PEDAGOGICAL APPROACHES OF TEACHING ENGLISH BASED ON ICT

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Abstract. The processes of globalization and informatization, harmonization with the European system of higher education, laws and regulations of educational authorities require the improvement of methods of teaching a foreign language in the context of the use of ICT in universities. To accomplish this task, it is proposed to revise the teaching aids and pedagogical approaches that are used by teachers to teach a professionally oriented foreign language (ESP - English for Specific Purposes).

Key words: teaching English; ICT; pedagogical approaches; information and educational environment.

Introduction

Today, the study of a foreign language as a separate discipline in higher education is becoming useless, therefore the teaching of English for Specific Purpose (ESP) depends on an integrated approach to the learning process that contributes to the formation of the necessary language competencies. At the same time, a comprehensive approach realizes the opportunity to form and develop all language skills and abilities (reading, writing, listening and speaking) systematically and consistently. Currently, ICT tools are used in teaching a foreign language in a non-linguistic the university fragmentarily, implicatively, forming and developing individual skills (lexical, grammatical, phonetic) or foreign language skills (speaking, reading, writing, listening); at the same time, the teacher creates and simultaneously uses many sites. The disadvantage of the fragmented

application of technologies is the violation of the conceptual approach to teaching a foreign language.

Main Part

The leading method of this study was comparative and generalizing analysis, which made it possible to collecting, study and compare different means ICT for teaching a foreign language, which are already apply today. This method made it possible to identify the advantages and disadvantages of ICT tools when learning.

The method of formalizing pedagogical approaches based on the analysis of means was also used. ICT and the goals of training graduates, which are spelled out in the latest laws and regulations of the educational authorities of the Uzbekistan. Interpretation method was used to summarize the results analysis and identification of the main directions for improving teaching methods professionally oriented foreign language in universities.

Based on a practical analysis of the stated topic the idea was put forward that the use of ICT contributes to the implementation of an integrated, competence, integrated, project, research and individual approaches to training English specific purpose (ESP), which should be taken into account when improving the methods of teaching a foreign language language in universities.

An integrated approach [2] means the design principle for the functioning of pedagogical systems and processes that interconnect and interaction of all components of the system and processes. An integrated approach promotes [4] the unity and interconnection of all components of the educational process for the formation of all the necessary professional competencies; the unity of all stages and structural components of the educational process; the internal unity of the components of content, forms and teaching aids.

This approach aims to: formation and development of all backbone skills and abilities (reading, writing, speaking and listening); organization and implementation of educational activities using one of the information systems (lms

(e-front), Mooc (edX) or dpo(moodle)); creation of information and educational Wednesday; automation of information processes interactions; monitoring and self-monitoring of effectiveness and results.

According to W. Smith [1], the study of foreign language as a separate discipline in higher education becomes useless. Integrated education currently involves teaching a number of disciplines in a foreign language. In connection with for this, some universities use subject language integrated learning (CLIL – Content and Language Integrated Learning). D. Coyle, D. Marsh, F. Hood [3] interpret subject-language integrated learning as a teaching method based on mastering a subject area through a foreign language and a foreign language through a subject.

The implementation of an integrated, competence-based, integrated, project, research and individual approaches to teaching jurisprudence in a foreign language in the context of the use of ICT is focused on:

1) on the formation of knowledge in the field: essence and content in all areas of jurisprudence in English to understand the content of authentic legal texts, to search for relevant / requested information when reading in English language based on ICT tools that provide registration, management of user interface, work with pop-up links and hyperlinks; professional terminology in the process of translating legal vocabulary and grammatical structures in all areas of jurisprudence into English for the use of terminology, vocabulary and grammar in the process of translating professional vocabulary and characteristic grammatical ICT-based structures to ensure the implementation of intermediate and control tests, control and self-control, automation of error diagnostics; essence and content in all areas of jurisprudence in English for perception on hearing and understanding of the main content of authentic legal texts related to various types of speech (message, story, presentation), as well as highlighting relevant / requested information in the process of listening on the basis of ICT, which provides the recording and subtitle speed adequate to the level student readiness;

structure and content professional texts in English for writing various official documents in accordance with the structure of an ICT-based business letter;

2) the formation of skills in the field: possession of new knowledge in all areas of jurisprudence in English for selection and perception main content of authentic legal reading and listening texts, for detailed understanding all legal documents when reading and listening, to identify significant / requested information, to analyze and compare these documents based on IC, providing search, reading authentic legal texts, use of links and hyperlinks, application of recording speed and subtitles; the application of legal vocabulary and grammatical structures in all specializations of jurisprudence in English for the translation of professional terminology and characteristic grammatical structures based on ICT tools that provide automated control, self-control and diagnostics errors; preparation of oral and written communication, based on the goals and situation of communication and message in English for negotiations, inquiries, speeches, exchanges of views, as well as for business correspondence with partners and clients, drafting legal documents based on telecommunications (email, skype, chats and forums in LMS, MOOC, Moodle) and Power Point (presentations);

3) the formation of experience in the implementation of knowledge and skills in the field: independent search, analysis, processing and qualification of legally significant information and legal facts in all areas of jurisprudence in English to identify the main and related information when reading and listening to authentic legal texts on all specializations of law on the basis of funds ICT for the implementation of interdisciplinary communication, work with specialized legal systems in English (databases), visualization of educational material increase in volume information, as well as optimization of the search for the necessary information; understanding the meaning of unknowns legal words out of context across the board specializations of jurisprudence in English to find and compare legal terminology and grammatical structures when working with authentic material for all specializations jurisprudence in independent work on the basis ICT,

providing individualization and differentiation of the learning process; drafting legal documents and written correspondence with clients within the framework of professional communication in English for the effective structuring of various types of written texts of a professional focus with division into paragraphs, highlighting the main idea and giving arguments based on ICT tools for structured written communication with clients; presentation of results professional activities in the framework of public speeches and discussions in English for preparation of messages and presentations on a professional topic, understanding of questions and the use of detailed answers on the presented topic based on ICT, providing search, selection and processing of information for the preparation of presentations

Conclusion

In the course of the study, it was revealed that all the didactic capabilities of ICT tools can be implemented in the condition of using one information and educational system (for example, MOODLE). At the same time, to develop this ITS necessary in the implementation of an integrated, integrative, competent, project, research and individual approach. When meeting the requirements of government documents it is obvious that there is no need to develop and use many sites to facilitate the assimilation knowledge and the formation of professional and linguistic skills and abilities.

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