



Internet Technologies in the System of Vocational Education

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Annotation. *In the context of the transition to an information society, socio-economic and state-political transformations, as well as the constant increase in the volume of information, have led to the need to modernize higher education, which is aimed at developing the education system in accordance with the actual needs of the individual, society and the state.*

Keywords: *information, transformation, modernization, higher school, development, education, society, pedagogy.*

The process of modernization of education is reflected in the programs adopted by the Government of the Russian Federation, among which the most significant are: "The concept of modernization of Russian education for the period up to 2010", "National Doctrine of education until 2025".

Modern changes in the education system are based on the latest achievements of science and technology in the field of information, computer and telecommunication technologies, the psychological and pedagogical foundations of which were considered in the works of B.S. Gershunsky, Ya.A. Vagramenko, V.V. Laptev, M.P. Lapchik, E.I. Mashbitsa, E.S. Polat, etc.

Changes in educational standards for the purpose of modernization and informatization of modern education could not but affect the process of teaching a foreign language. It should be noted that the development of information technologies has influenced the change in the status of a foreign language, the study of which is becoming increasingly important due to the expansion of economic and political ties, labor mobility and access to a large volume of scientific and technical information in a foreign language.

In the context of the transition to an information society, socio-economic and state-political transformations, as well as the constant increase in the volume of information, have led to the need to modernize higher education, which is aimed at developing the education system in accordance with the actual needs of the individual, society and the state.

The unique capabilities of information technologies, in particular the Internet, which can be used by all participants in the educational process, allow us to focus on the independent work of the student within the framework of specially organized activities, which becomes especially relevant due to the limited number of hours allocated to learning a foreign language at a technical university. This provision is confirmed by the "Program of the discipline of teaching foreign languages (in universities of non-linguistic specialties)", according to which the foreign language training of a specialist should be carried out with a large number of hours of extracurricular individual independent preparation of a student for classes using modern technical training tools.

We believe that it is Internet technologies that can help a teacher organize independent work of students, develop their skills of independent activity, which will contribute to a better assimilation of theoretical material and its application in practice and ultimately lead to an increase in the effectiveness of higher education. However, today there is a contradiction between the level of

development of information technologies and the level of theoretical and practical study of the problems of their use in the educational process, in particular when teaching a foreign language. Thus, the problem of theoretical substantiation and practical development of the issue of the integration of Internet technologies in the process of foreign language specialist training in technical universities requires further research.

Therefore, the relevance of this study is determined by the following factors:

- awareness of the requirements imposed by society at the present stage to the content and quality of training of a specialist with knowledge of a foreign language and information technology;
- insufficient development of theoretical issues related to the problem of using Internet technologies in teaching a foreign language in technical universities;
- intensive growth in the volume of scientific and technical information in foreign languages, leading to the fact that qualified
- the specialist must have the ability to self-educate, independently search and process foreign language information;

the need to find ways to optimize and intensify the process of teaching a foreign language in technical universities, as well as the need to find ways to integrate Internet technologies into the process of foreign language training of a specialist who is able to adequately carry out his professional activities in a foreign language.

the introduction of Internet technologies in the process of teaching a foreign language in technical universities will increase the efficiency of organizing independent work of students and optimize the activities of a foreign language teacher as a coordinator of their independent work, if:

- Control and management of independent work of students will be carried out on the basis of the developed model of integration of Internet technologies;
- the developed model will be built on the basis of personal-activity and competence approaches, as well as taking into account two main groups of didactic principles of integration of Internet technologies: general didactic and special;
- the developed model of integration of Internet technologies, implemented on the basis of a personal website of a foreign language teacher, will initiate independent work of students with electronic
- To achieve this goal and verify the main provisions of the proposed hypothesis, it is necessary to solve the following tasks:
- analyze the state and prospects of using information technologies in higher education in general and in teaching foreign languages in particular;
- clarify the content of the concepts of "information technologies of education", "Internet technologies in the professional training of a specialist", "web project", "web quest", "Internet communication", "website of a foreign language teacher";
- develop and theoretically substantiate the conceptual provisions of the integration of Internet technologies, their role and place in the educational process in technical universities;
- to develop a classification of the types of independent work of students based on the use of Internet technologies;
- analyze and select relevant general didactic and special principles and, based on them, develop an effective model for integrating Internet technologies through a personal website of a foreign language teacher in order to organize independent work of students of technical universities;
- To determine the main criteria for the effectiveness of the proposed model of integration of Internet technologies for the organization of independent work of students, to carry out its experimental verification and analyze the results obtained.

The level of informatization of society is directly related to the level of informatization of education and, therefore, is directly dependent on the appropriate equipment of educational institutions with the necessary equipment and software, as well as on the skills of their effective application. Informatization of education is understood as the process of preparing a person for a full life in an information society, which is especially important at the stage of Russia's entry into the Bologna process in order to create a European higher education zone, form a single labor market of higher qualifications and increase the mobility of students and teachers. Informatization of education is connected with the development of the material and technical base and with the preparation of a new generation of educational and methodological complex (UMC), that is, with the development of the information and educational environment. Informatization of education contributes to increasing the efficiency and intensification of the educational process through the use of information technologies and the introduction of new methodological developments in the learning process.

Modern researchers identify various trends of the modern stage of informatization of education, of which the most important, in our opinion, are:

1. Equipping educational institutions with information technology tools and their use as a new pedagogical tool and support for the educational process, which contributes to the optimization of learning;
2. changing the content of education due to the development of informatization of society, as well as combining the advantages of traditional education with the possibilities of information technology;
3. creation of a unified information educational space that ensures the availability of high-quality information

The modern stage of informatization of higher education has caused the emergence of such a strategic goal as "global rationalization of intellectual activity through the use of information technology, a radical increase in the efficiency and quality of training specialists." Achieving this goal depends on mass computer literacy and a well-formed information culture, that is, the ability to "use information technology tools (from telephone, computer to computer networks), use the most common software products, know the specifics of information flows in their field of activity, extract and use it effectively."

The use of information technologies in education, which provide ample opportunities for optimizing the educational process, inevitably leads to the emergence of new learning technologies that not only actively use methods, means and methods of information processing, but also modify them for effective use in the educational process. Thus, we come to a qualitatively new concept in education, namely, "information technologies of learning".

In pedagogy, there are two distinct approaches to the definition of "information technology training". The first approach considers information technology training as a learning process, and the second approach - as the use of specific software and hardware in training

As for vocational education, it is proposed to understand the information technology of training in the professional training of specialists as "a system of general pedagogical, psychological, didactic, private methodological procedures for interaction between teachers and trainees, taking into account technical and human resources, aimed at designing and implementing the content, methods, forms and information means of training adequate to the goals of education, the specifics of future activities and requirements for professionally important qualities of a specialist".

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