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REALIZATION OF INFORMATION
AND COMMUNICATION TECHNOLOGIES
IN FOREIGN LANGUAGE TEACHING

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Abstract. This article discusses the issues of information and communication technologies of teaching a foreign language. The existing combined approaches in ICT allowed us to distinguish several components in the study of a foreign language: linguistic competence, sociolinguistic competence, socio-cultural competence, strategic competence, discursive competence and social competence.

The planned result of the training is the achievement of functional literacy in the study of a foreign language, that is, the ability to speak fluently in this language, the achievement of a minimum, basic level of language proficiency (level B1), adopted by the European Council.

Learning a foreign language is designed to form a person who is able and willing to participate in cross-cultural communication. But such a person cannot be formed without knowledge of the socio-cultural features of the country of the language being studied. The study of language and culture at the same time provides not only effective achievement of practical, educational and developmental goals, but also contains significant opportunities for challenging and further maintaining the motivation of students.

A truly integrated approach to learning objectives requires ownership of all aspects as components of the goal on an equal footing. However, this does not mean an even distribution of time on all aspects, but their equality in terms of importance for the formation of the student's personality. It is illegal if teaching a foreign language is not aimed at forming a personality, but only at mastering the ability to speak or read. When determining the purpose and content of training, not only the skills should be named, but also the functions that a person can perform based on these skills. Students in the learning process must "accept" these functions and realize their significance.

It follows that when determining the content and goals of training, one should not miss any of the sides. All of them are interrelated, interdependent and manifest themselves in the form of a learning, cognitive, developmental and educational result, which is achieved gradually in the process of mastering a foreign language.

The main goal of teaching a foreign language at the threshold level is the formation of communicative competence, here the authors no longer distinguish between general, practical, educational and developmental goals. It is an integrated approach to the implementation of these goals that allowed them to identify several of its components:

- linguistic competence
- sociolinguistic competence
- socio-cultural competence
- strategic competence
- discursive competence
- social competence

Communicative competence is the ability to use the means of the studied language to carry out speech activity in accordance with the goals and situation of communication within a particular field of activity. It is based on a set of skills that allow you to participate in speech communication in its productive and receptive forms. The communicative competence is based on a number of other competencies.

Linguistic (linguistic) competence is the possession of knowledge about the language system, about the rules of functioning of language units in speech and the ability to use this system to understand other people's thoughts and express their own judgments in oral and written form.

Speech competence means knowledge of the ways of forming and formulating thoughts with the help of language, providing the ability to organize and implement speech action (to realize a communicative intention), as well as the ability to use such types to understand the thoughts of other people and express their own judgments. It also means the ability to use language in a speech act. Some researchers also call this type of competence sociolinguistic, trying to emphasize the inherent ability of the owner of such competence-the ability to choose the desired linguistic form and method of expression, depending on the conditions of the speech act: the situation, the communicative goals and intentions of the speaker.

Socio-cultural competence implies students' knowledge of the national and cultural characteristics of the social and speech behavior of native speakers: their customs, etiquette, social stereotypes, history and culture, as well as ways to use this knowledge in the process of communication. The formation of such competence in language classes is carried out in the context of a dialogue of cultures, taking into account differences in the socio-cultural perception of the world and, ultimately, contributes to the achievement of intercultural understanding between people and the formation of a "secondary language personality".

Social competence is manifested in the desire and ability to engage in communication with other people, in the ability to navigate the situation of communication and build a statement in accordance with the communicative intention of the speaker and the situation. This type of competence is also called pragmatic competence, in order to emphasize the inherent ability of a language proficient to choose the most effective way of expressing thoughts, depending on the conditions of the communication act and the goal set.

Strategic (compensatory) competence is a competence with which the student can fill in the gaps in the knowledge of the language, as well as the speech and social experience of communication in a foreign language environment. Owning it gives you the opportunity to:

while reading: a) to anticipate the content of the text in his name, genre, table of contents in the book; b) to guess the meaning of unfamiliar words based on the context, topic, situation; c) if you access a dictionary to choose the right meaning of the desired word; d) to guess the meaning of unfamiliar words by iconic elements of its structure (the root, suffix, etc.);

when the hearing: a) to guess the meaning of words, phrases, based on the context; b) interpersonal contact to contact partner for help (for example, ask you to repeat it);

when speaking: a) simplify the phrase, based on known words, speech patterns and structures of its construction; b) make corrections to your speech, using expressions like "Sorry, I'll say it differently", etc.

Discursive competence (from the French discourse - speech) means the ability of a student to use certain strategies for constructing and interpreting a text. The concept of discourse means a coherent text, a super-phrasal unity. The difference between text and discourse is as follows. If a text is understood as an abstract-formal construction, then a discourse is understood as texts generated as a result of communication. Therefore, a discourse is a speech product that, along with linguistic characteristics, has extra linguistic parameters that reflect the communication situation and the characteristics of the participants in the communication. Discursive competence is the knowledge of the features inherent in different types of discourses, as well as the ability to generate discourses in the process of communication. The most common types of discourses in the educational and professional sphere of communication are a report, a message, a discussion, a question, etc.

Subject competence is the ability to navigate in the content plan of communication in a certain area of human activity. For the future teacher of a foreign language, the professional competence acquired in the course of training is also extremely important. It provides the ability for successful professional activity and includes: a) knowledge from the field of didactics, methodology, psychology, linguistics and other sciences that are important for the professional activity of the teacher; b) the ability to organize the educational activities of students and manage such activities; c) the ability to possess a communicative competence that is as close as possible to the level of native speakers; d) personal qualities that ensure the effectiveness of pedagogical work (exactingness, politeness, responsibility, etc.).

What has changed in the process of modernization of education in the content of teaching foreign languages? The modern goal of teaching foreign languages is the formation of foreign language competence, which includes language, speech, socio-cultural, compensatory and educational-cognitive competencies. This is an integrative learning goal with a clear practical focus. The main focus is on the socio-cultural component of the ICC, on the inclusion of students in the dialogue of cultures. Schematically, it looks like this:
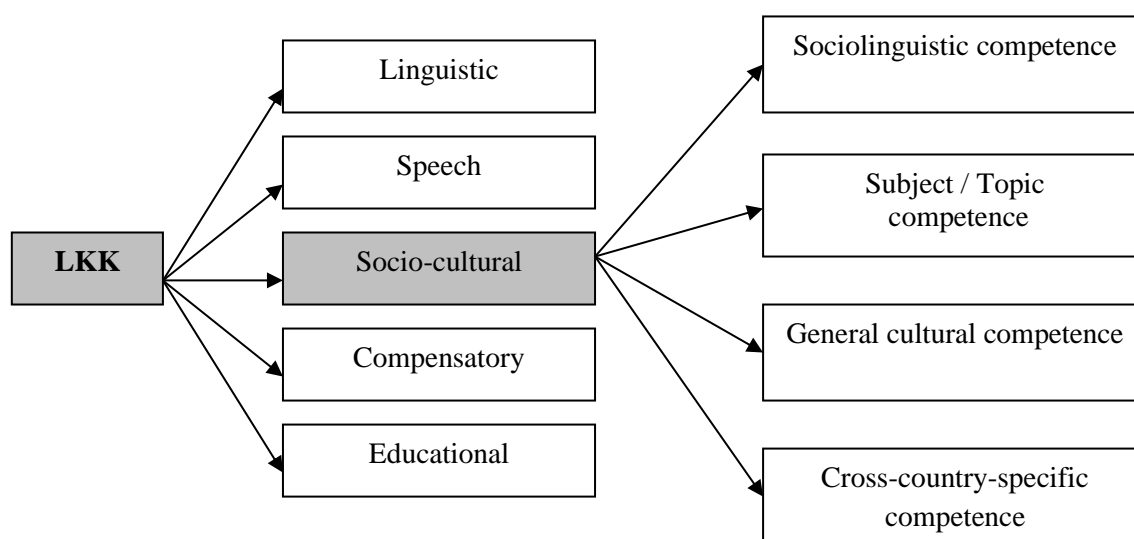

Figure 1 - Sociocultural component of foreign language communicative competence (LCC)

The planned result of training is the achievement of functional literacy in foreign language proficiency, i.e. real working knowledge of it, achieving at least the threshold level of training (level B1), adopted by the Council of Europe. However, given the different needs, abilities and capabilities of students, their different plans for the future, the personality-oriented paradigm (POP) allows for different levels of learning: general education / basic level and advanced profile level.

The choice of the level of training is up to the students. Consequently, as a subject of the teaching, he is also included in the process of goal-setting.

How does the content of training change in the process of education? Thanks to the personality-oriented approach, the competent composition of foreign language teaching is clarified. This can be seen in the following diagram:

Table 1 - Content of foreign language teaching

Training object (teaching)	Object of assimilation (learning)	Training results (competence)
Language	Knowledge	Linguistic competence
Speech	Habits	Speech activities
Speech activities	Skills	Communicative competence
Culture	Intercultural competence	Sociocultural competence

In personality-oriented paradigm, it is important to provide for another component/aspect of the learning content: feelings and emotions caused by the impact of the selected content components and creating a favorable learning and educational environment (motivational and value-oriented aspects). The allocation of this component contributes to the development of teaching motivation and value orientations of the student.

How does the nature and scope of the training content change depending on the chosen level of foreign language proficiency?

Teaching a foreign language in primary school is aimed at creating conditions for early communicative and psychological adaptation to a new language world, different from the world of the native language and culture, and to overcome further psychological barriers in the use of a foreign language as a means of communication in the modern world; familiarization with foreign song, poetry, fairy-tale folklore, the world of games and entertainment; the acquisition of social experience by children by expanding the range of played communicative roles in situations of family and school communication, communication with friends and adults in a foreign language; the formation of ideas about the general features and features of communication in their native and foreign languages; the formation of elementary communication skills in 4 types of speech activity (speaking, reading, listening and writing), taking into account the capabilities and needs of younger schoolchildren; the formation of some universal linguistic concepts observed in their native and foreign languages.
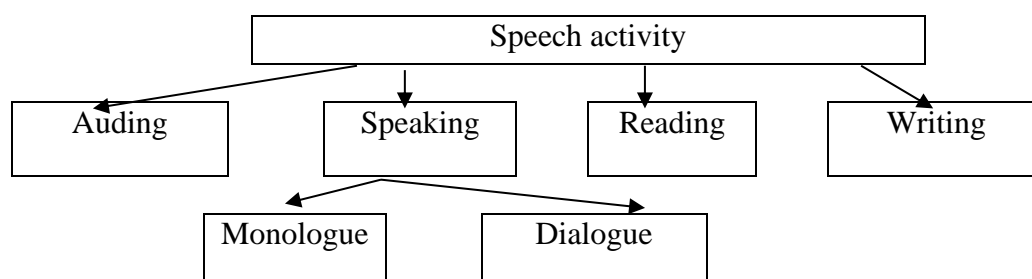
Figure 2 -Types of speech activity

General education/basic level is achieved within the framework of a general education course (3 hours per week). It is aimed at completing school general education training on the subject, and its content has a general cultural orientation.

The profile level focuses on:
• development of professional aspirations of high school students by means of a foreign language;
• continuing professional-oriented education at a specialized secondary school or university;
• use of a foreign language in practical activities immediately after the end of the course of study (for example, in the hotel, tourism business, etc.).

When studying a foreign language in primary school, the focus is on the consistent and systematic development of all components of students ' communicative competence in the process of mastering various strategies of speaking, reading, listening and writing. Teaching a foreign

language in a primary school is aimed at learning a foreign language as a means of international communication through the formation and development of basic communication skills in the main types of speech activity; communication and speech integration into the foreign language environment of the countries of the studied language (within the framework of the studied topics and situations); socio-cultural development of students in the context of European and world culture with the help of country studies, cultural studies and linguistic-cultural studies; cultural and artistic-aesthetic development of students when familiarizing themselves with the cultural heritage of the countries of the studied language; the formation of skills to represent their native culture and country in the context of foreign-language intercultural communication; familiarizing students with the strategies available to them for self-study of languages and cultures. If there are opportunities, it is advisable to start learning a second foreign language in the main school.

At the final stage in a specialized school, teaching a foreign language should contribute to the development of foreign language communicative competence, which ensures the use of a foreign language for official and informal communication in the educational, social, cultural, administrative, and professional spheres of communicative interaction. At the same time, the focus remains on the development of the culture of oral and written speech in a foreign language, the deepening of cultural knowledge about the way and styles of life in the countries of the studied language.

Teaching a foreign language at the third stage is aimed at developing the communicative culture and socio-cultural education of students, which allows them to be equal partners of intercultural communication in a foreign language in everyday, cultural and educational-professional spheres; teaching the ethics of discursive communication in a foreign language when discussing culture, people's way of life; developing general academic skills to collect, systematize and generalize cultural and other information of interest to students; familiarization of students with the technologies of self-control and self-assessment of the level of language proficiency; development of skills to represent the native country and culture, the way of life of people in the process of foreign-language intercultural communication; use of a foreign language in professionally-oriented education.

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ШЕТЕЛ ТІЛІН ОҚЫТУДА АҚПАРАТ ЖӘНЕ БАЙЛАНЫС ТЕХНОЛОГИЯЛАРЫН ЖҮЗЕГЕ АСЫРУ

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Аңдатпа. Бұл мақалада шет тілін оқытуға арналған ақпараттық-коммуникациялық технологиялар мәселелері қарастырылған. АКТ саласындағы қолданыстағы аралас тәсілдер шетел тілін зерттеу барысында бірнеше компоненттерді анықтауға мүмкіндік берді: лингвистикалық құзыреттілік, әлеуметтік лингвистикалық құзыреттілік, әлеуметтік-мәдени құзыреттілік, стратегиялық құзыреттілік, дискурсивтік құзыреттілік және әлеуметтік құзыреттілік.

Жоспарланған оқыту нәтижесі - бұл шет тілін үйренудегі функционалдық сауаттылыққа жету, яғни осы тілде еркін сөйлеу қабілеті, Еуропалық кеңес қабылдаған тілді меңгерудің минималды, базалық деңгейіне (В1 деңгейі) жету.

РЕАЛИЗАЦИЯ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация. В данной статье рассматриваются вопросы информационно-коммуникационных технологий обучения иностранному языку. Существующие комбинированные подходы в области ИКТ позволили выделить несколько компонентов в изучении иностранного языка: лингвистическую компетенцию, социолингвистическую компетенцию, социокультурную компетенцию, стратегическую компетенцию, дискурсивную компетенцию и социальную компетенцию.

Планируемым результатом обучения является достижение функциональной грамотности при изучении иностранного языка, то есть умение свободно говорить на этом языке, достижение минимального, базового уровня владения языком (уровень В1), принятого Европейским Советом.