FORMATION OF COMMUNICATIVE COMPETENCE AMONG STUDENTS IN THE CONDITIONS OF DIGITALIZATION

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ABSTRACT

The article presents the author's idea of the formation of information and communicative flexibility of students in the process of linguistic preparation, which includes the integration of professional and general cultural abilities of a modern specialist. Within the framework of the Adaptive model of teaching foreign languages, the following tasks are set: development of rules and algorithms that help to improve formation and development self-development of foreign and professional skills of students; create and implement digital innovative educational technologies. At the same time, a competent approach establishes the logic of organizing linguistic training of professional personnel for high-tech industries in the conditions of globalization and the digitization of the world economy and production.

KEYWORDS: *Information and Communication Competence, Flexibility, Competent Approach, Professional Skills, Digital Educational Technology, Linguistic Education.*

INTRODUCTION

With the introduction of society to a qualitatively new level of development, that is, the digitization of the world space, there is an expansion of the possible spectrum of channels in the process of communication. Information digital resources allow you to organize, collect and deliver the message in the shortest possible time. At present, the process of information transfer in a communicative space requires the proper retrieval, processing and transmission of information flows by an individual in an interactive mode.

At present, the content of linguistic training in linguistic universities does not fully correspond to the level of Science and technology. The variability of the socio-cultural world, technological innovations in education, the introduction of digital technologies into the educational process leads to the need to formulate the flexibility of students ' professional skills as an integral part of the future.

It was noted that educational technology, based on openness, active information cooperation, integration between students and sources of information resources, contributes to the professional culture of students and the opportunities for effective formation of information and communication skills. In the case of digitization in the "human - technology - communication" system, qualitative and quantitative indicators of technologies are determined, which makes it possible to formulate the principle of interaction of human components as communication. In addition, in such circumstances, the activation of students ' activities is carried out during independent work using interactive technologies, which allows not only foreign and professional competence, but also the development of analytical thinking. Today's classroom environment is completely different from a traditional audience. Traditional methods based mostly on lectures and

teaching are reduced to learning English memorization and three to failure in developing English language in students as a skill.

New technologies such as the Internet, YouTube, Skype, Twitter, blogs, mobile phones, interactive white boards and others have added Not only incentive, but also reader activity and true classroom interactivity. Teachers can engage students in English Language Teaching by using innovative techniques such as English songs, movie clips, dramas, commercials, sports commentary and others. Thus, it can be noted that at the moment the educational system in Russia is rapidly improving and developing. In the 21st century, one of the modern trends, which is the basis of almost all aspects of human life, including education, is the digitization and its penetration into all spheres of human life, as a result of which e-learning in education. In research, e-learning is often regarded as an effective tool that helps to optimize the process of manpower training especially in times of economic recession.

The formation, development and self-development of information and search capabilities allow students to obtain accurate basic information from digital foreign sources, improve professional communication skills. Such an organization of linguistic training at the university encourages students to model and respond to problematic tasks, build reliable relationships with teachers and classmates. Professional interaction, characterized by the implementation of communicative competence of students formed in the process of foreign education in the higher educational institution, includes information-analysis, visual-presentation, polemic, orientation, prognostic, reflexive and creative competence, which is characteristic of the nature of foreign activity in the professional sphere.

For the formation of information and communicative competence in the conditions of digitization of educational activities, the process of student flexibility implies the use of hardware and software tools classified by a number of parameters:

- Basic tools: textbooks in electronic form; knowledge control systems;
- Practical tools: simulation software, simulators;
- Distance learning courses;
- Auxiliary tools: multimedia educational publications, electronic dictionaries.

The introduction of new digital technologies into the learning process allowed teachers to create an information and communication environment that was established by the teachers as an asynchronous or synchronous communication mode technology to formulate students ' information and communication skills through internal needs and motivation. With such an adaptive interaction of the subjects of education, the student has the opportunity to choose different variants of proposed differential education, which will help to achieve individual goals. It was necessary to take into account the age characteristics of students, the level of their cognitive activity, as well as the component of activity (in order to harmonize internal motivations with the methodological-didactic filling of the educational subject" foreign language") in the organization of the auditorium and extracurricular work of students.

The digitization of foreign education in the logic of the implementation of a qualified approach of university students was aimed at the formation, mobility and individuality of the ability of future professional personnel to make non-linear decisions. The build professional and personal qualities and abilities of the student at the same time by increasing knowledge and creativity in everyday educational work.

Today, in foreign methodology, it is possible to note some trends that are new in the field of the methodology of teaching foreign languages, that is, the use of augmented and virtual reality in

foreign language lessons. Augmented reality allows users to interact with virtual content (such as videos, music, text, or images) placed at the top of a real environment using an app on a mobile device. In general, augmented reality is the introduction of digital data into a real user environment. Digital content and information can be added to anything, from printed materials to travel sites, shops, or restaurants. To create a hybrid reality, augmented reality combines real and digital. This means that digital information can be linked to a particular object or physical environment. In augmented reality, users can see their devices in the real world and create a "magic window" effect, with which data is added to reality. Virtual reality (or virtual reality) is different from augmented reality because it involves immersion into a completely different world.

Virtual reality is a computer technology that creates an environment that is either fictitious or reflecting the real world, where users can enter and interact just like real ones. Virtual reality can also create emotional experiences that involve touch, hearing, sight and smell. This allows students to communicate in a life-long environment where they cannot experience them and without the time and expense of visiting them. Students can learn directly from the simulated experience and get quick feedback about their success. Virtual reality places users in a completely virtual world and allows them to communicate in it with the help of a mobile device and headphones. These technologies can transform our traditional teaching styles, create an environment of creative, immersive collaboration that simultaneously supports multimodal access and puts students in the Learning Center.

Thus, we consider information and communicative competence as a theoretical and practical preparation for the implementation of active information exchange in a digital learning environment with the ability of students to effectively search, collect, analyze, process and broadcast information in the process of communication, meet their personal and professional needs. Within the framework of the research we are carrying out, information-communicative flexibility implies the ability and willingness of students to exchange information and carry out foreign communicative cooperation effectively. The development of such flexibility programs (in the conditions of implementing the capabilities of digital educational resources) is based on systematic, autonomous and integrated approaches. The systematic approach was the basis for the organization of the work of students outside the independent auditor and audience through multimedia educational courses, electronic manuals. At the University, an autonomous approach was implemented in the creation of simulation modeling, simulators and electronic dictionary programs as a reference-information support for teaching a foreign language. Components of the integrated approach were reflected in the development of autonomous distance learning courses in a synchronized mode of communication with the teacher.

The main problem in the whole world, including in Russia, is that not all population groups have equal access to the Internet, and their development opportunities may be limited. Individualization of education in online learning is an integral part of the process. A personal evaluation of the learning outcomes provides an opportunity for students to have a clear idea of their needs for acquiring certain skills and skills. It should be noted that among the skills that will be in demand in the future, there are both professional, technical, creative and critical thinking skills, which should be of great importance for universities. Teaching students and schoolchildren to live in an age of rapidly developing digital technologies, as well as understanding the strategies of their behavior in the digital world, is one of the most difficult tasks that teachers face in the digital age.

In conclusion, I would like to note that the qualified development of didactic and technical aspects of distance learning of foreign languages in higher educational institutions, regular and professional support of students, their high motivation, the availability of necessary teaching aids and e-learning resources are important. , the wide use of digital technologies in teaching a foreign language in the classroom will help to make distance learning as well as teaching a foreign

language in the classroom competitive and effective, which is an integral part of digital education in general. Thanks to the distance form, teachers have all the opportunities to teach students all kinds of speech activities and the formation of communicative competence, which is the main goal of teaching foreign languages in higher educational institutions.

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