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АКТУАЛЬНЫЕ НАУЧНЫЕ ИССЛЕДОВАНИЯ В СОВРЕМЕННОМ МИРЕ

ЖУРНАЛ

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ACTUAL PROBLEMS OF TEACHING A FOREIGN LANGUAGE

Summary: *This article deals with the fact that when entering the Internet, students are faced with large amounts of information. and they should adequately perceive and understand hypertext and especially information of a geographical nature; understand the socio-cultural differences, lexical units with a cultural component in the perception of the text of a particular country, information in the text; understand the sociolinguistic features of the text, determine the style of speech; distinguish between dialects of a foreign language; understand specific sociocultural facts, information. The main postulate of modern methods of teaching foreign languages is expressed in the demand for reliable use of the language being studied when you need text and authentic materials.*

Keywords: phraseological, sociocultural turnovers, Internet, project

Аннотация: *В данной статье речь идет о том что при входе в интернет сеть студенты сталкиваются с большими объемами информации. и они должны адекватно воспринимать и понимать гипертекст и особенно информации географического характера; понимать социокультурные различия, лексические единицы с культурным компонентом в восприятии текста конкретной страны, информацию в тексте; понимать социолингвистические особенности текста, определять стиль речи; различать диалекты иностранного языка; понять конкретные социокультурные факты, информацию. Основной постулат современной методики преподавания иностранных языков выражается в требовании достоверного использования изучаемого языка, когда вам нужен текст и аутентичные материалы.*

Ключевые слова: проекты, социокультурные обороты, фразеологический, интернет

It should be clarified that to understand the Internet as a complex, multi-level phenomenon, there is not only one single correct approach, be it constructivism or pragmatism. But any theory is only a horizon line for practice. It is necessary to show how theoretical approaches contribute to intellectual orientation in network practice. After Russia signed the Bologna Declaration, focused on the formation of a European higher education area, there is an urgent need to teach students foreign languages using the Internet and new communication technologies. This prepares the basis for the development and testing of joint European student projects in senior courses. It should be said that students now need both theoretical and practical knowledge in the application of new technologies. In addition, their training must meet modern requirements so that they can independently improve their professional level. Thus, the textbooks of the German publishing house "Bertelsman Stiftung", "Klett" over the past years contain assignments and links to the Internet network, and after all our students need to work with them on the

curriculum. In addition, the student should contact with German universities in order to discuss methodological problems and increase the level of proficiency in German.

There is a need to determine the impact of new technologies and the Internet on the changes that are already taking place in the system of teaching foreign languages. We are talking about changes in the content of methodological training of future teachers of foreign languages due to the inclusion in it of the knowledge and skills necessary to use Internet technologies in teaching foreign languages for interactive interaction in information and communication networks. All the knowledge and skills that a student receives at a university help him to see and understand, and then correctly determine what opportunities new technologies have in him for learning the language and teaching this subject. Teachers and students of pedagogical faculties especially need methodological materials for analyzing the Internet, which will further help to form the prerequisites for the orientation of future teachers in the www virtual space and in the Internet materials that they will use in their professional activities.

The introduction of Internet technologies in teaching foreign languages, and above all information and communication tools, is considered as a set of methods and technical means of obtaining, organizing, storing, processing, transmitting and presenting information that expands people's knowledge and develops their ability to manage technical and social processes. Modern scientific research is devoted to the task of searching and extracting information of a given type from the text, building a psycholinguistic model of understanding hypertext. In addition, the interactive network itself is already a powerful public inquiry. The idea of reflecting the meaning of text as a base of text files is based on the fact that a text file is also a unit of semantic text representation. Actual problems of methods of teaching foreign languages entering the knowledge base of a specific subject area.

The mastery of communicative competence in the www network is based on the work with relevant hypertext materials, ideas about how to study and understand them from a historical, cultural point of view. Indeed, in the future, students as young teachers will teach their students to search and process various types of hypertext in the network, overcoming difficulties regarding how to write, conduct dialogues based on written texts, communicate online, etc. We prepare students for intercultural communication, which requires knowledge of formal, structural and grammatical aspects, as future teachers of foreign languages will also learn the language, using the most relevant and thematically different material on the www network, the formation of communicative competence based on sociocultural and sociolinguistic competences. Communicative competence is connected with regional geography, literature and art. The student should know how to search for material, for example, about the author of a literary work, using virtual libraries and literary archives.

We must show the principles of action, and the student himself "uses" this sociolinguistic component at the level of dialogues, official and everyday. But just to memorize or to learn a little, it is about learning, that is, the student must open, analyze, draw conclusions, and make examples of learning exercises and tasks. In addition, the student must have a good command of the language and literature in the target language. He should be familiar with the methodology of using the literature of foreign linguodidactics. The Internet makes it possible (as the only

technical tool today) to "see" how a student has his own publication and to influence this process in the most active way. For example, many home pages of German professors "hang" for a long time in the network, they are constantly updated - they replace parts, add something to something, on the contrary, add something. This whole process gives the student the opportunity to be an invisible observer in the event of the occurrence of hypertext information, to participate and make a comment, and at the same time to create his own image. For classes, the possibility of publishing plays a huge role. The student has the opportunity to create an individual information page in order to compare it with the works of other students.

But the widespread use of hypertext materials of the www network is hampered by the lack of development of the methodology and its "scenarios" when conducting classes using hypertext materials. Students do not have the opportunity to choose the information they need and group it at their discretion. A teacher can not offer a set of tasks (both teaching and diagnostic nature), focused on non-standard methods of their implementation. The teacher does not offer various types of educational activities, orienting the student to gain experience for solving life and everyday problems based on the knowledge and skills mastered in the framework of the subject being studied. The teacher can not provide the organization of educational activities, which offers a wide use of forms of independent group and individual research activities, forms and methods of project organization of the educational process in the network. But already today, a student, a future teacher of a foreign language, should be able to keep an electronic lecture summary, since the use of new hypertext technologies greatly intensifies the learning process, increases students' creative activity and provides the necessary conditions for their effective independent work. In fact, we are talking about a new, basic tool for managing the process of learning and learning in a virtual classroom where students and teachers from all over the world are located.

The presence of authentic hypertext materials allows you to save lecture time, as students get acquainted with interactive, hypertext materials before class in the classroom. This may be a home computer for organizing students' independent work when studying the theoretical positions of the discipline under study, taking into account the tendencies to reduce the amount of classroom instruction.

Traditional teaching practice in a higher education institution can be interpreted as a specific, independent source for students to gain experience in working with authentic materials from the www network in a foreign language and in the virtual communities of teachers (to teachers) to prepare their own foreign language lessons. Such virtual practice (i.e., connection to virtual pedagogical seminars and teacher communities in other countries) is a special microenvironment that sets a new, social context that ensures not only professional but also personal development of students as future teachers of foreign languages. Virtual modeling of a foreign language lesson is a kind of "form of existence of a person, as" otherness "for a teacher", (S.L. Rubinstein, 1958). This provides the student with the opportunity to change the social "role" - from passive work at lectures and seminars at the university to move to the position of "specialist" in his field, which will further ensure the formation of activity responsibility for the results of his work. In the www network, the student must learn to "present" himself, that is, be able to express all the acquired vocational skills as a student of a language university, as well as social and social relations. When a student "presents" himself

in the www network in his chosen social role, this can be viewed as a kind of transition of the subject of the educational process through virtual activity in the EVR to a new life content, forming a different image of the world.

Of course, the question immediately arises when using Internet tasks from an open network - this is a question of diagnosing skills. It is clear that the traditional forms of control will not be completely correct and even powerless, that is, the student must know and understand all the multimedia components of any such task. If in the same type of interactive texts this problem is completely solvable, then in more complex in structure and variable in form, its solution causes difficulties. In linear texts, each next task proposed by the student depends on how he completed the previous task. Interactive tasks should take into account their plasticity, invariance and, most importantly, their visibility, that is, the student performing the task gets a complete, clear idea of the work done, you can see on the screen where he made a mistake or chose the wrong search path and what grade deserve all students of the study group. The task is estimated by points, and the points are heterogeneous, as are the tasks themselves, since the interactive technologies of the www network are non-standard, therefore the points that students receive are heterogeneous. Here we are talking about the lability of a set of tasks. This situation can be commented on with an example, when for performance of some tasks students need the ability of abstract thinking, for others - the ability to analyze quickly when reading from the screen. Thus, the picture of learning is a visual "field of knowledge and skills" on a particular topic. At the same time, the assessment of knowledge is objective; the possibility of identifying a leader in school; permanent assessment of knowledge and skills; Education students desire for success.

The more students exchange with each other tasks and materials on academic topics, the more fully and intensively they master them. Students learn to find various hypertext constructions to solve problems that various information sources organize. In addition, they form their own notions about thematic content in hypertexts. But most importantly, social, interpersonal, interpersonal contacts are formed through the Internet.

We look at the www network as a technical device (artifact), which rather acts as an intermediary in the transfer of knowledge from one person to another and plays the role of a kind of global hypertext. The filling of the knowledge base, carried out by the engineer as a result of working with an expert, suggests, of course, the formulation of rules (for example, product rules) that are included in the knowledge base and are necessary for the system to perform its functions. Nevertheless, these rules usually cannot claim an independent status, i.e. the status of rules, according to which the expert really thinks and "non-computer" knowledge really functions. In this respect, the analogy between the knowledge-based system and the plain text conducted by the Chinese scientist Hsin Mai Huang (2002: 27) is fully justified. In both cases, "the owner of knowledge cannot adequately express it in the text, risking to get something different from what the author had in mind.

All the information necessary to perform tasks is contained in the network space. When the teacher came to class, and the students were not prepared, "did not read the teaching material," then they can be given as an individual assignment, both classroom and home. Network assignments are often given to assignments

that are very detailed, informative and very "slyly" built in the form of interactive linguistic, cognitive, psychological tasks. An attempt to perform tasks, even unsuccessful, includes motivation. The student becomes interested, and then the teacher gives a lecture, only the student understands it in a completely different way. The training material is absorbed better because the information has become necessary at this particular moment and it is for this student. In addition, the ways for a student to find materials for solving a problem in a hypertext network are the student's detailed arguments that illustrate the solution on the monitor screen, its stages, which show what you need to pay special attention to, how to group the material, how to build a hypothesis and check it out, etc.

The formation of the European Higher Education Area goes through a connection to the European research space. In higher educational institutions, the process of reorientation of teaching from a substantive approach (classification and description of facts and phenomena) to a competence-based, associated in teaching foreign languages and cultures, with the formation of certain skills and competencies in specific areas of productive and receptive types of speech activity.

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