Original article

M.R. Kholov ⓘ
Tajikistan state university of culture and art named after Mirzo Tursunzoda
Dushanbe, Republic of Tajikistan
✉ mr.kholov.94@mail.ru

Attracting interest in learning a foreign language with the help of ICT among students of non-linguistic universities

Abstract. In teaching foreign languages in non-linguistic universities, information and communication technologies, gaming and pedagogical technologies are widely used. Information and communication technologies (ICT) have taken a stable position in the process of teaching foreign languages. Information and communication technologies is a range of digital technologies used to create, transmit and disseminate information and provide services. It is specified that these are computer equipment, software, telephone lines, cellular communications, e-mail, cellular and satellite technologies, wireless and cable communication networks, multimedia tools, the Internet. The main goals and objectives of the use of ICT are: a significant increase in motivation to learn the language. The article describes the possibilities of Internet technologies: on-line tests, video conferences and on-line communication with native speakers, work with sites in English, projects. It is especially noted that ICT creates conditions for obtaining country-specific material, news, information from fiction and scientific literature, which generally leads to more intensive participation in the learning process of the trainee (student). The use of ICT in non-linguistic universities makes it possible to gain access to large amounts of information, organize independent educational work, provide the possibility of distance learning, and increase motivation for learning a foreign language.

Keywords: competence, non-linguistic universities, information and communication technologies, foreign language, professional linguistic competence

Original article

М.Р. Холов ⓘ
Таджикский государственный институт культуры и искусств имени М. Турсунзаде
г. Душанбе, Республика Таджикистан
✉ mr.kholov.94@mail.ru

Привлечение интереса к изучению иностранного языка с помощью ИКТ у студентов неязыковых вузов

Аннотация. В обучении иностранным языкам в неязыковых вузах широко используются информационно-коммуникационные технологии, игровые и педагогические технологии. Информационно-коммуникационные технологии (ИКТ) заняли устойчивое положение в процессе обучения иностранным

Наука и практика в образовании: электронный научный журнал. 2023. Т. 4. № 1
Science and Practice in Education: Electronic Scientific Journal. 2023;4(1)

33

языкам. Информационно -коммуникационные технологии является спектром цифровых технологий, применяемых для создания, передачи и распространения информации и оказания услуг. Уточняется, что это компьютерное оборудование, программное обеспечение, телефонные линии, сотовая связь, электронная почта, сотовые и спутниковые технологии, сети беспроводной и кабельной связи, мультимедийные средства, Интернет. Основными целями и задачами применения ИКТ являются: значительное повышение мотивации к изучению языка. В статье характеризуются возможности Интернет технологий: on-line тесты, видеоконференции и on-line общение с носителями языка, работа с сайтами на английском языке, проекты. Особо отмечается, что ИКТ создают условия для получения страноведческого материала, новостей, информации из художественной и научной литературы, что в целом приводит к более интенсивному участию в процессе обучения самого обучаемого. Использование ИКТ в неязыковых вузах позволяет получать доступ к большим объемам информации, организовывать самостоятельную учебную работу, обеспечивать возможность дистанционного обучения, повышать мотивацию к изучению иностранного языка.

Ключевые слова: компетентность, неязыковые вузы, информационно-коммуникационные технологии, иностранный язык, профессионально-лингвистическая компетентность

Introduction

In the conditions of the innovative development of the economy, fundamental changes have taken place, and the educational paradigm is focused on personal development and professional self-awareness. These situations increase the direction of personal development of the student during higher professional education, the essence of which is that it not only provides students with a favorable opportunity, but also the knowledge, skills and professional skills of the formation of a future specialist with a number of professionally important personal qualities and prepares the necessary social aspect, which is related to the teaching of a foreign language in non-linguistic institutions of higher education. Regarding the coordination of foreign language teaching in non-linguistic higher education institutions, it should be noted that foreign language textbooks should include the main sections of the specialty, and lessons should be conducted according to the level of understanding of students through ICT.

At the current stage of development of society, information and communication technology is constantly used in all fields of various professions. In relation to education, ICT is not only a special subject of study, but also contributes to the development of educational systems and complexes, educational platforms, the development of various programs, and nowadays learning foreign languages is also unimaginable without ICT.

The modern information society in which we live is, first of all, the leading position of information and the extraordinary speed of development of its processing tools, which is attributed to information and communication technologies (ICT). Today, the foundations for the effective use of ICT in the education system have already been created.

Materials and methods

The purpose of this study was to study the issues of managing the motivation of students of non-linguistic universities using the research method in the literary sources of management theory and practice, the survey method, process and situational scientific approaches.

Results and Discussion

In order to strengthen scientific capacity and improve the quality of education at all levels of education, deep attention should be directed to regular innovative activities and learning innovative technologies in the process of English language lessons. The main goal of learning foreign languages is not only the formation and development of the culture of communication between people, but also awareness of foreign culture and civilization in comparison with national customs [1, p. 121].

Experiments show that the use of various, modern and fresh resources and tools creates the interest of the audience and increases their motivation to study. Modern pedagogical technology reflects the characteristics of the educational process, provides pedagogical activity, characteristics of interaction between them and the necessary effective management of this process [2, p. 41-43].

In our research, we have analyzed the teaching of foreign languages by way of vocational training and taking into account the needs of students, and determined that the study of foreign languages with the professional characteristics of students or specialties that in turn require its study should be given primary attention. At the same time, we believe that the teaching of foreign languages is a process that leads to the active and constructive formation of the personality of the future specialist, who has the ability to successfully apply the language in his

Наука и практика в образовании: электронный научный журнал. 2023. Т. 4. № 1
Science and Practice in Education: Electronic Scientific Journal. 2023;4(1)

34

professional activity.

Students of non-linguistic higher education institutions should be involved in the process of acquiring humanitarian knowledge in order to understand the cultural and historical significance of science and technology in human life. In the modern conditions of social and economic development of society and the country's entry into the Bologna process of education, the issue of learning English in higher education institutions is becoming relevant. This, in turn, requires the national education system to meet international standards, as well as the recognition of the country's specialists as language specialists with professional-linguistic competences in the international education market.

In turn, the main goal of comprehensive preparation for the development of students' abilities for intercultural communication and the formation of preparation for professionalism is based on developed motivation, and foreign language is considered important for creatively carrying out communicative activities and showing the student's personal qualities professionally. When teaching students in non-linguistic higher education institutions to know a foreign language at the cultural level and the ratio of the acquired knowledge to the future professional activity of students who have different competencies, their potential increases [3, p. 68].

The use of modern pedagogical technologies in the process of teaching foreign languages makes it possible to restore learning situations, contributes to the improvement of traditional teaching methods, which helps in the formation of fundamental skills of foreign language communication and the ability to express thoughts in another language. It also increases students' communicative functions, desire and interest in education, reveals a new look at the studied subjects with their creative and intellectual capabilities [4, p.11].

If we pay special attention to the primary advantages of ICT, of course, independent activity allows students to learn through special programs under the guidance and recommendations of teachers, as well as in this way, it becomes easier to train skilled professionals and develop self-learning activities in them. In the process of application, the student improves the necessary knowledge and skills and increases his skills of working with ICT.

In the motivational structure of the educational and cognitive activity of students, there are always leading motivations along with accompanying motivations, which in some cases may be in the first place. This is particularly related to the stimulation of the student's educational and cognitive activity, which has a complex structure, and during the entire period of study at the institution of higher education, significant changes are made, with the complex structure of the student's academic and social activity [5, p. 58-59].

Thus, it is currently impossible to imagine the educational process without the use of innovative pedagogical technologies. Today, foreign language teachers have many opportunities to make their lessons more interesting by using ICT and engaging students more. Compared to traditional teaching methods, the introduction of modern methods through ICT changes the role of the teacher. The task of this process is to increase the independent work of students and support in the development of their personality.

As much as possible, the following classifications are obtained in educational activities using information technology tools:

• searching for information, using browsers and various search systems and working with it on the Internet (to find an abstract, notes, notes, quotes, etc.);

• for automatic translation of texts using translation programs and electronic dictionaries;

• for artificial and real communication (through the Internet, e-mail, social networks, etc.) [6, p. 559 - 561].

The listed educational tools of ICT in the special classroom for learning a foreign language are an effective pedagogical tool for the formation of communication skills, competencies and one of the important aspects of the effectiveness of the educational process and expanding the range of methodical media and receiving information.

Studies and work experience in non-linguistic higher education institutions show that the level of formation of professional-linguistic competences of students when learning a foreign language through ICT is well evaluated for future professionals. According to the research of V.A. Fewer than 50% of students can be considered successful when learning a career-oriented foreign language. At the same time, a successful student is one who independently and seriously pays attention to his professionalism and learning a foreign language [7, p. 14].

Some students do not have the motivation for independent learning and cannot implement a value-based approach to appropriate behavior during classroom and extracurricular activities in the cultural communication experience. In order to solve these problems, the structure of foreign language lessons in non-linguistic higher education institutions should be developed in such a way that it provides the possibility of wide use of effective educational technologies in accordance with the profession and modern needs of society. It is in this context that primary education in non-linguistic higher education institutions should be focused on the formation of students' professional-linguistic competences during career-oriented foreign language education.

The introduction of ICT in the field of education allows foreign language teachers to qualitatively

Наука и практика в образовании: электронный научный журнал. 2023. Т. 4. № 1
Science and Practice in Education: Electronic Scientific Journal. 2023;4(1)

35

change the content, methods and organizational forms of education in order to improve the intellectual ability of students in the information society, humanity, individuality, the development of competence, the intensity of the educational process, and to increase the quality of education for all levels of the education system provide the necessary conditions [8, p. 15]. Mastering the professional competence of foreign languages without the experience of communication and using Internet resources through ICT in foreign language lessons is ineffective. It should be kept in mind that the Internet is only a technical means of teaching and helps to achieve optimal results and to connect the parties, and modern methods and methods of effective use of ICT have been significantly evaluated in the educational process.

With the use of ICT in the educational process, the conditions of interaction between the teacher and students, as well as students with each other, change a lot. Education is unimaginable without the educational influence of the teacher's personality on the student. The main goal of learning a foreign language in educational institutions is mainly the formation of communicative competence, and other goals (education, training, development) are implemented in the process of implementing this main goal [9, p. 188].

The process of implementing ICT in education and upbringing of the younger generation requires serious preparation and the material and technical basis of the educational institution during the teaching of foreign languages. In addition, ICT in the field of education requires that the subjects of the educational process have a high intellectual level and focus on the development of students' competencies.

There are a number of didactic tasks that are solved in the process of teaching foreign languages with the use of ICT in non-linguistic higher education institutions:

- formation and improvement of language skills (reading, writing, speaking, listening);
- development of active and passive vocabulary;
- acquisition of cultural knowledge;
- cultural formation of communication;
- formation of elements of global thinking and professional competences;
- formation of a stable motivation for cognitive activity, the need to use a foreign language for the purposes of real communication;
- formation of skills for working in a foreign language.

In the modern era of development of information technologies, the information process enters all spheres of human activity, including the sphere of education. E.S. Polat notes that «New pedagogical technologies ... are unimaginable without the widespread use of new information technologies, computer technologies in the first place, because it is they that allow the pedagogical and didactic functions of these methods to be fully revealed and the potential opportunities inherent in them to be realized.» be done» [10, p. 6-11].

The importance of studying the problem of the use of ICT in teaching foreign languages is that information technologies have a high communicative ability, contribute to the development of knowledge and speaking and listening skills of students, and actively include them in education, as well as the activities and development of communication skills in develops students. All this is necessary for a successful life in the modern world and has created favorable conditions for the preparation of specialists who meet the requirements of the labor market.

The first task to achieve a new quality of education in the field of teaching a foreign language in non-linguistic universities is to bring it into line with modern requirements and using innovative technologies. Teachers of educational institutions should have a new system of knowledge, skills and abilities, as well as have extensive experience in using new methods and new technologies. The progress of society, the development of science and technology and modern technologies require teachers to constantly strive to improve the professionalism of innovative activities.

The use of general didactic principles of education and the implementation of the mentioned requirements for the use of ICT in the process of teaching foreign languages in non-linguistic higher education institutions, in our opinion, contribute to the formation of common languages, to the formation of professional-linguistic competences of students and to increase the quality of their preparation in their chosen profession. helps.

The state educational standard of higher education in the process of mastering the subject of the English language provides for the formation of students not only subject-related general education, but also professional competencies. In the classroom, students get acquainted with the basics of the English language, the necessary professional dictionaries, idioms, terms often found in specialized literature and in the language of communication, as well as texts with a special dictionary, grammar are used in their dialogues and monologues. When mastering professionally oriented content, students are faced with situations of professional activity, interdisciplinary connections, which creates conditions for their additional motivation to learn a foreign language, as well as to master their chosen specialty.

Through research, it is possible to study the effectiveness of the conditions of using information-communication technology for the formation of professional-linguistic abilities of students in modern classes of foreign languages, and provide the following descriptions:

1. Educational and methodological organization

Наука и практика в образовании: электронный научный журнал. 2023. Т. 4. № 1
Science and Practice in Education: Electronic Scientific Journal. 2023;4(1)

36

is an important condition for ensuring the formation of professional-linguistic abilities of students, because effective development of this competence is impossible only through pedagogical influence. This situation, first of all, the existence of textbooks and educational and methodological literature in the field of teaching a foreign language through ICT, speech and culture of communication in a foreign language, as well as the implementation of virtual communication and communication of learning foreign languages through language programs and websites creates favorable conditions. However, the educational and methodological provision of foreign language teaching is not enough for the formation of students' professional-linguistic competences: not all aspects of a foreign language are studied or considered through ICT, while the teacher himself does not have the skills to work with new technology or provides a low level of information. by the teacher, as well as the lack of instructions for students on the study of technical materials, etc. Especially students of non-linguistic higher education institutions face certain problems when studying some fundamental subjects of the English language in the context of modern education. Thus, ICT is the main means of educational and methodological support for the formation of professional-linguistic competences of students during the teaching of foreign languages in non-linguistic higher education institutions.

2. Increasing the level of specialization and professionalism of the teaching staff is the most important condition for the development of professional-linguistic skills of students, because it allows teachers to use modern educational technologies in the development of communication with students in the educational process, as well as to share experience in the field of education and ways improve self-study. At the same time, it is very important to provide advanced retraining of teaching staff and encourage their innovative activity. Because it is through this method that the activity and joint relationship between the teacher and the student is doubled, and the educational process becomes interesting and simple.

The analysis of scientific linguistic literature shows that communicative competence includes various components, among which the following competences have a special position:

1) linguistic competence - knowing the units of all language levels and the rules of their use to create an unlimited number of interlanguage communications within a certain content;

2) denotative (thematic) competence – knowledge of linguistic components and reality, which acts as the subject of speech;

3) Linguistic and cultural (linguistic and cultural) competence - knowledge of the material and spiritual culture of the ethnic group to which the studied language belongs, knowledge and understanding of the specific national manifestations of certain people and the level of their worldview, which is related to morals, customs, behavior and traditions are distinctive;

4) pragmatic linguistic competence - the ability and skill to choose the appropriate strategy and behavioral tactics of speech in specific situations of communication with the aim of successful implementation of the communicative process.

Fulfillment of all the listed requirements of didactic education through ICT undoubtedly improves the quality of education, and this factor is important for the development of learning foreign languages, the formation of professional-linguistic competences of students, and the activation of the creative process of students. It is ICT that allows not only the development of abilities, but also leads to the formation of wide opportunities for students' creative thinking and the realization of their professional competences.

Conclusion

The issue of using modern pedagogical technologies in teaching foreign languages is being raised more and more every day. New methods and forms of education have appeared, which in turn involves not only the use of various technologies of information exchange and transfer, but also their use in the educational process. In this context, a large methodical system of teaching foreign languages is being formed, which is aimed at developing students' communication skills and improving their professional and speech skills. The main task of a foreign language begins with teaching the practice of mastering a foreign language, the formation of basic knowledge, that is, the ability to speak a foreign language, and it provides international and interlinguistic relations.

References

1. Gadoev KKh, Kholov MR. The role of innovative technologies in teaching English. *Bulletin of the Institute of Languages.* 2020;(1):119-126.

2. Nazarova NB., Mokhova OL. New information technologies in teaching foreign languages. *Modern Problems of Science and Education.* 2016;(3):248. (In Russ.). URL: http://science-education.ru/ru/article/view?id=24564 EDN: WXJDCP

3. Davydova IV. Competencies as a factor in the comprehensive training of foreign language teachers in a teacher training university. *The Education and Science Journal.* 2008;(5):67-74. (In Russ.). EDN: JUBQAX

Наука и практика в образовании: электронный научный журнал. 2023. Т. 4. № 1
Science and Practice in Education: Electronic Scientific Journal. 2023;4(1)

37

4. Mikhailova VE, Balandina LA. Building the capacity for intercultural communication in foreign language classes. *Science and Practice in Education: Electronic Scientific Journal.* 2022;3(1):36-43. (In Russ.). https://doi.org/10.54158/27132838_2022_3_1_36 EDN: OKWKLS

5. Kholov MR. The role of the use of ICT in the formation of professional and linguistic competences of students in learning foreign languages. *Herald of the Tajik State University of Commerce.* 2022;(1):359-364.

6. Porozhniak NF. Information and communication technologies in the process of teaching English in non-linguistic universities. *Young Scientist.* 2014;(9):559-561. (In Russ.). URL: https://moluch.ru/archive/68/11594/ EDN: SFNXGJ

7. Averin VA. *Psikhologiya v strukture vysshego meditsinskogo = Psychology in the structure of higher medical education.* Abstract of DSc dissertation. Saint Petersburg; 1997. 24 p. (In Russ.).

8. Polat ES, Bukharkina MYu, Moiseeva MV, Petrov AE. *Novye pedagogicheskie i informatsionnye tekhnologii v sisteme obrazovaniya = New pedagogical and information technologies in the education system.* Polat ES. (ed.) Moscow: Academy AST Publ.; 2002. 272 p. (In Russ.).

9. Kholov MR. ICT is the main tool for the formation of professional linguistic competencies of students in teaching foreign languages. *Bulletin of the Institute of languages.* 2022;(1):187-194.

10. Angelova MN, Dadoian IuS. Distantsionnoe obuchenie inostrannym iazykam cherez kompiuternye telekommunikatsionnye seti Internet = Remote learning for foreign languages through computer telecommunication networks internet. *Innovation Science.* 2015;2(5):155-159. (In Russ.). EDN: TTXUQH

Information about the author:
Mekhriddin R. Kholov, Doctoral Candidate, Head of International Relations Department, Tajikistan state university of culture and art named after Mirzo Tursunzoda (73A Borbad Str., Dushanbe 734025, Republic of Tajikistan), ORCID ID: https://orcid.org/0000-0002-0711-1681, SPIN-код: 1803-7948, AuthorID: 1139094, email: mr.kholov.94@mail.ru

Conflict of interests: The author declares that there is no conflict of interest.

The author has read and approved the final manuscript.

Информация об авторе:
Холов Мехриддин Равшанович, докторант PhD 3 года обучения кафедры методики преподавания Таджикского государственного института языков им. С. Улугзода, начальник управления международных отношений, Таджикский государственный институт культуры и искусств имени М. Турсунзаде (734025, г. Душанбе, ул. Борбад, д. 73А, Республика Таджикистан), ORCID ID: https://orcid.org/0000-0002-0711-1681, SPIN-код: 1803-7948, AuthorID: 1139094, email: mr.kholov.94@mail.ru

Конфликт интересов: Автор заявляет об отсутствии конфликта интересов.

Автор прочитал и одобрил окончательный вариант рукописи.

Наука и практика в образовании: электронный научный журнал. 2023. Т. 4. № 1
Science and Practice in Education: Electronic Scientific Journal. 2023;4(1)

38