Аннотация. В данной статье рассмотрены необходимость использования информационных технологий и ресурсов в процессе формирования иноязычной коммуникативной коммуникации обучающихся ВУЗа. Выявлены недостатки формирования иноязычной компетенции при самостоятельной работе студентов. Предложены методы использования различных интернет-ресурсов и информационных технологий. Коммуникативная компетенции рассматривается как широкий термин, который включает не только структурные особенности языка, но также и его социальные, прагматические и контекстные особенности.

С развитием культурных и экономических связей между странами и народами возрастает роль изучения иностранных языков. С каждым годом увеличивается спрос на специалистов, владеющих иностранными языками. К важнейшим направлениям в развитии образования сегодня относится использование компетентностного подхода. Речь идет о формировании умений и навыков, связанных с применением на практике коммуникативных способностей человека, его культурных, социальных и

информационных компетенций. Данный вопрос широко обсуждается в научно-педагогической литературе, однако в вузах преобладает когнитивный подход, и обучающимся приходится запоминать большой объем информации вместо того, чтобы развивать базовые компетентности, необходимые для успешной деятельности. От современного специалиста требуется не только владение иностранным языком, но и умение эффективно применить его в сфере бытовой и профессиональной коммуникации.