

INTEGRATION OF ICT CULTURE AS IMPORTANT ELEMENT OF TEACHING OF FOREIGN LANGUAGE

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ABSTRACT

This article discusses the process of teaching of foreign language by integrate of ICT culture and integrate in the process of learning a foreign language considered as a totality of the circumstances and domestic leading to an increase in the quality of education.

Keywords: Foreign language, process of learning, integrative approach, pedagogy, forming, developing.

INTRODUCTION

The current research work presents a study, which sought to observe emergent foreign language literacy behaviors in a foreign language in a preschool setting. Therefore, we proceeded to the design and implementation of an integrated approach to teaching English, through a methodology inspired in the action-research paradigm, here understood as an opportunity of pedagogic innovation and teacher training. The study carried out simultaneously in primary schools, with the main purpose of comparing the attitudes of older learners regarding their foreign language literacy behaviors. The data collected through lesson observation and audio-recording, further transcribed, research diaries, questionnaires, portfolios and semi-structured interviews to specialists in foreign and second language pedagogy. The adopted procedure to analyze the corpus was the application of content analyses techniques. In modern conditions, special attention is paid to the effective use of the possibilities of information and communication technologies, considered in the information society as an effective means of successfully transferring knowledge to students. ICTs provide an opportunity to present educational material simultaneously in oral, visual and practical forms. For example, in multimedia programs, basic information is presented orally with the help of an audio device, and visually with the help of demonstration means. In cases where the formation and development of skills and abilities is necessary, simulation simulators contribute to this goal. In addition, the student always has the opportunity to re-acquaintance with the information that he did not have time to get acquainted with during the lesson. Also, ICTs are of great didactic importance in that they allow the search, processing and targeted use of new data on the topic under study.

Another advantage of ICT is the ability to receive educational information not only in the classroom, but also in any space, which expands the possibilities of self-education.

RESULT

Results demonstrate the significance of playful integrated approaches in the enhancement of emergent reading and writing behaviors, thus stimulating preschool children's intrinsic motivation in learning the target language and culture. Thus, the observed emergent reading and writing behaviors allow setting an analogy with bilingual children, considering that in the

process of learning a foreign language, they develop at the same time their mental flexibility as well as self-regulatory behaviors in several areas of knowledge.

Nowadays the development of national education characterized by a diverse innovation schools. One of the areas of student-centered learning, along with differentiated instruction and variable organization of educational process is to construct a learning process on an integrative basis. Integrative - educational activities - is a specific kind of educational work, during which updated certain integrative tasks in the field of educational theory and practice [1].

In modern conditions, ICT is used to transfer theoretical knowledge (at lectures), study assignments (practical and laboratory classes), perform creative tasks (independent education), assess knowledge, skills and abilities (control).

The importance of ICT in enhancing military education to draft in higher education is reflected in the following:

- demonstration of theoretical information (for example, on drill techniques, the performance of military operations, the use of weapons, the construction of fire, defensive facilities) by means of computer and demonstration means;
- simultaneous transmission of military knowledge by means of computer and demonstration means verbally and visually;
- creation of simulation conditions for the development of combatant, fire and other skills and abilities of future military teachers;
- creating favorable conditions for mastering the basics of military knowledge and independent education regardless of the place of stay (audience or outside the audience);
- provision of awareness of teachers with modern military knowledge, equipment, weapons and technologies, acquaintance with best practices in the field of teaching methods, exchange of experience and methodological assistance through distance learning;
- equipping classrooms with educational and normative documents, instructions, instructions, students with educational tasks (problem situations, the implementation of individual military operations, exercises for executing commands, materials reflecting tests and tasks);
- increasing the activity of students in the educational process (substantiation of answers by means of visual means, practical and imitative performance of tasks during practical and laboratory classes, etc.);
- control over the assimilation of educational material by students on the basics of military education;
- diagnostics and assessment of knowledge, skills and abilities of students on the basics of military knowledge;
- preparation of reports on the results of the academic semester in the subjects of military education.

Integrated didactic approaches directed towards helping learners to establish links between a limited numbers of languages, which taught within the school curriculum. Integrated didactics work on the central principle advocated by pluralistic approaches of capitalizing on what is already known in order to access what is less known: the language of schooling for accessing the first foreign language, which can then be used as a springboard to facilitate the acquisition of a second foreign language etc. Keeping in mind, that mutual support between languages goes in both directions. This approach does not neglect, either, the home languages of the

learners, especially when they explicitly taught. One can therefore have two (or even three or four) languages that are being “tackled” simultaneously.

LITERARY REVIEW

Therefore, the main implications of this study suggest the possibility of entitling preschool children to foreign language education, being this period understood as unique in preventing reading and writing failure when learning a foreign language. As such, preschool education might be considered as a foundation stage in children’s linguistic future, in a perspective of lifelong education.

This was an approach advocated as early as the beginning of the 1980s in the work of E. Roulet. It is also the direction taken by numerous projects exploring the idea of German after English when they are learnt as foreign languages (cf. the studies relating to Tertiary language learning). Other studies investigate ways of linking the language of schooling and other languages taught in an integrated perspective. It is also present in certain approaches to bilingual education, which seek to make learners identify similarities and differences between the languages used in teaching, irrespective of the subject studied.

The idea of integrating the lessons of a foreign language is very urgent.

Firstly, because one of the traditional as well as contemporary problems of education is in the perception of the students a holistic picture of the world, whereas now the learning process built mainly on the subject, posing inconsistent basis. Therefore, it is necessary to find ways to limit the construction of teaching only one subject go to integrated education [2].

Second, modern education defined as the process of becoming a whole person and that is why the search for such important educational models that would ensure the full development of personality and self-development.

Third, the construction of an integrated educational process encompasses much more technological capabilities. In the context of convergence and fusion of different-quality knowledge, ways of life, ways of thinking, etc., and these parameters are inherent integrative educational process easier to create, for example, the problematic situation or emotional attitudes in the classroom, to provide mutual learning exercise dive t .e. use proven effective modern educational technologies.

With respect to teaching English at a basic level it is advisable to allocate according to a study M.N. Ryskulova multidisciplinary (interdisciplinary communication) and internal disciplinary (integration methods, forms and means of instruction) integration. Interdisciplinary integration based on the implementation of the integration of community structural elements of educational content, as well as the generality of concepts, ideas, and concepts in the presentation of individual sections of the curriculum. Top ideas, concepts, concepts give the material being studied internal unity, the function of the backbone links in the content of school subjects, are a kind of pivot around which there is a concentration, the association of this educational material. To carry out this level of integration in the content of academic disciplines necessary to allocate part of the differentiated (basic, inherent only in the subject), and integrated, which can become a structural element and other items (for example, the study of history, ecology, geography and so on English lessons). Integration of the content at this level avoids duplication in presenting the material a number of subjects, allows a more concentrated study many topics and themes.

With regard to the lessons of the English language can speak of two levels of integration. The first relates to a large number of the studied program topics related to other objects (social studies, history, world art culture, literature, ecology, geography and others.). In addition, represents the development of common universal lessons that combine the contents of these items. For example, topics such as "youth problem" in the UK, the USA and Uzbekistan can be the basis for the development of integrative cycle English classes for college students together with social science. Theme "Countries of the world and nationality", "Natural disasters" are the basis of integrative cycle English lessons for pupils of 7-8 classes in conjunction with geography. A current topic "Protecting the environment" must be integrated with lessons on ecology.

CONCLUSION

Thus, the integrated lessons will help shape the students' more holistic picture of the world in which he will perform a foreign language specific function - serve as a means of learning and communication. These lessons contribute to the broad and holistic development of children through educational associations, educational and developmental abilities of different subjects; in addition, integrated lessons extend meaningful plan of foreign language teaching and lead to the formation and development of the broader interests of the children, their aptitudes and abilities to different types of activities [3]. Finally, these lessons create the conditions for a reasoned practical application of foreign language knowledge, skills and give children the opportunity to see the results of their work, to obtain from him the joy and satisfaction. Practice shows that the interest of the students to the study of a foreign language reduced from years of training. If at the initial stage, students are showing great interest in the study of this subject because of the novelty and specificity of this training phase, it is already at the secondary level required additional search motivation. Decline in interest in students caused by specific age and socially determined individual characteristics of students. Moreover, it was at this time beginning to be clearly defined levels of student learning, their individual capacities to overcome the difficulties in his study, the interfering influence of the native language. It believed that one of the reasons for the loss of interest in the majority of students in this subject is the lack of natural needs and the real possibility of its application. Using different integrative courses may to a certain extent to solve this problem.

Besides all this, the creation of integrated lessons to some extent solves the problem of the development and implementation of methods of accelerated education and training, which is important in today's conditions, when humanity is looking for ways to reduce the terms of the educational process [4].

As for the second type of integration techniques and methods of training. In particular, this applies to computers and the Internet used in the training process, which have a truly unlimited potential integration of all components of the educational process. One effective way to integrate into the modern educational process should recognize multimedia technologies, namely electronic media, CD and video information, which allows to go back, pause for information connecting new channels of perception of the material. Practice shows that informative technology in teaching English have several advantages over others, allow you to enjoy the authentic texts, develop reading speed when performing tests, enhance motivation to learn the language, literacy and develop regional geographic erudition through acquaintance with a lot of video and audio material.

The second aspect interdisciplinary integration advantageously carried out at the level of content, and the level of techniques, methods and forms of training. Among the variety of innovative forms and methods of conducting classes in English, as practice shows, the most effective technology is collaborative learning in combination with the method of mini - projects. The integration of these methods of learning activity cannot only achieve success in the optimal assimilation of the material, but also to create conditions for the voice activity of each student. Limited time training session does not allow a quality of the whole project in the classroom, use as part of the integration of mini - projects allows us to generalize the material studied and discuss it before the end of classes. Effective and appropriate training of students in the English language seems to technology integration of critical thinking and the traditional communicative method.

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