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ИКТ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ: ОТ ТРАДИЦИОННОГО УЧЕБНИКА К ВИРТУАЛЬНОЙ ОБУЧАЮЩЕЙ СРЕДЕ

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Аннотация. В данной статье обсуждается роль информатизации в всеобщей эпохе информационно-коммуникационных технологий (ИКТ) в обучении, в том числе иностранному языку, становится все более значимой. Традиционный учебник, являвшийся основным средством обучения в течение многих десятилетий, уступает место электронному и другим информационнообразовательным ресурсам. Существует множество факторов, обуславливающих ориентацию современной системы образования на построение учебного процесса на базе ИКТ. Один из них - это стремительно возросшее количество пользователей Интернет как в целом в мире, так и в Узбекистане. По данным исследовательской компании Comscore, Узбекистан занимает один из лидирующих мест в Центральной Азии по количеству пользователей сети Интернет.

Ключевые слова: информационно-образовательный ресурс, ИКТ, образовательный процесс, мотивационный фактор, интенсификация, общество.

AKTNING XORIJIY TILNI O'QITISHDAGI O'RNI: AN'ANAVIY DARSLIKDAN VIRTUAL O'QITISH MUHITIGA

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Annotatsiya. Ushbu maqolada axborotlashtirishning, shu jumladan chet tilini o'qitishda axborot-kommunikatsiya texnologiyalarining (AKT) umumiy davridagi o'rni tobora muhim ahamiyat kasb etayotganligi muhokama qilinadi. Bir necha o'n yillar davomida asosiy o'qitish vositasi bo'lgan an'anaviy darslik elektron va boshqa axborot-ta'lim manbalariga yo'l ochib bermoqda. Zamonaviy ta'lim tizimining AKT asosida ta'lim jarayonini qurishga yo'nalishini belgilaydigan ko'plab omillar mavjud. Ulardan biri - butun dunyoda va O'zbekistonda Internetdan foydalanuvchilarning tez sur'atlarda o'sib borishi hisoblanadi. Comscore tadqiqot kompaniyasining ma'lumotlariga ko'ra, O'zbekiston Internet foydalanuvchilari soni bo'yicha Markaziy Osiyoda yetakchi o'rinlardan birini egallaydi.

Kalit so'zlar: axborot-ta'lim resursi, AKT, ta'lim jarayoni, motivatsion omil, intensivlashtirish, jamiyat.

ICT IN LEARNING A FOREIGN LANGUAGE: FROM A TRADITIONAL TEXTBOOK TO A VIRTUAL LEARNING ENVIRONMENT

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Abstract. This article discusses the role of informatization in the general era of information and communication technologies (ICT) in teaching, including a foreign language, which is becoming increasingly important. The traditional textbook, which has been the main teaching tool for many decades, is giving way to electronic and other information and educational resources. There are many factors that determine the orientation of the modern education system towards building an educational process based on ICT. One of them is the rapidly growing number of Internet users both in the world as a whole and in Uzbekistan. According to the research company Comscore, Uzbekistan occupies one of the leading places in Central Asia in terms of the number of Internet users.

Key words: information and educational resource, ICT, educational process, motivational factor, intensification, society.

Such popularity of the Internet and computer technologies both among young people and in society as a whole has created serious preconditions for the successful integration of ICT into the educational process, since it is impossible to ignore the fact of the deep introduction of technologies into the everyday life of both today's students and professionals who continue to study in order to improve their professional skills. The increased level of technical equipment in educational institutions in Uzbekistan is an additional factor in the introduction of ICT [1, 2002, p 4].

It is impossible not to mention such a motivational factor in the intensification of the process of informatization of education as the introduction of educational standards of the third generation, in which information and communication competence or media competence, in the formulation of some researchers, is included in the number of both professional and universal instrumental and systemic competencies of students [2, 2007, p 290-294].

Undoubtedly attractive is the wide range of e-learning tools and the almost unlimited possibilities that they provide when teaching any discipline in higher education, and a foreign language in particular. Some of the most popular educational tools include: [2, 2007, p 295]

hypertext, which creates a system of cross-references in text arrays of information;
multimedia tools that allow you to record and transfer audio and video files.
As an example, it is worth mentioning podcasts that help a foreign language teacher develop listening and speaking skills.
hypermedia, making it possible to combine hypertext, creating a system of cross-references, and multimedia;
CD-ROM technology, which allows storing significant amounts of information in

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the form of text, video, audio and graphic files, which is widely used as attachments to modern textbooks and provides students with additional tasks in reading, listening, working with grammatical, phonetic and lexical material;

wiki technologies that allow you to create websites of various content and purpose.

The wiki environment provides the ability to permanently edit site content, add files of any type, using hyperlinks to audio and video resources.

The unprecedented popularity of wiki products makes ICT specialists talk about the so-called "wikisation" of the virtual space as one of the latest trends in the development of modern software for teaching [3, 2006, p 31].

In the arsenal of a foreign language teacher today and such "innovations" as

computer training and test programs;

e- libraries;

dictionaries, text and video glosses used in teaching students professionally oriented vocabulary and professionally oriented reading;

telecommunication technologies that provide an opportunity to participate in the dialogue of cultures through audio and video conferences.

At the present stage of ICT development, the most popular product is educational shells, which allow combining the advantages of many technologies within one resource. Built on the basis of the platforms Moodle, eFront and others, they make it possible to place educational material in the form of electronic textbooks, audio, video, graphic files, using a system of hyperlinks; using a variety of tests to monitor the knowledge and skills of students, to keep track of the academic achievements of students in the network [3, 2006, p 32].

Experts in the field of rapidly developing computational linguodidactics today note the following advantages of using ICT within the framework of educational shells. First of all, it is the possibility of individualizing the educational process. The student can choose his own educational route and follow it at a pace convenient for him, as well as, if necessary, return to the studied material. Another important advantage is the mobility of the course, since thanks to the presence in the e-mail system and the forum, teachers and students have the opportunity to provide feedback, including consultations at any time convenient for them, which allows them to use the study time more efficiently. The authenticity of the teaching material used should also be noted. Thanks to the use of network technologies in the course, authentic text, audio and video resources, it is possible to create a foreign language environment. Other advantages often mentioned in the literature are the availability and variety of educational material, a variety of approaches and methods, interactivity and convenient tools for managing the educational process [4, 2006, p 40].

However, an analysis of the resources used by educational institutions shows that sometimes such a variety of new tools turns into just a technology fair. The question of the effectiveness of the use of ICT in the educational process from the point of view of learning objectives is of concern today to both many researchers and practicing teachers. Let's consider examples of the use of ICT in the practice of teaching foreign languages.

Let's start with an electronic textbook [4, 2006, p 41].

One of the leading motivational factors for the transition from a traditional textbook to electronic resources is its "aging". Given the rapidity of knowledge renewal, the educational material on paper cannot withstand competition with its electronic counterparts due to the laboriousness and duration of the process of its creation. The popular nowadays electronic textbooks, built on the basis of Wiki technology, not only do not require large investments and time expenditures, but are also absolutely mobile. The training material can be constantly updated using various types of visualization, which is an additional motivating factor for the trainees [5, 2002, p 50].

Another disadvantage of a traditional textbook is the lack of personalization of the process of acquiring knowledge, feedback between the "teacher" and the "student," and most importantly, the nature of the presentation of information is a one-way broadcast of educational material. The generation of modern students, accustomed to active interpersonal communication with other users in chats and social networks, where constant feedback is provided, and where everyone is not only a "consumer", but also a creator of "news", is aimed at an educational process of a different nature. However, does the electronic textbook meet modern requirements that meet the challenges of the time? [5, 2002, p 51]

An analysis of the use of electronic textbooks used in teaching both autonomously and within the framework of a virtual learning environment shows that, despite the innovative nature of the resource itself, the methods of working with it remain the same. Students are encouraged to read the textbook, memorize information and reproduce it by answering the questions posed to the text. Thus, the way of presenting and assimilating educational material differs little from the traditional one. It is necessary to state the fact that on educational portals of many universities, educational material is presented mainly in the form of electronic textbooks with traditional methodological support [6, 2007, p 61].

In the same way, the use of podcasts or vodcasts (video podcasts) in foreign language classes for the purpose of teaching listening has no serious differences with the use of traditional audio files for the same teaching purpose, except for the unconditional attractiveness of the former for students and, therefore, some motivational potential. Another example of the use of technology for the sake of technology itself is the situation when, in the process of learning new vocabulary in a language class, the teacher strongly recommends that students use not a traditional paper dictionary, but an electronic one [6, 2007, p 62].

With the help of certain technologies, one or another language skill can be developed quite successfully. For example, in addition to the already mentioned wikis, regular use of blogs or a regular text editor can greatly contribute to the development of writing skills, and a tool such as a CD-ROM helps to optimize the process of developing lexical and grammatical skills [7, 2003, p 73].

However, the goal of modern education, based on a competence-based approach to learning, is the formation and development of a whole range of competencies, which are

understood as the totality of knowledge, skills and abilities formed in the process of teaching aparticular discipline, as well as the ability to perform certain activities based on the knowledge gained skills and abilities. On the basis of certain competencies, life experience and values, the competence of the individual as a whole is formed, which is a personal property and manifests itself in the ability to effectively solve problems and tasks that arise in real situations of everyday life. It is obvious that with the help of individual technologies, even if they are used within the framework of the educational shell, it is impossible to form either separate "instrumental" competencies, much less a competent person, since the latter presupposes that a person has a deeply conscious understanding of the goals of his educational activity, of their methods, achievements, the characteristics of their learning style, the ability to predict possible problems and ways to solve them, the presence of critical thinking, motivation to learn. It is reflection, self-esteem that are the most important learning skills and a necessary basis for mastering the content of training and acquiring a foreign language professional communicative competence, which is the goal of teaching foreign language communication [1, 2002, p 5].

Consequently, the use of ICT in teaching is effective only if the technologies are applied within the framework of a specific teaching model, developed taking into account the tasks to be solved, the specifics of the trainees, their needs, and the learning conditions. Only under the condition of a competent choice of computer technologies that correspond to this model, the educational process will be truly innovative, expand educational opportunities, allow individualization and differentiation of learning, increase student motivation and create conditions for self-education and self-improvement throughout life (life-long learning) [4, 2006, p 43].

Models of the organization of the learning process based on the training shell

An effective educational process depends on a number of factors, and one of the most important is how the structure and content of the course are presented. Modern specialists in the field of education use the term "pedagogical design" to denote methods, principles and approaches to the design, structuring and content of an educational course based on ICT [5, 2002, p 53].

Thanks to the development of technologies and the active introduction of training based on these technologies, there is an increase in attention to the problem of methodological support of this format of education (e-learning). In this case, not only the teaching methodology becomes important, but also the systematization of the learning process [4, 2006, p 44].

The traditional modern method of teaching a foreign language, applicable to classroom teaching, is communicative in nature. The communication cycle is based on the concept of "creating an information gap". Consequently, the communicative approach to the development of content and structure of the course reflects the following stages: involving students in a communication context that is meaningful to them (creating this context), identifying already known information and determining a specific "information gap", acquaintance with the language and speech material relevant for solving a given

communicative task, the direct practice of communication, a return to the initial situation in a given context [8, 2006, p 1017-1054] .

The teacher focuses on this cycle and develops a lesson plan, taking into account all the components of the communicative approach. Modern textbooks for students studying a foreign language also have a structure and tasks of a communicative orientation, which allows the teacher to effectively conduct a lesson on the basis of a modern textbook.

Shifting the focus of teaching to independent work of students implies an increase in the number of hours of extracurricular work. Often, a foreign language course is supported by an ICT-based curriculum. At the same time, the most common options for using ICT in training are the use of a number of ICT tools based on different platforms or the use of one training platform, which allows integrating a number of ICT applications on its basis [8, 2006, p 1055].

The first option has the following advantages and disadvantages. Constantly updated ICT applications, their more and more advanced level of functionality and design, significantly increase student motivation and bring an element of novelty to almost every class. Moreover, some software applications are excellent for developing a foreign language vocabulary and increasing students' literacy, allowing you to work with authentic text, audio and video resources. On the other hand, the constant emphasis on the application of new technologies shifts the focus of teaching from the subject to the ICT component. Sometimes it seems that students do not master speech skills and abilities, but increase their computer competence [9, 2012, p 11].

Working on the basis of one platform, a single teaching shell, allows students not to distract from their main task - to acquire new knowledge and process it. In this case, all embedded ICT applications will only be of an auxiliary nature, serving the learning process. The learning shell, thanks to its functionality and structure, allows the learning process to be carried out. The learning process in this case is a certain cyclicality and sequence of learning stages through which a student passes during training [9, 2012, p 12].

However, the introduction of a unified training platform requires a number of features to be taken into account. The teacher must understand that the direct transfer of the traditional classroom teaching format to a virtual environment is not possible without losing the quality of teaching. The advantages of ICT-based learning, such as accessibility, flexibility, efficiency of perception, are often reduced by teachers mainly to the creative design, graphics and animation of their course. It is important not only to place the course material in a virtual environment, but it is necessary to create a sequence that will allow the student to go through all the stages of mastering new skills and abilities that are subordinated to the single goal of this course [9, 2012, p 13].

When designing an ICT-based course structure, the teacher should be aware of the fact that learning is an ongoing process. The autonomy and mobility of a modern student are not born by themselves, these qualities are instilled through systematic work on this area. Therefore, one of the modern requirements for the content and structure of an ICT-based course is the use of certain educational technologies that will allow students

to effectively and independently master knowledge, i.e. "Study to learn."

The content of the course (content) should be effective and dynamic, and includes three main components: the information itself that the student must master, the methodology for introducing this information for successful learning, ICT resources that serve to achieve the learning goal [6, 2007, p 64; 9, 2012, p 14].

Academic presentation training course based on the training shell (LMS-efront)

In the course of work on the structure and content of English language courses, the authors came to the conclusion that reflection skills are at the heart of productive learning. Reflexive analysis allows students to be involved not only in the work on the content and materials of the course, but to initiate the learning process. It is important to teach students to see patterns, make generalizations, draw conclusions, transfer the experience gained to new situations, etc.

Therefore, it was necessary to find a model that would maximize the use of students' reflective thinking skills, and which would form the basis for the development of the structure and tasks for the ICT-based English language course.

The model allows you to create asimplified description of asystem or structure, and allows you to reflect the most important characteristics. However, any model has its limitations. When applying a model to a specific context, it is important to remember that it is not true in the full sense of the word. The model that the authors use to develop the course structure is just one of the possible options for creating and structuring ICT course content [10, 2012, p 100].

Kolb's model (1984) was originally developed by Levin (1951). It includes a number of stages that a student goes through during training. The cycle consists of such stages as: experience, reflection, generalization and active experimentation.

This reflects a cycle that usually begins with the first stage - gaining some kind of experience. This is followed by the stage of reflection on the experience gained, on the basis of which the student must draw a certain conclusion, generalization. Further, there follows the stage of active application of the obtained conclusions in practice, obtaining new experience [10, 2012, p 101].

However, this cycle can also begin with the generalization stage, when the teacher gives certain tasks aimed at ensuring that the student checks the information given by the teacher or a certain source during his own testing (Haywood, 1992). It is important to note that students, working in this cycle, are in the zone of their proximal development, thus, the learning process becomes as effective as possible (Vygotsky, 1978).

An effective course structure for virtual learning should also include such reflection components as answers to questions - how I do it, how effectively I do it, and why I do it [10, 2012, p 102].

Let's consider an example of an academic presentation preparation course based on the LMS e-front training shell. The course consists of 10 lessons, each of which focuses on working on a specific skill for successful presentation in an academic setting.

One of the most difficult tasks facing students while working on their presentation is the selection of a number of academic literature sources. Students have difficulty defining

criteria for the selection of an academic text. Moreover, even with the selection criteria, students were not always able to confidently and independently make a choice [11, 2008, p 110].

The instructors developed this module based on Kolb's model. The first stage, Experience, includes the following tasks. Students are given 5 different texts of different academic status, but within the same topic. It is necessary to get acquainted with the texts, compare them, identify what they have in common and what is different. Further, at the stage of reflection, students are invited to write down the data obtained and try to formulate criteria that will allow them to assess the status of any text. The criteria should be grouped according to some criteria into certain categories, for example - author, source, language, etc. This is the generalization stage. Further, students are offered a new set of texts and a task, to identify academic sources and justify their choice [11, 2008, p 111].

However, work in this format assumes the interaction of the student only with the teacher, and an important component of training - work with colleagues - is not taken into account in this model. Collaboration with other students plays an important role in teaching (Vygotsky, 1978).

Learning the skills and abilities of academic performance takes place in a blended learning format, where students work on the course in the classroom and independently in the training shell for an equal number of hours. Consequently, interaction with other students became the next stage for the introduction of the second model of socially constructive learning [9, 2012, p 17].

All students in the group, having studied the sample texts, on their own, should bring a few more of their texts to the class for joint group analysis. At the stage of reflection, students had the opportunity to raise various issues, thereby helping each other to analyze, to reach a higher level of understanding. At the stage of conclusions, the group jointly carried out the selection of criteria for assessing the level of academicism of the source, thus, the developed criteria were compiled in much more detail, reflecting the opinion of all participants, and not individual students. The active implementation of the findings also took place in a group format. It was much easier, more interesting and faster for students to select texts according to their own criteria. Deep understanding was achieved through group interaction of students within a given cycle - a learning model [11, 2008, p 112].

In conclusion, it is important to note that education based on ICT technologies opens up new horizons for the teacher, therefore, the competence in the field of pedagogical design is becoming one of the most important competencies of a modern specialist in the field of education. At the same time, the evolution of ICT opportunities does not lie in the growth of software for the educational process, but in the competent methodological design of the dynamic content and structure of the course based on ICT.

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