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COMPUTER TECHNOLOGIES IN ENGLISH LESSONS AS A MEANS OF IMPLEMENTING A METASUBJECT APPROACH

Abstract: This article substantiates the strategic necessity of using computer programs in English lessons as a means of implementing the metasubject approach. The role of the metasubject approach in the educational process is considered. The metasubject approach assumes that the student not only masters the system of knowledge on a particular subject, but also masters universal methods of action, with the help of which he can independently obtain information about the surrounding reality, analyze it and apply it as needed and in accordance with the request. The methodological requirements for the use of computer and information and communication technologies in the process of teaching a foreign language from the point of view of a metasubject approach are described.

Key words: metasubject, metasubject skills, universal educational actions, computer technologies, foreign language lesson.

Language: English

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Introduction

Recently, there has been a tendency to decrease the interest of students of higher educational institutions in foreign language classes. Traditional forms of education are radically lagging behind modern perception of information: students study the necessary material in an abstract way, preferring to stealthily browse the news on social networks in class. In the process of traditional education, students often lack the opportunity to realize their needs for self-expression and self-knowledge. The practical lesson is aimed mainly at the passive assimilation of the material offered by the teacher, memorizing the rules, without taking into account the abilities, inclinations, interests of students. We believe that in the modern educational process it is necessary to apply interesting, non-standard forms of education, which, in our opinion, will make it possible to return the students' lost interest in learning a foreign language. The teacher needs to move away from the standard practical lesson to some extent, to introduce something new into it that could attract attention, activate students' activities, encourage them to take action, reflection, and search.

The use of new information technologies makes it possible to implement a student-centered approach in teaching English. The relevance of the use of new information technologies is dictated, first of all, by the pedagogical needs to increase the effectiveness of developmental education, in particular, by the need to form students' skills of independent educational activity, the development of research, creative competencies.

The increasing variety of Internet resources, the emergence of a large number of teaching materials on CD-ROMs - all this poses the task of conducting comprehensive studies of the possibilities and features of using these teaching aids in the educational process.

Teaching a foreign language using a computer has a number of advantages:

• individualization of teaching is provided;

• students' interest in the computer leads to high motivation of the learning process;

• students willingly conduct a dialogue with a computer, their general, computer and language culture rises;

• it is possible to provide direct feedback;

• the computer does not show negative emotions when repeating mistakes;

• the mark is more objective;

• effective performance of exercises and teaching are ensured.

Computer-assisted learning has its drawbacks:

• abuse of computer effects, redundancy of paints;

• ready-made educational computer programs for the subject are very difficult to adapt to the traditional lesson, since they do not always correspond to the work program of the discipline, methodological goals and didactic principles in teaching.

The State Educational Standard (hereinafter SES) states that a school graduate must be able to work with information, obtain the necessary information, make an independent selection, analysis and synthesis of the information obtained. The modern teacher is faced with new tasks, the solution of which requires him to use innovative technologies in the educational process.

Previously, the pedagogical model provided only a subject area, at the present stage this is no longer relevant, since a modern teacher and student should not have information and practical limitations within one academic subject.

The new requirements for learning outcomes, prescribed in the SES, imply changes in approaches to learning. The metasubject approach meets the requirements of the SES. With a competent organization of the educational process, schoolchildren will be able to receive knowledge not in a finished form, but to formulate rules themselves, to see what theories and systems of concepts are behind a particular science, to understand and understand their interconnection and interdependence [4].

Constructing an effective lesson using a metasubject approach is difficult enough. To date, a small number of guidelines have been developed for the implementation of the metasubject approach at the stage of basic general education in teaching English.

Meta-objectivity provides and combines the idea of objectivity and supra-objectivity, as well as reflection. Thus, the student has the opportunity to comprehend the material. The metasubject approach is aimed at developing the thinking abilities of students [1, p. 14].

Metasubject skills are understood as universal educational actions: regulatory, cognitive and communicative. The formation and development of these universal educational skills is possible through computer technology [1, p. 4].

Universal learning activities are understood as actions that ensure the mastery of all key competencies, which in turn form the basis of all learning and determine the ability to learn. In other words, universal learning actions are a combination of all methods of action that ensure the readiness and ability to independently master new skills, as well as the regulation of cognitive activity [1, p. 22].

It is important to note that the implementation of a meta-subject approach in teaching a foreign language at school allows you to successfully work on the formation and development of intercultural communication.

With the advent of computer technologies, education has acquired a new quality associated primarily with the ability to quickly receive information from anywhere in the world. Instant access to the world's information resources is possible through the global computer network Internet.

A significant feature of the Internet resource in the educational process of a foreign language is that it can be the "interlocutor" of the learner, i.e. it can be trained in a communicatively directed interactive system and in a certain way, for example, from graphic means, an analyzer and a speech synthesizer to make up for the lack of a natural communicator, imitating and modeling its non-verbal and speech behavior. Internet technologies make it possible to demonstrate on the screen elements of a country-specific nature, features of the environment and the situation, which can be adapted as a background for the formation of verbal activity in a foreign language among students. The computer has the ability to build multi-colored images that can be significantly transformed within the established limits. These capabilities of Internet technologies implement it as an excellent technical tool for various kinds of explanations and generalizations of the phenomena of language, speech, verbal activity. Consequently, the implementation of meta-subject matter in the classroom should not cause difficulties for both the teacher and the student.

Consider regulatory skills and the possibilities of their formation and development through computer technology. With the help of computer technology, it is possible to design a lesson that is aimed at independent cognitive activity, to produce reflection and self-correction of knowledge, as well as to give self-esteem.

The use of Internet resources and technologies in a foreign language lesson has a number of aspects. Working with the Internet resource not only contributes to the growth of interest in learning, but also allows you to coordinate the presentation of educational tasks according to the level of difficulty, approval of accurate solutions. In addition, information technologies make it possible to completely eliminate one of the main reasons for a negative attitude to study - failure due to a lack of understanding of the material or a gap in knowledge. Actually, this aspect is provided by the authors of many computer training programs. The learner is given the opportunity to use a variety of reference manuals and dictionaries that can be called up on the screen with just one mouse click. Functioning on a

computer, the student acquires the opportunity to bring the solution of the issue to the end, relying on the necessary help.

It is necessary to identify some didactic requirements that may be imposed on the use of computer technologies in the educational process when implementing the metasubject approach. One of the main principles is a clear designation of the role and place, purpose and time of using computer technologies and educational resources in the classroom.

The use of computers and the Internet in English lessons thoroughly increases the effectiveness of the educational process. Computer training allows you to learn much more material, but it is still better to combine it with the use of traditional training. The time spent on studying the same material is spent more economically, when using a computer, the work becomes more intensive.

An equally important requirement is the availability and ease of installation of computer technology. In the office for conducting a foreign language, modern equipment is required.

It is impossible to implement meta-subject in a lesson using only one type of activity. A variety of computer programs makes it possible to understand linguistic phenomena, design different communication situations, and automate speech skills.

The teacher must observe the consistency of using computer programs in accordance with the purpose and topic of the lesson. With the correct installation and selection, computer technologies will contribute to the achievement of individualization and intensification of students' independent work [5, 44–47].

In addition to the above listed criteria, the teacher must take into account the individual characteristics of students when organizing independent actions and interacting with the computer and with other students.

Of course, working with a computer arouses an increased interest in learning among students and increases motivation to acquire new knowledge. Independent study of a foreign language, and practical application is possible through the use of computer technology.

Thus, in order to achieve metasubject results in English lessons using computer technology, a number of requirements must be observed. A well-planned lesson with the use of computer technology is aimed at cognitive activity, the development of communicative interest, contributes to the activation and expansion of the possibilities of independent work in mastering and practical application of a foreign language.

In conclusion, I would like to note that teaching with the help of computer technologies opens up new opportunities for the teacher and students. Consequently, the competence of a teacher in the field of computer technology is becoming one of the most important competencies of a modern specialist in the field of education. At the same time, the evolution of computer technology lies not so much in the growth of software as in the methodically correct choice of content, as well as in its competent use.

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