TÍTULO: Tecnologías de la red de información en la enseñanza de lenguas extranjeras.

AUTORES:

1. Flera G. Mukhametzyanova.

2. Evgenya V. Gutman.

3. Olga L. Panchenko.

4. Elena A. Venidiktova.

5. Afsana Isa kyzy.

RESUMEN: El documento describe el proceso de introducción de las tecnologías de redes de información en el campo de la educación en el proceso de enseñanza de lenguas extranjeras. Los autores concluyen que en los últimos años la tecnología de la información (TI) ha influido y aumentado la calidad de la educación, así como la actividad cognitiva y la motivación de los estudiantes en el proceso de aprendizaje, notando los maestros un ahorro significativo de tiempo. Los resultados del estudio permitieron concluir que las tecnologías de red pueden proporcionar la individualización de la capacitación, desarrollar la autonomía y creatividad de los estudiantes y brindar acceso a nuevas fuentes de información educativa, entre otros.

PALABRAS CLAVES: Tecnologías de la información, tecnologías de redes, educación, formación en lengua extranjera.

TITLE: Information-Network Technologies In Teaching Foreign Languages.

AUTHORS:

1. Flera G. Mukhametzyanova.

2. Evgenya V. Gutman.

3. Olga L. Panchenko.

4. Elena A. Venidiktova.

5. Afsana Isa kyzy.

ABSTRACT: The document describes the process of introducing information network technologies in the field of education in the process of teaching foreign languages. The authors conclude that in recent years information technology (IT) has influenced and increased the quality of education, as well as the cognitive activity and motivation of students in the learning process, noting the teachers a significant saving of time. The results of the study allowed to conclude that network technologies can provide the individualization of training, develop students' autonomy and creativity, and provide access to new sources of educational information, among others.

KEY WORDS: information technologies, network technologies, education, training in foreign language.

INTRODUCTION.

The purpose of the paper is the study of information technologies in education, as well as the identification of their advantages which will contribute to the development of competence in the field of Internet technologies.

Today, it is difficult to imagine life without a computer. It affects all aspects of human life and activity. Due to the networking of computers and with the advent of the Internet, the sphere of Internet communication has emerged.

DEVELOPMENT.

The study addressed the following tasks:

1. The study of specialized literature, the analysis of educational sites.

2. Conducting a sociological survey, data collection and processing, analysis and obtaining results.

3. Analysis of the results of IT technologies application in language training and the identification of their advantages for specialists in language training.

Problem: The number of Internet users is noticeably growing in Russia, including those who are exploring a network for learning foreign languages. The language material presented on the Internet significantly speeds up the process of learning a language.

The task of a teacher is to ensure the activity of each student, as well as the opportunity to show creativity in the process of learning a foreign language.

Methods.

The methodological basis of the study was the work on the problems of the use of information technology in the learning process of a foreign language, analyzing the results of a sociological survey, and monitoring sites on the Internet on the use of information technologies in the learning of a foreign language.

Results and Discussion.

There are various forms of working with computer-based training programs in foreign language lessons: teaching vocabulary, working out pronunciation, teaching dialogue and monologue, teaching writing, and working out grammar [10], and students can take an active part in olympiads, quizzes held on the Internet, as well as communicate with peers in correspondence, chat rooms and video conferences. The Internet provides all the necessary conditions for obtaining the necessary information, both for the teacher and the student.

The Internet creates a number of possibilities:

a) Allows the use of authentic texts.

b) Listen and communicate with native speakers.

It is possible to effectively solve a number of didactic tasks in a foreign language lesson using the Internet resources: develop the skills of speaking, listening, reading and writing; keep dialogue and discussion running, replenish vocabulary, and promote motivation on students' foreign language activities in the classroom. Thus, students can independently work on improving their knowledge of the English language.

With the help of the Internet, students develop their creative abilities by working on different projects together with peers from other countries. Thus, students develop grammatical lexical skills, and also by writing a letter to the interlocutor, students develop writing skills.

The main purpose of learning a foreign language is to develop the communicative competencies of students in all types of speech activity: listening, speaking, reading, and writing [8].

Writing is an important and initial stage in language learning. Recently, you need to be able to competently and logically express your thoughts in writing, especially now, when the Internet is very popular.

The role of writing in learning a foreign language is enormous. It helps to adequately organize the learning process. When communicating in a real language environment, students find themselves in a life situation, naturally not without the help of the Internet. Students learn to respond spontaneously and formulate their statements.

In the capacity of an information system, the Internet offers a wealth of information and resources for efficiently building the learning process. The basic set of Internet services consists of e-mail, usenet teleconferences, videoconference, publishing your own information, homepage creation, access to information resources, search portals like Yahoo and Looksmart, search engines like

Google, HotBob, and Excite, and conversation on the network through Chat. All these resources can be used in the classroom.

The Internet allows us to go beyond the temporal and spatial framework, it provides an opportunity for authentic communication with real people.

There are several sites that offer various projects for research. To date, the following projects are being developed:

- Email Project. Students create multinational teams, and make documents, papers, reports and essays on the selected project.

- Project Icons. The project resembles the UN. Students from different countries create groups, exchange information and negotiate through email that ends with a debate.

- Conversations in the real-time system via IRC (Internet Relay Chat). The printed information is displayed on the participant's screens. Participants can also move to different rooms according to their interests.

Traditional methods of teaching a foreign language have been replaced by new methods using the Internet resources. The traditional methods which are understood by us in the first place are memorization of rules, and language exercises. We have replaced the so-called "talk of language" by the technology of "communication in language". To teach communication in a foreign language, we need to create real life situations and introduce students to the language environment. Today, all this is done by us using network information technologies [9].

In summary, network information technologies develop not only the skills necessary for a foreign language, but also mental operations, social and psychological qualities, self-confidence and the ability to work in a team. There are many sites that offer online communication. Using network technologies, the student finds a lot of information. The Internet blurs geographical boundaries.

Education in the network opens up new opportunities for the realization of the interests and skills of an individual. Despite the fact that students works independently, the teacher still controls their progress.

With the help of materials on the web, we can learn any information as well as the culture, communication patterns, dialects of the language of the country being studied. Training materials are available for all ages, and are also provided for different levels of proficiency in a foreign language, as there is a choice of the level of difficulty of the tasks.

Using network technologies, and integrating them into the learning process, it is possible to effectively solve a number of didactic tasks in a foreign language lesson:

a) Form reading skills and abilities using materials from the network.

b) Improve listening skills based on authentic Internet texts.

c) Improve the monologue and dialogue skills based on the tasks and materials from the network.

d) Develop writing skills, participating in the preparation of reviews and essays.

e) Replenish your vocabulary.

f) Get acquainted with the culture and etiquette of the country.

One of the main tasks on the introduction of information and network technologies in the educational process is to improve the pedagogical skills of the teacher.

In the course of mastering new information technologies, a teacher develops new methods and forms of teaching; thus, increases the effectiveness of learning. With the help of network technologies, we can learn the students' personalities and achieve a quality result. All teachers choose for themselves the most effective methods of using network technologies as a means of teaching of writing skills.

The Internet facilitates the introduction of new material in a lesson, and also provides an understanding of the topic of the lesson. With the help of the Internet, students develop their creative abilities by working on different projects together with peers from other countries. Thus, students develop grammatical lexical skills, and also by writing letters to the interlocutor, students develop writing skills. Network technologies developmental operations, social and psychological qualities, self-confidence and the ability to work in a team. The main thing is to be able to react spontaneously to the statements of an interlocutor, and to be able to answer them both in writing and verbally. We can observe the use of language, patterns of behavior of the interlocutors, extract for ourselves new values, and new information.

Description of the study.

The study was conducted in one of the general education schools in the city of Kazan, Republic of Tatarstan, which is the constituent entity of the Russian Federation, Municipal educational institution, general education school number 11 of Kazan that was actively involved in the modernization of education. The school development program is aimed at improving the quality of training and education of students through the introduction of information and communication learning technologies. In the year 2010, the school developed a program of informatization of the educational process for the next 5 years. The school actively uses network technologies at all stages of education.

The study was conducted for the pupils of the 6th year of study in a general education school of the city of Kazan, Russian Federation. Pupils of the 6th year of study got A and B scores for all subjects. Out of 22 pupils, 16 got A's and B's.

School psychologist conducted the survey for the pupils of the 6th year of study. The survey was conducted as well for the pupils of the 7th, 10th and 11th years of study in the same school.
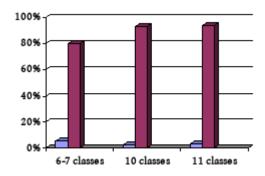
The results confirmed the positive attitude of children to the use of network technologies in foreign language lessons, and also identified the need for self-development through information technologies. The pupils noted that the use of network technologies in the classroom helps to better master the material, and also motivates pupils to learn a foreign language. In the classes that used network technologies in the learning process, improvement of writing skills was revealed. Pupils can independently send letters to their interlocutors, while maintaining a grammatical and lexical minimum. Pupil speech becomes expressive.

Also with the introduction of network technologies in the educational process, pupils became more interested in the culture of the country of the language being studied. Pupils were happy to get acquainted with the new information about the countries and correctly spell them out in writing.

The results of the survey revealed the need to introduce new forms of education to increase motivation and interest in learning. Also, according to the results of the survey, a large number of pupils expressed a desire to develop and use more network technologies in foreign language lessons.

Profile.

1) What type of lesson organization do you prefer?

A) The usual lessons.

B) The lessons using network technologies.

Fig. 1. The results for the first question in questionnaire

Thus, the observation results for pupils survey showed that the network technologies in foreign language lessons for pupils of 5–6th year of study are actively used, and they are effective for developing pupils' motivation to learn (Fig. 1).

Observations and analysis of the results of training in classes where the Internet was used showed the following results:

- Pupils demonstrate a high degree of involvement in the educational process.

- The use of the Internet contributes to the effectiveness of mastering a foreign language.

 2) What type of work do you (pupils) prefer? (See tab.1)

A) Work with a teacher.

B) Work in a group.

C) Independently work with the program.

The results of the answers are presented in Table 1.

Table 1. The results on preferences of pupils' kind of work.

Options	6-7 classes	10 classes	11 classes
A	47%	38%	42%
B	35%	17%	Ten 10 %
C	18 %	45%	48%

 3) What learning resources allow you (pupils) to study the material better?

A) Internet.

B) Textbooks.

The results with pupil responses are presented in Table 2.

Table 2. The results on the pupils' answers about the usage of educational resources.

Options	6-7 classes	10 classes	11 classes
A	51%	80%	93%
B	49%	20 %	**7 %**

A survey conducted by us for the pupils of the 7th year of study of the general education school shows the following (see table 2):

- most pupils (80%) say that computer lessons are much more interesting.

- more than half (51%) of them believe that the Internet helps to better understand the material.

- 51% of respondents are attracted by the opportunity to show creativity in the preparation of presentations.

It should be noted that pupils show high activity when using network technologies in their classroom. Pupils want to learn a foreign language, culture, aspects of a foreign language and all the information related to the country of the language being studied.

In the classes, where lessons were conducted using computer technology, there is a high level of proficiency in the language, as well as the ability to freely formulate their thoughts in a foreign language and express them in writing.

A survey was conducted of foreign language teachers on the topic of introducing network technologies into the learning process. According to the data obtained from interviews with teachers, the following results have been received:

- Teachers note that the use of network technologies helps speed up the learning process.

- The growth of pupil interest in the subject.

- Improvement of the quality of learned material.

- Foreign language lessons using the Internet are distinguished by the diversity, increased interest of pupils in a foreign language, and effectiveness.

CONCLUSIONS.

Having studied the state of the problem of using network technologies in the process of teaching foreign languages, it can be concluded that the effectiveness of using computers depends on the

methods and forms of applying these technologies. Information technology acts as an effective means of learning.

Effective use of network technologies does not require many years of additional training. These technologies open up opportunities for teachers who are looking for additional tools in these technologies to solve their professional problems.

The results of the study allowed us to conclude that network technologies are able to provide individualization of training; develop pupils' autonomy and creativity, and provide access to new sources of educational information. The use of network technologies develops the creative abilities of pupils, their ability to independently acquire new knowledge and create conditions for their self-realization.

BIBLIOGRAPHIC REFERENCES.

[1] Polat E.S. (2001). Internet at foreign language lessons// Foreign languages at school.

[2] Sviridenko S.S. (2011). Information and information technology in modern society.// MNEPU.

[3] Shishlova, E.E., Kuritsyn, I.A. (2017). The Hidden Content of Vocational Language Education in the Socio-Cultural Dimension // Education Integration. V. 21, №4. p. 709-722.

[4] Lebedeva OV, Grebenev I.V., Morozov E.O. (2017). Research training in the system of physics lessons // Integration of education. V.21, No. 4. pp.736-750.

[5] Ushnitskaya V.V. (2008). Multimedia technologies in teaching English // New technologies in education: Scientific and methodical conferences of YSU. Abstracts of the report - p 91-93.

[6] Abrioux, Dominique A. M. X. (2006). Computer-Assisted Language Learning and Distance Education. // Journal of Distance Education. - Vol.4, N 1. - P.2037.

[7] Newton J. Options for vocabulary learning through communication tasks // ELT Journal. - Vol.55, Iss.1. - P.27-34.

[8] Mefodeva M.A, Fakhrutdinova A.V, Zakirova R.R. (2016). Moral education in Russia and India: A comparative analysis//Social Sciences (Pakistan). - Vol.11, Is.15. - P.3765-3769.

[9] Mefodeva M.A, Fakhrutdinova A.V, Ukhimenko A.N, (2017). Historical perspectives of spiritual and moral education in India//Man in India. - Vol.97, Is.8. - P.71-77.

[10] Khovanskaya E.S, Fakhrutdinova A.V, Maklakova N.V. (2017). University as a social phenomenon// Man in India. - Vol.97, Is.9. - P.101-107.

[11] Belentsov S.I, Fakhrutdinova A.V, Kuznetsova A.A., (2016). The military training of students in Germany in the early XX century//Bylye Gody. - Vol.42, Is.4. - P.1315-1320.

[12] Kelly MacKay, Christine Vogt (2012). Information technology in everyday and vacation contexts // Annals of Tourism Research, Volume 39, Issue 3, July 2012, P. 1380-1401.

[12] Kelly MacKay, Christine Vogt (2012). Annals of Tourism Research, Volume 39, Issue 3, July 2012, P. 1380-1401

DATA OF THE AUTHORS.

1. Flera G. Mukhametzyanova. Kazan Federal University. Email: florans955@mail.ru

2. Evgenya V. Gutman. Kazan Federal University. Email: global@ores.su

3. Olga L. Panchenko. Kazan Federal University. Email: info@ores.su

4. Elena A. Venidiktova. Kazan Federal University. Email: info@prescopus.com

5. Afsana Isa kyzy. Kazan Federal University. Email: global@prescopus.com