THE USE OF NEW INFORMATION TECHNOLOGIES IN THE STUDY OF A FOREIGN LANGUAGE.

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Abstract:

The article discusses about the usage of ICT in teaching and learning foreign languages. Currently, the introduction of a personal computer, multimedia technology and the global information computer network - Internet affects the education system, causing significant changes in the content and methods of teaching foreign languages. The modern teacher is faced with the problem of finding a new pedagogical tool. In our teaching activity, weconcluded that in modern conditions, given the great and serious interest of students in information technology, this opportunity could be used as a powerful tool for developing motivation in English lessons.

Introduction:

The computer allows you to change qualitatively the control over the activities of students, while providing flexibility in managing the educational process. The role of the

teacher is equally important here. He selects computer programs for the lesson, didactic material and individual assignments, helps students in the process of work, and assesses their knowledge and development. The use of computer technology makes and allows for a reasonable choice of the best training option. The use of a computer as a tool for working with information is very diverse and varied. He can browse the electronic library in a few seconds and find the information he needs. When using a computer, verbal communication should be considered in three aspects:

- First, as free communication of students in real time using e-mail and information networks, that is, as an authentic dialogue in writing between communication partners.

- Secondly, as an interactive dialogue interaction between a student and a computer, in which the real goals of communication are pursued, that is, as a human-machine dialogue.

- Thirdly, as the communication of trainees in the classroom in the process of working with computer training programs, which act as a stimulus for communication and a means of recreating the conditions of a communication situation. The specificity of the subject of a foreign language determines the active and appropriate use of a computer in the classroom. The leading component of the content of teaching a foreign language is teaching various types of speech activity: speaking, listening, reading, writing.

Materials and Methods:

E.I. Mashbits refers to the following as a set of significant advantages of using a computer in teaching over traditional classes:

1. Information technologies significantly expand the possibilities of presenting educational information. The use of color, graphics, sound, all modern means of video technology allows you to recreate the real environment of the activity.

2. the computer can significantly increase the motivation of students to learn. Motivation is increased through the use of adequate reward for correct problem solving.

3. ICTs involve students in the learning process, contributing to the widest possible disclosure of their abilities, enhancing mental activity.

4. The use of ICT in the educational process increases the possibilities for setting educational tasks and managing the process of solving them. Computers allow you to build and analyze models of various objects, situations, phenomena.

5. ICT allows to qualitatively change the control of students' activities, while providing flexibility in the management of the educational process.

6. The computer contributes to the formation of reflection in students. The training program allows students to visualize the result of their actions, to determine the stage in solving the problem at which a mistake was made, and to correct it.

1) improving the quality of training of specialists through the use of modern information technologies in the educational process;

2) the use of active teaching methods, increasing the creative and intellectual components of educational activities;

3) integration of various types of educational activities (educational, research, etc.);

4) adaptation of information technologies of teaching to the individual characteristics of the student;

5) the development of new information technologies of teaching, contributing to the activation of the cognitive activity of the student and increase the motivation to master the means and methods of informatics for effective use in professional activities;

6) ensuring continuity and consistency in training;

7) development of information technologies for distance learning;

8) improving the software and methodological support of the educational process;

9) the introduction of information technology training in the process of special professional training of specialists in various fields.

One of the most important tasks of informatization of education is the formation of a specialist's information culture, the level of formation of which is determined:

- firstly, by knowledge about information, information processes, models and technologies;

- secondly, the skills and abilities of using the means and methods of processing and analyzing information in various activities;

-thirdly, the ability to use modern information technologies in professional (educational) activities;

-fourthly, the worldview vision of the surrounding world as an open information system.

Currently, the following trends are manifested in the development of the process of informatization of education:

1) the formation of a system of continuous education as a universal form of activity aimed at the continuous development of the individual throughout his life;

2) creation of a unified information educational space;

3) active introduction of new tools and teaching methods focused on the use of information technology;

4) synthesis of means and methods of traditional and computer education;

5) creation of a system of advanced education.

The content of the teacher's activity is also changing; the teacher ceases to be just a "reproducer" of knowledge, becomes a developer of a new teaching technology, which, on the one hand, increases his creative activity, and on the other, requires a high level of technological and methodological preparedness. A new direction of the teacher's activity has appeared - the development of information technologies for teaching and program-methodical educational complexes.

Results and Discussion:

There are many computer programs available to assist the English teacher and student in mastering the English language. Computer based teaching programs have many advantages over traditional teaching methods. The educational computer program is a simulator that organizes the independent work of the student, controls it and creates conditions under which students independently form their knowledge, which is especially valuable, because the knowledge obtained in a finished form very often passes by their consciousness and does not remain in their memory. The use of computers in English lessons is a need of the time. The use of computer technology in English lessons. In recent years, the question of the use of new information technologies has been increasingly raised. These are not only modern technical means, but also new forms of teaching, a new approach to the learning process. The use of multimedia helps to implement a personality-oriented approach to learning, provides individualization and differentiation, taking into account the characteristics of children, their level of learning, inclinations.

Learning English using computer programs is of great interest to students. Disks that exist today allow information to be displayed on a computer screen in the form of text, sound,

video, and games. Computer-assisted training makes it possible to organize the independent work of each student. Integration of a regular lesson with a computer allows the teacher to transfer part of his work to the computer, while making the learning process more interesting and intense. In this case, the computer does not replace the teacher, but only supplements him. The selection of training programs depends, first of all, on the current training material, the level of training of the trainees and their abilities. Working with a computer not only contributes to an increase in interest in learning, but also makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, and encourage correct decisions. In addition, the computer allows you to completely eliminate one of the most important reasons for a negative attitude towards learning - failure due to a lack of understanding of the material or a problem in knowledge. It is this aspect that is provided by the authors of many computer training programs.

The student is given the opportunity to use various reference manuals and dictionaries, which can be called up on the screen with just one click on the mouse. Working on a computer, the student gets the opportunity to complete the solution of the problem, relying on the necessary help. Significant progress in the development of personal computers and computer technology leads to changes in the process of teaching foreign languages. The active and appropriate use of a computer in an English lesson seems possible and appropriate based on the specifics of the subject itself. The leading component of the content of teaching a foreign language is teaching various types of speech activity in speaking, listening, reading, writing. When teaching listening, each student gets the opportunity to hear a foreign language speech. When teaching speaking, each student can speak phrases in English into a microphone. When studying grammatical phenomena, each student can perform grammatical exercises, have the opportunity to solve crosswords, teawords, search for words, and perform game exercises. In the practice of using a computer in the educational process, its teaching function is especially emphasized, and also, the computer is a tool that organizes and controls the independent work of students, especially in the process of training work with language and speech material. The scope of the computer in teaching foreign languages is unusually wide. The computer can be effectively used to familiarize oneself with new linguistic material, new patterns of utterances, as well as with the activities of communication in a foreign language. At the training stage and at the stage of applying the formed knowledge, skills, abilities, the computer can be used in a wide variety of communicative tasks and situations, taking into account the personal characteristics of the trainees. He can create optimal conditions for successful mastering of the program material: at the same time, a flexible, sufficient and feasible load of exercises for all students in the class is provided.

In addition, it is difficult to overestimate the role of the computer as a means of exercising control over the activities of students by the teacher, as well as a means of forming and improving self-control. In difficult cases, the computer allows the student to receive the necessary information of a reference nature in a short period of time, to show him certain "keys" for the successful solution of the task.

An important feature of a computer in the teaching and educational process in a foreign language is that it can be an "interlocutor" of the learner, that is, work in a communicatively directed dialogue mode and in a certain way.Forexample, using graphic tools, an analyzer and speech synthesizer to make up for the lack of natural communicant, modeling and imitating his non-verbal and verbal behavior. The computer makes it possible to present on the display screen elements of a regional character, features of the environment and the situation, which can be used as a background for the formation of speech activity in a foreign language in students.

The computer has great capabilities for constructing color images, amenable to the necessary transformations within the specified limits. The noted capabilities of the computer make it an excellent technical tool for various kinds of explanations and generalizations of the phenomena of language, speech, speech activity. Now in all schools there is an early teaching

of students in foreign languages. Often in foreign language lessons, the process of involving students in oral speech on various topics is not interesting. When working with computers, this is excluded, since the clarity and situations on the monitors necessary in the lessons are quite real - the "images" move, speak English, ask questions, etc.

Some teachers may ask: will the lesson turn from creative work into something entertaining? No, because in order to get a good grade when working with a computer, a student has to work creatively. He does everything with joy, and the teacher has to purchase the necessary electronic textbooks and make a selection of the necessary situations for them, as well as print out additional questions and texts and transfer them to all computers, so that at a certain moment in the lesson students can sit down at certain computers and perform, for example, listening or reading test.This is a lot of work, but it justifies itself. The joy of learning is what the use of computers gives in the classroom.

In addition, this, in turn, together with the development of thinking, leads to the development of initiative speech. Each child has an internal motive aimed at cognitive activity. The task of the teacher is to contribute in every possible way to the development of this motive, not to let it fade away.

There is now a wide variety of modern multimedia textbooks that provide ample exercise for learners of all ages and backgrounds. Sounds, words, phrases and sentences are perceived by students by ear and visually. Students have the opportunity to observe articulation movements on a computer screen and hear the correct intonation. At the same time, due to the sufficiently high imitative abilities of students, the correct samples are imprinted in their memory.

Conclusion:

In conclusion, it should be noted that in the information society, when information becomes the highest value, and the information culture of a person is a determining factor in their professional activities, the requirements for the education system also change, a significant increase in the status of education occurs. The computerization of our society is calling for life and the emergence of more and more people who want and can use these smart machines in everyday life. Computers make life easier and more interesting.

After all, if with the help of this machine for an hour or two you can attend training courses on the Internet on any subject of the school and extracurricular program, see the world in its current state and diversity, communicate with a huge mass of all kinds of people and get access to libraries, museums and exhibitions that one can only dream of, there really is no better means for self-development and individual education and self-education. However, it is necessary that every teacher understands a simple idea: a computer in the educational process is not a mechanical teacher, not a substitute or analogue of a teacher, but a means for teaching children, strengthening and expanding the possibilities of his teaching activity.

Acknowledgement:

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