

СЎЗ САНЪАТИ ХАЛҚАРО ЖУРНАЛИ МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА INTERNATIONAL JOURNAL OF WORD ART

THE ROLE OF COMMUNICATION TECHNOLOGIES IN TEACHING THE EDUCATION SYSTEM

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ANNOTATION

This article describes system of information and communication technologies in education. As we know using information and communication technologies in the educational process – one of the ways to increase learning motivation. Information and communication technologies contribute to the development of creative personality not only learners, also lecturers.

Key words: information and communication technologies, education, developing, learning.

Introduction

Today, the lecturer has the ability for qualitatively change the process of training and education: information and communication technologies facilitate the creative work of lecturers, help develop, collect and develop their pedagogical findings. In the transition to intensive development, education should, first, to change the methods of teaching yourself to find other, less declarative means for supplying knowledge. Ability to work independently with the information to find , interpret , translate , and finally synthesized on the basis of available information, new knowledge - this is the most promising direction of the educational process, which will allow students to further build a line of self-education and self-development.¹

Maksim Gorky once said that: “Culture – the art and science, civilization – this technology and economics” education through the transfer of information, understanding and achievement of its assimilation subject of education – one of the main modes of transmission of culture and the development of civilization.

Information culture is closely associated with the communications culture - the culture of communication and dialogue in the broadest sense: the dialogue of people's human to

¹ Мячина Е.В. Информационные технологии в системе мониторинга внедрения инноваций в воспитательную работу общеобразовательной школы// Информатика и образование, 2007. С 42-44.

human, human and computer, the internal dialogue, mental dialogue reader and writer, actor and spectator, and student learning. Information culture requires, above all, from a lecturer and student of new knowledge and skills, a particular style of thinking, provides them with the necessary social adaptation to change, and guarantees a worthy place in the information society and performs the following functions:

- regulatory, since it has a decisive impact on all the activities, including information;
- cognitive because directly related to the research activities of the entity and its training;
- communicative as information culture is an integral part of people's relationship;
- educational, for information culture is actively involved in the development of the entire human culture, mastering all the accumulated wealth of mankind, the formation of his behavior.

Using information and communication technologies in the educational process – one of the ways to increase learning motivation. Information and communication technologies contribute to the development of creative personality not only learners, but also lecturers. Information and communication technologies are helping to implement basic human needs – communication, education, and self-realization. Introduction of information and communication technologies in the educational process intended to enhance the effectiveness of lessons, lecturers free from routine work, enhance the attractiveness of the material, to carry out tasks species differentiation, as well as to diversify the forms of feedback.²

Literary review

Before explaining the field of pragmatic competence, it is necessary to mention the notion "competence". The concept of competence was presented by Chomsky. An American linguist suggested using this notion to characterize the ability of human beings to perform the actions, appended speech activity in native, and later, foreign language to it. He set out the competence as the tacit knowledge of language structure that separates competence, the description of language form, from sociocultural factors, scilicet this notion is the unconscious knowledge of the language structure that enables the speaker to produce and understand sentences that have never been produced or heard before. Competence, therefore, refers to one's underlying knowledge of a system, event or fact. It is the non-observable theoretical ability. Linguistic competence is a language user's underlying knowledge of the system of a language, such as its rules of grammar, its vocabulary and how these are acceptably combined. Chomsky highlighted the difference between competence, the knowledge of the language signs and their rules, and performance, the ability of using these signs in speech activity.

Hymes stressed that Chomsky's notion limits competence to the knowledge of the rules of grammar. A linguist added that Chomsky's distinction between competence and performance did not pay attention to aspects of language in use. Hymes's concept of

²Образование и XXI век: Информационные и коммуникационные технологии. – М.: Наука, 1999г.

competence refers not only to knowledge, but also the ability to communicate appropriately in different social contexts by using the rules of grammar.

Communication is a defining factor in our life, we request, exchange and keep information all the time, it plays an important role in personal and professional development, in that communicative competence is the most significant in our opinion.

Hymes was the first who proposed the concept of communicative competence that consists of grammatical competence and knowledge of the sociocultural rules of appropriate use. The North American linguist and anthropologist offered communicative competence as a widespread and superordinate term to comprise the language facilities of the individual that include both principal components knowledge of the language and knowledge of how to use the language.

Canale and Swain redefined communicative competence as the basal systems of knowledge and skills needed for communication. In their researches, the linguists put forward four-part theoretical model, which is made up of grammatical competence (the knowledge of linguistic code features such phonology, morphology, semantics, lexis, syntax), sociolinguistic competence (the knowing of situationally suitable use of the language), discourse competence (the knowledge of how to achieve coherence and unity in spoken or written communication) and strategic competence (the knowing of how to use communication strategies to handle breakdowns in communication and make communication effective). In this model, there is a distinction between communicative competence and actual communication, also called communicative performance, which not necessarily reflects communicative competence through factors such as fatigue and nervousness.

Bachman proposed a model of communicative language ability, namely the knowledge of the language structure and the capacity to use this knowledge in appropriate social contexts. This model is composed of language competence, strategic competence, and psychophysiological mechanisms. For the most part, language competence is subdivided into pragmatic competence and organizational competence. Organizational competence, in turn, involves knowing the rules of word formation and sentence formation, in other words, grammatical competence, and constructing texts cohesively and coherently, briefly textual competence.

Method

Communicative competence as a rule include a code constituent element, describing a language learner's procedural and interpretive knowledge of phonology, syntax, semantics, morphology rules, and a use detail, describing a language learner's knowledge of the social criteria managing language use and the appropriation of linguistic options to speech goals for production and comprehension.

The term "communicative competence" refers to knowledge of the social and cultural rules of language in addition to the structural rules. Contemporary linguists pinpoint communicative competence as a person's awareness of the rules controlling the

appropriate use of the language in social situations. Furthermore, communicative competence is that which allow a person to act using concretely linguistic means.

In Common European Framework of Reference linguists define "competence" as the set of knowledge, skills and characteristics that allow a person to perform actions. "Communicative competence" is that which empower a person to act using specifically linguistic means. Moreover, linguists distinguish several elements of communicative competence: linguistic, which involves the language, speech units and rules how to use them, sociolinguistic, as the relation between linguistic signals and their situational meaning, and pragmatic, which is concerned with the functional use of linguistic resources.

In the Republic of Uzbekistan the major aim of foreign language teaching is the formation of foreign language communicative competence in the educational process and its functioning in social, cultural, scientific and professional spheres. According to State Educational Standard of Foreign Language Teaching, foreign language communicative competence is the readiness to use foreign language speech activity. Communicative competence is the result of foreign language teaching.

The concept of pragmatic competence was originally developed in the realm of theoretical linguistics, and its application to foreign language learning is a recent phenomenon. However, the common meaning of pragmatic competence is nearly the same as communicative competence. Thomas referred to pragmatic competence as "the ability to use language effectively in order to achieve a specific purpose and to understand language in context".

Conclusion

Inclusion in the learning process of different sources and methods of obtaining information, including through information and communication technologies, the evaluation of trust these sources, training, search and refutation of error, the ability to find other, more reliable sources, leads to the activation of cognitive activity of students.

In addition, the use of information and communication technologies in the classroom improves all kinds of cognitive motives among students and pupils as primarily broad cognitive motives: an interest in knowledge, content and process learning. To the extent that the student is involved in finding and discussing different ways to solve the problem, different ways to test, it is definitely improving and teaching cognitive motives – interest in ways of obtaining knowledge.

By themselves, do not carry information technology educational function. Only when a certain system of information and communication in the learning process of students and pupils can talk about information technology training.³

Using information and communication technology in the classroom solve the following goals and objectives:

- intensification of the educational process;
- activate students' cognitive activity;

³Захарова И. Г. Информационные технологии в образовании: учеб. пособие для студ. высш. педаг-х учеб. заведений / И. Г. Захарова. - М.: Академия, 2005. С 85.

- develop educational competencies;
- enrichment conceptual apparatus (improving skills to work with information from various sources, databases);
- implementation of self;
- information culture formation.

Using information technology to enhance the cognitive activities in the classroom can take place at different stages and types of lessons learned. For example, when meeting with a new material in the classroom can created electronic accompaniment in the form of presentation, which will reflect the basic concepts, schemes, the algorithm of applying the rules of spelling and punctuation. Another use of digital educational resources in the classroom control allows you to organize test work at which the student not only gets a mark and an assessment of their knowledge, but also the analysis of all the progress of work (number of correct and incorrect answers on what rules you made a mistake , what material should be repeated etc.).⁴

As Ian Kamensky said “golden rule didactics – visibility”. Since multimedia systems allow pitching didactic material as convenient and intuitive, which stimulates interest in learning and eliminates gaps. Integral part of the development and implementation in the educational process is computer-based training tools and methodology for preparing lectures using ICT. The main part of the lecture – it is the presentation of material on accompanied video materials: video slide – fragments basic theoretical tenets of the stated themes, tables, diagrams, charts, graphs, mathematical formulas and models prepared by the lecturer.

The main problem is that the application of information technology is required regularity. System of information and communication technologies in the learning process in order to enhance students' cognitive activity can divided into several stages:

Stage I (preparatory). Identify training material requiring computer filing:

- analysis of the educational program;
- analysis of thematic planning;
- choice of topics;
- type selection lesson;
- identifying features material on the subject.

Stage II (creative). Selection and creation of information materials:

- selection of ready- media educational resources;
- creating your own materials (presentation, training, coaching or supervisory).

Stage III (realizable). Application of information products:

- applying the lessons of different types of information technology;
- application in extracurricular work on subjects;
- use in guiding research.

Stage IV (monitoring). Analysis of the effectiveness of the use of information and communication technologies:

- study the dynamics of the results;
- tracking rankings on the subject.

⁴ Трайнев В. А. Информационные коммуникационные педагогические технологии : учеб. пособие / В. А. Трайнев, И. В. Трайнев. - 3-е изд. - М.: изд.-торг. корпорация Дашков и К0, 2007.

Thus, I believe that in order to enhance students' cognitive interest, the development of sustainable internal incentives appropriate to use the lessons of information and communication technology training, ie a system of information technology in the educational process.

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