

INFORMATION-EDUCATIONAL ENVIRONMENT AS A MEANS AND CONDITION OF TEACHING FOREIGN LANGUAGE IN MODERN CONDITIONS

Z.R. Toktosunova, *Senior Lecturer*
 K. Zhusupaliev, *Lecturer*
 O.A. Tashmatova, *Lecturer*
 A.K. Zulpukarova, *Associate Professor*
 Osh State University
 (Kyrgyzstan, Osh)

DOI:10.24412/2500-1000-2023-9-1-131-134

Abstract. *The article considers the possibilities of information and educational environment for organizing the educational process that meets the needs of information society. The specifics of the new informational educational environment for teaching the language, formed as a result of informatization of society, are considered. Its pedagogical and methodological peculiarities are revealed. The didactic potential of the information and communication environment as a technological basis and an integral component of the modern teaching system is studied.*

Keywords: *information and educational environment, learning process, subjects of education, electronic textbook.*

The information society requires an education that ensures the development of the individual's creative abilities, knowledge and skills, as well as their continuous updating, expansion and creation. The existence of an information space that allows each person to receive the information he or she needs for self-development and self-improvement provides education of a new quality. In order to determine the conditions for the effective use of the new possibilities of human learning, this phenomenon is already being studied by didactics.

The extent to which learning is based on the personal subjective experience of students is an important factor in the effectiveness of the process. Students have grown up in an environment where virtual information space is part of everyday life. For today's students, who have been used to searching the Internet for answers to all their questions since they were children, it is much easier and closer to acquire knowledge with the help of information and communication technologies [1].

The information and educational environment is characterized by the students' access to the content of information resources and the possibility of implementing various types of interaction: chat rooms, e-mail, etc. The students' access to the content of information resources and the possibility of implementing

various types of interaction: chat rooms, e-mail, presentations, real-time language learning, etc., which significantly enriches the interaction between the subjects of the environment. It should be noted that the roles of both subjects are also changing in the new environment. The teacher does not act as a disseminator of knowledge and information (as it is traditionally accepted), but in the role of advisor, assistant, partner of the learner and coordinator of the cognitive process, while the learner is an active subject of the learning process. is an active subject of the learning process aimed at the conscious development of relevant professional competences.

The learning goals of IEE are to develop those skills of the individual that are needed by the individual and the society at the present time. The focus of language teaching today is its great socialization potential. Foreign language is an important instrument of secondary socializing of students' personality. The socio-cultural space of students is modeled on the basis of the thematic content of curricula and textbooks, as well as the application of appropriate methods and techniques of material presentation [2].

The intended capabilities of IEE in organizing the learning process will be revealed in more detail.

There are several positions from which you can view your personal environment. First of all, it is necessary to consider that IEE is created by those involved in the educational process for their own purposes. They may be teachers, students, parents, or groups of people, such as educational groups, teachers' associations, or professional organizations. The result is the creation of both individual environments (students, teachers) and collective environments. This means creating relevant content for each subject, presented in the form they prefer (text, sound, animation, graphics, etc.) and the means to work with it.

The second issue of importance to improving the quality of the overall learning experience relates to the orientation of information educational environment towards the individual educational needs of learners. Students can implement individual paths of mastering educational programs, have their results evaluated, including using ICT, interacting with teachers and peers.

The use of information educational environment allows the student not only to assign the information transmitted by the teacher, but also to consciously set their own goals of activity, mediating external goals set by the teacher; independently determine the need for information, evaluate, transform it, produce knowledge, apply it in accordance with the goal; be aware of their responsibility for the results of activities, make moral choices in situations of uncertainty. The ability to work in a team (including a virtual one), the qualities of tolerance and self-esteem are developed [3].

Authentic video and multimedia materials are widely used to organize educational environments. In the opinion of L.V. Sukhova, language is only one of the aspects of the process of entry into culture. In the process of communicative learning, the audio-visual language environment penetrates into the consciousness of the student, creating conditions for language acquisition in contact with the culture presented in this environment [4]. According to Gural and Lazareva, the peculiarity of the use of information and educational environment in teaching is the redirection of the flow of information – the dialog between the teacher and the student is

conducted through an authentic virtual environment that acts as the third component of learning.

An integral part of interactivity is communicativeness as a characteristic of the learning process, which provides a field of communicative interaction for the subjects of the educational process. Today, the renewal of knowledge and its growth are so great that knowledge, even in a narrow field, cannot be mastered alone, and IEE's ability to communicate is especially important [4].

The possibilities of IEE for individualizing the learning process are related to the multimedia nature of educational resources, which implies the useful joint use of several means of transmitting information, such as text, sound, image, animation, video, which allows you to visualize different types of processes, phenomena, events, dependencies, etc. The learning process in this case is based on the channels of perception and memorization of information, types of thinking (visual – pictorial, verbal – logical, abstract – logical). Teaching material appears as colorful, voluminous, multifaceted image of studied object, which ensures formation of associative links contributing to its better assimilation [5].

All the above mentioned possibilities of organization of educational process in IEE can be realized only by pedagogically appropriate use of existing resources and technologies, as well as by development of special tools for organization of work with IEE. The information space used by the educated is becoming more and more independent, and education is largely the result of independent cognition. In formulating their educational needs, students are given the opportunity to receive and use information from a variety of sources that are presented in varying forms. In this respect, the tasks of organizing the knowledge of the students and providing them with effective strategies for finding and using information are of great importance for the school [6].

Considering the above interpretations of the key concepts of environmental education and the analysis of the characteristic features of the modern system of education with the use of information technology, we conclude

that the system of education with the use of information technology is the following [7]. When teaching a foreign language outside the natural linguistic and cultural environment, the teacher is the designer of the informational and pedagogical learning environment and should try to model it according to the principle of authenticity, taking into account that the process of real language interaction always takes place in a certain situation. Presence in schools of technical means of instruction and mass media, tuned to receive authentic radio and television broadcasts, videos, videoclips, commercials, and so on, will also contribute to modeling a learning environment according to new pedagogical paradigms.

Therefore, although the center of the process of learning with the use of information and communication technologies is the independent cognitive activity of the pupils and their independent work on the formation of the necessary skills, abilities and professional skills, the success and quality of learning with the use of ICT largely depend on the effectiveness of the organization of the ICT and the methodological quality of the materials used, and also on the guidance, the mastery of the teacher, the model of the teacher according to the following guidelines and the ability of the teacher, the model of the teacher according to the pedagogic goals of teaching.

References

1. Oliva, Á.D.J., Pozo R.M.D & Franco E.P. Teaching Competences Necessary for Developing Key Competences of Primary Education Students in Spain: Teacher Assessments, Teacher Development. – 2016. – №20:1. – P. 123-145. DOI: 10.1080/13664530.2015.1101390.
2. Bumazhenko N.I., Danich O.V., Kartashev S.A. Developing Professional Competences of Future Teachers in the Context of Higher Professional Education // Academy of Knowledge Bulletin. – 2013. – №2 (5). – P. 104-110.
3. Gural S.K., Lazareva A.S. Ensuring the quality of teaching oral foreign language speech by means of information and communication technologies: Tutorial. – Tomsk: Izd. v. Tomsk Univ, 2007. – 134 p.
4. Evdokimova M.G. System of teaching foreign languages on the basis of information and communication technology (technical university, English language): Avtoref. Dis. ... Dr. pedagogical sciences. – M., 2007. – 49 p.
5. Caird S., Lane A. Conceptualising the role of information and communication technologies in the design of higher education teaching models used in the UK // British Journal of Educational Technology. – 2015. – №46 (1). – P. 58-70. URL: <https://www.learntechlib.org/p/150778/>.
6. De Putter-Smits, Lesley G.A., Taconis R., Jochems W., Van Driel J. Analysis of Teaching Competence in Science Teachers Involved in the Design of Context-Based Curriculum Materials // International Journal of Science Education. – 2012. – №34 (5). – P. 701-721. – DOI: 10.1080/09500693.2012.656291.
7. Marycheva, L.E. (2008). Developing Projecting Competence of Future Teachers. Cand. Sci. Dissertatio. Shuya. National Doctrine on Education in the Russian Federation. URL: <http://www.lexed.ru/doc.php?id=3206#>.

ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНАЯ СРЕДА КАК СРЕДСТВО И УСЛОВИЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В СОВРЕМЕННЫХ УСЛОВИЯХ

З.Р. Токтосунова, старший преподаватель

К. Жусупалиев, преподаватель

О.А. Ташматова, преподаватель

А.К. Зулпукарова, доцент

Ошский государственный университет

(Кыргызстан, г. Ош)

***Аннотация.** В статье рассматриваются возможности информационно-образовательной среды для организации учебного процесса, отвечающего потребностям информационного общества. Рассмотрена специфика новой информационной образовательной среды для обучения языку, сформировавшейся в результате информатизации общества. Выявлены ее педагогические и методические особенности. Исследуется дидактический потенциал информационно-коммуникационной среды как технологической основы и неотъемлемого компонента современной системы обучения.*

***Ключевые слова:** информационно-образовательная среда, учебный процесс, субъекты образования, электронный учебник.*