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INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE FORMATION OF STUDENTS' LANGUAGE COMMUNICATIVE COMPETENCE

The effective organization of the educational process using modern pedagogical, information and communication technologies is one of the pressing issues in the education system. It is conditioned by changing the paradigm of education (the system of principles and values in education) and requires 1) the revision of the whole system of education: its goals, content, methods, organizational forms, and means; 2) mastering modern pedagogical technologies that reflect the principles of a new concept of education.

The possibility of using modern information and communication technologies in the educational process opens new perspectives for improving the educational system. This is reflected both in the technical equipment of educational institutions, in expanding their access to the world information resources, and in the use of new types, methods and forms of teaching aimed at optimizing the pedagogical process by increasing cognitive motivation of students and activating their independent work and cognitive activity in the teaching process [1].

Information and communication technologies provide a wide range of opportunities for improving the efficiency of teaching foreign languages through:

- implementation of the principles of individualization and differentiation of teaching that allow performing tasks more effectively;
- creating conditions for independent work and comfortable learning environment;

- presenting information in a convenient audiovisual form, providing a qualitatively new perception and processing;
- increasing motivation for learning foreign languages by students.

The comprehensive development of a student on the basis of their inclusion in a variety of independent, rational activities in various fields of knowledge is a strategic direction of the development of educational systems in modern society.

In this case, three main interrelated tasks should be distinguished [2]: 1) the modernization of educational systems; 2) the integration of information technologies in the educational process; 3) the implementation of the principles of independent activity and awareness of knowledge as the leading principles of teaching.

The best way to implement these principles is to increase cognitive motivation through the search for effective means of individualization and differentiation of teaching. The current issue is not only the search but also the use of these tools in teaching foreign languages to large groups of students with different levels of foreign language proficiency.

It is traditionally considered in pedagogy that *individualization* involves taking into account individual characteristics of students in the teaching process, their psycho-physiological, age and personality traits; *differentiation* requires considering characteristics of the whole group of students, with the following grouping students on the basis of coincidence of their certain individual characteristics.

The top priority directions of teaching process modernization according to the above-mentioned strategic objectives of the development of education system include the application of web projects and cooperative activities involving research, search for information, brainstorm, data collection and processing, experimental and research work, analysis, and synthesis. Taking into account the tendency to increase the number of students in educational groups, the transition from more widespread frontal work with students, based on the interaction of "teacher-student", to the organization of educational work in small subgroups (from 4-6 students) is also included in the list of main directions promoting the individual work of each student and increasing the productivity of the class. Students can independently distribute the

performing of a series of tasks, assist each other in finding and solving problems that arise, control and correct the tasks done, and report on their individual research work in mini-groups by presenting mini-presentations.

The concept of creating a comfortable education information environment that provides all the necessary training information, combines traditional and innovative (electronic) forms of training with the continuous increase in application of information communication technologies and electronic resources, as well as continuous improvement of teaching methods and professional knowledge of teachers themselves, is one of the key mechanisms for conducting transformations in the system of teaching and learning foreign languages.

The use of information communication technologies for providing individualization and differentiation of teaching foreign languages to large groups of students with different levels of foreign language proficiency facilitates the active inclusion of students in the educational process (they become subjects of study) and consists in:

- the expansion of possibilities of educational material presentation;
- the implementation of complex multi-sensory effect on different channels of perception by using text, sound, video information;
- the increase of motivation for learning;
- the optimizing of the student's learning pace;
- the qualitative change in the control of students' activity, which is achieved by increasing its objectivity and providing efficient feedback;
- the formation of reflexive self-esteem.

The inclusion of modern information technologies in the educational process creates real opportunities for improving the quality of education. Therefore, the top priority tasks of higher educational establishments are the development of new Internet-oriented programs and educational complexes, as well as the development of new group and individual technology-based methods for teaching foreign languages.

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