**Learning Foreign Languages Using Information and Communication Technologies**

***Tarasova Veronika Sergeevna***

*Student*

*Sevastopol State University,*

*Humanitarian Pedagogical Institute, Sevastopol, Russia*

*E-mail: veronica.02.02@mail.ru*

A necessary condition for changing the national educational environment in the context of the transition to the digital economy is the digital transformation of universities. Designing a digital educational space, revising the content of technical education, creating a flexible and sustainable university management system and a personalized educational process, implementing new forms of educational practices, technologies and methods are the main guidelines for the development of domestic higher education [2, p. 238].

Electronic and multimedia learning tools have new opportunities in the organization of the learning process. Recently, the training of a technical specialist has been one of the priorities of higher professional education.

Such scientists as N.V.°Apatova, I.V. Balynin, Y.S.°Branovsky, S.M.°Vishnyakova, B.S.°Gershunskaya, A.P.°Ershov, E.G. Zueva, N.N. Nizhneva, I.V. Robert, S.S. Tueva and others dealt with the issues of informatization of education. The use of electronic and multimedia tools in the process of professional training was studied by B. B.Andresen, S. P. Novikov, A. A.Andreev, G.V. Knyazeva, L.Qingsong, T.A.Shaikh, C. Lal, etc.

"Since modern computers allow reproducing almost all types of information transmission known to date with great efficiency, they can implement adaptive algorithms in teaching and provide the teacher with objective and prompt feedback on the process of learning educational material" [2, p. 238].

Currently, students are required to be able to work independently with information in the learning process. Today, the higher education system is focused on the development of students' independence and self-education, which justifies the choice of this direction from the point of view of the expediency of its development for the purpose of application in the educational process of the university. "A modern specialist is distinguished by the ability to outpace the current need for knowledge at the expense of his own cognitive activity, the ability to use existing own resources" [1, p. 153]. Courses conducted entirely online, or mixed courses that combine information and communication technologies (ICT) and complement traditional classical practice, are currently enjoying success [6, p. 31].

The process of developing independence was carried out at the following stages: obtaining and converting important information; heuristic activity; research independent work with elements of creativity [4, p. 42]. The main thing in the strategy of organizing students' independent work is to create conditions for activity and responsibility in conducting educational activities.

In modern conditions of development of society and education, existing foreign software is being replaced with high-quality Russian analogues. "Now is the time to accelerate the improvement and make competitive analogues of all the world's largest players" [5]. "The Ministry of Education and Science of Russia will definitely and fully switch to Russian software" (https://clck.ru/rJDUH ), which is economically advantageous [5]. Among the successful analogues in the field of software as examples of import substitution of steel: ROSA Linux OS ("NTC IT ROSA"); ALT Linux OS ("Basaltspo"); Astra Linux OS (RusBITech-Astra); nanoCAD (Nanosoft); (CAD) – Renga (Renga Software); Tada.team – a business communication environment as a replacement for the Zoom platform.

Import substitution in the field of information technology has been taking place for more than one year. But it is still necessary to determine ways to resolve the contradictions associated with the transition to domestic software [3, p. 116]. The problems that have developed in the Russian economy as a result of the imposition of sanctions have led to the need for import substitution not only in the field of food [3, p. 116], but also in higher education. In this regard, Russian universities are switching to domestic software products, IT technologies created by domestic scientists (https://clck.ru/rJDUH ).

So, the need to identify trends in the development of modern education is especially relevant today in connection with the digital transformation of education. The training of specialists as one of the priority areas of higher professional education is designed to meet the requirements of modern society for the quality of vocational education. Electronic and multimedia learning tools have new opportunities in the organization of the learning process.

**References**

1. Dongauzer.V. Methods of optimizing the independent work of university students at the present stage // Pedagogical education in the Urals: history and modernity : collection. materials of the scientific and practical conference, November 15, Yekaterinburg, 2012. pp. 152-159.
2. Mezentseva, A. I. Video course as a means of teaching foreign languages at a technical university / A. I. Mezentseva // Maritime Strategy and Policy of Russia in the context of ensuring national security and sustainable development in the 21st century : A collection of scientific papers. – Sevastopol : The Black Sea Higher Naval Order of the Red Star School named after P.S. Nakhimov, 2023. – pp. 238-241.
3. Mezentseva, A. I. Teaching a foreign language in the context of import substitution of information technologies / A. I. Mezentseva, A. G. Mikhailova // Bulletin of Nizhnevartovsk State University. – 2023. – No. 4. – pp. 115-123. – DOI 10.36906/2311-4444/23-4/11
4. Mezentseva A. I., Mikhailova A. G. Formation of students' independence in learning foreign languages by means of information and computer technologies // Information technologies and digital education. Priority areas of development and implementation practices. Omsk, 2022. pp. 42-47.
5. Frolova M. Enter IT: how import substitution in the field of high technologies takes place in Russia // Society. https://clck.ru/ecAnp
6. A comparative study of Spanish adult students’ attitudes to ICT in classroom, blended and distance language learning modes /M. Arrosagaray , M. González-Peiteado, M. Pino-Juste, B. Rodríguez-Lópezd // Computers & Education. 2019. Vol. 134. Pp. 31-40.