INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE LANGUAGE LEARNING PROCESS

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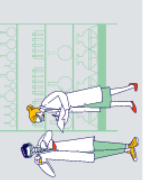
Abstract
In the modern world, information and communication technologies have deeply penetrated into all spheres of human activity. It's no wonder that these technologies have found their way into education as well. The use of new information technologies expands the framework of the educational process, increases its practical orientation, and gives impetus to the development of new forms of traditional student activities. Information and communication technologies provide great opportunities for teaching the Russian language, but the question arises how to use these opportunities in the best possible way.

Introduction
Teaching the Russian language with the use of information and communication technologies should meet the following fundamental provisions: independent practice of each student, guidance of the teacher through interactivity, effective feedback, collective classes, a variety of types of independent activities. In addition, it is also necessary to comply with the basic methodological principles: communicativeness, consciousness, visibility, and a positive emotional background.
Let's take a closer look at positive motivation:
▪ Firstly, students get the opportunity to apply their knowledge and skills in new, radically different conditions, and new things are always interesting.
▪ Secondly, the process of learning the Russian language against the background of the use of modern technologies proceeds, as it were, in a veiled way, and students, who are usually reluctant to study in traditional foreign language lessons due to the so-called "lack of aptitude for languages", willy-nilly assimilate lexical and grammatical material.
▪ Thirdly, the use of information and communication technologies in most cases makes it possible to choose a feasible level of work and gradually, according to your individual schedule, move on to a more complex one.
▪ Fourthly, the use of modern technologies in the classroom shows students that the teacher keeps up with the times, which naturally increases the authority of the teacher in their eyes.

An analysis of the current state of affairs allows us to talk about two main directions of the use of information technologies in education:

▪ the use of multimedia programs;
▪ use of Internet resources.

Among the multimedia tools in teaching a foreign language, such tools as slide lectures, electronic textbooks and many others can be used. The introduction of slide lectures and electronic textbooks into education takes place at all levels of education.

The use of specially prepared audiovisual materials in Russian language lessons corresponds to the basic methodological principle of visualization. Depending on the goals of the lesson, the teacher can present the necessary information in various forms: tables, diagrams, graphs, and much more.

Illustrations are an important component for practical classes in the Russian language. When preparing for a lesson, the teacher is not limited by any limits, he does not need to create countless cards and printed materials, all visual material is presented in color, in an aesthetic and favorable for perception form.

The process of informatization of education involves the active use of network information resources in education. Working with Internet resources contributes to the formation of skills that ensure information competence, namely, the ability to:

▪ search and select the necessary information in accordance with a certain task and needs, use it to achieve its goals;
▪ analyze and evaluate what you have read;
▪ sort information into main and secondary;
▪ Quickly navigate through the text based on clues such as keywords, text structure, and preliminary information.

All the variety of Internet resources that will be useful in teaching the Russian language can be divided into three groups:

▪ sources of information useful for classes;
▪ a system of tests aimed at the formation, training and reproduction of speech skills;
▪ Resources are tools designed to facilitate the process of learning a language.

By using a computer in language learning classes, you can achieve the assimilation of more material, organize independent work and effective control. This corresponds to the main goals of language teaching: the formation and development of communicative culture and teaching practical language proficiency.

In the process of informatization of an educational institution, a qualitatively new information and educational space is created, in which the increasing information flow forces all participants in the process to move from the model of knowledge accumulation to the system of mastering self-education skills.

Information technologies make it possible to radically change the organization of the learning process for students, forming their systemic thinking; Use computers to individualize the learning process and turn to fundamentally new cognitive tools. Technology is no longer part of the future, and educators must make an effort to become "literate" in its application and

implement it in teaching and learning. The use of new information technologies expands the framework of the educational process and increases its practical orientation.

Summing up the above, I would like to note that we have stopped only at the general description of the use of information and communication technologies in language teaching. From our point of view, the most important thing is to comprehensively use in the educational process all technologies that stimulate personal and intellectual activity, develop cognitive processes, and contribute to the formation of competencies that a future specialist should have.

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