



INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING FOREIGN LANGUAGE

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ABSTRACT

In our time of accelerating scientific and technological progress, the most important task is to teach the younger generation to live in the information world. Knowledge of ICT expands opportunities for improving language competence and cross-cultural communication skills. Therefore, the use of ICT in English lessons contributes not only to improving the level of knowledge of students, but also self-development of both teachers and students.

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

DISCUSSION

The information society in which children live has changed over the past decades. The child's psychology, his ability to perceive and remember new things, to perceive and assimilate material, remained basically the same. But children's preferences for the method of obtaining material have changed significantly. The role of audio-visual information delivery and information and communication technologies (ICTs), which are currently being actively introduced, has increased.

Today, a teacher, to be successful, must have the skills of fruitful cooperation with students based on information interaction. A modern lesson should be interesting, informative, memorable and creative.

In modern education, electronic tools are increasingly used as sources of information. Each lesson of a foreign language should be aimed at practical results, at achieving communicative competence, i.e. a certain level of language, regional knowledge, communication skills and speech skills that allow for foreign language communication. The use of ICT in the classroom allows you to diversify the learning process, to present the training material more visual, accessible and interesting for each student. The use of ICT in the study of foreign languages contributes to:

- development of creative abilities of students;
- creating conditions for self-education of students in areas of interest to them knowledge;
- raising the level of use clarity in the classroom;

- improving the productivity of the lesson;
- the establishment of interdisciplinary relations;

• acquire real experience of intercultural communication in a foreign language;

• enrichment of knowledge of students about the history and culture of the target language;

• the development of the ability to navigate in the modern foreign language environment. Thus, the use of ICT accelerates the learning process, increases students' interest in the subject, improves the quality of learning, allows you to individualize the learning process and makes it possible to avoid subjectivity of assessment. Foreign language lessons using ICT differ in variety, increased interest of students in a foreign language, and efficiency. When organizing a lesson using computer programs, information is provided to students in a colorfully designed, using animation effects, in the form of text, diagrams, graphics, and drawings.

All this makes it possible to explain the training material more clearly and accessible than in oral form. It is very important that in such lessons the student can work in an individual mode, moving forward in the study of new material at their own pace, returning to the incomprehensible, if necessary, or study further.

The main purpose of teaching English is to form and develop the communicative culture of students, teaching practical mastery of a foreign language.



The task of the teacher is to activate the cognitive activity of students in the process of learning English. Modern methods help to implement a person-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students. After all, a modern student is a person whose range of interests is very diverse.

In teaching English, as in any other field, information and communication technologies have become widely used. Information and communication technologies—a means of developing the motivation of educational activities in the classroom. Also, the use of information and communication technologies in the educational process contributes to the development of cognitive activity and the achievement of the main goals of teaching the subject, activating the cognitive activity of students, stimulates and develops thinking and memory. In English lessons, such technologies allow students to master communication and speech skills in an interesting way: listening, reading, writing and speaking, and to consolidate the material passed in an unusual form.

It should be noted that the development of these skills fully meets the requirements of the modern educational standard for foreign languages. This means that the introduction of educational Internet resources in the process of teaching a foreign language (along with printed publications) contributes to the achievement of the main goals of teaching English.

In my opinion, there are two main tasks in teaching English: to teach children to understand English by ear and to teach them to read and understand what is read in English. But these methods are currently not so interesting. Another thing is audio and video materials taken from the Internet of various degrees of complexity on various topics with the speech of a native speaker. Children perceive the material not only by ear, but also visually, which significantly increases their interest.

In the course of mastering listening skills, students can learn more new vocabulary. The wider the vocabulary, the easier it is to understand speech by ear.

Learning to read in English lessons is also important. Of course, we read in the classroom, but this is not enough for a more complete assimilation of English speech. On the Internet, you can find works by different authors, texts on different topics. You can choose adapted or unadapted texts, depending on the level of students' knowledge.

The global Internet network creates all conditions for obtaining any necessary information for teachers and students: country studies material, photographic material, articles from newspapers and

magazines, necessary literature, material for projects, etc. Students can take part in quizzes, contests, and Internet olympiads. You can find a huge amount of material on English grammar. Naturally, the complexity of the material and its volume should vary and correspond to the level of development of students. After completion, you can immediately check your results yourself: you are given a certain number of correct and incorrect answers and correct options.

In our work, we, like other teachers, use material taken from the Internet and licensed disks, as the use of multimedia electronic textbooks increases the effectiveness of training sessions.

Multimedia presentations created using the MS Power Point program have become a part of the educational process. Quite often, we conduct our lessons using presentations.

Multimedia presentation of foreign language material is a way to present creatively processed by the teacher, adapted for a certain age of students, language information in the form of a logically complete set of slides on a specific lexical and grammatical topic. It is based on the use of audio-visual capabilities of computer technologies.

Highlighted information and colorful design contribute to faster memorization and encourage children to work actively in the classroom.

Summarizing the experience, we can conclude that the use of information and communication technologies in English lessons and extracurricular activities:

- helps to increase the motivation of students and activate their speech-thinking activity;
- makes it possible to rationally organize the cognitive activities of students during the educational process;
- improves the quality of material assimilation;
- allows you to individualize the learning process;
- speeds up the learning process;
- activates all types of memory, which significantly affects the effectiveness of the learning process.

The use of information technologies in combination with knowledge and skills in the field of foreign languages allows students to get an idea of the realities of the current economic and social situation in the country and the world, contributes to successful social adaptation, which is very important in our difficult times.

The teacher should not stop there. It must constantly develop, engage in self-education, so that the knowledge received by students meets the requirements of modern society and education, including. Information and communication



technologies offer great opportunities to teachers who are looking for additional resources to solve their professional tasks.

Currently, educational organizations are well equipped with technical training tools. In our opinion, an interactive whiteboard is an effective tool that helps to increase the cognitive activity of student. Interactive whiteboards allow not only "to present audio-visual information using various multimedia resources, but also contribute to the activation of educational and cognitive activities of students through the interaction of participants in educational relations during an interactive dialogue, implemented through the use of various types of feedback, independence in the choice of learning educational information, the volume and level of complexity, time and pace of work, creating a creative educational product in the process of active transformation of educational information".

The use of interactive whiteboards in educational activities makes it possible to combine information and communication and traditional techniques, forms of organization of educational activities. Also, thanks to the interactive whiteboard tools, every action or reaction of the interaction participants is reflected on the screen, available for consideration, awareness and discussion by all participants of educational activities. As a result, there is an increase in the productivity of the learning process by reducing the time for individual interaction with the student.

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