

Current State Of Using Information And Communication Technologies In Higher Education In The Context Of Implementation Of Multi-Level Professional Education

Anarkulova Guzal

Teacher of the Department of English integrated course 1

Uzbek State University of World Languages

Abstract: *The introduction of information and communication technologies in the learning process in the modern Russian higher education in General and, in particular, foreign languages due to the complex economic and socio-educational factors: the globalization of the economy, openness of Russian society, the increasing exchange of information at all levels and expanding intercultural communication, development of didactic potential of ICT, increasing public quality requirements of domestic education.*

This article discusses the problems of the current state of the use of information and communication technologies in higher education in the context of the implementation of multi-level professional education.

Key words: *modernization, information technology, specialist, foreign language, information society.*

The development of modern society is closely linked to the process of Informatization, which is characterized by the integration of information and communication technologies (ICTs) with scientific and industrial spheres, and the intellectualization of most types of human activity, which requires all members of the information society to be ready to use ICTs in their professional activities.

The objectively occurring process of Informatization of society imposes new requirements on the professional qualities of a specialist of any profile in the field of using ICT tools. In this regard, one of the priority directions of Informatization of modern society is the process of Informatization of education, the main direction of which is the introduction of information and communication technologies in the

subject areas. In the published materials of theoretical and practical research on the problems of Informatization of education, many problems have been solved from different positions.

Many researchers (Beshenkov S. A., Grigoriev S. G, Kuznetsov A. A., Lapchik MP., Panyukova ST., Robert I. V., etc.) see a rational combination of traditional educational technologies with modern ICT as one of the possible ways to solve the problem of modernization of both secondary and higher education on the basis of Informatization. Creating an educational information and communication environment based on ICT within specific academic disciplines in both secondary and higher education is becoming one of the important tasks of Informatization of education and training of future specialists for professional activities in the information society.

The introduction of information and communication technologies in the learning process in the modern Russian higher education in General and, in particular, foreign languages due to the complex economic and socio-educational factors: the globalization of the economy, openness of Russian society, the increasing exchange of information at all levels and expanding intercultural communication, development of didactic potential of ICT, increasing public quality requirements of domestic education.

Traditional pedagogical technologies of teaching foreign languages, although they strive to modernize, are limited in the main — in the inability to imitate or simulate a foreign language environment, to create conditions for authentic communication in the language being studied, to take into account the individual differences of students in front-line work with large groups and low motivation of students in most specialties.

University pedagogy, responding to new requirements, includes modern teaching tools in the educational process - computer and telecommunications equipment, develops ways to use it and methods for evaluating its effectiveness.

Current state of use of information and communication technologies in higher education in the context of implementation of multi-level professional education

Pedagogical literature reflects the current state of the use of ICT tools in the process of teaching foreign languages at the University. The problem points and directions of further improvement of this actual aspect of the pedagogical process in the national higher school have found their expression in a number of publications.

One point of view is that the introduction of new information technologies in the process of teaching foreign languages in universities is still haphazard and fragmented, which is caused primarily by insufficient coordination of relevant developments, their planning and financing. In addition, software products based on the latest technical tools often bear the imprint of yesterday's pedagogy and methodology.

At the same time, many modern pedagogical and methodological ideas seem fruitful and promising for the development of multimedia tools for teaching foreign languages. In particular, when creating software products must be guided by the principles of the communicative approach, more subtly take into account the psychological characteristics of the student, build on ideas and developing game-based learning, use of materials, teaching intercultural communication.

Especially promising is the combination of multimedia capabilities with the ideas of problem learning, the generation of multimedia problem situations of various types: those in which the assimilated unknown acts, respectively, as a function of the goal (subject), method and conditions of action. Constructive is the task of algorithms and automation of the process of compiling problem tasks using computer tools based on the formalization of some elements of this process. For example, it is easy to automate well-known exercises for teaching foreign languages, which are reduced to operations of filling in a pass, permutation, multiple selection, deleting an unnecessary element, and so on. Based on this, it is

possible to create a variety of fillable tool shells aimed at solving certain methodological problems.

With the advent of multimedia tools, the inventory of visibility in teaching foreign languages has significantly expanded and become more complex, which requires increased attention to various aspects of the problem of visibility and context in teaching. In particular, it is necessary to identify which combination of multi-sensory visual AIDS available in the multimedia Arsenal is optimal in terms of learning effectiveness.

One of the promising directions of using ICT in teaching foreign languages in universities can be distance learning. According to E. S. Polat, distance learning in General, including foreign language training, organized on the basis of computer telecommunications is becoming a very popular form of education today. The effectiveness of any type of distance learning depends on several factors, among which the main one is the effective interaction between the teacher (coordinator) and the student. Interactivity is a key word in organizing distance learning at various levels of interaction: between teachers and students, students within a study group, students and learning materials, etc.

Another factor of effectiveness is the quality of educational material, the effectiveness of its transmission over a distance, and the organization of a system of testing, control and encouragement. In other words, the effectiveness of distance learning depends primarily on a competent pedagogical approach to the organization of training.

Consistent humanization of higher education has become a noticeable trend in recent years. Instead of the task of training specialists in accordance with the needs of the national economy, the task of meeting the spiritual needs of people for educational services of a certain level and quality is put in the foreground. Despite the importance of collectivist principles that determine the state and social significance of education, they do not reflect the personal value of education,

individually motivated and stimulated attitude of a person to their own education, its level and quality.

Interest in the student's personality in pedagogy and psychology was present throughout the development of these Sciences. Modern psychology uses the term "personality" in a broad and narrow sense. In a broad sense, a person refers to "a set of psychological qualities that characterize each individual person. ... In this broad sense, the term "personality" includes such concepts as character, temperament, and abilities corresponding to its three particular aspects.". Here are a few more definitions: the term "personality" covers the ensemble of the mental organization of the human individual 14; personality-an integrated organization of all the cognitive, affective and physical characteristics of an individual that distinguish him from other people 15. The definition of a person as a connected set of internal conditions through which all external influences are refracted is also extremely broad 16.

Complex use of educational information and communication environment for teaching foreign languages in higher education institutions in the context of multi-level professional education 2.1 Information technologies in teaching foreign languages

The use of information (computer) technologies in the study of foreign languages has long been studied by pedagogical science, almost from the very beginning of the appearance of computers. Today, among these technologies, there are five main groups: traditional, artificial intelligence systems, utilitarian (tools and assistance systems), multimedia and communication systems.

These include computer programs that implement the most common types of training exercises in the format of multiple choice, filling in gaps, restoring texts, and a number of other manipulations with text. Their disadvantages include the inability to give an adequate response to the student's response. Their advantages over learning tools such as workbooks and exercise books are that they, as

authorizing programs, allow the teacher to easily create exercises from any type of material. In addition, they develop an understanding of the importance of strategies for processing language data, for example, when displaying the values of unfamiliar lexical units, prepare students for the complex process of understanding the text, and play a significant role in corrective work.

Thus, Internet resources contribute to the development of self-educational activity aimed at learning new experiences.

As a result, Internet resources contribute to the development of self-educational activity, which is followed by the development of new experiences. Students are given the opportunity to conduct research, Express their thoughts in writing, analyse the information they receive, learn to plan, monitor and evaluate their activities.

The modern world is becoming more open with the advent of the Internet in our lives. Education is becoming more and more open. With the advent of the Internet, a fundamentally new situation has been created in the education system. Thus, the network's capabilities for education and personal development are truly unique. To understand the information flow, both in the network and in the media, can only help the ability to evaluate this information, analyse it based on concrete facts, their own experience and the experience of authoritative sources.

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