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Peculiarities of the method of teaching discipline "Information communication technologies" in English language

Annotation. The article discusses the use of the CLIL (Content and Language Integrated Learning) methodology in the teaching of the discipline "Information and Communication Technologies" in English. The use of this technology in polylingual groups is most appropriate, since the CLIL pursues two goals, namely, the study of the subject through a foreign language, and a foreign language through the taught subject.

Integrability is determined by the fundamental nature of ICT and the nature of the basic objects of its study; the ability to work with information refers to general educational skills. Teaching ICT in English allows students to look at English from an information point of view.

To assimilate the material, the already existing knowledge of students in the user aspect is reinforced, relying on the basic concepts of ICT and competence in the field of informatics, expanding the literacy skills of ICT tools and English-language software, enriching vocabulary in English, forming orientation skills in the English interface of applied and office programs ..

Key words: Content and Language Integrated Learning, Information and communication technologies, Bloom taxonomy

Introduction

Content and Language Integrated Learning (CLIL) acquires all great popularity in teaching a various disciplines in modern higher school. We believe that the growing interest in this technique first of all, by serious changes in the method of the provision of certain subjects, including a foreign language, in connection with the introduction of a competence-oriented model of learning.

The term CLIL was introduced into scientific circulation by David Marsh in 1994 for the designation of training situations in which disciplines or their separate sections are taught on the "additional" [1]. The purpose of such training is the simultaneous study of the academic discipline and foreign language, i.e. language is considered not as an object of study, but as a tool for learning other subjects, as well as for developing the abilities of the learner to rethink the learning process, motivation for learning and the formation of communicative competences.

As noted in one of the documents of the European Union on the possibilities of using the CLIL methodology in European schools, language-based integrated learning is a platform for an innovative methodological approach that is much broader than simply teaching languages. The CLIL method is aimed at developing mastery both in a non-linguistic specialized subject and in the language in which this subject is taught. Moreover, the achievement of such a goal requires the formation of such an approach to learning, in which the study of a specialized subject will be conducted not in a foreign language, but with the help of a foreign language and through the study of a foreign language [2].

In the Message of the President of the Republic of Kazakhstan N. Nazarbayev to the people of Kazakhstan "Strategy of Kazakhstan – 2050" New political course of the established state "it is noted:" Kazakhstan should be perceived all over the world as a highly educated country whose population uses three languages: the Kazakh language – the state language, the Russian language as the language of interethnic communication and English – the language of successful integration into the global economy " [3].

Main part

The modern development of human civilization is characterized by the next stage of the scientific and technological revolution – the introduction of information and communication technologies (ICTs) into all spheres of life that change the way of people's life and constitute the foundation and material basis for the transition to an information society, a society with a high socio-economic, political and cultural development.

Developed and many developing countries, realizing the importance of informatization of the society and the development of information and communication technologies in determining long-term economic growth, are taking active positions in the development of the ICT sector as one of the key directions of state policy. Countries that have made significant efforts to develop information and communication technologies have provided themselves with an increase in labor productivity and quality of public administration. Moreover, the availability of a wide range of information services for the population had a positive impact on the development of human capital, contributing to the growth of countries' competitiveness of [4].

To create all the necessary conditions that will facilitate the transition to the information society and in fulfillment of the order of the Head of State given in the strategy "Social modernization of Kazakhstan: twenty steps to the Society of General Labor" of July 10, 2012, the State Program "Information Kazakhstan 2020 " [5].

Therefore, since 2016 the discipline "Information and Communication Technologies" has been included in the compulsory component of the block of general education disciplines of the bachelor's degree program standard [6].

The purpose of teaching the discipline: teaching professional and personal competences to students who will be given the chance to use the modern information communication technologies in different areas of professional activity, scientific and practical operation, for self-educational and other purposes. Along with the practical purpose, the course realizes the educational purposes, noting extension of an outlook of students, increase of their general culture education.

The role and value of the discipline: this discipline is a discipline of a bachelor's degree and develops subjects of the disciplines devoted to natural-science development of students [7].

English for Information Technology is important because of two connected reasons, Globalization and the Internet. Globalization recognizes that we now operate at a global level, not a local, national or even international level.

There are several features of teaching ICT in English [8].

1. Vocabulary and Lexis

The vocabulary used on ICT course is specific for ICT. We use words that are useful in this subject. Lexis is the understanding that words change meaning when put together with other words. So, do you 'surf the web', or 'play on the Internet'? It is common in English to form words from other words, or to use a noun as a verb or the other way around.   For example: "Google it!" – Google is of course a proper noun, a name, but we are using it as a verb in an imperative statement, we are saying "use Google to search for what you want."

Or consider these words 'stock', 'market', 'crash' – individually these words have quite distinct meanings, but together they have a meaning all of their own e.g. Student will not understand the meaning of 'flapping', 'box' and 'uplink' simply by using a dictionary – student will need to explore the language within a specialist context.

2. Grammar

There are certain grammatical terms that are more common in ICT than in other areas of English use. We tend to use imperatives when giving or writing instructions or providing documentation, we tend to use the passive form a lot (we remove the subject, e.g. the passive is used a lot), we also use the simple present and present continuous frequently. It is therefore sensible for the student to focus on areas that are more specific to his or her daily needs, than to try to learn 'everything'.

3. Functional Language and Language Skills

Here we are concerned with using the right language for the right situation.   some of it is more focused on mediums of communication: conference calls, collaborative problem solving, presentations, interviews, negotiations and documentation. It's about developing the right language skills for the right job. Students need to be able to learn and practice these skills within a supportive and safe environment, using the language that they need.

Students need to develop skills to help them learn. Skills development should happen as a part of students' learning experiences and the learning and practising of skills needs to occur in the context of units being taught [9]. Skills learning tends to be most effective when:
– students go from the known to the unknown
– students understand why it is necessary to gain mastery of specific skills
– skills are developed sequentially at increasing levels of difficulty
– students identify the components of the skill
– the whole skill and the components of the skills are demonstrated
– there are frequent opportunities for practice and immediate feedback
– the skills being taught are varied in terms of amount and type, according to the needs of students
– the skill is used in a range of contexts. To teach skills effectively, you need to include learning activities that span the range from teacher-directed to student-centred learning, use groups of different sizes ranging from the whole class to small groups and use a range of teaching strategies which use higher-order skills as students progress. The Bloom taxonomy is used in teaching ICT according to the following scheme (figure 1).
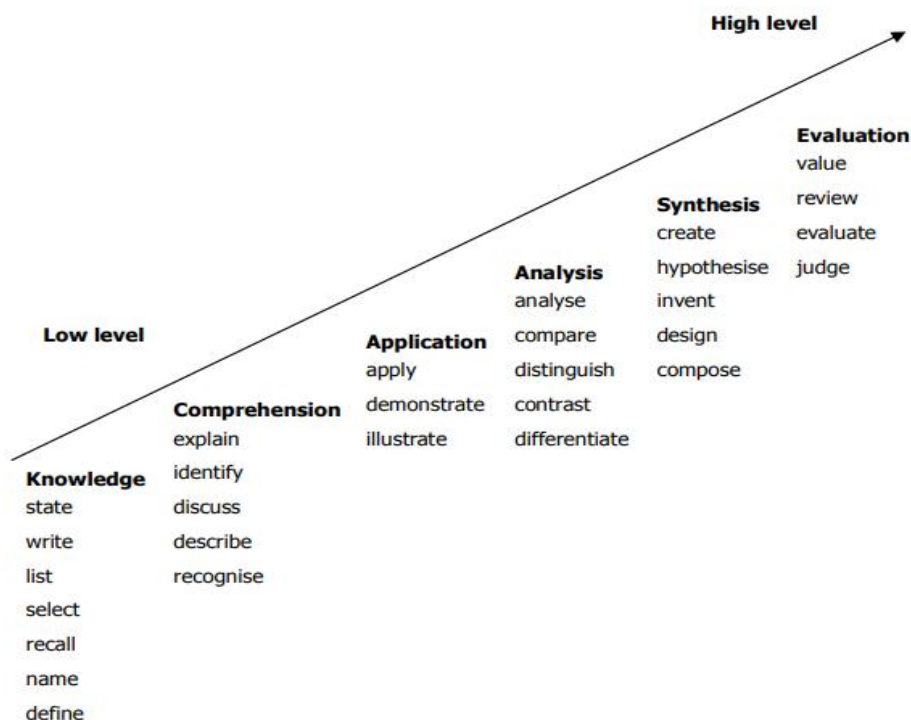
Figure 1 – The Bloom taxonomy is used in teaching ICT according to the following scheme

Among the strategies for comprehensive education in the subject languages, it is worth highlighting the technology of "scaffolding", which is a comprehensive support of the student, contributing to the reduction of cognitive and linguistic load in the study of discipline on foreign language [2].

In addition, each lesson should apply all kinds of speech skills

– Audit, one of the most important types of speech activity in the teaching of language

– Reading, the main kind of speech activity, reading materials should make sense

– Speaking, it is necessary to focus on clarity of presentation, simplicity and fluency, grammar is secondary.

– A letter, an action that develops lexical and grammatical skills.

Speaking of the lesson, there is no need to forget about the teacher, the CLIL lesson requires the teacher to observe the following points:

– Combination of language knowledge and subject, receptive and productive skills

– The lesson should be based on texts (printed or audio recordings)

– The language component of the lesson does not need a clear structure

– The language components of the lesson depend on the subject matter

– The lexical approach is more important than the grammatical approach

– The tasks in the lesson depend on the level of the student's learning.

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ТҮЙІН

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Қауіпсіздік және еңбекті қорғау үшін мемлекеттік қадағалау мен бақылаудың қазіргі заманғы жүйесі

Мақала ағылшын тілінде пән «Ақпараттық және коммуникациялық технологиялар» оқытуда CLIL (Әдеттегі-тілдік интегрированное оқыту) әдістерін қолдануды талқылайды. шет тілі мен оқу-әдістемелік пән арқылы шет тілі арқылы зерттеу, атап айтқанда, пәндік – CLIL екі мақсатқа бар polilingvalnyh тобының осы технологияны қолдану, ең қолайлы болып табылады.

Интегративті АКТ іргелі сипаты мен оның зерттеу негізгі нысандарын анықтайды; ақпаратпен жұмыс істеу қабілеті жалпы білім беру дағдыларына жатады. Ағылшын тіліндегі АКТ-ті оқыту студенттерге ағылшын тілін ақпараттық тұрғыдан қарауға мүмкіндік береді.

АКТ құзыретті пайдалану дағдыларын және ағылшын тіліндегі бағдарламалық қамтамасыз ету кеңейту ағылшын лексиканы байытады, компьютерлік ғылым саласындағы АКТ және құзыреті негізгі ұғымдары сүйене отырып, пайдаланушы аспектіде студенттердің қолданыстағы білімін бекітіп меңгеру, ағылшын тілі интерфейс қосымшаларда бағдар шеберлігін және кеңсе бағдарламалық қамтамасыз ету қалыптастырады.

Түйінді сөздер: *Әдеттегі-тілдік интегрированное оқыту, Ақпараттық және коммуникациялық технологиялар, Таксономия Блума.*

RESUME

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Особенности методики преподавания дисциплины «Информационные коммуникационные технологии» на английском языке

В статье рассматривается использование методики CLIL (Content and Language Integrated Learning) в преподавании дисциплины «Информационно-коммуникационные технологии» на английском языке. Использование данной технологии в полилингвальных группах является наиболее целесообразным, так как CLIL преследует две цели, а именно: изучение предмета посредством иностранного языка и иностранного языка через преподаваемый предмет.

Интегративность курса определяется фундаментальностью ИКТ и характером основных объектов ее изучения; умение работать с информацией относится к общеучебным умениям. Преподавание ИКТ на английском языке позволяет учащимся взглянуть на английский язык с информационной точки зрения.

Для усвоения материала закрепляются уже имеющиеся знания учащихся в пользовательском аспекте с опорой на основные понятия ИКТ и компетентности в области информатики. В ходе обучения расширяются навыки грамотного использования средств ИКТ и англоязычного ПО, обогащается словарный запас английского языка, формируются навыки ориентации в англоязычном интерфейсе прикладных и офисных программ.

Ключевые слова: *предметно-языковое интегрированное обучение, инфомационно-коммуникационные технологии, таксономия Блума.*