Issues On the Modern Technologies in Teaching Foreign Languages

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ABSTRACT

The article deals with the issues based on application of modern technologies in teaching FL and considers the educational possibilities of modern information technologies, as well as the design and creation of an electronic training course aimed at studying foreign languages. Awareness of the fundamental role of information in social development and the huge growth rates of information technologies have necessitated the formation of a special information culture of the individual. For today's student, who will live in the information society of the future, the computer should become an integral part of his life. Therefore, the use of information and communication technologies (ICT) in the educational process is an urgent problem of modern education.

Introduction

At the end of the XX century, humanity entered a stage of development, which was called the post-industrial or information society. But the judgment "We live in the age of information and communications" is not entirely correct, since both information and communications have always existed. Throughout the thousand-year history, human society has been accumulating knowledge and improving the ways of storing and processing information. First, writing spread, then the printing press, telephone, and television. With the entry of society into the age of computer technology, it became possible to process and present it more efficiently. This made it possible to efficiently store and process large amounts of information. But at the present stage of development of the information culture of society, knowledge becomes obsolete very quickly, and a person is forced to "study all his life." The huge amount of knowledge accumulated by mankind makes us look for other approaches to organizing the learning process.

"The world experience shows that the solution of the problems of education begins with the professional training of teachers. Without a qualitative growth of pedagogical professionalism, we will be doomed to remain in the past" [5]. That is, training in the field of modern ICT is necessary. Teachers of the new generation should be able to skillfully select and apply precisely those technologies that fully correspond to the content and goals of studying a particular discipline, contribute to the achievement of the goals of the harmonious development of students, taking into account their individual characteristics. As we know, there are two goals of teaching FL:

1. The main goals of teaching English

According to the educational standard of basic general education in a foreign language, teaching English has two main goals [4]:

• development of foreign language communicative competence, which implies the development of speech, language, sociocultural, compensatory, educational and cognitive competencies;

• development and education of the ability and readiness for independent and continuous study of the English language:

a) further self-education with the help of English in other fields of knowledge;

b) developing the ability to self-esteem through observation of one's own speech in native and English languages;

c) personal self-determination of students in relation to their future profession;

d) the formation of a citizen and a patriot.

2. Educational technologies.

The goals set can be realized if all groups of educational technologies are used:

• technologies of explanatory and illustrative education, which are based on informing, educating students and organizing their reproductive activities in order to develop their general educational skills and abilities;

• student-centered learning technologies that create conditions for ensuring the students' own learning activities, taking into account and developing the individual characteristics of students;

• technologies of developmental education, the focus of which is a method of learning that contributes to the inclusion of internal mechanisms of personal development of students, their intellectual abilities.

Discussions

All of the above technologies cannot be used in isolation. There is an active process of their integration. The technology of integrated learning is fundamental in English lessons. Integrated lessons do not differ from traditional lessons in terms of types and forms. These are lessons in the formation of skills and abilities, lessons in their development, lessons in their application in practice, and lessons in control and verification. The difference is that all types and forms of integrated lessons imply a fairly large information block in the lesson itself or independent work to solve a problem. Based on my experience, I can say that the study of material in small blocks does not lead to the formation of a knowledge system. The process of conscious, deep assimilation of the material slows down. Integrated learning

technology makes the process of learning English more efficient. Here, this technology is implemented through the use of various methods and forms of work. The project method is based on the development of students' cognitive skills, the ability to independently construct their knowledge and navigate the information space. Working on a project, student understand why they are learning new words and grammatical phenomena, where and how they can apply this knowledge. The task of the teacher is to organize the independent cognitive activity of each student in the course of working on the project.

At each lesson, the formation of certain speech skills (speaking, listening, reading, writing) was associated with the relevant aspects of the project, gradually leading the student to a generalizing project. While working on the project, the guys used not only the information that was provided in the textbook, but gained new knowledge from the course of geography and biology. With such an intersection of subject areas, students formed a holistic vision of the problem. They looked through newspapers and magazines, listened to the news, looking for examples of the consequences of environmental problems. Then they exchanged the received information.

There was no competition between the groups, because everyone was working on the same common project. From the very beginning, the student were focused on the fact that the final grade will depend on the efforts of everyone. At the final lesson, the guys, defending their own project, touched on all aspects of environmental problems. Student proved the need for this or that illustration in the project. As a result, a general poster was compiled from the best illustrations, the purpose of which is to draw students' attention to environmental problems and to urge them to follow the elementary rules of behavior in order to preserve it.

After finishing work on this project, the student expressed their desire to make a new project, because reading quite boring texts on

ecology suddenly turned into an interesting creative process.

This method gives positive results at the initial stage of training. Moreover, the sooner student start working on creating projects, the higher their educational achievements will be. Therefore, the work of creating projects becomes an integral part of the educational process.

Collaborative learning method.

This method is the basis for the development of the project. To understand the idea of collaborative learning, it is necessary to refer to the understanding of the word "mistake".

From my own experience, I can say that the mistakes of students only show that they have not yet mastered the necessary skills; those. Mistakes are an indicator of whether the student needs more practice. It cannot be considered as the unwillingness of the students to work, as his inability to learn. This path leads to a dead end. Therefore, the teacher is obliged to provide students with the opportunity for this practice, and to such an extent until they master the knowledge sufficiently.

It is good if there are student in the group with the same background, but, as a rule, student come to educational establishment with different degrees of preparedness. From the first lessons, the division of student into "strong" and "weak" begins, and every year this division becomes more and more. A strong student quickly learns new material and does not make mistakes in completing the task, which means that he has learned how to perform it, and he does not need additional practice. At a time when a weak student needs more help and time, a strong student wants to go forward.

Collaborative learning method helps to solve this problem. According to this method, it is assumed that student are able to take over helping "weak" students if they work in small groups and are responsible for the success of each.

To illustrate, I will cite the experience of working in the 5th grade, where this method is applied from the 2nd grade. Student have already been trained to work in a group with any partner. But everyone was only interested in their own results. Strong students responded excellently, while weak ones did not try to compare with them. The gap between them widened with each lesson. As a result, less prepared student lost interest in learning, stopped doing homework, because. each time it got worse and worse. We had to "rob" strong students in order to somehow pull up the lagging ones. Individual tasks did not give the desired results, but only further isolated the student. For strong student, positive marks became easily accessible, not requiring much effort; for weak students, they were inaccessible. Therefore, both did not reveal their full potential.

After the first experience of using the teaching method in cooperation, it became obvious that the guys became more active. Weak students felt self-confidence. They realized their importance: and the success of the whole group depends on their efforts. All student, without exception, empathized during the performance of their friend. The resulting positive assessment was the result of the efforts of each student and served as an incentive for further interest in each other, in joint work and in learning in general.

Collaboration, not competition, is at the heart of collaborative learning. It also means that each student learns according to his own abilities and therefore has a chance to be evaluated on an equal basis with others. If both "strong" and "weak" students expend the same effort to reach their level, then it is only fair that their efforts be evaluated equally, provided that in both cases each did what he could. It has long been noted that if the efforts that students in a group spend to achieve a common result are evaluated, then, as a rule, their motivation increases.

When preparing for the next lesson in my subject, I single out one or two tasks that require certain actions on the part of students, and organize this task depending on the goal. Each group has "strong", "average" or "weak"

students, boys and girls. The optimal number of students in a group is two or three people.

Practice shows that learning together is not only easier and more interesting, but also much more effective. Moreover, it is important that this efficiency concerns not only the academic success of students, their intellectual development, but also moral. Helping a friend, solving any problems together, sharing the joy of success or the bitterness of failure should be natural for every student.

So, in order to achieve a positive result when using the learning method in cooperation, I adhere to the following requirements:

1. Before the groups begin independent work, it is necessary to say about their responsibility for each of the partners so that each of the group members learns the material well. Only in this case they can count on the highest score.

2. The assessment is put one for the whole group. Both joint efforts and individual efforts can be evaluated.

3. The teacher should remain friendly, monitor student activity and help any group if help is needed.

The fact that this technique gives tangible results can be judged by the increasing dynamics of the level of educational motivation.

Method of formation of educational activity of students.

No matter how motivated the student is and no matter how much he wants to speak out, read something, i.e. to complete the task, he must, first of all, know how this or that task is performed, be able to perform it. This means that students from the very first days must be taught to perform different types of tasks, taught to learn. The better the student performs the tasks, the more successfully he will master the material, the faster he will reach the goal.

From my observations, I can state that the majority of "weak" students lag behind in learning due to a low level of proficiency in learning activities. To teach student this activity, I use special reminders. I started using these memos in Latin lessons when translating a Latin text into Russian. When performing this task, it was necessary to perform a number of certain actions in a certain order, otherwise the translation could be inadequate.

So, a memo is a verbal description of why, why and how to perform any educational task. A memo is presented immediately before starting work on a new task. The student (first under the guidance of the teacher) compares each of his "steps" with the memo and gradually masters the work algorithm. Further, the method of learning in cooperation is used, i.e. student help each other to control the course of actions until the memo becomes superfluous.

One way is to use authentic video courses and video equipment with its many useful features that give the teacher the opportunity to apply various technologies in working with videos. They help to model situations in which language learning takes place while immersing in the cultural environment of native speakers. When dramatizing (one of the technologies for working with a video course), student learn the technique of communication, master speech etiquette, learn to be speech partners, i.e. improve communication skills through communication in a foreign language [2].

Accessible authentic video course "Muzzy in Gondoland" is an animated video course about a friendly monster from outer space. On earth, he meets new friends: the king and queen, Princess Sylvia and the brave gardener Bob. Another character, Norman, who lives in the clock tower, appears to explain the most difficult moments of a foreign language, but this video course correlates with the program material of elementary school and 5th grade.

In high school, it is recommended to use the "BBC Essential English Guide to Britain" as a tool for psychological relief - a rich, informative video course about the journey of a young couple around Britain. It provides useful practical language information and expands background knowledge related to the history, culture, art, geography of the country.

Another latest teaching program is Kahoot. It is a relatively new service for

creating online quizzes, tests, and surveys. This program can be effectively used for didactic purposes.

The first experience with this service was liked not only by me, but also by my students. In a playful way, we were able to repeat and consolidate both grammar and vocabulary. And how many emotions! And during the open lesson on the topic "Holidays", work in Kahoot became a highlight - not only student, but also the guests of the lesson enjoyed working.

While working with Kahoot, the teacher needs a computer and an interactive whiteboard or TV, and students (each) need a tablet, laptop, smartphone, that is, any device that has access to the Internet.

The teacher creates an account in Kahoot.get, composes tasks, saves them in a personal account. Then, during the lesson, he logs into his account, selects the desired quiz or test and clicks play. A PIN code appears on the board to enter the game. Kids go to kahoot.it, type in a PIN, press Enter, and that's it! The game has begun. Students are evaluated on two parameters at once: found the correct answer and the speed of the answer. We would like to note that the Kahoot library has a huge number of ready-made quizzes and tests in public access, which you can copy to your personal account and change for yourself and your students.

Tasks created in Kahoot allow you to include photos and even video clips in them. The pace of quizzes and tests can also be adjusted by the teacher when they are created. If desired, you can enter points for answering the questions. Using this service can be a good way to get original feedback from students.

As well as, the use of computer presentations in the educational process makes it possible to intensify the assimilation of educational material by students and conduct classes at a qualitatively new level, using slide films from a computer screen on a multimedia projector or a personal computer for each student instead of a classroom board.

The effectiveness of the impact of educational material on students largely depends on the degree and level of illustration of the material. The visual saturation of the educational material makes it bright, convincing and contributes to the intensification of the process of its assimilation. Computer presentations allow students to focus on significant points of the information presented and create visual spectacular images in the form of illustrations, diagrams, diagrams, graphic compositions, etc. The presentation allows you to influence several types of memory at once: visual, auditory, emotional and, in some cases, motor.

Possessing such an opportunity as interactivity, computer presentations allow you to effectively adapt educational material to the characteristics of students. Increased interactivity leads to more intensive participation in the learning process of the student himself, which contributes to an increase in the efficiency of perception and memorization of educational material. If the lesson material contains a large amount of illustrative material, the use of a computer presentation will significantly increase the effectiveness of the lesson. The computer is not used constantly throughout the lesson, but only serves as a means for finding the necessary information, as well as a stimulus for the formation of speech statements.

The use of a computer presentation in the classroom allows [1]:
• increase students' motivation;
• use a large amount of illustrative material;
• intensify the lesson;
• involve students in an independent learning process, which is especially important for the development of their general educational skills.

Conclusion
The computer does not replace the teacher in foreign language lessons, but is an effective assistant that improves the quality of teaching and the effectiveness of control. The main and leading figure in the lesson is the teacher, the use of computer technology is one of the effective ways to organize the educational process. The use of even the most

advanced multimedia products cannot replace live communication in the classroom. But in the realities of the new millennium, the use of information technology achievements, although problematic, is necessary.

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