MODERN INFORMATION AND COMMUNICATIONTECHNOLOGIES AND THEIR USE IN TEACHINGCREATIVITY OF V.O. PELEVIN IN THE UNIVERSITY SYSTEM

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Annotation:
At the end of the twentieth century. humanity has entered a stage of development, which is called the post-industrial or information society. But the judgment "We live in the age of information and communications" is not entirely correct, since both information and communications have always existed. Throughout the thousand-year history, human society has been accumulating knowledge and improving the ways of storing and processing information. First, writing spread, then the printing press, telephone, and television. With the entry of society into the age of computer technology, it became possible to process and present it more efficiently. Recently, modern Russian literature has been gaining momentum, and the study of Pelevin V.O.'s work with the use of information and communication technologies has become no less relevant.

Keywords: information and communication technologies, listening, speaking, video, Pelevin V.O. lecture development.

Awareness of the fundamental role of information in social development and the huge growth rates of information technologies have necessitated the formation of a special information culture of the individual. To use new computer technologies in life, new thinking is required, which should be brought up in students from the first year of study. For the current student of philology, who will live in the information society of the future, the computer should become an integral part of his life. Therefore, the use of information and communication technologies (ICT) in the educational process is an urgent problem of modern university education. "The world experience shows that the solution of the problems of education begins with the professional training of teachers. Without a qualitative growth of pedagogical professionalism, we will be doomed to remain in the past" [1. p. 5]. That is, training in the field of modern ICT is necessary. Teachers of the new generation should be able to skillfully select and apply precisely those technologies that fully correspond to the content and goals of studying a particular discipline, contribute to the achievement of the goals of the harmonious development of students of philology, taking into account their individual characteristics.

The relevance of this article is due to the insufficient development of the problem of introducing information technologies into the educational process (including in the disciplines as a "modern literary process"). The computerization of educational institutions has begun relatively recently, and teachers are experiencing a number of difficulties caused by objective factors, including the insufficiently formed ability of students to use a computer as a means of working with information.

The purpose of the article is to consider the educational opportunities of modern information technologies, as well as the design and creation of an electronic training course focused on the work of modern Russian writers, including the prose of Pelevin V.O.

Since education is between production and science, it must correspond both to the level of development of social production and to the state of science. In the second half of the 20 - th century, production and science developed rapidly, while education evolved very slowly. As a result, very deep contradictions have matured between production and science, on the one hand, and education, on the other.

In the early 2000s, an education crisis began, which undoubtedly had a global character and was determined by socio-political and economic processes, as well as qualitative changes in the development of science and technology, especially computer science. It became obvious that a completely different direction in the development of the modern education system is needed - a course towards individualization, independence of learning. [2. p. 8].

The democratization, computerization and humanization of education, the free choice of a training program, and the creation of a system of continuous education are gaining momentum.

The first stage of informatization of education (electronization) was characterized by the introduction of electronic means and computer technology in the process of training students of philologists, first in technical specialties, and then in the humanities (late 90s - early 2000s). It was supposed to teach the basics of algorithmization and programming, elements of the algebra of logic, mathematical modeling on a computer.

This approach provided for the formation of an algorithmic style of thinking among students of philology, mastering the programming language, mastering the skills of working on a computer. But the lack of easy-to-use, understandable for the average user software tools did not contribute to the widespread use of computer technology in the field of liberal education.

The second stage of informatization of education (computerization) proceeded from the mid-1970s to the 1990s and was associated with the emergence of more powerful computers and simplified software. Such computer educational technologies made it possible to study various (chemical, physical, social, pedagogical, etc.) processes and phenomena with the help of modeling. In the field of education, automated systems of training, knowledge control and management of the educational process are increasingly being used.

The third, modern, stage of informatization of education is characterized by the use of powerful personal computers, high-speed high-capacity drives, new information and telecommunication technologies, multimedia technologies and virtual reality, as well as understanding the ongoing process of informatization and its social consequences, which, of course, is important for studying the work of Pelevin V.O. and other Russian writers.

Information technologies of education are all technologies using special technical means (computers, audio, cinema, video). When computers began to be widely used in the education process, the term "new information technology of education" appeared. But some researchers emphasize that it is possible to speak about a new information technology of education only if it satisfies the basic principles of pedagogical technology (preliminary design, reproducibility, integrity, etc.), solves problems that have not been theoretically or practically solved before. and if the means of transmitting information to the student is computer and information technology. [3. p. 5].

(ICT) is "a wide range of digital technologies used to create, transmit and disseminate information and provide services (computer equipment, software, telephone lines, cellular communications, e-mail,

cellular and satellite technologies, wireless and cable networks, multimedia means, as well as the Internet)" [4 p. 128].

A computer is a universal information processing device. The printer allows you to record on paper the information found andcreated by students or a teacher for students. For many school applications, a color printer is desirable.

The projector increases the level of visibility in the work of the teacher, as well as the ability for students to present the results of their work to the whole class.

The telecommunications block gives access to Russian and world information resources, allows distance learning and correspondence with other schools.

Devices for entering textual information and manipulating screen objects - keyboard and mouse.The corresponding devices play a special role for students with motor problems, for example, with cerebral palsy.

Devices for recording (inputting) visual and sound information (scanner, camera, video camera, audio and video recorder) make it possible to directly include information images of the world around in the educational process.

Data recording devices (sensors with interfaces) significantly expand the class of physical, chemical, biological, and ecological processes included in education while reducing the training time spent on routine data processing.

Computer-controlled devices enable students of various levels of ability to master the principles and technologies of automatic control.

Intra-class and intra-school networks allow more efficient use of available information, technical and temporary (human) resources, provide general access to the global information network [4. p. 129].

Audio-video means provide an effective communication environment for educational work and public events.

Software:
General purpose and related to hardware (drivers, etc.) make it possible to work with all kinds of information.

Sources of information - organized information arrays - encyclopedias on CDs, information sites and Internet search engines, including those specialized for educational applications.

Virtual constructors allow you to create visual and symbolic models of mathematical and physical reality and conduct experiments with these models.

Simulators allow you to practice automatic skills of working with information objects: text input, operating with graphic objects on the screen, etc.

Test environments allow you to design and apply automated tests in which the student receives a task in whole or in part through a computer, and the result of the task is also fully or partially evaluated by the computer.

Complex training packages (electronic textbooks) - combinations of software tools of the types listed above - to the greatest extent automate the educational process in its traditional forms, the most time-consuming to create, the most limiting the independence of the teacher and student.

Management information systems ensure the passage of information flows between all participants in the educational process: students, teachers, administration, parents, and the public.

Expert systems - a software system that uses the knowledge of an expert to effectively solve problems in any subject area.

The breakthrough in the field of ICT, which is currently taking place, forces us to reconsider the organization of information support for research activities. There are several possibilities for using information technology: [5. p. 526]

1. to search for literature

a) in the electronic catalog of the library of the educational institution;

b) on the Internet using browsers such as Internet Explorer, Mozilla Firefox, etc., various search engines (Yandex.ru, Rambler.ru, Mail.ru, Aport.ru, Google.ru, Metabot.ru, Search.com, Yahoo .com, Lycos.com, etc.);

2. to work with literature in the course of summarizing, taking notes, annotating, citing, etc.;

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