FORMATION OF LINGUISTIC COMPETENCE AMONG STUDENTS OF LEVEL 2 OF GENERAL EDUCATION SECONDARY SCHOOLS USING INTERNET TECHNOLOGIES

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ABSTRACT

The article is devoted to the formation of competence of a teacher of a foreign language in the use of information and communication technologies. It substantiates the relevance of this problem, proposes the definitions of the concepts of a teacher of a foreign language, reveals the content of training and determines the structure of the teacher's competence and develops criteria for assessing the levels of its formation. An assessment of the high, medium, low levels of competence of the teacher.

Key words: Competence; competence information competence; the structure of the competence of a foreign language teacher; component composition of competence; evaluation criteria and indicators; levels of formation and linguistic competence.

АННОТАЦИЯ

Статья посвящена формированию компетентности учителя иностранного языка в использовании информационно-коммуникационных технологий. Обосновывается актуальность данной проблемы, предлагаются определения понятий учителя иностранного языка, раскрывается содержание обучения и определяется структура компетентности учителя и разрабатываются критерии оценки уровней ее сформированности. Оценка высокого, среднего, низкого уровня компетентности учителя.

Ключевые слова: компетентность; компетентность информационная компетентность; структура компетенции учителя иностранного языка; компонентный состав компетентности; критерии и показатели оценки; уровни сформированности и языковой компетенции.

INTRODUCTION

The formation of communicative competencies, as well as the development of traits of a secondary linguistic personality in students, becomes possible only if students develop linguistic competence, which, being the basis for the development of all components of communicative competence, reflects sociocultural conditions for the use of the language and has a great impact on the effectiveness of intercultural

communication. The formation of linguistic competence is often accompanied by certain difficulties, which, in turn, leads to the fact that school students with in-depth study of a foreign language do not have an established system of knowledge about the grammatical, lexical and phonological structure of the language being studied, spelling and semantic rules for writing and spoken language. An insufficient level of linguistic competence leads to certain difficulties both in direct (listening, speaking) and indirect (writing, reading) communication. As part of the abstracted dissertation research, the possibilities of teaching a foreign language at school with its in-depth study in the context of a cultural approach are examined, within the framework of a new educational paradigm, which, first of all, is characterized by general globalization of educational processes. The concept of linguistic competence was considered not only in terms of its structural organization and component composition, but also from the standpoint of the development of linguistic abilities of the individual, ensuring the adequacy and correctness of communicative problems. The interconnection of linguistic competence with other communicative competencies and the process of its formation in school-type educational institutions with in-depth study of foreign languages were also analyzed. An attempt was also made to model the educational and educational space on the formation of linguistic competence as a multicomponent and multi-level process, which leads to certain neoplasms in the student's personality.

DISCUSSION AND RESULTS

In a modern school with in-depth study of a foreign language in the second stage of education, provided that methodologically authentic materials of various functional orientation are used, providing both oral and written forms of communication, and new learning technologies in the context of a personal-oriented approach, one can simulate a learning and educational space in which students develop and develop intercultural communication. The formation of the main level of linguistic competence required the development of a set of exercises aimed at developing the components of linguistic competence and considering methods of interactive learning. The formation of sociolinguistic, sociocultural and other competencies, as well as the development of traits of a secondary linguistic personality in students becomes possible only at a certain level of development of linguistic competence, which, being the basis for the development of all components of communicative competence, reflects the sociocultural conditions for the use of the language and has a great influence on the effectiveness of communication between representatives of different linguosociums. To create an educational and educational space for the formation of the main level of linguistic competence at the second stage

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of training, a technology was developed that was reflected in the creation of a textbook, a component of teaching materials for the 6th grade of schools with in-depth study of the Spanish language and was tested in experimental training.

The main goal of teaching foreign languages is the formation and development of the communicative culture of schoolchildren, teaching them the practice of a foreign language. The task of the teacher is to create conditions for each student for language practice, to select teaching methods that allow each student to show their activity and creativity.

Contribute to the implementation of a student-centered approach to learning, providing individualization and differentiation of learning, taking into account the abilities of children, their level of learning. Forms of work with computer programs in foreign language classes include: learning vocabulary; pronunciation exercises; teaching dialogic and monologue speech; learn to write; development of grammatical phenomena. The possibilities of using Internet resources are enormous. The global Internet creates the conditions for students and teachers anywhere in the world to receive all the information they need: regional studies, news from the life of young people, articles in newspapers and magazines, and much more. At English lessons using the Internet, a number of didactic tasks can be solved: to develop reading skills using materials from the global network; improving students' writing skills; replenish students' vocabulary; formation of students' motivation to learn English. In addition, the work is aimed at expanding the horizons of schoolchildren and exploring the possibilities of Internet technologies for establishing and maintaining business contacts and relationships with peers in English-speaking countries. The content basis of mass computerization is due to the fact that a modern computer is an effective means of optimizing the conditions of mental work, in general, in any form. One of the features of the computer is that it is used as a learning device and a means of acquiring knowledge, which is its inanimate object. The machine can "friendly" communicate with the user and "support" him at some point, but never shows signs of nervousness and does not let him get bored. In this sense, the use of a computer is probably most useful for individualizing certain aspects of learning. The main goal of learning a foreign language at school is the formation of communicative competence, and all other goals (training, education, development) are realized in the process of achieving this main goal.

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