ADVANTAGES OF USING INFORMATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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ANNOTATION
The main objectives of ICT use in the English language are: increase of motivation to language learning; improving foreign language communicative competence increase linguistic knowledge; expansion of knowledge about sociocultural specificity of the country of studied language; the development of ability and readiness for independent studying of English language.

KEY WORDS: *ICT, foreign language, education, innovation.*

DISCUSSION

The widespread use of information and communication technologies opens up new opportunities for teachers to teach a foreign language.

Research problems – what are the principles, methods, and conditions for optimizing the process of teaching foreign languages using ICT tools?

One of the main goals of teaching a foreign language is to develop a student's personality that is able and willing to participate in cross-cultural communication in the language being studied and improve in the foreign language speech activity they master. The purpose of using information technologies in foreign language lessons is to study new forms and ways of improving pedagogical skills as one of the conditions for improving the quality and effectiveness of education and students ' communicative competence, increasing their motivation, and involving them in communication activities through the use of ICT.

The tasks of using ICT in the educational process are the development of various types of communication skills (listening, speaking, reading, writing) through the use of Web cameras, communication systems, the Internet, where you can transmit images, communicate both orally and in writing live. In addition, the use of ICT contributes to the activation of students ' cognitive activity, thereby developing their creative abilities, implementing an individual approach and intensifying the student's independent work. Information technologies attract passive listeners to active activities.

The use of ICT in English lessons enhance the motivation of students and enhance their intellect activity, effective learning, forming an integrated system of knowledge, allows efficient use of training time and increase the pace of the lesson without compromising the learning of students, introduces an element of novelty, allows to bring students to a new level of mastering a foreign language.

Modern life requires a person to be flexible in thinking and creative in solving problems. The extent to which human society will advance in the future will be determined by the creative potential, and hence the cognitive activity of the younger generation. The use of ICT creates an atmosphere of creative search, significantly increases the level of knowledge and cognitive activity of students.

The use of ICT and the Internet already in primary education institutions leads to an increase in the cognitive activity of students, to the effectiveness of learning by changing the level of its individualization and differentiation, and the use of additional motivational levers. In many cases, the use of modern ICT tools and IT technologies makes it possible to differentiate the learning process of education institutions children by using tools and technologies for selecting tasks at different levels, organizing independent promotion on course topics for successful students and returning to insufficiently studied material for lagging students. Taking into account the possible factors of individualization and differentiation of learning, ICT tools that are reasonably used in the regular and extracurricular activities of younger students can contribute to the organization of personality-oriented learning, and therefore to the growth of their cognitive interest.

Information and communication technologies help to strengthen the educational motivation for learning AND improving students ' knowledge. ICTs are aimed at intensifying the learning process, improving the forms and methods of organizing the educational process.

The modern period of development of a civilized society characterizes the process of Informatization. One of the priority directions of the process of Informatization of modern society is the Informatization of education – the introduction of new information technologies in the education system. The process of Informatization of education leads not only to changes in organizational forms and methods of teaching, but also to the emergence of new ones. In connection with the development of the process of Informatization of education, the volume and content of educational material is changing, and the programs of academic subjects are being restructured.

In parallel with these processes, innovative approaches to the problem of students ' knowledge level are being introduced, based on the development and use of a set of computer testing, diagnostic methods for monitoring and evaluating the level of learning. Currently, significant changes in the field of education have also affected the teaching of a foreign language at education institutions. In particular, new information technologies, such as the use of Internet resources and training computer programs, have been intensively introduced into the educational process. We live in the age of information and computer revolution, which began in the mid-80s and still continues to increase its pace.

Computers have rapidly entered our lives and the process of learning English. State policy has recently been aimed at introducing information technology in education institutionss.

The computer in the educational process is not a mechanical teacher, not a substitute or an analogue of the teacher, but a tool for teaching children that strengthens and expands the possibilities of their learning activities.

The computer takes over the lion's share of the teacher's routine work, freeing up time for creative activities.

The computer brings the process of learning English as close as possible to real conditions. Computers can perceive new information, process it in a certain way and make decisions, can remember the necessary data, reproduce moving images, and control the operation of such technical training tools as speech synthesizers, video recorders, and tape recorders. Computers significantly expand the ability of teachers to individualize learning and enhance the cognitive activity of students in teaching English, and allow them to adapt the learning process to the individual characteristics of students. Each student gets the opportunity to work at their own pace, i.e.

choosing the optimal volume and speed of assimilation of the material. The use of computers in English lessons significantly increases the intensity of the educational process. In computer training, a much larger amount of material is absorbed than was done in the same time in traditional training. In addition, the material is absorbed more strongly when using a computer.

The computer also provides comprehensive (current, milestone, final) control of the educational process. Control, as you know, is an integral part of the educational process and performs the function of feedback between the student and the teacher. When using a computer to control the quality of students ' knowledge, a more objective assessment is also achieved. In addition, computer control allows you to significantly save education institutions time, since all students ' knowledge is checked simultaneously. This allows the teacher to pay more attention to the creative aspects of working with students. Another advantage of the computer is the ability to accumulate statistical information during the educational process. By analyzing statistical data (the number of errors, correct / incorrect answers, requests for help, time spent on individual tasks), the teacher judges the degree and quality of students ' knowledge formation.

During traditional classroom classes, there are various factors (pronunciation defects, fear of making mistakes, inability to formulate your thoughts aloud.) they do not allow many students to show their real knowledge. Computers also create favorable opportunities for organizing independent work of students in English lessons. Students can use the computer both to study individual topics and to self-monitor their knowledge. Moreover, the computer is the most patient teacher, able to repeat any task as much as possible, achieving the correct answer and, ultimately, automating the skill being worked out. Project activity is unthinkable without the use of information technology. The project based on information technologies is multi-faceted, effective, promising, and inexhaustible. Computers are used by students when performing various types of projects: informational, gaming, research, and creative. The Internet is also used for project preparation. The joy of learning-this is what gives the use of a computer in the classroom. And this, in turn, together with the development of thinking leads to the development of initiative speech.

However, having said about the advantages of computers, there are some disadvantages. In the context of computerization, the conditions for interaction between the teacher and students, as well as students with each other, change significantly..

Training is unthinkable without the educating influence of the teacher's personality on the student. The main goal of learning a foreign language in secondary education institutions is the formation of

communicative competence, all other goals (educational, educational, developmental) are implemented in the process of implementing this main goal. The communicative approach involves learning to communicate and developing the ability to interact cross-culturally.

The development of education today is organically connected with the increase in the level of its information potential. This characteristic feature largely determines both the direction of the evolution of education itself and the future of the entire society.

For the most successful orientation in the global information space, it is necessary for students to master the information culture. The global Internet network creates conditions for students and teachers to get all the information they need from anywhere in the world: country studies, news from the life of young people, etc. As an information system, the Internet offers its users a variety of information and resources. The basic set of services may include:

- Email;
- Teleconferences;
- Videoconferences;
- Ability to publish your own information, create your own home page;
- Access to information resources:
- Reference directories;
- Search engine;
- The conversation in the network.

These resources can be actively used in English lessons.

Mastering communicative and cross-cultural competence is impossible without the practice of communication, and the use of Internet resources in a foreign language lesson in this sense is simply irreplaceable: the virtual environment of the Internet allows you to go beyond time and space, providing its users with the opportunity to communicate authentic with real interlocutors on topics relevant to both sides. However, we must not forget that the Internet is only an auxiliary technical means of learning, and to achieve optimal results, it is necessary to correctly integrate its use in the lesson process. In elective classes, my students really like to talk on the Internet with native English speakers. You can achieve a communicative orientation when teaching foreign languages using a computer in the text editor mode. Word is one of the most advanced programs in the class of word processors, which provides hundreds of operations. You can use it to easily perform communicatively important actions on the text. The word processor can be used as a tool for creating training exercises, as a tool for stimulating students ' activity in creating texts in the language being studied. Examples of tasks:

- print the text and make changes to it;
- shorten the text, leaving the most important information in it;

- find and highlight the answers to the following questions in the text;
- divide the text into semantic parts;
- restore the correct order of sentences;
- the text does not contain punctuation marks, capital letters, or spaces between words. Restore it;
- find and highlight passive constructions (bold, italics). Students also create communicatively important texts: greeting cards, questionnaires, biographies, essays, projects.

There are many computer programs that help English teachers and students learn English.

Computer training programs have many advantages over traditional teaching methods. They allow you to train different types of speech activity and combine them in different combinations, help to understand language phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also provide the implementation of an individual approach and the intensification of independent work of students.

Currently, multimedia technologies are widely used. The term "multimedia" means "many environments". These information environments are: text, sound, and video. Software products that use all these forms of information representation are called multimedia products. Multimedia presentations are actively included in the learning process. With the help of multimedia technologies, it is possible to conduct various forms of lessons.

The use of such programs as Microsoft Power Point (animated notes), Microsoft Office Word and Microsoft Office Excel (handouts), Internet Explorer (search activity), interactive Smart complex (moving words, images) allows you to: unload the teacher, increase students ' interest in the subject, more clearly present the material through the use of animation, increase emotional components, increase the pace of the lesson, provide feedback, and quickly search for the necessary information.

The use of multimedia technologies in the course of the lesson is well combined with the technology of developing learning, as well as problem-based and differentiated learning.

The role of the teacher is to adapt the collected material on the studied topic and the language level of students, apply computer technologies when introducing a new topic or completing it, control, participate in projects, testing, self-testing, educational games, preparing didactic materials, and extracurricular activities.

The introduction of ICT in the teaching process increases the teacher's authority in the school team, as teaching is conducted at a modern, higher level. The self-esteem of the teacher who develops their professional competencies is growing.

Despite the fact that the teacher is still a critical link in the learning process with two important functions of supporting motivation and

interpretation of learning groups or a particular student, thanks to the electronic educational environment, a new role of the teacher is also being formed: teacher-mentor. In such an environment, the teacher and student are equal in accessing information and creating learning. The teacher ceases to be a source of information, he becomes an accomplice, an assistant.

The advantage of using computer technologies is the transfer of the center of gravity from verbal teaching methods to the methods of search and creative activities of the teacher and student.

Students like to work in the computer class, as the lessons are held in an informal setting, children are given a lot of freedom of action. However, students need to learn not only how to work with these databases, but also how to fill them with information, search and analyze it, look for errors and find answers.

Information technologies make it possible to change the organization of the learning process of students, forming their system thinking, use computers to individualize the educational process and turn to fundamentally new cognitive tools. With the right organization and appropriate methodology, the use of information technologies makes the educational process more open to new ideas and sources of knowledge.

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