

THE USE OF INFORMATION-COMMUNICATION TECHNOLOGIES AND MODERN METHODS IN TEACHING A FOREIGN LANGUAGE

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Abstract.

This article discusses the use of information and communication technologies (ICT) in a foreign language lesson, what opportunities electronic and Internet resources provide in the formation of communicative competence, characterizes the elements of ICT, the principles and stages of their systemic application. The introduction of information and communication technologies creates the preconditions for the intensification of the educational process. They allow in practice to use psychological and pedagogical developments that ensure the transition from mechanical assimilation of knowledge to mastering the ability to independently acquire new knowledge. ICTs contribute to the disclosure, preservation and development of the personal qualities of students.

Key words: foreign language, information and communication technologies, Internet resources, ICT, education of system, new technologies, coaching, supervising.

INTRODUCTION.

Education is one of the most important parts of the cultural system of society. And now our education system is undergoing great changes. In recent years, more and more attention of pedagogical science and practice has been attracted by teaching methods, which in their content and methods of implementation are impossible without a high level of external and internal activity of students. These are commonly referred to as “active learning methods”. Active methods include problem learning. After all, very often students are faced with

educational, life and work situations. The use of various electronic and Internet resources will allow attracting a huge amount of additional information in the lesson, both by the teacher and by the students themselves. In addition, the use of various programs (Publisher, Excel, Power Point, etc.) allows me to significantly update my teaching methods and skills.

Language here really acts in its direct function - a means of forming and formulating thoughts. The main goal is the formation of communicative competence, all other goals are realized in the process of implementing this main goal. Communicative competence in its modern sense provides for the formation of the ability for intercultural interaction. This is the true learning environment. This is a real immersion not only in the problem under study, but also in the very foreign language activity, in another culture. The problem studied jointly, by the way, can be anything - ecological, political, creative, historical. It can also be regional, linguistic.

THE MAIN PART.

The most frequently used ICT elements in learning a foreign language: - a multimedia projector, - an interactive whiteboard, - electronic encyclopedias and reference books, - educational Internet resources, - video and audio equipment, - simulators and testing programs, - electronic textbooks and manuals,

First of all, the ability to simulate a situation using a computer leads to the education of systems thinking, in which cultural, moral values dominate in the creation and implementation of new technologies.

The ICT application system can be divided into the following stages:

Stage 1: Identifying educational material that requires a specific presentation, analyzing the educational program, analyzing thematic planning, choosing topics, choosing the type of lesson, identifying the features of this type of lesson material;
Stage 2: Selection and creation of information products, selection of ready-made educational media resources, creation of your own product (presentation, training, coaching or supervising);

Stage 3: Application of information products, application in lessons of different types, application in extracurricular activities, application in the management of scientific research activities of students.

Stage 4: Analysis of the efficiency of using ICT, studying the dynamics of results, studying the ranking in the subject.

Currently, there is an active process of informatization in the field of education, which involves the intensive introduction and use of new information technologies, the use of all means of communication that can be useful in the formation of an intellectually developed personality who is well oriented in the information space.

Education using ICT is carried out on the basis of a system of principles that reflect the basic requirements for the organization of the educational process: the principle of systematicity, the principle of activity and independence is ensured by the use of ICT at all stages of training; the ability to navigate the flow of information, independent thinking; the principle of a differentiated approach to students is focused on age characteristics, the level of knowledge, interests, the degree of their preparedness for perception; the principle of distribution of educational resources is manifested in the forms of presentation of educational information and methods of its delivery (over the network or on local media), which makes it possible to choose the most convenient and familiar option for studying, a convenient pace of learning the material and building an individual educational trajectory; the principle of author's participation in the educational process; the principle of interactivity is ensured by interaction based on cooperation of participants in the educational process; principle of multimedia presentation of educational information.

The introduction of information and communication technologies creates the preconditions for the intensification of the educational process. They allow in practice to use psychological and pedagogical developments that ensure the transition from mechanical assimilation of knowledge to mastering the ability to

independently acquire new knowledge. ICTs contribute to the disclosure, preservation and development of the personal qualities of students.

More and more teachers in the process of teaching a foreign language turn to the project methodology as one of the modern productive creative approaches that successfully implement the main goals of teaching a foreign language in the formation of students the necessary communication and speech skills and abilities that allow them to communicate in a foreign language. Design technologies are quite effectively used at the middle and senior levels of education, since they allow the organic integration of the knowledge of students from different fields when solving one problem, make it possible to apply the knowledge gained in practice, while generating new ideas, contribute to the development of communicative competence, as one of the the main goals of teaching a foreign language. Working on their own projects reflects the current trend in education - an orientation towards a research, exploratory learning model.

Let's consider in detail each stage of the project.

The first stage is exploratory: proposing a research topic, choosing a project problem.

The second stage is analytical: agreeing on the general line of project development, forming groups, drawing up a detailed work plan on the project, discussing ways to collect information and carrying out search work, as well as discussing the first results in the group

The third stage is practical: the design of the work on the project. At this stage, all the material is collected, preparation for the final lesson; the teacher, without interfering, monitors the work, talking with the group members, getting acquainted with the questionnaires and diaries of each or the group as a whole.

The fourth stage is presentation. One of the important stages in the implementation of a training project is a presentation.

The most common of the methods is didactic games. Didactic games are a collective, purposeful educational activity, when each participant and the team as a

whole are united by solving the main problem and orients their behavior towards winning. A game organized for educational purposes can be called an educational game.

In the conditions of training skilled workers and specialists, business games are widely used. Their goal is to form and practice specific skills to act in clearly defined situations. Students learn to quickly analyze the given production conditions, make optimal decisions, and solve economic problems.

Extracurricular activities also include active methods: holding competitions, olympiads, KVN, quizzes, press conferences, for example, holding a week of natural science disciplines. Conducting a competition for the best reader, identifying the correct pronunciation and general expressiveness of speech. Competition for the best simultaneous interpreter, which makes it possible to identify listening comprehension. The competition for the best translator-referent reveals the ability to understand a foreign language text while reading. The competition for the best storyteller provides an opportunity to reveal the ability to build a coherent statement. The competition for the best interlocutor reveals the ability to conduct a dialogue, exchange remarks.

Working on a project in foreign language lessons is combined with the creation of a solid language base for students and helps to develop the ability to work with large amounts of information, with the subsequent acquisition of research skills.

In the context of higher education reform, educational technologies for teaching foreign languages should also change.

When studying a foreign language, it is necessary to master not only the word, but also in a typified way in the national consciousness of the people - the bearer of the language and culture; otherwise, the concepts of one language are transferred to the concepts of another, which in linguistics is called linguistic and cultural interference.

Each of the participants in a speech act must have a certain experience - both linguistic (knowledge of the language) and non-linguistic (knowledge of the world around). For communication, firstly, a common language is necessary; secondly, the participants in the act of communication must have a certain commonality of social history, and thirdly, they must have a certain speech situation, i.e. specific conditions for this act of communication. The very possibility of a communicative act depends on the language, the content of messages depends on the general social history, and their language form depends on the speech situation.

CONCLUSION.

In our understanding, key words have not only a temporal characteristic (as indicators of eras), but also a local-national character, acting as key concepts that characterize the specificity of a given society, distinguishing it from other cultures of the same historical era. Let us compare, for example, a whole series of realities associated with the intensive use of a car in American reality: drive-in restaurant "a restaurant for motorists (with serving food to cars)"; drive-in movie "cinema for motorists (in an open area, where the film is watched from cars)"; drive-up mail "mailbox on the side of the carriageway (where letters are dropped without leaving the car)"; drive-up phone "phone for motorists"; drive-in bank "bank for motorists", etc.

The Englishman whom you stepped on and who says "I'm terribly sorry" regrets that he did not have time to amputate the cursed limb before that. At the same time, he will be "terribly grateful" to you when you finally stop stomping on his leg, and if you don't stop, he will politely ask you to get off it, as always accompanying this request with so many "please" and "thank you", whom a representative of any other nation would have had at least half his life. Indeed, "Englishness means always having to say you're sorry" Vyacheslav Shestakov, one of the authors of a book on the English national character, notes that "generally tolerance is a distinctive feature of the English nation." "The British with enviable persistence overcome any life problems and rarely complain about fate or

circumstances. True, they do not profess, like Americans, the psychology of ceremonial optimism, but on the other hand, they do not fall into despondency or hysteria if something goes wrong with them. "

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