

4.2 Application of information and computer technologies in the independent work of students while studying a foreign language in the professional sphere of activity of a higher educational institution specializing in law

In order for the education system to be ready to take on the challenges of the 21st century, it is necessary to improve its structure using modern information technologies. Modern society has always been forced to live in a changing environment and, given Albert Einstein's theory of relativity, the rate of change in our environment determines the rate of adaptation to it. As they say in one of the lectures of Chernigovskaya Tatyana Vladimirovna, "we live in networks." And the degree of complexity of these networks is not measurable. they are composed according to the principle of a network of networks, a network of networks of networks, and so on ad infinitum, hypernets are just one of the infinite levels, in this case, the work of the brain. But! The same system can rightly be applied to any sphere of human life, because even the decomposition of labor is only the principle of distribution, spreading and, at the same time, stratifications are formed according to the principle of networks and subnets, etc.

The formation of such stratifications allows the deviation of the adaptation time at different levels, and not always a higher level requires a higher adaptation speed, rather, on the contrary. Currently, a new promising subject area is being formed - "Information Technologies in Education".

There are two main theoretical and methodological approaches to informatization societies that cause social consequences in the technological and humanitarian spheres respectively:

1. technocratic approach, in which IR technologies are considered means increase in labor productivity, and their use is limited mainly to spheres of production and management;
2. humanitarian approach, in which IR technologies are considered as important part of human life, which is important not only for production and management, but also for the development of the socio-cultural sphere.

Informatization of society entails the following social consequences:

1. increase in the number of people employed in the information sector (manufacturers, processors, disseminators of information);
2. intellectualization of many types of labor and, as a result, increased requirements for general educational training of specialists and vocational training; the emergence of completely new professions;
3. the withering away of existing professions (especially in connection with the robotization of many workers specialties and the introduction of artificial intelligence systems).

Under the influence of the informatization of society, there are significant changes in

the mechanism of functioning and implementation of the education system, both secondary and

higher. Thus, informatization initiates the following processes:

1. Improving the mechanisms for managing the education system based on use of automated data banks of scientific and pedagogical information, information and methodological materials, communication networks;
2. improving the methodology and strategy for selecting content, methods and organizational forms of education and upbringing corresponding to the tasks of development the personality of the student in the conditions of informatization of society;
3. Creation of methodical training systems focused on the development of intellectual the potential of the student, on the formation of skills to independently acquire knowledge, carry out information and educational, experimental and researchactivities, various types of joint activities for information processing;
4. Creation and use of computer testing, diagnostic methods control and assessment of the level of knowledge of trainees.

Therefore, it is obvious that informatization is becoming a key factor in the development society.

Which represents both many promising ways of development, as well as many dangers associated with a deviation from the natural development of a person, as an

organism in nature and as an individual developing in the environment and society (development of personality, learning abilities, adaptation to new opportunities and the ability to recognize dangers in time). The transition to exclusively digital education, or even a significant share of education in the plane of computerization, carries many threats.

This area includes the problems of intelligent learning systems, open education, distance learning, information educational environments. Many scientists who have studied and are studying this issue believe that an important component of the teacher's pedagogical skills is his compliance with the level of development of science and technology, his ability to solve professional problems using information and computer technologies.

In our opinion, exclusively, savvy in the technical issue fades into the background, because for these purposes there are specially trained people and their task is to understand the "artist's vision", about how the learning process should take place. It's like confusing soft and warm. Categories that lie on different planes in their properties, of course, each is important, but that's why we study our world of networks, in which we are now forced to live and adapt.

You can't write off the professor's many years of experience, and lose such an amazing resource as LIVE COMMUNICATION with a person of this level with students due to technological cretinism due to age or, simply, lack of time, or even the desire to deal with this issue. The amount of data is so large that it is simply not possible to process it and analyze it qualitatively. If all minds focus on technical "savvy", then the question arises: "Who will think that?" And when? Science should be associated with discoveries, discoveries ARE NOT MADE in the mode of routine exhausting work.

In the New Dictionary of Methodological Terms and Concepts, ICT is defined as "a system of methods and ways of collecting, accumulating, storing, searching, transmitting, processing and issuing information using computers and computer communication lines" [111]. And already in the very definition it is clear that in these processes there is no place for thinking, analysis, development of speech, discoveries,

after all. The teachers of Ancient Greece communicated with their students and in these dialogues truths were born, reliable, unreliable, confirmed or refuted either by experience (empirically), or by reasoning and logical conclusions (the essence of a priori judgments).

Information technology includes such technical means as audio, video, computer, Internet - excellent sources of a wide range of opportunities. The use of computers in foreign language classes significantly increases the intensity of the educational process. This is due to the possibility of visual reinforcement, ie. obtaining the so-called mass attached to meaning. Interactive learning with the help of educational computer programs contributes to the implementation of a whole range of methodological, pedagogical, didactic, psychological principles, makes the learning process more interesting.

This method of learning makes it possible to take into account the pace of work of each student. At the same time, the value-semantic sphere of the student is being transformed, his cognitive activity is increasing, which undoubtedly contributes to an effective increase in the level of knowledge and skills. Practice shows the interest of students in the use of modern information technologies in the process of teaching foreign languages, both in the classroom and in the organization of independent work. In the latter case, the possibilities of implementing such learning principles as activity and accessibility are optimally used.

In addition, such mental operations and general skills as analysis, synthesis, analogy and modeling can be developed without duplicating the forms of traditional learning, but only with proper moderation by the teacher. On this basis, the search activity of students in the selection of information is formed. The use of ready-made electronic training and control programs allows you to perform specific tasks during independent work on teaching various aspects of the language: phonetics, grammar, speaking, writing, listening.

Such programs consist of theoretical, practical parts and a control system. The electronic form of presentation of educational information is a convenient alternative to traditional paper educational materials: textbooks, manuals, magazines, etc. The

main advantages of the electronic form of presentation of educational information for independent work of students are great expressive abilities in the presentation of educational material (video, sound, dynamic images, two- and three-dimensional animation), interactivity.

The teacher has the ability to quickly make corrections or additions to the educational material. New ways of delivering information to students are emerging - through special archives on servers, via e-mail and educational WEB pages, as well as in the form of electronic libraries and the ability to effectively search for the necessary information in huge amounts of information. An important role is played by the use of information technology in the creation of thematic projects.

The positive aspects of this form of work are not only the development of students' skills to independently search and evaluate information, a creative approach, but also collective work on a project. However, many students are limited to ready-made reports and presentations that they find on the Internet. Therefore, the teacher faces an important task - to teach students to use the information that is freely available and to make presentations of their reports and creative assignments.

Teachers use e-mail as an organizational moment in teaching - work with the student becomes more individually directed: the student receives a work plan, handouts prepared by the teacher at his own address; the teacher receives his work from the student, corrects it and immediately sends it with a review.

One of the ways to organize students' independent work is the Internet. Its use in the educational process has a number of advantages: it is possible to choose an individual mode of work for each student, get up-to-date information on a specific problem, use dictionaries and encyclopedias, organize a dialogue with the whole world, participate in chats and forums.

The use of Internet technologies in the process of independent work of students in the study of foreign languages supports the principle of communicative orientation, which is implemented in two directions. Firstly, as a free communication of students in real time through the use of e-mail and the information network, i.e. as an authentic

dialogue in writing between communication partners, in which the computer acts as a means of communication.

Secondly, as an interactive dialogue interaction between a student and a computer, in which the real goals of communication are pursued (requesting and receiving information), that is, as a dialogue in which the computer acts as a communication partner.

Modern pedagogical realities are characterized by a transition from the paradigm of learning to the paradigm of education, where independent work becomes not just a form of the educational process, but should become its basis, a way of forming professional independence, readiness for self-education and continuous learning in conditions where knowledge is updated very quickly. In the context of the transition to a point-rating system in higher education, the issue of organizing and managing students' independent work, for which the volume of hours provided for by the curriculum has increased, is of particular importance. Much depends on the organization of independent work at the university.

In the conditions of the university, independent work completes the tasks of all types of educational work. No knowledge that is not backed up by independent activity can become the true property of a person. It should be noted that independent work forms independence not only as a set of skills and abilities, but also as a character trait that plays a significant role in the personality structure, and this is very important for a modern highly qualified specialist.

The use of information and communication technologies makes it possible to intensify this type of work with students. But it is necessary that every teacher understands a simple idea: a computer in the educational process is not a mechanical teacher, not a substitute or analogue of a teacher, but a learning tool that enhances and expands the possibilities of his teaching activity.

And in conclusion, we cannot omit or not mention the dangers that information and communication technologies carry in themselves. Among them:

The first, and in our opinion, one of the most dangerous is the so-called "button thinking". Those. a habit is developed, to find an option from the proposed ones. In

essence, education is fast food, which lies on the opposite plane from the elite type of education, where technotics are applicable EXCLUSIVELY as a tool and in no case can replace live communication with teachers, mentors, coaches and, of course, with their comrades who are in an environment for acquiring skills and knowledge.

The second is "Computer illness". Sergei Nikolaevich Enikolopov, a great specialist in aggression, says: "Nothing can replace a friendly slap on the back of the head."

This is about the importance of the empirical way of knowing. Reading the reactions of the interlocutor. Is communication only about words and styles? What are the styles?

The topic is very broad and requires further study. to pretend that this does not exist and we do not live in a world where technology has completely grown together with natural processes. Our task is to analyze and, taking everything useful, eliminate the dangers.

3d is individualization of learning minimizes the limited in the learning process live communication between teachers and schoolchildren, students among themselves, offering them communication in the form of "dialogue with the computer". At the same time, the organ of activating human thinking is speech, turns off for a long time. The trainee does not get enough practice dialogical communication, formation and formulation of thoughts on a professional language.

Another pitfall is in social contacts are curtailed, the practice of social interaction is reduced and communication, which leads to individualism;

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Since a person is able to confidently remember and operate at the same time only a family different categories, while simultaneously demonstrating different types of information there may be a distraction from some to keep track of others, which often leads to skipping important information;

Internet cheating becomes a problem, consisting in the fact that ready-made projects, abstracts, reports, problem solving, and so on, which do not at all correspond to improving the effectiveness of training and education.