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APPLICATION OF NEW TECHNOLOGIES IN THE TEACHING ENGLISH LANGUAGE

Abstract: Until recently, what was considered the last achievement of science and technology has become common and widespread phenomenon. Information and Communication Technology (ICT) plays an increasingly important role in the process of teaching a foreign language. In the use of ICT, the method of teaching is a phenomenon that is constantly evolving and it is necessary to further study and analyze it.

This article covers how interactive communication can help students achieve more autonomy in independent learning, contributing them to the development of foreign language speaking and professional communication skills.

Key words: interactive communication, ICT, multimedia technology.

Language: English

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Introduction

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We are currently witnessing rapid changes in the field of information and communication technologies. What until recently was considered the latest achievement of science and technology has become a common and widespread phenomenon. In this regard, the requirements for a modern teacher are changing, the level of qualification of which is currently determined not only by the level of pedagogical skill and knowledge of the subject, but also by how effectively they can use new technologies in the educational process. Since the beginning of the twenty-first century, information and communication technologies (ICTs) have taken an increasingly significant place in the process of teaching a foreign language at school, especially in high school. The accumulated practical experience of teachers shows that they have many advantages over traditional methods: increasing the level of individualization of learning, intensification of independent work of students, increasing cognitive activity.

At the same time, it should be noted that the method of teaching using ICT is a constantly developing phenomenon that needs further study and analysis. Modern schoolchildren are becoming more and more involved in the field of information technology every year. "Currently, the computer is firmly embedded in all spheres of life and activity of society.

Modern students perceive it as naturally as the simplest household appliances. For many of them, it is much easier to work with a keyboard and display than with a pen and paper, " notes T. V. Kozhevnikova. The use of information and communication technologies in education allows us to take a new look at teaching activities, as it has a significant impact on the content of education and management of the pedagogical process (planning, organization, control, forecast, etc.). The wide variety and universality of Internet information resources (e-courses, manuals, textbooks, training websites, etc.) provides greater freedom of access for all participants of the educational process to rapidly changing information resources, contributes to the individualization of the pedagogical process, provides the opportunity for students to enter a single educational space.

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Thus, the active use of Internet information resources provides a lot of opportunities for the development of independent work skills and creative abilities of students, which, in turn, plays a significant role not only in the development of professionally significant skills and abilities, but also in increasing motivation to learn a foreign language. The focus of training on the activation of independent cognitive activity of students also changes the role of the teacher, he becomes a leader, consultant and coordinator of the educational process. Information resources allow them to be used in teaching various types of speech activity: reading, writing, speaking, listening, as well as to communicate with native speakers, which, in turn, contributes to the formation of socio-cultural (country studies) competence. The value of such teaching tools is in their clarity (they have all the advantages of multimedia), ease of use, and compactness of the material provided. The advantages also include fast feedback, the ability to work in an individual mode, and regularly adjust these training tools with new data.

In addition, it should be noted that information training tools are a special type of educational materials and have a number of characteristics inherent only to them, among which it is necessary, first of all, to note the following:

a) interactivity, i.e. the ability of the training program to conduct a dialogue with the user, respond to requests and commands. A large role in this case is played by the presence of a convenient and accessible interface. Interactive communication helps students achieve greater autonomy in self-education, motivates them to communicate in a foreign language, and contributes to the development of professional communication skills.

b) multisensory, i.e. the use of a set of tools for providing information-text, sound, graphics, animation, video, which contributes to a better presentation of educational material, increasing motivation to learn a foreign language, and therefore improving the effectiveness of the learning process.

c) non-linearity of providing information. In contrast to printed manuals, where the material is presented as a sequence of sections, the full content of the information resource is hidden from the user. When you open the program, it only gets a General idea of its structure. To get acquainted with the content of the program, you need to consistently view the educational material or perform basic operations, which also helps to increase motivation and develop students' skills of independent cognitive activity.

At the same time, modern teachers should keep in mind that new training technologies have a number of disadvantages.

First, there is a growing gap between the rate of progress in new information technologies and the rate of acquisition by untrained users. The majority of people who want to learn a foreign language do not yet know computer technology well enough to easily use the resources offered.

Secondly, not all programs are characterized by an intuitive interface, a developed help system, and the presence of effective feedback from the user, allowing him to assess the correctness of the material assimilation. A significant drawback is also the lack of real consideration of the program material and features of a specific training group, the lack of continuity of the taught material, which can complicate the learning process. In addition, the creation of Internet information resources aimed at teaching a foreign language is often done by people who are specialists in the field of software development, but do not know the language and culture of the countries that speak this language well enough to transmit knowledge to others. As a result, in their works you can find not only actual inconsistencies with the phenomena of real life, but also elementary grammatical errors.

However, just having access to Internet resources does not guarantee fast and high-quality language education. In the scientific literature, there are many descriptions of how incorrect, or, more precisely, methodically illiterate work of students with Internet resources contributed to the formation of their not false stereotypes and generalizations about the culture of the country of the language being studied. It is also important to take into account the age characteristics of students. High education students in foreign language lessons, as well as in other lessons, are characterized by a higher activity of thinking, focus on solving logical problems, the desire for logical systematization and generalization. At this age it is important for students not mastering certain facts, details and understanding of the nature of the actions, they are interested in the synthesis of private and General, the ratio of specific actions and the overall activity diagrams.

New technologies that meet the interests of modern high school students and are able to take into account all the above-mentioned psychological characteristics of this age group with the correct methodological approach are, in our opinion, the most appropriate way to increase the level of motivation and quality of foreign language teaching. Thus, it is obvious that the modern educational process is already unthinkable without the use of information and communication technologies. They have a number of advantages. The computer contributes to the development of cognitive activity and the formation of the student as a subject of educational activity, greatly facilitates the search for new information.

At the same time, it should be remembered that, despite all its positive qualities and huge potential, ICTs can be effectively used in the educational process only if certain methodological principles are observed, in conjunction with other types of training and according to a well-thought-out plan. Otherwise,

ICTs will not have a positive impact on learning and can cause harm, provoking distorted perception of information by students, causing a negative attitude to this type of learning. ICTs have only recently entered the foreign language teaching system and their application methods are constantly developing. In this regard, the modern teacher needs to constantly improve their knowledge and skills in this important area of pedagogical activity.

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