

# **The Connection of Pedagogical and Information Communication Technologies in the Modern Training of Future Teachers of the Korean Language**

*Men Svetlana Rodionovna*

*Tashkent State Pedagogical University named after Nizami*

*E-mail address: svetlanamyonr@mail.ru*

**Abstract.** Digital transformation in education, namely the use of modern technologies to improve the quality of university education, is determined by the optimization of teacher-student interaction, which leads to the progressive movement of the educational process towards the development of self-sufficient personality for self-education and independent solution of cognitive problems arising at the same time, able to quickly and independently acquire knowledge and critically comprehend them.

**Keywords:** teaching technologies, technologies in teaching, pedagogical technologies, information and communication technologies

---

## **INTRODUCTION**

Digital transformation in education, namely the use of modern technologies to improve the quality of university education, is determined by the optimization of teacher-student interaction, which leads to the progressive movement of the educational process towards the development of a self-sufficient personality for self-education and independent solution of cognitive problems arising at the same time, able to quickly and independently acquire knowledge and critically comprehend them.

## **MATERIALS AND METHODS**

Success in teaching a foreign language, including Korean, largely depends on teaching experience, systematic professional self-improvement, in-depth knowledge of your subject, high level of proficiency in modern technologies, the introduction of which into the learning process is one of the priorities of modernizing modern education and offers new opportunities for better filling of training sessions, improving the level of assimilation of educational material.

L.G. Orlova, E.S. Kornilova in modern technologies of teaching a foreign language, there are teaching technologies (Technology of Teaching) and technologies in teaching (Technology in Teaching). Teaching technologies (or they are sometimes called pedagogical technologies) include a set of techniques by which a teacher achieves the goals of learning (language portfolio technology, game technology, project technology, technology of learning in collaboration, communicative learning, testing technology, etc.). Technologies in learning are technical means of learning that are used in the process of achieving learning goals (information and communication technologies, the Internet, technology of multi-level learning, etc.).

M. P. Clarin gives an explanation on the differences between technology in teaching and teaching technology: "Since the middle of 1950, the development of issues of the use of technical means in teaching has been associated with the formation and development of programmed learning,

as well as pedagogical technology. Since that time, two areas of research and practical development can be distinguished: the use of TMT in training and a special “technological” approach to the construction of training in general... By the mid-1950s, the emergence of the second wave of pedagogical technologies – “technologies of pedagogical methods”, i.e. technologies of the construction of the educational process itself, or “learning technologies”, i.e. it is not about the organization of the educational process itself, but about the construction, as they would say today – the design of the learning process. M. P. Clarin emphasizes that the use of TMT, computers, etc., aimed at the development, creation of a kind of training technical environments are technologies in learning that differ from learning technology, educational technology.

At the present stage, we can talk about considering the content of the concept of “pedagogical technologies” in the narrow and broad sense of the word. In a broad sense, technology is understood as a part of pedagogical science, correlated with the category of pedagogical, didactic and methodological system. In this sense, the definition of pedagogical technologies given by UNESCO is more consistent: “Pedagogical technologies are a systematic method of creating, applying and evaluating the entire process of teaching and learning, taking into account the technical and human resources of their interaction, which set as their task the optimization of forms of education” (N. N. Surtayeva)

S. Y. Batishev gives an interpretation of pedagogical technology in a broad, one might even say philosophical sense, as follows: “... this is a radical renewal of instrumental and methodological means of pedagogy and methodology, provided continuity is maintained in the development of pedagogical science and school practice.” At the same time, the author summarizes various approaches to understanding the essence of PT:

- “this is art, skill, skill, a set of processing methods, state changes;
- this is a cultural concept associated with human thinking and activity;
- this is an intellectual processing of technically significant qualities and abilities;
- this is a set of knowledge about the methods of implementing any processes;
- this is an organized, purposeful deliberate pedagogical influence and impact on the educational process;
- this is a meaningful technique for the implementation of the educational process;
- it is a means of guaranteed achievement of learning goals;
- it is a description of the process of achieving the planned learning outcomes;
- it is a project of a certain pedagogical activity;
- this is a minimum of pedagogical impromptu in practical teaching.” (N. N. Surtayeva)

M. Choshanov also emphasizes the design component of technology, designating the characteristic features of technology: – technology is a procedural category; – technology can be represented as a set of methods for changing the state of an object; – technology is aimed at designing and using efficient and economical processes. Along with these features, the author identifies the most significant features inherent in pedagogical technology: diagnostic goal formation, effectiveness, efficiency, algorithmability, designability, integrity, controllability, correctability, visualization. (N. N. Surtayeva)

In a narrow sense, the concept of “technology” is closely linked to the methodological organization of the pedagogical process, as well as the use of TMT or simply identification with the use of new information and communication technologies and multimedia tools.

## **RESULT AND DISCUSSION**

The introduction of information and communication technologies in the learning process is one

of the priorities of modernizing modern education and offers new opportunities for better filling of training sessions, increasing the level of assimilation of educational material. (T.N. Yarmina)

In modern science there are many different approaches to the definition of the term "information and communication technologies".

Information and communication technologies (ICT) is a set of tools and methods for converting information data to obtain new quality information (information product). (L. M. Luzina) Information and communication technologies have greatly simplified and diversified the ways of teaching the language, significantly facilitated the work of the teacher, while making the process itself much more interesting and entertaining.

P.V. Sisoyev understands information and communication technologies as "information channels and software tools for creating, collecting, storing, transmitting, processing, and using information."

In modern sources, information and communication technologies represent a wide range of digital technologies used to create, transmit and distribute information and provide services (computer equipment, software, cellular communications, e-mail, cellular and satellite technologies, wireless and cable networks, multimedia, as well as the Internet) (N. M. Multimedia technologies are a set of different types of information representation in a digital environment. (P. I. Obratsov, O. Y. Ivanova). In other words, text, graphic, audio and video information are collected in a single multi-sensory interactive file, which is intended for presentation to the audience. This method is designed to focus on auditory perception, visually attractive display of text blocks, possibly with additional animation, as well as on the video sequence and semantic load. Various devices are used for this: personal computers, mobile phones, tablets. It is quite simple to convert individual components of multimedia into digital form, modify entire blocks, adjust individual elements, and then include them in the final presentation.

The main and most effective methods of using information and communication technologies are the following:

- multimedia classes that are conducted on the basis of computer training programs;
- practical classes based on author's computer presentations that allow you to integrate audiovisual information presented in various forms: graphics, slides, text, video;
- testing on computers;
- telecommunication projects, work with audio and video resources online;
- distance learning, which includes all forms of educational activity carried out without personal contact between the teacher and the student. Almost any educational services are available on the global Internet today, ranging from short-term refresher courses and ending with full-fledged higher education programs;
- voice chat over a local network, used for teaching phonetics. So, free Net Speakerphone or Speaker programs are used to implement the chat, allowing you to communicate in any mode: *teacher-student, student-student, conference mode*;
- language devices that include a teaching console and student workstations, as well as equipment according to one of the following schemes: audio-passive, audio-active or audio-comparative. Audio-passive devices are intended to provide students with the opportunity to listen to phonograms; audio-active devices allow students not only to listen to phonograms, but also to train themselves in loud speech, that is, in speaking; audio-comparative devices allow you to record your speech, and then listen to this recording and compare it with an exemplary one. (A.F. Sirazeva, L.A. Valeyeva, A.F. Morozova)

When using ICT in the educational process, the information and communication competence of the teacher is important, namely:

- their knowledge of professionally significant sources of information, including in a foreign language;
- skills and abilities to search, accumulate, process and use information in a foreign language to produce new knowledge in the process of professional communicative and cognitive activity;
- skills and abilities to use ICT in the educational process in a foreign language, etc.

U. O. Maksudov believes that teachers need:

1. Have access to online resources and fully provide it to students in order to improve the effectiveness of learning.

2. Freely operate with the most up-to-date selection of information resources that meet the requirements of the direction chosen by a group of students for study. To contribute in this way to the improvement of language teaching skills using computer technology.

3. To teach skills without which it is impossible to work productively in the era of computerization, including reading and writing text, schematic, graphic or other information structures. Promote communication and publications in the format of online resources.

4. Fully and from different sides to develop computer literacy, so that the training course is a single whole, and not just a set of individual components.

Didactic aspects of computerization of training were developed by E.G. Asimov, V.P. Bepalko, B.S. Gershunsky, I.O. Loginov, E.I. Mashbits, R.P. Milrud, E.S. Polat, N.F. Talizina, I.V. Robert, A.V. Khutorskoy, etc.

When designing educational activities in the context of cultural studies of education, the importance of using "... the latest achievements of information technologies – computer, educational training programs, the Internet – is one of the entertaining and promising means of forming the cultural competence of university students" (O. A. Lukin), aimed at the formation of independence, active position, research skills, the development of cognitive interest, ability to critical thinking, self-education and reflection.

Teaching the Korean language with the help of information and communication technologies opens up great prospects and today they are the basis of the life of society. In order to improve the quality of teaching and its effectiveness, good knowledge and fluency in the field of information and communication technologies are necessary.

According to E.V. Kim, the use of information and communication technologies provides more opportunities compared to traditional teaching, as it allows using a diverse list of information material, various kinds of tasks, methodological developments, etc. in the learning process, as well as students' communication skills are formed, language competencies develop faster and students' interest and motivation increase.

## **CONCLUSION**

Each of the above technologies is aimed at developing appropriate skills. The use of technologies in teaching and learning technologies is aimed at developing students' skills to understand the information they have read (heard), to capture the necessary (given) information, to convey the main content of what they have read and (or) listened to; it allows integrating country-specific aspects into the learning process and provides an opportunity to get more fully acquainted with the countries of the studied language, their culture and national characteristics, which undoubtedly develops the cultural competence of university students. (Donath R. Das)

Thus, cultural competence, experiencing the influence of different spheres of life, accumulating and integrating the influences of the outside world, helps to transform the knowledge gained into stable forms of experience, and also forms an adequate system of values.

## REFERENCES

1. Орлова Л. Г., Корнилова Е. С. Использование современных технологий при обучении иностранному языку в вузе // Великие реки-2019. – 2019.
2. Суртаева, Н. Н. Педагогические технологии: учеб. пособие для бакалавриата и магистратуры / Н. Н. Суртаева. – 2-е изд., испр. и доп. – М.: Издательство Юрайт, 2020. – 250с.
3. Ярмина Т.Н. Методический потенциал электронного сервиса Padlet // Иностр. языки в школе. – 2015. – № 12. – С.39.
4. Словарь педагогического обихода / под ред. Л. М. Лузиной. – Псков, 2003.
5. Сысоев П.В. Информационные и коммуникационные технологии в обучении иностранному языку: теория и практика: монография. – М.: Глосса-Пресс, 2012. – С. 32-33.
6. Коптюг Н. М. Интернет-уроки как вспомогательный материал для учителя английского языка // Иностранные языки в школе. – 2000. – № 4. – С. 54–59.
7. Образцов П. И., Иванова О. Ю. Профессионально ориентированное обучение иностранному языку на неязыковых факультетах вузов / под ред. П. И. Образцова. – Орел: ОГУ, 2005. – С.97.
8. Сиразева А.Ф., Валеева Л.А., Морозова А.Ф. Инновационные технологии обучения иностранному языку в вузе// Современные проблемы науки и образования. –2015. – № 3. – С. 5.
9. Максудов У. О. Современные методы и приемы обучения иностранному языку студентов неязыковых вузов //Вестник Кемеровского государственного университета культуры и искусств. – 2019. – №. 47. – С. 216-217.
10. Лукина О. А. Культурологическая компетенция и современный урок иностранного языка в техническом вузе //Вестник Магнитогорского государственного технического университета им. ГИ Носова. – 2005. – №. 2 (10). – С. 90-91.
11. Ким Е. В. Применение икт в процессе формирования межкультурной компетенции учащихся на уроках корейского языка //O ‘ZBEKISTON–KOREYA: O ‘ZARO HAMKORLIKNING BUGUNGI KUNI VA ISTIQBOLLARI. – С. 90-92.
12. Donath R. Das. Internet im Deutsch als Fremdsprache-Unterricht / R. Donath: Deutsch als Fremdsprache. Projekte im Internet. – Stuttgart: Klett, 1998