

Methodology for Teaching Students Professional Vocabulary of the Subject Area “Programming”

K. E. Mamalova^{1*}, F. N. Alipkhanova¹, and A. A. Kvitkovskaya²

¹Kadyrov Chechen State University, Sheripova Street, 32, 364024, Grozny, Russia

²Russian State Social University, Wilhelm Peak str., 4 building 1, 129226, Moscow, Russia

Abstract. Today, the use of digital and Internet resources in education is practical and mobile for all participants in the educational process and is present not only in specialties that are mainly aimed at the world of digital and information technologies. The development of professional communicative competence of specialists in all industries (natural sciences, social, medical, political, legal) is possible with the use of resources for which representatives of the “Programming and Information Technology” sphere daily develop and improve existing programs, Database. In this work, we examined Internet resources from the standpoint of didactic utility in the framework of the educational process, highlighting their main functions: educational, communicative, developing, relaxation. We have determined that for the greatest possible efficiency when working with Internet resources, the teacher should take into account the presence of the presented didactic functions in the selected / developed resources. The specificity of teaching foreign language vocabulary in the subject area “Programming” lies in the close relationship between the disciplines of the professional cycle and foreign languages. This connection allows the teacher to motivate students to master vocabulary, grammatical structures of a non-native language through the presentation of professional topics, tools familiar in their native language, since the formation of a foreign language communicative competence of a professional is built taking into account the need to develop the ability to solve practically oriented tasks.

1 Introduction

The modern sociocultural situation is characterized, on the one hand, by the presence of the information industry, which provides access to more advanced methods of obtaining and exchanging data (the question of the quality of the information field and the degree of uniformity of its distribution is relevant here), on the other hand, by the presence of a communicative phenomenon - the focus of all possible interactions, where communication is a bonding factor.

*Corresponding author: mamalova_1964@list.ru

In this sense, it becomes in demand to study the interaction of a future professional with other participants in the communication process, taking into account the need to master not only the commonly used (household) vocabulary, but also professional units, which, given the specifics of the profession (Information systems and programming), implies confident handling of IT technologies, including the ability to use multimedia, educational and news Internet resources.

That is why in this study, the author made an attempt to reveal the essence of the practicality of using Internet resources in the process of studying the disciplines “Foreign Language” and “Foreign Language in Professional Activities” among future IT industry specialists who have advanced ICT skills, Internet resources as an element of educational strategy.

The work of specialists in the information and communication environment is closely related to the use of a foreign language both for communication and, first of all, for performing professionally oriented tasks, since developing Internet technologies and resources appearing in this field are increasingly being used in all spheres of life. . A modern specialist needs to develop not only professionally oriented competencies, but also a high level of foreign language proficiency, in accordance with the requirements of the Federal State Educational Standard. In the course of the study, we found out that the actual resources for teaching professional vocabulary in the subject area “Programming” are presented in a limited amount.

2 Research Methodology

To solve the tasks set, the following methods were used in the work: theoretical - the study of pedagogical, psychological and pedagogical literature in the field of teaching foreign languages; study and generalization of pedagogical experience, analysis of one’s own professional experience in the process of teaching disciplines; empirical - pedagogical observation, testing, use of Internet resources in teaching students of secondary vocational education professional foreign language vocabulary.

3 Results and Discussions

When preparing an ICT industry specialist, along with a cycle of practical disciplines, three groups of professionally significant disciplines are distinguished: a general humanitarian and socio-economic cycle, a mathematical and general natural science cycle, and a general professional cycle. Foreign (English) language in professional activity is a discipline belonging to the first group.

This classification allows us to say that English, as a discipline within the educational program, contributes to effective professional development, motivates students to further self-education. Let us turn to the specifics of teaching English vocabulary in the subject area “Programming” to students of secondary vocational education.

The ability to work with sign systems, artificially created languages is one of the elements of the professional implementation of an IT specialist. And teachers of foreign languages take into account the need for the ability of their students to develop software in various languages. Working with conventions, such as the names of commands, operators, variables, presupposes not only the ability to verbally handle these units, but for the functioning of the written program code and graphically display them correctly.

We emphasize that a specialist in the “Programming” profile needs such personality traits as:

- ability to analyze;

- the ability to abstract;
- high development of critical thinking;
- the ability to clearly formulate tasks (for himself and the team);
- clear planning of actions to complete the project on time.

Taking into account these requirements of the specialty, we can develop assignments in such a way that students who do not have significant teamwork experience, who have not previously worked with a large amount of information, develop / improve these qualities in the learning process.

For students of the profile “Programming” in the process of studying the vocabulary of a professional orientation and subsequent professional foreign language interaction, knowledge of specialized lexical units is necessary. Teaching students to work with professionally oriented vocabulary is aimed at expanding not only the professionally oriented (technical side) personality of a specialist, but also the formation of communicative competence within the framework of the free software of future specialists in the field of programming. Working with lexical units is possible only in the presence of context, semantic load. It is necessary to imagine the role of words in the process of communication.

About the quality of communication, Professor E. G. Tareva writes: “the condition for the quality of communication is mutual understanding, which has arisen on the basis of the common meaning of what is happening for the participants in communication, a guide to worldview, beliefs, values, norms, interests, ways of thinking that reflect the culture of each of communication partners” [1].

L. N. Filkova says that “the word communication, understood as a complex and multifaceted process, which simultaneously acts as a process of interaction between individuals, and as a process, and as an attitude of people to each other, and as a process of their interaction, and as a process of empathy and mutual understanding of each other, is synonymous with the term “communication” only in the sense of information exchange”[2]. Further, in our study, an attempt was made to conduct a study of teaching professionally-oriented vocabulary to future programmers (including within the framework of computer communication), as an integral part of the professional field of interaction between specialists in the field of information technology.

A number of actions are required:

- to determine the features of teaching professional English vocabulary in the field of “Programming” students of secondary vocational education;
- to determine the features of foreign language computer communication, including in the professional field of ICT specialists;
- to consider, within the framework of teaching the vocabulary of the subject area “Programming”, the features of the activity, subject-activity cognitive-communicative and intercultural approaches.

For specialists in the direction of “Information Technology and Programming”, an integral part of professional communication is computer communication, where motivation for learning is a prerequisite for acquiring skills specific to a particular situation, necessary to perform work. If we consider the situational nature of the use of vocabulary in computer communication, it is worth mentioning the discourse. Computer discourse is constituted by language strategies in a narrow field of computer technology, the totality of which is located vertically (from a novice user to a professional).

According to the structure, communication using IT-specific vocabulary can be divided into written and oral. Oral communication is characterized by a high data transfer rate, quick response to statements and processing of what is heard, which has an advantage over written communication. At the lexical level, the presence of a non-usual nomination

(mother - in the meaning of “motherboard”). The rate of speech and its speed are also present in this type of speech.

Given the information presented, it is possible to assume that professionally oriented oral IT communication has the same characteristics as oral speech: reactivity, feedback, the presence of speech clichés characteristic of oral communication.

Written interaction can be called a more characteristic feature of the interaction of virtual communicants in the process of business foreign language communication. Among the features of this communication is the preparedness of the utterance, after which it is fixed graphically, the speech can be more expanded, logically built, and has a complex syntax. The speech perception channel is visual and communication occurs indirectly. Reaction speed is not guaranteed.

IT-specialists by the nature of their activity often resort to communication on the Internet. Its feature is the speed of response to the information received due to the speed of information transfer.

According to researchers Elagina Yu.S. and Oparina K.S., “difference in time of generation and perception of the text, which makes computer communication related to other practices based on distanced communication (for example, existential)” [3]. The use of vocabulary in a dialogue format is expressed both verbally and graphically. Written communication is expressed within the framework of scientific works. Oral interaction with the use of professionally oriented vocabulary in a foreign language can occur in any conditions in which a dialogue between users of electronic devices is possible, where the degree of PC proficiency on the part of the communication participants is not critical, it is important to have thematic terminology \ professionally oriented vocabulary. Bug - an error, debug - identify and fix an error, hardcode - a non-variable piece of hardware or software - are examples of terms that any participant in this communication should own.

For specialists of the profile “Information systems and programming”, it is important to master not only professionally-oriented vocabulary (components of hardware or software, including commands (tags) in writing code) in a foreign language, but also Internet slang, the need to use which arises both in everyday communication, and professional contacts on the Internet. Webmonster (smart programmer) is a high-class programmer, Ror (Ruby on Rails) is a framework for quickly building a site. The students, speaking about the process of using computer vocabulary, have repeatedly emphasized that this jargon is necessary “as a kind of virtuoso game of “one’s own”, which, if the classical norm of the language is used, “player” can be rejected in this environment” [4]. The discipline “Foreign language in professional activity” has a connection with the disciplines of the profile block of the curriculum. Having a clear understanding of the practical functions of the units discussed in the lesson, it is easier for the student to adapt to the material in a foreign language.

In the communicative space, there is also computer-game interaction, expressed by a set of lexical units present in texts, united by a common theme related to computer games of various genres. The concept of communication itself is widely studied in Russia and abroad.

The importance of the work of a specialist with English vocabulary is considered by the Indian professor Anupama S.B. “The effective use of English for communication at work requires knowledge of international business communications in practice” [5]. Developing the professor’s thought, we emphasize the need for successful communication of employees for the development of the company in which they work. For the information technology sector, this is especially true, since multilingual teams often work on projects (within one company or with the cooperation of several enterprises).

The scale, which characterizes the use of computer vocabulary in the game space, shows signs somewhat differently - the mass character of communication, but within the framework of a certain group united by a number of characteristics. Often the

multinationality of the group is the reason for choosing English as the common language of interaction.

In the gaming community of such a single group, communication is carried out mainly in English, which is realized only in mass communication. T. n. "clans" - groups united by a common goal within the framework of the game, choosing a certain behavioral strategy.

The existing division of communication into written and oral can be applied to computer communication within the framework of game communication. Due to the speed of information transfer and reaction to utterance, oral communication looks more logical, but that gaming computer communication takes place mainly with the use of written transmission of semantic units, "which is explained by the conventional approach to virtual communication, borrowed by game discourse from computer, in particular from electronic means for instant messaging and chats" [6].

The modern educational system is faced with the question of where it is necessary to form the personality of a student capable of understanding and perceiving the culture of the countries of the studied foreign language, seeing the similarities and differences between this culture and the peculiarities of thinking in their native cultural field. The ability not only to education in its classical form (teacher - students), but also a tendency to self-education implies a stable cognitive motivation and psychological readiness, which is based on communicative competence.

We see the peculiarity of interaction with future specialists in the subject area "Programming" in the need to work with "a large number of unadapted anglicisms - lexical units that have not undergone any adaptation to the native language" [7]. For example, terms such as adapter (device for connecting devices), user (user), backend (website components available to the developer), frontend (website or program elements with which the user interacts), refactoring (code reprocessing), socket (connector on the board) specialists do not translate into Russian, preferring English names. We agree with the position of scientists who argue that an important organizational and methodological condition for the development of a personality is the creation of a creative educational environment for training and education as a kind of system of interrelated and conditioned factors, mechanisms, technologies, various types of relationships between subjects of foreign language education. taking into account the specifics of many factors of the metropolis. The expansion of intercultural contacts, the emergence of new international relations explain this need both within the framework of everyday communication and in the field of professional cooperation. Interaction here is built according to the norms of intercultural communication, where the participants in the process represent their own culture. IT specialists often communicate while performing their professional duties in a virtual environment.

The use of professionally-oriented lexical units of information and communication orientation in a virtual environment can be attributed to a component of professional communication of an IT specialist. Electronic communication as an object of linguistic research is considered by Anna Albertovna Ionina. Internet linguistics, which studies the styles and forms of language that arise under the influence of multimedia and as a result of Internet communication, originated at the beginning of the 21st century.

Information technologies, the development of which takes place in the virtual space, has given rise to a special type of communication, in which the vocabulary of the subject area "Programming" is used, the implementation of which is possible if a personal computer is used. Despite the poly-orientation of computer communication, it is worth emphasizing the primacy of this communication for IT specialists, who create space for further virtual interaction of non-professional users, which represents an extensive field for observing and studying the features of the development of stylistics and structure of the language by contemporary linguists.

The purpose of teaching foreign language (professionally directed) vocabulary in a non-linguistic university can be defined as the development of a comprehensive foreign language competence in the field of educational and professional computer communication, carried out on the basis of an electronic text.

Considering the fact that computer communication implies communication, and for future specialists in the field of information technology, it is mainly professional communication, we take into account the concept of professional communication. With the development of communication skills, a role-playing game is a tool used in a foreign language lesson. The ability to play someone else's role helps to adapt to real communication and at the same time reveal the reserves of one's own personality [8].

It should be noted that today there are enough works devoted to this problem. However, the specifics of teaching professional vocabulary in the field of "Programming" in the process of developing communication of students of secondary vocational education remains poorly understood. The big advantage here is the opportunity for a young person, having a similar store of knowledge, to prove himself professionally before his peers, who went to master the specialty at the undergraduate level.

Speaking about the specifics of communication in the information environment (both at the level of education and at the level of work), it is worth paying attention to the formed stereotype, where an IT specialist is a "hermit" and interaction with others is unusual for him, he is used to doing everything on his own, but in fact, most tasks cannot be solved alone, even by a highly qualified specialist. To create a good product, teamwork is necessary. Being a loner and doing quality work is a luxury for a representative of the IT sector. If the level of interaction in the development team is extremely low, the team is probably not formed, and without communication, working purely individually, it becomes more difficult to solve a large-scale task, even with a sufficient level of professional competence. Therefore, professional communication of SVE students is professional communication aimed at organizing effective communicative professional interaction.

For our study, it is important that teachers, in the process of preparing for the use of foreign language vocabulary by specialists in their classes, take into account the following conditions for learning and the flow of subsequent communication:

- 1) the content of the professional communicative situation in the intercultural aspect by analyzing the corresponding professional activity;
- 2) gradual implementation of the formation of foreign language communicative competence;
- 3) intensification of the process of formation of intercultural communication through the use of various interactive forms and methods of interaction;
- 4) "immersion in a foreign language environment through conferences, role-playing and business games, reading original literature" [9].

The use by a specialist of lexical units of the "Programming" section, incl. within the Internet discourse, today on a large scale and attracts the attention of linguists. A number of parameters are considered: the situation of speech interaction, the time and duration of interaction, auxiliary codes, etc., which conveys the features of both oral and written language communication.

Communication using devices and the chosen communication channel are determinants of the types of computer communication. Computer communication can be a continuation of the actual process of communication. At the same time, computer communication, where the text can be transmitted graphically or in audio format, affecting, if it occurs, the actual interaction of communicants, can be more voluminous (signs in iconic terms), it is possible to increase the creative potential of communication within communication, which is manifested in the active development of borrowings and game transformation of the nominative means of the native language of the communicants. As part of the educational

process, a foreign language teacher resorts to the use of ICT, which can act as an additional connecting element in the student's work. Computer communication also includes Internet discourse, which combines the features of written and oral discourse.

Creative work in the classroom develops the ability to solve non-standard problems, increases the cognitive activity of students. An example of work on the development of creative thinking, we see the work on professionally oriented projects, such as the presentation of software features for protecting a company's database, written in a certain programming language, where professionally oriented lexical units are reflected.

The cognitive activity of specialists in the direction of "Programming" is also relevant, since in order to be a sought-after specialist, it is necessary to improve their knowledge not only of a theoretical nature. Hackathons are events where information technology specialists are offered to solve a problem of professional orientation. We see these events as a mini-version of the WorldSkills professional championship. Teachers present students not only professionally-oriented vocabulary, texts and multimedia materials, but also linguistic and cultural features of other cultures by watching videos and reading web posts in English, followed by online tests to check mastery of the material. . So, if students show a high level of professional knowledge and take part in World Skills competitions not only at the domestic level, but also outside the country of residence, short-term integration into an unfamiliar language and culture, communication in a multinational team will not call stress, therefore, students will be able to concentrate their attention on demonstrating professional skills. The language will act as a tool for solving professionally oriented tasks, and not a task for which, in an unfamiliar environment, it may not be necessary for a person who does not have a sufficient level of knowledge to communicate (dictionary, translator, etc.).

Society is accustomed to using the concept of "communication" in two main meanings:

- bilateral process of information exchange;
- receiving, transmitting and storing information channels of interaction.

Methodists and researchers today widely consider the process of teaching professional vocabulary to develop the communicative competence of future specialists, where teachers use polyapproach to effectively achieve the goal (in this situation, professional computer communication). It is worth paying attention to the activity approach, where in the work of the student there is a solution of problems related to educational and research, search and design, creative activities. Here knowledge is the direct result of work. A subject-activity approach aimed at developing speaking abilities is a way of acquiring the skills of organizing one's own speech with the help of expressive means inherent in culture.

For us, the intercultural approach is also important, which in her research G.V. Elizarova presents, "as the behavioral features of carriers of different cultures, isolated in the course of cross-cultural and sociocultural studies, affecting the interaction of individuals as carriers of these cultures" [10]. An intercultural approach allows one to explore certain social traditions and compare them with various other cultures and societies. We can assume that the intercultural approach allows us to discover the similarities and differences that are present in cultures and acquire skills that allow us to come to full communication in a foreign language.

When working with ICT-oriented lexical units, we turn to Internet communication, which is part of the field of computer communication. Internet communication is multifaceted and includes several elements that are used by researchers when presenting it.

First, the communication channel is digital. In 100% of communicative situations, we use devices that transmit the necessary information via electronic channels. Secondly, computer communication has expanded the geography of interaction.

In this work, we are talking about the fact that the future specialist gets the opportunity to collaborate with colleagues from anywhere in the world. The only drawback of this type of communication (without taking into account emergencies / accidents, when the lack of

network coverage prevents communication) we see the influence of time zones: in order to interact with colleagues in real time, team members are forced to rebuild their schedule without taking into account the time zone of residence.

Teachers take into account the presence of these factors in the professional field of their students, present the vocabulary necessary in the process of communication on professional topics and model situations that students may encounter in the course of their work. So the student becomes more disciplined - it will be impossible to do work at the last moment, it will be ineffective to use outdated communication channels (letters, calls on a landline phone).

The specificity of teaching a foreign language for special purposes to students of secondary vocational education is expressed in the possibility of developing communication skills in a professional environment by language means, developing receptive and productive speech skills (listening, speaking, writing, reading,) of students, based on the material studied within the framework of disciplines of the professional cycle, since the difficulty of selecting the course content for students of many non-philological specialties is the allocation of several separate profiles within one area of training.

It should be noted that the content of teaching a foreign language for special purposes to students of secondary vocational education includes the following components: topics reflecting the specifics of professional activity, presentation of subjects of communication, the possibility of choosing the subject of communication. The teacher needs to make a selection for inclusion in the curriculum of material for the development of professional interaction of the future specialist, taking into account the goals of the formation of general and professional competencies, taking into account professional specifics. Computer communication is one of the key components of professional communication of modern specialists. But communicative competence is paramount, and mastering it occurs as a result of learning a foreign language.

Modern society perceives education as a continuous process. A person is in constant search for ways to improve existing professional skills, acquire new knowledge in order to be a sought-after specialist, to keep up with the development of scientific and technical means. The concept of "Educate for life" is transformed into "Educate for life". This is required by the labor market. The specialist is forced to follow the trends.

The greatest effect in the development of individual strategies for teaching language and culture is given by a variety of interactive information and communication technologies that contribute to a more effective alignment of personal learning routes and self-learning.

A few years ago, "distance learning", "online learning resources" and "learning platform" were practically not used - they were new and in many ways difficult to understand tools. Internet resource - a source of materials presented in the form of text or in audio or video format. In terms of their appearance, content and purpose, these resources are extensive: websites, mobile applications, databases, Internet blogs, social networks, entertainment and educational platforms.

Today, when many specialists work remotely, using digital resources as a working tool (online organizers, task boards with the ability to be edited by any team member, foreign language learning applications with sets of vocabulary cards on almost any topic), such tools are extremely in demand. . The undoubted advantage of using Internet resources is the possibility of integrating them into distance learning, which is significant in modern conditions. "As an alternative to traditional learning, distance learning is that innovative form of learning that can provide the opportunity for constant updating of knowledge" [11].

For the period 2019 - 2023 the demand for the use of educational electronic resources has increased. The market puts forward a large amount of goods (in this case, digital and Internet resources in the field of education) to the needs of the consumer. But not every proposed source of information and tool has the necessary didactic functions to make the

educational process effective. The functions of educational Internet resources are based on the didactic principles that exist in the modern educational paradigm.

ICT technologies are not used systematically in education today. Not 100% of educational institutions have access to the Internet, the ability to use interactive whiteboards, Web resources (watching videos with passing interactive quizzes), students need to use mobile devices to participate in quizzes, but in a number of universities, SPO , schools their use is prohibited. Next, we present a number of features, according to which, today, the effectiveness of working with Internet resources in the process of teaching students professionally oriented vocabulary is higher than using traditional interaction tools.

Work in the classroom is possible not only in an individual mode, where everyone independently does the work, answering the questions of the quiz, and the teacher cannot track the progress / degree of completion of the task in the process of execution.

The advantage of Internet resources is also expressed in the ability to freely edit the material. The teacher - the user of the site Quizizz.com can use the material of another developer.

At the same time, a negative element is the inability to use Internet resources when teaching professional vocabulary in universities and secondary vocational schools where there is no permanent Internet access or the charter of the educational institution prohibits the use of mobile devices in class.

It is worth highlighting the main didactic functions of educational resources in the field of teaching foreign languages for general communicative and special purposes:

- educational function
- communicative function
- developing function
- relaxation function.

The educational function of Internet resources in the development of English-language professional communication of students of secondary vocational education involves the development of moral qualities of the individual, respect for the participants in the communicative process, including mutual assistance and mutual understanding, the formation of consciousness, as a necessary condition for the production and use of linguistic and speech phenomena. For security purposes, Internet resources are encrypted and passwords are used. Mutual assistance here is expressed through the tips of the group members about how the system works. Also, within the framework of this function, the necessary condition for the production and use of a linguistic and speech phenomenon is important.

The communicative function of Internet resources in the development of English-language communication of future specialists is expressed in the communicative competencies acquired through the use of these resources in a professional environment. Such competencies include the ability to conduct a dialogue on professional topics (team research projects, conferences), participation in business life (negotiations, presentations), written communication (official correspondence, informal communication, use of slang vocabulary and abbreviations). common in the industry, including in the professional environment). Here the communicative function of language is expressed through collective interaction. The Quizizz and Quizlet services are used to interactively test the acquisition of vocabulary and grammatical structures. The teacher creates tests of various types (multiple choice, substitution, ratio, test task), and, having programmed the correct answers, is relieved of the need to check each work in the group, since the program algorithm performs this function. These resources allow you to create cards for learning vocabulary, but this function, having been transformed, is used for communicative purposes. Questions for discussion are placed on the card. No need for handouts.

The developing function of Internet resources in the framework of the development of foreign language (English) communicative competence of students of the direction “Information systems and programming” is manifested in the acquisition by students of professional and personal qualities and research skills.

Communicative competence expands the cognitive abilities of students, since the study of a foreign language is carried out not only on the basis of the correct organization of speech practice, but also through targeted stimulation of students’ cognitive activity.

Speaking about Internet resources that have a developing function, let’s turn to such a type of exercise as a description of images. This type of tasks is used in the oral part of international language exams and at the final certification in the domestic education system. The Pinterest platform allows you to find images and create thematic collections, which is especially convenient when practicing vocabulary on a specific topic when you need a large amount of material. (My workplace is My workstation, negotiation, technical specifications of various laptops, types of peripherals).

The relaxation function of the use of Internet resources in order to develop English-speaking communicative competence among students of SVE is expressed in the ability of the student to gain knowledge not in the usual academic form (lecture \ seminar using exclusively theoretical material (oral response) and standard forms of written work (note taking, written assignments to check the assimilation of grammatical and lexical structures using multiple response testing), relieve the psychological stress caused by the intensity of foreign language material within one lesson. the principle of professional orientation is one of the leading principles of modern specialist training. A habitual gap-filling task can be created on the educational platform. any already has templates.

Dictations that are used to test the lexical competencies of the native language cannot be considered a classic form of assessment, since here, in addition to spelling assimilation of the material, the ability to listen along with punctuation features is also checked. When working with a foreign language in a group of non-philological specialists, this type of task, taking into account its complexity, will not be effective. Rather, a demotivating effect is possible. A foreign language teacher in her work uses Internet platforms where it is possible to create interactive tasks. The tasks “pick a pair”, “restore the order of words in a sentence or the order of sentences in a text” always arouse interest, and their interactive presentation includes Internet games in the lesson for students, does not require the teacher to use additional resources (printing materials) .

When working with Google services, the teacher can create an artificial language environment for his students using the Gmail mail program, where, by changing the interface language to a foreign language, students additionally meet with professionally oriented vocabulary, presentations as a tool used in public speaking and negotiations Google - slides is also integrated into classes. Students of the “Information systems and programming” profile are already familiar with this tool, but working with it in a foreign language is an expansion of cognitive abilities and relaxation, since students use the tool, due to professional specifics, intuitively. Language “embeds” imperceptibly and does not cause internal contradictions.

Internet resources are not a new tool for future specialists in the field of “Information systems and programming” by virtue of their profession. But, since we are talking about non-linguistic SVE students, autonomy in dealing with foreign-language Internet resources is possible only thanks to the joint work of students and the teacher, integrating the language into the student’s familiar conditions, thereby removing the difficulty in perceiving tasks.

The selected functions of Internet resources allow us to assert that these technologies are a productive and effective source of improving the quality of foreign language education, due to flexibility, brightness, multi-level, expressiveness and information

richness. The volume of Internet resources in the field of education is large and continues to develop. But the criterion for the selection of materials produced by the teacher should be the compliance of these resources with the didactic principles of education (education, communication, development, relaxation).

4 Conclusions

The specificity of teaching foreign language vocabulary in the subject area “Programming” lies in the close relationship between the disciplines of the professional cycle and foreign languages. This connection allows the teacher to motivate students to master the vocabulary, grammatical structures of a non-native language through the presentation of professional topics, tools familiar in their native language (the structure of programming languages, program interfaces, web resource architecture), since the formation of a foreign language communicative competence of a professional is built with taking into account the need to develop the ability to solve practically oriented problems.

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