

**ВОПРОСЫ ПРИМЕНЕНИЯ
ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ НА
УРОКАХ АНГЛИЙСКОГО ЯЗЫКА В ПРОФЕССИОНАЛЬНОМ
КОЛЛЕДЖЕ**

**ISSUES OF APPLICATION OF INFORMATION AND COMMUNICATION
TECHNOLOGIES IN ENGLISH LESSONS IN VOCATIONAL COLLEGES**

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В исследовании рассматриваются вопросы использования разнообразия упражнений и игр, применение информационно-коммуникационных технологий на уроках английского языка. Делаются выводы о том, что ИКТ помогают студентам СПО легче и быстрее запомнить изучаемый материал, освоить лексику, необходимую для овладения устной и письменной речью на английском языке. В результате исследования выявлено, что занятия с использованием информационно-коммуникационных технологий дают возможность работать с разноуровневыми студентами, языковой уровень которых не соответствует требованиям программы.

The study deals with the use of a variety of exercises and games, the use of information and communication technologies in English lessons. The study concludes that ICT helps students of secondary vocational education to memorize the material being studied easier and faster, to master the vocabulary necessary for mastering oral and written speech in English. Because of the study, it was revealed that classes using information and communication technologies make it possible to work with students of different levels, whose language level does not refer to the requirements of the program.

Ключевые слова: английский язык, информационно-коммуникационные технологии, колледж, среднеспециальные учебные заведения, лексика.

Key words: English language, information and communication technologies, college, students of vocational colleges, vocabulary.

Today, teaching a foreign language is impossible without the use of various information and communication technologies (ICT). Depending on the changes taking place in the educational environment, approaches to the use of ICT in English lessons are also changing. All levels of education are subject to various kinds of changes, from elementary school to secondary specialized and higher educational institutions, including vocational colleges.

Since language education is an integral part of general secondary, secondary specialized and higher professional education in Russia, the informatization of language education as a whole is carried out in the same directions as other branches of knowledge. At the same time a foreign language as an academic discipline has its own specifics that distinguish it from other disciplines of the humanities cycle. [4, p. 84]. Despite the extensive study of issues related to the use of ICT in the educational process for many years, this topic does not cease to be relevant for circulation. Information and communication technologies are characterized by a high communicative ability and active involvement of students in educational activities, effectively develop the skills of communicative competence among students. Information and communication technologies activate the potential of knowledge, skills of speaking, and listening skills, which is a necessary condition for the effective teaching of a foreign language to students of secondary vocational education, in conditions when this subject is not given so many hours in the curriculum.

Information and communication technologies in educational activities in a foreign language for students of secondary vocational education contribute to:

1. Individualization and differentiation of the learning process, which is necessary in terms of the occupancy of study groups; [2]
2. the implementation of self-control of educational activities, the diagnosis of errors, since most of the hours are devoted to independent study of the material;
3. visualization of educational information, which is extremely important if the level of language proficiency among students in the same group differs sharply;
4. implementation of feedback;
5. formation of the ability to make the best decision in various situations of communication;
6. the development of a certain type of thinking (for example, visual-figurative, abstract);
7. strengthening the motivation for learning (for example, due to the visual means of the program or interspersing game situations in foreign language lessons);
8. formation of a culture of cognitive activity, which is an important component in the organization of independent work in the language.

A variety of exercises and games, the use of information and communication technologies in an English lesson helps students of secondary vocational education to memorize the material being studied easier and faster, to master the vocabulary necessary for mastering oral and written speech in English. In addition, with information and communication technologies, you can use project activities, a multimedia presentation. Since the study of a topic or section always ends with repetition, consolidation and generalization, it is possible to combine all these techniques by inviting students to create a multimedia project, a presentation, at the final stage of each topic, instead of taking a traditional test or writing an essay. By creating such a presentation, students are given an excellent opportunity to systematize the acquired knowledge and skills, their practical application. Topics such as "Family Values", "Traveling around Russia Together", "Theater", etc. are of great interest to SVE students in foreign language lessons. Information and communication technologies allow not

only diversifying the process of teaching a foreign language in secondary vocational education, but also to increase motivation and arouse interest in self-knowledge and self-learning.

The most common ICT in foreign language lessons in secondary vocational education include the following:

- 1) blog technology,
- 2) electronic textbook,
- 3) multimedia tutorial,
- 4) educational Internet resources.

With the help of ICT, teachers and students can find the necessary information, analyze, compare results with other students. [1, p. 19]

It should be noted that it is important to use ICT at all stages of teaching a foreign language in SVE, namely:

1. when explaining new material (presentations, videos, searching for information on the Internet);
2. when controlling knowledge (site Plickers, which helps to create a game situation, there is a possibility of self-examination, Duolingo site);
3. when fixing the material (prepared interactive games, simulators, electronic dictionaries);
4. when summarizing and systematizing the material (multimedia presentations);

From the experience of our work, it is important to emphasize that classes using information and communication technologies are actively conducted at the Vocational Pedagogical College of GSTU. Work is carried out in groups of 13 people.

Thanks to the use of information and communication technologies, namely the Duolingo application, students learn new vocabulary much faster. Thanks to the organization of project activities with the use of ICT, students actively form the skills of independent work. It can be noted the growth of cognitive activity, the disclosure of creative abilities. Classes using information and communication technologies provide an opportunity to work with students of different levels, whose language level does not meet the requirements of the program. The use of blog technologies allows you to give tasks of varying degrees of complexity, offer a set of tasks and exercises according to the abilities of students, ensure full participation, while maintaining an atmosphere of goodwill and calmness. With the correct organization of the educational process, the motivation for self-training of students increases and a conscious attitude to learning appears.

Thanks to information and communication technologies, students cease to be passive participants in the educational process and become its active accomplices.

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