FOREIGN LANGUAGE TEACHING IN THE CONDITIONS OF INFORMATIZATION OF EDUCATION

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Abstract: Today, the use of computers in the study of foreign languages is seen as an innovative approach to teaching. This can be explained by the fact that it is computer technology that will help us create a new education system. The use of computers during educational activities belongs to the group of "technical innovations". Recently, the computer base has increased, which made it possible to quickly process large amounts of information and apply the latest teaching methods. The process of perception of information has become more open, aimed at the interests of students. Practice makes it clear that the use of various computer programs in the study of foreign languages gives excellent results in the development of independent work of students: viewing part of the recorded materials, work on self-control, testing.

When a person uses computer programs, he automatically reduces the time to overcome the language barrier, which is very important in our time, because when studying any foreign language, the student faces a number of problems that hinder

understanding of the language and assimilation of information. Thanks to the programs , the vocabulary and the standard of typical designs are thematically laid down. Do not forget about the entertainment when using computer programs: various images in the form of pictures, musical accompaniment - all this helps to immerse yourself in the social environment of the language being studied, creates a psychological atmosphere of a positive emotional mood, which facilitates the process of understanding and assimilation of foreign speech. This is where the motivation for the success of learning foreign languages comes from .

Today it is very important to teach those who want to combine knowledge about the computer and the ability to use it, since modern society needs first-class specialists who know the technique. All this can be achieved using the traditional methods of organizing learning activities, such as: conversations, explanations and group work.

At the present stage, one of the newest and most promising means of improving educational activities are information and communication technologies. A distinctive feature of today's stage of the use of computers in the learning process is the interest not so much in the technical as in the theoretical, psychological and pedagogical understanding of technical education, the development of various programs. But such a development has gone far ahead of pedagogical research. And so the current state of computer learning can be characterized by several conflicting trends. If we consider this problem from one side, then we are seeing the growth of various computer training programs. But on the other hand, we are faced with insufficient theoretical development of this issue.

We know that not all training programs are of the same high quality. You can find such programs where the didactic capabilities of any computer (providing problem-based learning; gaming), intelligent learning systems will be widely used.

We already know that foreign speech is better remembered when media modules are used. But if the teacher needs to achieve the greatest effect in the formation of foreign language competence skills using the latest information and communication technologies, then it would be better for him to make sure that all tasks and exercises that include media modules are not only read and written by

students, but also and seen, heard, and subsequently creatively transformed into oral speech and fixed by working on a computer, whether it be writing or playing.

In the field of teaching a foreign language at the present stage, the main thing is not so much the study of "language systems" as teaching the rules of speech behavior and activities in certain types of communication situations. Therefore, students are faced with the task of getting acquainted first of all with the history, culture, customs and traditions of the country they are studying.

Therefore, it is equally important to arrange intercultural trainings, where intercultural topics are usually present in order to successfully reflect all the nuances of Russian relations with representatives of other cultures.

Special opportunities for organizing intercultural trainings are provided by means of telecommunication technologies, where the dominant position is occupied by the Internet.

But do not forget that specific persons are involved in the communicative event. Therefore, identical statements can carry completely different information in different communicative events. And here we cannot do without translators. Translation is the most complex type of activity, which consists of many operations. Operations, in turn, are divided into main and auxiliary.

There are three main approaches to deciphering the concept of "computer translation" according to different levels of translation.

1. The first place is occupied by "narrow translation". This is an automatic translation from one language to another.

2. Followed by "extended translation". It involves the use of technology to translate words and texts from one language to another.

3. And it all ends with a "broad approach", which brings the use of technology to translate words and texts from different languages. But the " broad approach" differs from the "extended approach" in that the object of translation in the first one can be not only natural, but also artificial languages (programming languages).

It should be noted that the Internet is both a complex technical system and a socio-cultural formation, which affects the worldview of all its participants. And

therefore , in order to avoid language conflicts, first of all, it is necessary to overcome the "language barrier", which hinders the understanding of foreign speech and does not allow students to fully communicate with each other.

Recently, much attention has been paid to the problem of authenticity in the methodology of teaching foreign languages. In the linguistic sense, such texts are characterized by a set of peculiar vocabulary in them. In the psychological aspect, such texts reflect the activity structure of speaking. These materials encourage students to learn other languages with great interest, as they are more interesting internally and are a huge stimulus for learning.

In conclusion , we can say that innovative processes in vocational education are a complex multifaceted phenomenon, the study of which is devoted to many works of various scientists, both domestic and foreign. Highlighting the commonality in the approaches, it can be noted that innovative pedagogical activity is the most complex process, the central figure of which is the teacher, where the teacher is not just a teacher, but a simple observer. When conducting classes in computer classes, when using programs, the teacher, first of all, needs to prepare the prerequisites in order to achieve the desired results. The teacher must combine observation, quick reaction to change and restructuring of the curriculum. From this we can conclude that all participants in the educational process must carefully prepare for the classes, since they have great responsibilities.

We have shown that innovative processes in the system of teaching foreign languages are a mechanism for self-organization and development of the system. If we consider one side, then their emergence is a reaction to a fundamental change in the social environment, and on the other hand, these are internal processes that are aimed at establishing greater compliance with the needs of the modern labor market and improving the structural units of the education system.

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