



## Analysis of the linguistic and educational capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages

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### ABSTRACT

The relevance of the research in the article is determined by the need to analyze the linguodidactical capabilities of information and communication technology (ICT) tools for organizing and conducting project activities in teaching foreign languages at a university. The purpose of this study is to scientifically and practically substantiate the linguodidactic capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages. A special role in the article is played by the discussion of the essence of the disclosure of the linguodidactic capabilities of ICT tools for the organization and conduct of project activities in teaching foreign languages, as well as the revision of the paradigm of educational interaction between participants in the educational process and interactive learning tools. The scientific novelty of the research is that the scientific substantiation, essence and structure of the complex application of the linguodidactic capabilities of ICT facilities for the organization and carrying out of the project activity in the teaching of foreign languages in the university are presented in the article. The practical significance of the research results is that the main provisions and conclusions can be used: in the process of preparing scientific and pedagogical personnel; on the courses of professional development of university teachers; when organizing the international activity of educational institutions.

### 1. Introduction

The process of informatization of higher education in Russia requires new approaches to using the potential of ICT tools for the development of the personality of students, increasing the level of creativity of their thinking, developing skills to develop a strategy for finding solutions both for educational and practical purposes. The introduction of a new branch of knowledge - computer linguodidactics, where the computer is characterized as a didactic means, representing material in a special way and influencing the learning process of a foreign

language acquires special significance. "Computer linguodidactics is a field of linguodidactics that studies the theory and practice of using computers in teaching a foreign language" (Zubova, 2001). Currently, methodologically, education is dominated by a traditional approach to teaching foreign languages with the resulting contradictions, due to the unrealized possibilities of ICT for the purpose of organizing and carrying out project activities in teaching foreign languages at a university. It is important that the project method is not used instead of systematic subject teaching in foreign languages, but along with it as a component of the education system. Work on the project method is a relatively high level of the complexity of pedagogical activity. A distinctive feature of the project activity in teaching foreign languages is the search for information, which will then be processed, understood and presented to the participants of the project team. The result of work on the project in teaching foreign languages is an educational product as the most acceptable means of solving the problem, which is significant for the training of university students.

## **2. Methodology.**

### **2.1. Scientific substantiation of the linguodidactic capabilities of ICT tools for the organization and implementation of project activities in teaching foreign languages in higher education.**

As a scientific substantiation of the research, the article presents an analysis of the linguodidactical capabilities of ICT tools for project activities in foreign languages and the principles of organizing project activities using electronic teaching aids in the teaching of foreign languages. The basis for the development of the topic was the general-democratic and methodological principles of teaching foreign languages (Benoit, 2013; Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018; Shchukin, 2007). One of the important didactic principles of teaching foreign languages is the principle of personally oriented orientation of learning. The second didactic principle is the principle of consciousness. The third didactic principle: the principle of the creative nature of teaching, which consists in the fact that teaching foreign languages, aimed at developing the ability of students to intercultural communication, should be built as a creative process. The fourth didactic principle: the principle of the activity character of instruction in general and foreign languages in particular. The fifth didactic principle: the principle of autonomy, which consists in the fact that teaching foreign languages should be aimed at forming the autonomy of the student in the learning activity for mastering the specific language studied.

To the methodological principles that characterize the modern teaching of IJ acting independently of the language being studied, above all, the principle of the communicative orientation of learning. The study takes into account the principles of organization of project activities using electronic educational tools in the teaching of foreign languages (Ryabyshev, 1997; Tyunnikov, 1992; Smirnova, 2007; Shturba, 2004; Zubova, 2001). It was established that the project should be feasible for implementation; it is necessary to create conditions for successful implementation of projects; prepared a plan for organizing the project and students for the implementation of projects; Provided guidance to the project by teachers - discussion of the selected topic, work plan and maintaining a diary in which the student makes appropriate notes of his thoughts, ideas, feelings - reflection; It is mandatory to present the results of the work on the project in one form or another.

### **2.2. Characteristics of electronic educational tools for carrying out project activities when teaching foreign languages at a university.**

Under the electronic means of educational purpose (ESUN) for carrying out project activities and developing a foreign communicative competence is understood "a set of applied and instrumental software tools and educational materials aimed at automating the processes of collecting, retrieving, archiving, transmitting,

receiving, replicating information of another language" ( Smirnova, 2007). Among these ESUNS are: specially created, for carrying out project activities and teaching foreign languages computer programs, different shaped application, encyclopedias, reference books and other programs that can be effectively used for training purposes. Russian and foreign scientists in the complex of programs used to study the language, mainly include the following varieties: -Programs specially designed for training: "drill and practice" (tutorial and practical exercises) and "tutorial" (consultations) and programs that model the language environment ; -programs for self-study of language ("self-study package"); -programs intended for practical use-business correspondence programs, analogue programs and computer versions of phrase books (Bovtenko, 2005; Roberts & Ferris, 1994; Smirnova 2013; Shturba, 2004). In addition, it can be application programs - all the variety of existing commercial programs: from text editors and spelling checkers to archival and game programs; instrumental programs that allow the teacher to create computer didactic materials that target specific groups of students. Although the tools are primarily for the instructor-developer of educational materials, they can also be successfully used for learning a foreign language.

### **2.3. Complex application of linguodidactic capabilities of ICT tools for the organization and conduct of project activities: when teaching foreign languages at a university.**

The comprehensive application of the linguodidactical capabilities of ICT facilities is considered in relation to the practice of using electronic educational tools for the organization of project activities on the basis of foreign languages and components of software and methodological support for carrying out project activities in the teaching of foreign languages. Electronic educational tools for organizing project activities on the basis of foreign languages are an effective pedagogical tool for studying foreign culture and formation of communicative skills. It should be noted that the use of ESUN contributes to the acceleration of the learning process, the growth of students' interest in the subject, improves the quality of mastering the material, allows individualizing the learning process and makes it possible to avoid the subjectivity of the assessment. The most frequently used ICT tools in the educational process are: electronic textbooks and manuals, demonstrated using a computer and a multimedia projector; electronic encyclopedias and reference books; simulators and testing programs; educational resources of the Internet; authentic video and audio materials; multimedia presentations; Scientific research works and projects in a foreign language. Among the many factors that determine the possibility of learning when using ICT, the most important is the availability of special software and methodological support (MIP). In a broad sense, the program and methodological support of education includes: programs that allow computerizing the organization of the learning process (for example, databases for the organization of distance learning); programs used to prepare training materials; programs designed specifically for learning. The concept of "software and methodological provision of training" can be attributed to a complex of computer training tools and electronic educational tools intended for learning a foreign language.

### **2.4. Experience of the implementation of program and methodological support, the structure and content of the course "Information and communication technologies in the formation of foreign communicative competence".**

According to the results of the research in Russian universities (FGBOU VO "Russian State Social University", FBOUI VO "Moscow State University for Humanities and Economics", FGAOU VO "Samara National Research University named after SP Korolev", FGBOU HPE "Togliatti State University") the course "Information and communication technologies in the formation of a communicative competence in another language" was developed.

The authors distinguish three stages of work on the formation of a communicative competence that is foreign speaking: the first stage (the formation of lexical, pronunciation, grammatical and spelling skills); the second stage (improvement of skills acquired in the first stage); the third stage (the formation of skills of foreign speech activity). To use the ICT tools in the formation of the communicative competence of students in other languages, the authors developed a block-modular structure of the methodical support of the course "Information and Communication Technologies in the Formation of Foreign Communicative Competence", which is a form of joint activity of the teaching, teaching and support staff of the university and students implementing subordinated functions on information, educational-methodical, technical support, training and monitoring. The block-modular structure of the methodological support of the course "Information and Communication Technologies in the Formation of Foreign Communicative Competence" includes: the "Organizational and Input Support" block; block 1. "Training course"; block 2. "Information and reference support"; block 3. "Results of application of the course" (Smirnova, 2007).

So, the presented possibilities of using ICT tools in the formation of foreign-language communicative competence and their advantages over traditional methods of teaching can be viewed as a tool for increasing motivation, developing strong language skills and improving the mastery of a foreign language. The use of ICT means allows not only to increase the effectiveness of teaching, but also to stimulate students to further independent study of a foreign language.

### **3. Results.**

As a result of the research, the article presents the analysis and scientific justification, as well as the nature and structure of the integrated application of the linguodidactic capabilities of ICT tools for the organization and conduct of project activities in teaching foreign languages at the university. Previously, the analysis of the linguodidactical capabilities of ICT facilities for the project activity on foreign languages was conducted, the principles of the organization of project activities using electronic means for educational purposes in the teaching of foreign languages, as well as the description of electronic means of educational purpose for conducting project activities in teaching foreign languages at the university. Then, the practice of using e-learning tools for organizing project activities on the basis of foreign languages, components of software and methodological support for carrying out project activities in the teaching of foreign languages and the experience in implementing methodological support, the structure and content of the course "Information and communication technologies in the formation of a foreign communicative competence ". The methodology and diagnostics of the project activity on the basis of a foreign language are presented as a promising methodological plan. The materials and results of the research can be applied in the process of preparing scientific and pedagogical personnel, as well as in courses for improving the qualifications of university teachers and colleges. The results of experimental work are introduced into the practice of using e-learning tools for the organization of project activities based on foreign languages in Russian universities (FGBOU VO "Russian State Social University", FGBOUI VO "Moscow State University for Humanities and Economics", FGAOU VO "Samara National Research University named after academician SP Korolev ", FGBOU HPE" Togliatti State University ").

### **4. Discussion.**

It should be noted that the problem of using ICT tools for teaching foreign languages on the basis of the project method in the university is mainly devoted to the theory and methodology of teaching a foreign language (Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018). At the same time, this topic is of increasing interest in the pedagogy of the design of educational systems and processes, sociolinguistics and knowledge in the field

of information and communication technologies (Ryabyshev, 1997; Tyunnikov, 1992; Smirnova, 2007; Shturba, 2004). research in the article is the identification of socio-cultural and communicative approaches to the problem of organizing and conducting project activities on the basis of a foreign language in the university. In linguodidactics, it is generally accepted that all the principles of learning and Austral languages on obschedidakticheskie and methodical (Levina, Apanasyuk, Yakovlev, Faizrakhmanov, Revzon & Seselkin 2017; Semenova, Bostanova, Tetuyeva, Apanasyuk, Ilyin & Atayanz, 2017). Discussion of the problem of interest to us allows us to assert that in the conditions of organizing the project activity using electronic means of educational purpose in teaching foreign languages, appropriate technological, information and methodological prerequisites are created, as well as opportunities for the full implementation of the principles of teaching foreign languages.

## **5. Conclusion.**

As a result of the work, the main conclusions are formulated:

1. An analysis of the linguistic and educational capacities of ICT facilities for the organization and implementation of project activities in the teaching of foreign languages. It was established that "the project is a didactic tool that allows to teach design, ie purposeful activities for finding a way of solving problems and tasks arising from this problem, when it is considered in a specific situation" (Ryabyshev, 1997) .Linguodidactic Opportunities of ICT Tools in the project activity on foreign languages is that the project is a fusion of theory and practice, it encompasses not only the formulation of a certain mental task in a foreign language, but also its practical implementation on the basis of e ICT tools.

2. The main principles of organization of project activities using electronic educational tools in the teaching of foreign languages have been revealed: the project should be feasible for implementation; it is necessary to create conditions for successful implementation of projects; preparation of students for the implementation of projects; provision of project management by teachers - discussion of the selected topic, work plan (including the time of execution) and keeping a diary in which the student makes appropriate notes of his thoughts, ideas, feelings - reflection; mandatory presentation of the results of work on the project in one form or another.

3. Characteristics of electronic means of educational purpose (ESUN) for carrying out project activities in teaching foreign languages at a university are given. Electronic means of educational purpose are understood as a set of applied and instrumental software, educational and methodological materials. ESUN for carrying out project activities in teaching foreign languages already at the early stages of the development of computer linguodidactics included a set of programs, among which were not only teaching but also all kinds of applied, game, modeling programs.

4. The practice of using electronic educational tools for organizing project activities on the basis of foreign languages is considered. Electronic educational tools for organizing project activities on the basis of foreign languages are an effective pedagogical tool for studying foreign culture and formation of communicative skills.

5. Components of program and methodical support for carrying out project activities in the teaching of foreign languages were revealed and established. 6.The experience of implementation of methodological support, the structure and content of the course "Information and communication

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The methodological basis of the research was the following: scientific works of Russian and foreign scientists, revealing the general laws of the pedagogical process, effective communicative technologies for

teaching a foreign language (Grushevitskaya, Popkov & Sadokhin, 2002; Shchukin, 2007); modern approaches to teaching foreign languages: personal - oriented, communicative and sociocultural (Leontev, 1977; Safonova, 1996; Ter-Minasova, 2008; Schreiter, 2015); work on the theory and practice of informatization of teaching foreign languages (Bovtenko, 2005; Roberts & Ferris, 1994; Smirnova, 2007); method of projects in education (Ryabyshev, 1997; Tyunnikov, Yakovenko, 2005). The analysis of literary sources made it possible to establish that the work on a project using ICT in teaching foreign languages at a university gives students the opportunity to show their talents and optimizes the learning process of foreign languages in general, and fosters the formation of communicative competence. The authors made a logical conclusion that the project activity is simultaneously aimed at the formation of all types of universal educational activities in foreign languages. Therefore, it is important for us to study the linguodidactical capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages at a university. The article is prepared on the basis of studies conducted in the above-mentioned Russian universities in Moscow, Samara and Togliatti. It should be noted that with the assistance of a number of scientists from these universities, further studies are being conducted in this direction (Apanasyuk, Soldatov, Kireeva & Belozertseva 2017; Smirnova 2013, Zubova, 2001).

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