

Study of the Linguistic and Didactic Skills of the Information and Communication Technology (ICT) Implements for Systematizing and Directing Project Accomplishments in Teaching Foreign Languages

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Abstract: The significance of this study is revealed by way of the requisite to study the lingua-didactical skills of (ICT) implements for systematizing and directing project deeds in teaching foreign languages in a university. The aim of this paper is to methodically and basically prove the lingua-didactic skills of ICT implements for systemizing and directing project undertakings in teaching foreign languages. A distinct part in the study is played by the debate of the core of the admission of the lingua-didactic skills of ICT implements for the arrangement and running of project events in instruction of foreign languages, in addition to the review of the example of instructive communication between members in the scholastic procedure and cooperative learning implements. The technical uniqueness of the study is that the methodical validation, core and arrangement of the involved purpose of the lingua-didactic skills of ICT amenities for the arrangement and carrying out of the plan in the teaching process in the university will be offered in the paper. The applied implication of the study results is that the chief necessities and deductions can be applied: in the course of arranging methodical and educational persons; on the sequences of specialized development of university lecturers; when forming the global action of instructive institutes.

Keywords: *Computer lingua-didactic, plan actions, ICT implements, didactic skills, instructive implements.*

1. Introduction

The adoption of information procedure of technology in higher education in Iran needs new methods to employ the possibility of ICT implements for the expansion of the nature of learners, enlarging the amount of creativeness over their thoughts, developing abilities to improve an approach for discovering answers for instructive and useful intentions. The overview of a modern division of knowledge-computer lingua-didactics, where computers are considered as educational means, demonstrating information in a superior method and impelling the learning procedure of a foreign language obtains exceptional implication. "Computer lingua-didactic is a field of study which involve the concept and system of exploiting computers in teaching foreign languages" (Zubova, 2001).

At present, systematically, education is controlled by an old-style teaching foreign languages method with the developing conflicts, owing to the unrecognized opportunities of the ICT for the determination of forming and carrying out plan accomplishments in instruction of foreign

languages. It is central that the plan approach is not employed rather than methodical subject instruction in foreign languages; however, accompanied by it as a constituent of the education scheme. Developing the project technique is a comparatively high level of the difficulty of educational action. A unique quality of the plan action in instruction of a foreign language is the pursuit for material, which will then be treated, comprehended and posed to the members of the mission team. The consequence of the effort over the plan in instruction of foreign languages is an instructive outcome as the most satisfactory means of sorting out the problem, which is major for the teaching to university students.

2. Methodology

2.1. Methodical evidence of the lingua-didactic skills of Information and Communication Technology (ICT) implements for the arrangement and operation of project conducts in training foreign languages in university.

As a technical proof of the study, the article gives an examination of the lingua-didactical aptitudes of ICT implements for scheme deeds in foreign languages and the values of forming plan deeds employing electric teaching utilities in the instruction of foreign languages. The foundation for the progress of the subject was the overall-democratic and practical codes of coaching foreign languages (Benoit, 2013; Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018; Shchukin, 2007). One significant code of coaching foreign languages is the code of personally- adjusted placement of learning. The second code is the theory of perception. The third moralistic code: the code of the inspired nature of teaching, which contains in the element that instruction of foreign languages, for developing the capability of learners to inter-social communication, ought to be made as an inspired course. The fourth instructive code: the code of the action character of teaching in overall and foreign languages principally. The fifth didactic code: the code of independence, which contains the element that instruction of foreign languages, needs to be aimed at making the independence of the learners in the education action aimed at learning the precise language studied.

To the organizational sources that describe the recent instruction of operating self-sufficiently of the language being learned, especially, the code of the communicative coordination of education. The article considers the codes of society of project actions employing electrical instructive implements in the instruction of languages (Ryabyshev, 1997; Tyunnikov, 1992; Smirnova, 2007; Shturba, 2004; Zubova, 2001). It was recognized that the plan ought to be possible for application; it is required to make circumstances for fruitful operation of developments; equipped a proposal for forming the mission and learners for the application of plans; Delivered direction to the plan by instructors - debate of the picked topic, work strategy and keeping a diary in which the learners makes apt records of their views, thoughts, spirits - reflection; It is required to give the consequences of the work on the plan in one procedure or another.

2.2. Features of electrical instructive implements for functioning plan actions while teaching foreign languages at academy.

Under the electric tools of instructive target for functioning plan actions and boosting a foreign communicative proficiency is apprehended "an arrangement of practical and influential software implements and instructive supplies for systematizing the procedures of gathering, recovering, archiving, conveying, getting, repeating data of another language" (Smirnova, 2007). Between these, there are: particularly formed, for functioning plan actions and coaching foreign languages computer programs, distinct formed use, guides, encyclopedias and other software packages that can be efficiently employed for training intentions. Russian and foreign experts in the development of programs used to review the language, mostly contain the next variations: - Programs particularly planned for teaching: "drill and exercise" (tutorial and applied trainings) and "tutorial" (discussions) and programs that display the language setting ; - for self-study; - planned for applied use-trade communication programs, analogue databases and computer forms of phrase books (Bovtenko, 2005; Roberts & Ferris, 1994; Smirnova 2013; Shturba, 2004). Furthermore, it might be application software package - all the diversity of current marketable software package: from script correctors and spelling assessors to archival and games; active programs that let the instructor to make computer instructive resources that point detailed assemblies of learners. Although the implements are mainly for the teacher-developer of instructive tools, they can be positively applied for learning a foreign language.

2.3. Compound effort of lingua-didactic aptitudes of ICT implements for the organization and management of plan actions: when training foreign languages at a college.

The complete employment of the lingua-didactical aptitudes of ICT amenities is measured in relation to the system of utilizing electric instructive implements for the arrangement of plan actions on the foundation of foreign languages and modules of software and organizational provision for functioning venture actions in the instruction of foreign languages. Electrical instructive implements for establishing plan actions on the foundation of foreign languages are an active educational implement for learning foreign principles and development of communicative abilities. It ought to be stated that, the usage of it is a factor to the speeding up of the learning procedure, the development of learners' attention in the subject, recovers the class of grasping the objects, permits adapting the education course and makes it probable to evade the subjectivity of the valuation. The most regularly applied ICT implements in the instructive course are: electric schoolbooks and guides verified employing a computer and a software projector; electric manuals and handbooks; simulators and testing packages; instructive assets of the Internet; reliable audiovisual supplies; interactive program performances; methodical studies and plans in a foreign language. In the middle of numerous issues that regulate the opportunity of education when utilizing ICT, the most imperative remains the obtainability of superior software and practical care. In a comprehensive sense, the plan and practical provision of instruction contains: programs that let mechanizing the arrangement of the education course (for instance, records for the regulation of distance learning); sequencers applied to organize teaching

constituents; programs planned precisely for acquiring. The idea of "software and organizational anticipation of teaching" can be credited to a development of computer teaching implements and electric instructive implements proposed for studying a foreign language.

2.4. Involvement of the plan operation and organizational proof, the arrangement and gist of the course "ICT in the foundation of foreign communicative skill".

In relation to the consequences of the study in some Iranian schools the course "ICT in the foundation of foreign communicative skill in another language" was elaborated.

The writers decide three steps of effort on the development of a communicative skill that is foreign speaking: the first step (the structure of verbal, articulation, syntactic and spelling skills); the second step (development of abilities developed in the first step); the third step (the structure of skills of foreign language action). To employ the ICT implements in the construction of the communicative skill of learners in other languages, the writers established a block-sectional arrangement of the systematic provision of the progress "ICT in the Creation of Foreign Communicative Aptitude", which is a method of combined action of the instruction, coaching and support team of the school and learners applying roles over material, instructive-systematic, practical support, working out and checking. The block-modular arrangement of the procedural support of the program "ICT in the foundation of foreign communicative skill" contains: the "structural and input provision, training course and information and recommendation funding and consequences of function of the course" (Smirnova, 2007).

Consequently, the offered prospects of utilizing ICT implements in the foundation of foreign-language communicative skill and their rewards over old-style approaches of instruction can be observed as an implement for encouraging stimulus, rising robust language assistances and educating the mastery of a foreign language. The employment of the ICT funds permits not only to upsurge the efficiency of instruction, but to inspire learners to extra autonomous study of a foreign language.

3. Results.

On account of the study, the article reveals the examination and methodical reason, in addition to the spirit and construction of the combined use of the lingua-didactic competences of the ICT implements for the association and controlling of plan actions in instruction of foreign languages at the school. Formerly, the examination of the lingua-didactic skills of the ICT amenities for the plan action on foreign lingoers was formed, the moralities of the formation of plan actions utilizing electric tools for instructive targets in the instruction of foreign languages, in addition to the account of electric devices of didactic aim for leading plan actions in coaching foreign languages. Afterward, the system of employing e-learning implements for forming plan actions on the foundation of foreign languages, constituents of software and procedural support for functioning plan actions in the instruction of foreign languages and the involvement in applying organizational support, the arrangement and subject of the curriculum "the ICT in the structure of a foreign communicative skill ". The approach and analysis of the plan action on the base of a

foreign language are offered as a hopeful operational proposal. The resources and consequences of the study can be directed in the procedure of arranging technical and educational staffs, in addition to modules aimed at educating the experiences of school instructors. The consequences of investigational effort are presented into the preparation of utilizing e-learning implements for the arrangement of plan actions upon foreign languages in Iranian schools.

4. Discussion.

It ought to be noticed that the drawback of utilizing ICT implements for instruction of foreign languages on the base of the plan scheme in the school is largely offered to the concept and method of coaching a foreign language. All at once, this subject is of growing notice in the strategy of teaching over the instructive schemes and procedures, socio-linguistics and information in the topic of ICT. Investigation in the paper is the documentation of socio-cultural and expansive methods to the drawback of establishing and directing plan actions on the base of a foreign language in the school. In lingua-didactic form, it is commonly established at all the ethics of education. Argument of the matter of attention to us agrees to us to maintain that in the circumstances of forming the plan action employing electric methods of didactic point in coaching foreign lingoers, suitable scientific, material and organizational fundamentals are formed, in addition to chances for the full application of the ethics of teaching foreign languages.

5. Conclusion.

Due to the effort, the chief deductions are expressed:

1. An examination of the language and instructive aptitudes of Information and Communication Technology abilities for the arrangement and application of plan actions in the instruction of foreign languages. It was founded that "the plan is a educational implement that lets us to explain project, i.e. focused actions for discovering an approach of resolving glitches and errands ascending from this problem, once it is measured in a detailed state of affairs" (Ryabyshev, 1997). Lingua-didactic Chances of Information and Communication Technology Implements in the plan action on foreign languages is that the plan is a blend of model and exercise; it includes not only the preparation of a specific rational mission in a foreign language, but its applied application on the base of the Information and Communication Technology implements.

2. The chief codes of design of plan actions using electric instructive implements in the education of foreign languages have been exposed: the plan ought to be practicable for application; it is essential to make circumstances for fruitful application of plans; planning of learners for the application of schemes; delivery of development running by instructors - argument of the particular subject, work strategy (counting the time of implementation) and keeping a diary in which the pupil achieves apt records of his opinions, thoughts, moods - image; obligatory demonstration of the consequences of effort on the scheme in one method or one more.

3. Features of electric ways of instructive purpose for functioning plan actions in instruction of foreign languages at a school are set. Electronic tools of instructive drive are considered as an arrangement of practical and instrumental software, instructive and organizational supplies.

4. The training of employing electric instructive implements for establishing plan actions on the base of foreign languages is measured. Electrical instructive implements for establishing plan actions on the foundation of foreign languages are an actual educational implement aimed at learning foreign principles and development of communicative abilities.

5. Elements of plan and systematic provision for functioning plan actions in the instruction of foreign languages were exposed and recognized.

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