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APPLICATION OF INFORMATION COMMUNICATIVE TECHNOLOGIES (ICT) IN THE LEARNING PROCESS

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Abstract: The use of ICT in the learning process at the university makes it possible to activate cognitive, thinking and independent activity of students, to intensify the learning process. Information technologies provide an opportunity not only to change the forms and methods of educational work, but also significantly transform and enrich educational competencies.

Keywords: learning process, information technology, education, modern lesson, application of computer technology, techniques, multimedia technology.

Introduction

At the end of the 20th century mankind entered a stage of development that was called post-industrial or informational. Compared with the last century, the conditions of life, formation and education of the individual are changing dramatically. Now, in the 21st century, great attention is paid to man as a person - his consciousness, spirituality, culture, morality, as well as a highly developed intellect and intellectual potential. Obviously, the need for such training of the younger generation, in which the secondary school would graduate educated intellectuals with knowledge of the basics of science, general culture, the ability to think independently and flexibly, initiative, creatively solve life and professional issues, is quite high.

One of the important directions in the system of education in the university is the development and implementation of pedagogical technologies that meet the requirements of the time. These days, the rapid development of technology has led to the technicalization of modern society, which, expanding human capabilities, entails changes in the system of life values, norms. A consequence of this transformation was the development of the Internet, which was the beginning of a new evolutionary process called informatization. A few years have passed and we can no longer imagine today's lesson without the use of information technologies. ICTs are becoming an indispensable aid in raising students' interest in the problems they study and in developing their visual and imaginative thinking. All this leads to a new system of knowledge, a change in consciousness, a rethinking of the whole picture of the world: a human being himself is automatized, who manifests himself differently in communication with people.

Materials and methods

The use of ICTs in the higher education process gives an opportunity to intensify cognitive, thinking and independent activity of students, to intensify the learning process. Information technologies provide an opportunity not only to change the forms and methods of educational work, but also to substantially transform and enrich educational paradigms. As experience shows, the French language is a fertile field for the formation and development of personality. Teaching French develops the intellect, imagination, attention, observation, speech and creative abilities.

The use of computer technology in French lessons becomes a highly effective creative implementer of various forms of development, education and training.

This way of organizing educational activities allows not only to solve all the tasks of

the lesson productively in a fascinating creative form, but also to carry out learning communicative cognitive activity.

A teacher with a computer has a unique opportunity to intensify the learning process, to make it more visual and dynamic. Almost all schools now have sufficient computer equipment, multimedia installations, interactive whiteboards, and free access to the Internet. That is why the application of information technologies in the teaching of French has become not only necessary but also quite possible. It is no secret that learning French at an elementary level makes it difficult for many students; learning the material usually rests on rote memorization. Using a computer greatly facilitates the process of learning the language through the implementation of one of the principles of learning - clarity. French at the elementary level to a greater extent than other subjects requires visualization, which entails the use of a large number of explanatory drawings. My goal as a teacher is to teach my students how to navigate this boundless information space. Moreover, using the computer I organize individual, pair, and group work in the classroom. However I keep in mind that the computer cannot replace the teacher in the class. That is why I carefully plan my time with the computer and use it exactly when it is really needed.

Result and discussion

An important aspect of the use of ICT in French lessons is the project activity in combination with a multimedia presentation. It is well known that multimedia presentations are actively included in the process of teaching the French language. Students use the Internet to collect material. One of the possibilities of using multimedia technologies in the classroom is the preparation and conduct of combined, integrated lessons. Creating presentations involves asubject-object relationship: teacher-creator or student-creator. Modern approaches to teaching French emphasize the importance of using a computer in the classroom, and the project and presentation is an opportunity to express your own ideas in a creatively thought-out form that is convenient for students. The use of information technology in combination with the project method allows students to practically apply their knowledge, skills and abilities, and therefore it is one of the forms of organizing research and cognitive activities, in which cooperative collective activities are successfully implemented, which allows increasing the motivation for learning French.

The focus of such a workflow is the student himself with the opportunity to freely express his opinion. Students find practical application of knowledge of foreign language speech. For me, as a teacher, this method opens up a limitless field of activity for organizing work on a wide variety of topics, at different stages of learning, with children of different ages. Using my personal experience, I can say that such an organization of educational activities allows each student not only to express himself, show his skills, knowledge and skills, but also to receive a positive assessment. Moreover, in my teaching activities, I came to the conclusion that in modern conditions, given the great and serious interest of students in information technology, I can use this opportunity as a powerful tool for developing motivation in French lessons. From my experience, I can say that a teacher who uses educational computer programs in French lessons must know that any educational technology must meet the following methodological requirements:

- conceptuality: a scientific concept, including the psychological and socio-pedagogical justification for achieving educational goals;

- consistency: the presence of all the features of the system (logical construction of the process, the relationship of all its parts integrity);

- efficiency: guarantee of results that meet educational standards;

- flexibility: the possibility of varying the content to ensure the comfort and freedom

of interaction between the teacher and students, taking into account the specific conditions of pedagogical activity;

- dynamism: the ability to develop or transform the technology used;

- reproducibility: the possible use of technology by other teachers in the same educational institution or in others.

Conclusion

At the same time, I want to note that the undoubted advantage of using computer technology is the transfer of the center of gravity from verbal teaching methods to the methods of search and creative activity of the teacher and students. This seems reasonable and promising, since the methods I use help to actively influence the formation and development of students' language competence, listening, speaking, reading skills, improving written speech, and educating a creative, socially active personality.

In French lessons, I adhere to the use of "penetrating technology", in other words, for me, the use of a computer is not an end in itself, but an effective tool for developing children's skills and abilities.

In addition, in the process of work, I use non-standard teaching methods: role-playing games, discussions, interactive discussions, round tables, integrated lessons that develop the language competence of students and their socially active position.

Moreover, the introduction of multimedia programs into the educational process does not exclude traditional teaching methods, but is harmoniously combined with them at all stages of learning: familiarization, training, application, control. But the use of the computer allows not only to increase the efficiency of training many times, but also to stimulate students to further independent study of French.

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