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USING MODERN INFORMATION TECHNOLOGIES IN ENGLISH LESSONS

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Abstract. In modern society, the role of foreign languages is increasingly increasing. Knowledge of a foreign language gives young people the opportunity to join world culture, use in their activities the potential of the vast resources of the global Internet, as well as work with information and communication technologies and multimedia teaching aids.

Key words: multimedia computer programs, computer-assisted language learning, self-directed learning, information technologies.

Introduction. The goal of teaching a foreign language is the communicative activity of students, that is, practical knowledge of a foreign language. The teacher's tasks are to intensify the activity of each student in the learning process, to create situations for their creative activity.

The main goal of teaching a foreign language to secondary school students is to educate individuals who are willing and able to communicate, people who are willing and able to receive self-education. Participation in various international programs and the opportunity to study abroad require not only a high level of foreign language proficiency, but also certain personality traits: communication skills, absence of a language barrier, knowledge of international etiquette, broad outlook, and the ability to "present" oneself. As a rule, when performing various tests upon admission to a higher educational institution or participating in competitions and Olympics, the Unified State Exam sets a strict time limit for completing each task, which requires a special type of preparation. To achieve all of the above goals, of course, the use of computer technology and Internet resources in teaching English and presentations provides effective assistance to the teacher.

A computer, in our time, is a very important and independent thing. Many children and even adults use it only to play computer games. But, fortunately, there are many who have found the right use for it. For example, it helps with studies. It's very convenient to have such an assistant at hand, because without leaving home we can print abstracts, reports, in a word, everything we need. In addition, a computer can help in learning a foreign language. After all, there are a lot of disks, electronic textbooks, multimedia training programs that lead to good results in learning English.

With the development of computer technology and the Internet, new ways and opportunities for acquiring knowledge have opened up. Recent advances in the field of high technology open up enormous opportunities for foreign language teachers for the further development of the new process and its transfer to a qualitatively new basis.

The process of teaching a foreign language is a complex, constantly evolving system. Computerization of foreign language learning provides access to information and allows you to spend time learning the language. At the moment, there is a huge selection of multimedia products, Internet pages containing information necessary for learning a foreign language,

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electronic textbooks, electronic dictionaries and encyclopedias, databases with thematic texts and exercises.

It should be noted that there are many opinions on how to use a computer in teaching a foreign language. Many methodologists (both ours and foreign) agree that computer technologies are not new methods in teaching, they are auxiliary tools for better learning a foreign language, they are a tool that helps teachers improve the process of acquiring knowledge. In our country, computerization of education is a new process that causes a lot of controversy and doubt. In foreign pedagogy, this process began back in the 60s of the last century and went through several stages. The online encyclopedia Wikipedia provides a complete description of CALL (computer-assisted language learning), history of development, theoretical basis, outlines the advantages, problems faced by teachers, offers ways to solve them. Foreign methodologists give a special place to multimedia (computer training) programs.

Modern corporations working in the software industry understand that the demand for training programs is growing exponentially, so a huge number of disks claiming to be training programs go on sale, and it is sometimes very difficult to sort through this mass of high-quality and low-quality material. Existing models for assessing the quality of training programs consist of assessing the following parameters: the technical level of the program, the didactic level and the degree of interactivity. In addition, the type of program is taken into account. A higher level of quality is suggested not by simple training programs, but by structured courses and simulation-type programs. The main complaints about the quality of foreign language training programs are not related to the volume of material, the type of programs or their technical level, but to the didactic parameters and the degree of efficiency of using available technical capabilities.

Let us dwell in more detail on the characteristics of educational (multimedia) programs. Multimedia technologies are a combination of different teaching methods: texts, graphics, music, video and animation in an interactive mode. Modern high-quality multimedia programs are an effective means of optimizing the conditions of mental work. Forms of working with computer training programs in foreign language classes include studying vocabulary, practicing pronunciation, teaching monologue and dialogic speech, teaching writing, and studying grammar.

As practice shows, multimedia programs best suit the structure of the educational process. They bring the process of teaching a foreign language as close as possible to real conditions and most fully correspond to didactic requirements. These programs use methodological techniques that allow for familiarization, training and control.

It should be noted that the use of multimedia new technologies cannot provide a significant pedagogical effect without a teacher, since these technologies are only teaching methods, the effectiveness of which depends on the teacher's ability to use them to achieve certain pedagogical goals based on an in-depth study of all possibilities.

The leading component of the content of foreign language teaching is teaching 4 types of speech activity: speaking, listening, reading, writing. An educational computer program is a simulator that organizes the student's independent work, manages it and creates conditions under which students independently form their knowledge, and this is especially valuable, since knowledge received in ready-made form very often passes by their consciousness and does not remain in their minds. memory. The variety of topics, activities, colorfulness and fascination of computer

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programs arouse great interest among students and turn learning a foreign language into a lively, creative, natural process.

Interactive interactions between the student and the learning computer environment, between students via Internet technologies, between the teacher and students - the so-called “virtual learning”, is effective for self-learning a foreign language. The participation of a virtual teacher-tutor, whose role is played by the ideology of the computer program, allows you to turn the process of self-learning into a creative, effective process.

The process of self-learning English using computer programs has a number of advantages that allow you to implement the methodological principles of self-learning a foreign language:

Huge motivational potential.

The computer guarantees confidentiality.

A greater degree of interactive learning than working in a classroom or language lab.

No fear of mistakes.

Possibility of multiple repetitions of the studied material.

Modularity.

Dynamic access to information.

Nonlinearity of information presentation.

Availability.

Availability of a constantly active help system.

Possibility of self-control.

Compliance with the principle of developmental education.

Personalization.

Ensuring clarity and multivariate presentation of information.

All of the listed properties of educational multimedia programs help solve the main task of language education defined by the foreign language program - the formation of communicative competence in students.

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