Transaction from informative technologies to convergent ones: basis for students’ forming foreign languages communicative competence

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Abstract. Information technologies became an important part of our life and education. Traditionally, these technologies are mastered in the general education course of informatics and are applied in the wide range of disciplines study in both primary and in higher education. At the same time, recently there were significant changes in the technological sphere, which also affect the education. In particular, an important area of development is “Smart education and e-learning”, their possibilities are being intensively studied all over the world. However, the most significant changes in the sphere of information technology are the process of traditional technologies convergence and the technologies new quality formation: convergence of material and information technologies, convergence of information and cognitive technologies. Convergent technologies largely determine the priority areas of the society socio-economic development. This gives the reason to talk about the expediency of their development within the framework of general education. Modern trends in the modernization of educational programs require the application of teaching a foreign language modern methods. Converged technologies play an important role in foreign language teaching and are one of the best teaching tools. The use of convergent technologies is effective in increasing the level of teaching a foreign language, developing the students’ creative abilities in foreign language classes.

1. Introduction
Improving the quality of future specialists’ professional training in a non-linguistic university is one of the urgent tasks facing the university at the present stage of society development. In this regard, the general education departments are faced with the task of creating new training programs for the formation of professional competencies in a particular subject area and, thus, ensuring future specialists’ high-quality training.

The main task of Russian education is to ensure the modern quality of education based on the preservation of its fundamental nature and compliance with the current and future needs of the individual, society and the state. Based on this, the educational process requires the use of information technology.

The urgency of this problem lies in the fact that information technologies are characterized by high communicative ability and students’ active involvement in educational activities, which effectively develops students' communicative competence skills. This contributes to adaptation to modern social
conditions, because society needs people who quickly find their bearings in the modern world, are independent and proactive, who achieve success in their activities. Modern teaching a foreign language requires the use of certain technologies that provide the solution to this problem. In addition, the development of the information society requires competent, versatile teachers who can think and act independently, confidently master modern convergent and communication technologies, and easily adapt to rapidly changing information flows.

Since learning and teaching a foreign language is a laborious process, the teacher must create interactive learning to keep the learners interested. In the history of educational development, convergent technologies are the part of the medium used to convey information to many people, ranging from printing technologies several centuries ago, such as printed books, telecommunications, to media, voice recorded on cassettes, videos, television and CDs. Various tools are available on the Internet.

Educational technologies, especially computers and related peripherals, were evolved tremendously and permeates all areas of our lives. It is inconceivable that anyone today would argue that banks, hospitals, or any other industry should use less technology. In particular, the Internet is becoming an increasingly important tool in our information society. More and more people are surfing the Internet to engage in day-to-day activities such as education, business operations, personal correspondence, research and information gathering. Every year, connecting to digital technologies becomes more and more important for the development of education. From the very beginning of the computer era, educational researchers and practitioners believed that the use of technology would be widespread in schools and universities and should be closely linked to education. Undoubtedly, teaching is changing and in many ways, becoming an increasingly difficult job due to more and more conflicting expectations, including the following:

- people live in the era of information overload, expecting students to acquire high-level skills such as accessing, evaluating, analyzing and synthesizing vast amounts of information;
- teachers are expected to teach students to solve complex problems that require knowledge in many subject areas, even if they are responsible for teaching and learning specific skills and information;
- teachers are expected to meet the needs of all students and encourage them to fulfill their individual potential, even though they are forced to prepare students to excel on the high-stakes assessment tests, which are the main criteria for student achievement.

Increasing the effectiveness of a modern lesson involves the use of convergent technologies, which have a unique ability to increase the lesson information density, but require an understanding of the new media educational material didactic specifics. Today, the teacher must have the skills of interacting with students based on information interaction, be able to select, to structure and to evaluate the information necessary for solving a wide range of educational problems.

It is believed that the main goal of information is to improve the quality of education by increasing the information culture of all participants in the educational process and the active use of ICT. This goal is achieved in the case of creating a single information space at the university, creating conditions for the formation of information culture of students.

2. Materials and methods

Informativ technologies are the application of a system of new or changed pedagogical means, methods and forms of teaching and upbringing, which ensure the solution and achievement of the set tasks and goals.

There are different types of convergent technologies:

- Problematic learning.
- Analysis of specific situations (case-study).
- Seminar-discussion.
- "Round table".
- Brainstorming.
• Business game.
• Dramatization and theatricalization.
• Method of projects.
• Use of audio and video recordings, CD-ROMs with educational courses in a foreign language and dictionaries.
  • Use of computer training programs.
  • Computer or Internet testing. Creation and implementation of electronic tests, surveys, control, etc.
  • Educational TV and video conferencing.
  • Use of Internet resources: electronic dictionaries, various texts in a foreign language.
  • Conducting correspondence with foreign students studying in a similar specialty, forums, chats, file exchange, etc.
• Use of video projectors, multimedia installations and interactive whiteboards, etc.

Let's consider the use of informative technologies in teaching foreign languages by example. All of the above types are applicable to teaching foreign languages to specialists from non-linguistic universities, but the Internet has become one of the most accessible teaching tools. Here you can find any texts, tests, exercises, dictionaries, abstracts on a topic of interest. Many sources on the Internet are presented with the use of foreign language.

Working with the Internet in foreign language classes with students of non-linguistic universities has a number of disadvantages and advantages.

One of the advantages of the Internet is that you can easily find the information you need and it doesn't take long time. The Internet is lightweight and easy to use. By using the Internet in the classroom, the teacher increases the motivation and interest of students in their subject, as it shows that the Internet can be not only the means to help to find information and entertainment (the main function of the Internet), but also the way of learning and intellectual development.

But it should be noted that students use the "network" mainly at home or in their cell telephones, and the teacher cannot control their work, because does not see how the information was found (whether the student himself was looking for it or not) and in what language this information was found.

This is due to the lack of specially equipped classrooms where classes can take place using the Internet resources. The most common problem of using the Internet technologies is the difficulty in understanding the material found.

First, this is due to the fact that most students are ill-prepared for this type of activity. Secondly, very often they do not understand the material because of the texts of a high level of complexity, and also often abbreviations, icons, symbols which are not always clear to students and can complicate the perception of the information.

To remove these difficulties, the teacher should first look at the web page himself, decide what information to give to which students and when to do it. The selection of web-sites and various texts, exercises, etc. depends on the specialty in which the students are trained; it must correspond to the topic, the curriculum and timetable of the university, as well as the level of knowledge of a foreign language.

If we consider, for example, work with text on a website, then it should happen, just like the normal work with text, in three stages:

- **Pre-text** (the teacher must remove lexical and grammatical difficulties): the introduction of new words, working out their pronunciation and control of their understanding; work with complex grammatical structures from the text; pre-text questions to guide listening.

- **Text** (to check the level of understanding of the text): choose the title for the paragraph read; rephrase sentences; answer the questions; find the English equivalent of a certain phrase; drawing up a plan or arranging plan items in a logical sequence.

- **Post-textual** (followed by speech): question-answer exercises; concise retelling; commenting on the read information; expansion and continuation of the text; dramatization in monological or dialogical form, etc.
Also, the Internet resources can be used not only for working with texts. Working with the Internet includes a huge number of different activities. For example, the creation of websites, projects, discussions, forums, conferences, correspondence with foreign students studying in the same specialty (with special equipment) and much more.

An important didactic property of the Internet is the ability to organize free conversations in real time. The conversation is mainly in English, but similar systems for other languages appear and develop. Real-time conferences are undoubtedly the powerful stimulus for students, although they leave little time for reflection. A delayed access telecom conference is the exchange of written information. All the materials are saved automatically and supplied with the needed information.

Search services are in the form of directories, search systems and metasearch systems.

Learning a foreign language, for example, the university student can complete tasks and exercises contained in documents on the Internet, participate in virtual communication clubs - teleconferences, exchange text messages in real time, speak on the phone, listen to radio broadcasts, watch videos, i.e. apply any types of information, interactivity, search by using search systems, and independently, transfer the received materials to his own computer, work with them, store them etc.

Nowadays electronic libraries are used very often, various texts, both classical literature and various texts of textbooks, newspapers, magazines, etc. in a foreign language can be found here. This allows the teacher to develop students' reading and comprehension skills.

As can be seen from the above, working with the Internet in foreign language classes at a non-linguistic university is very important for the formation of intercultural communication of students and, even of the teacher, for the formation of motivation for learning and using a foreign language. However, it should be noted that the teacher's work at the same time becomes more difficult, even with very careful preparation of the lesson with using the convergent technologies, since the search results are not always predictable. Therefore, the teacher must be ready to quickly respond to various questions from students, help them and guide their work.

Also when working with the Internet, it is important that the teacher does not get carried away with the use of convergent technologies. They should be one of the teaching tools and should not replace the main teaching methods, because if these types of work are constantly used in the classroom, then they will lose all their advantages.

3. Conclusion

It should be said that at present, the use of convergent technologies in foreign language classes is still a new and insufficiently developed means of teaching, there are still no textbooks and teaching aids where exercises, links, programs, the methodology for conducting classes of this kind etc. were given. However, it should be noted that active work is now underway to develop methods using the above technologies. In addition, the use of one or another convergent technology depends entirely on what goals, objectives and result are set for the teacher.

Convergent technologies play a guiding, enriching, systematizing role in the development of students, contribute to the active comprehension of knowledge, fulfill educational goals, contribute to the better assimilation of knowledge on the subject, develop attention, the ability to quickly figure out, answer accurately, and show ingenuity.

The study confirmed that in the pedagogical process convergent technologies should be used as much as possible, which could easily be included in the pedagogical process.

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