
NEW INFORMATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES



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ABSTRACT

Every year more and more varieties of methods and forms of distance learning with the use of new information technologies which appear in the field of foreign language teaching. They are not only separate technical means or systems of information exchange and transmission, with the help of which the educational process is carried out, but also an integral system of teaching methods aimed at the development of students' communicative competencies, the development of speech skills. The main subject of learning a foreign language is the development of all types of speech activity, starting with oral communication and ending with the development of abilities for diverse work with the text to extract information, as well as the formation of statements based on this information.

Keywords: *distance learning, latest SMART technologies, modern information technologies, individual capabilities, skills, virtual environment*

АННОТАЦИЯ

С каждым годом все больше и больше разновидностей методов и форм дистанционного обучения с использованием новых информационных технологий появляются в сфере обучения иностранным языкам. Они представляют собой не только отдельные технические средства или системы обмена и передачи информации, с помощью которых осуществляется учебный процесс, но и целостную систему методов обучения, направленных на развитие коммуникативных компетенций учащихся, развитие речевых навыков. Основным предметом изучения иностранного языка является развитие всех видов речевой деятельности, начиная с устного общения и заканчивая развитием способностей к разноплановой работе с текстом для извлечения информации, а также формирования высказываний на основе этой информации.

Ключевые слова: дистанционное обучение, новейшие SMART-технологии, современные информационные технологии, индивидуальные возможности, навыки, виртуальная среда

INTRODUCTION

Work experience shows that the use of various electronic sources and means arouses interest among students, increases their motivation to study. However, it should be noted that their use in the educational process is different: from full distance learning to partial use in lectures and seminars.

Application of the latest SMART technologies (webinars, blogs, Twitter, videos- and audio podcasts, in asynchronous and online modes) in the process of teaching foreign languages allows you to simulate learning situations, increasingly complements traditional teaching methods, helps to form a communicative core or fundamental skills of foreign language communication from awareness of the ability to express thoughts in another language to the skills and abilities of self-solving communicative and cognitive tasks, increases students' motivation to study, makes them take a fresh look at the subjects studied, thus revealing their creative and intellectual potential.

MATERIALS AND METHODS

In working with modern information technologies, the role of a teacher (tutor) is especially increasing as a coordinator and organizer of the learning process, who gets the opportunity to more flexibly direct the learning process, taking into account the individual capabilities of each student. When teaching a foreign language, it is necessary to take into account its features. Since the specifics of mastering a foreign language is its duality (on the one hand, the study of linguistic structure, on the other — the development of speech), the question arises of finding optimal teaching methods taking into account the psychological factors of speech development and conscious mastery of linguistic structures [Vladimirova L., 2002:35].

DISCUSSION AND RESULTS

The communicative method involves the construction of the learning process as a model of the communication process. Therefore, we need to find a form within which the content of communication functions and it will be an adequate basis for the selection and organization of speech material.

Properly organized teamwork and communication-oriented construction of the educational process as a whole will be of great importance for the success of teaching

communication in a foreign language. It is obvious that the success of the joint activity of the student and the teacher largely depends on the organization of this activity. And here independent work comes to the fore. Effective command of a foreign language presupposes, first of all, the ability to work independently on language learning, maintain and constantly replenish their knowledge, improve skills, develop a communicative and information culture. In this regard, the independent educational activity of the student as the basis of productive language education becomes the most important component [Назарова Н.Б. 2016:7].

A feature of the modern educational process at the university is a significant amount of individual independent work of the student, the possibilities of which are expanded today, including through the use of modern information and educational environment.

Teachers in all countries of the world are becoming more aware of the advantages that the skillful use of modern ICT in the field of education gives. ICTs help to solve the following problems: improving learning processes, increasing educational results and motivation, networking and joint projects, improving the organization and management of the educational process. And this is not surprising, since the opportunities that ICTs provide for the development of an innovative economy and modern society have also become available for education [Yoon, B. ,2008: 514].

We emphasize that the success of communication depends on:

- the desire to make contact, i.e. to realize the speech intention that has arisen, allowing to establish mutual understanding with other people;
- the degree of proficiency in structural and systemic formations at different levels of the language and on the ability to use them in appropriate communication situations;
- the possession of a set of formulas that organize both written and oral speech necessary for performing verbal procedures.

The teacher (tutor) needs to create communicative communication situations and bring acquired speech clichés into speech, compose different writing formats, form the ability to extract and process information from what he has read, prepare students for conducting a discussion in a foreign language. So, having studied the program topics in the classroom, the teacher (tutor) chooses a topic for organizing independent work of students in the forum. These can be a variety of topics of the specialty

language: New Inventions in IT Technology, Business organizations, Forms of Business Organization and Companies, Law and others.[Yamakawa, Y, 2005:189]

The essence of students' independent work is that they have the opportunity to prepare an answer using the Internet, check the structure and spelling of sentences, and the teacher (tutor) can correct them using various functions: underlining, highlighting speech errors in the text, changing the order of words in a sentence, etc. The teacher can also refer the student to the available materials, as well as pay attention to them in full-time classes in the classroom.

Oral communication is not carried out without such a type of speech activity as listening. This is the basis of communication, from which the mastery of oral speech begins. It consists of the ability to differentiate perceived sounds, keep them in memory while listening, integrate them into semantic complexes, carry out probabilistic forecasting and, based on the communication situation, understand the perceived sound chain. At the same time, the process of perception takes place at a certain normal pace, characteristic of a given language, from different sources, with natural interference of a speech and non-speech nature.

The interest of teachers in new teaching tools allows us to see the educational possibilities of modern hardware and software in the process of teaching listening and writing in a foreign language.

Teaching foreign languages is a purposeful and organized process of interaction between students and teachers aimed at the formation of language competence. This is the interaction of a teacher and a student in the process of teaching foreign languages, aimed at the formation of linguistic, intercultural and communicative competence of students. This is not only a description of the educational process and the conditions for its implementation, but also the development, creation of new models of teaching foreign languages, the use of the latest information technologies of teaching.

CONCLUSIONS

The conditions of the modern educational environment provide students with significant opportunities for independent work on the language in order to ensure the difference at different levels using various electronic resources. This allows you to develop an individual trajectory and gives the student the opportunity to realize and improve. Thus, teaching students with the help of the latest information technologies allows them to increase motivation to study, promotes the development of their cognitive activity, significantly increases interest in learning and the level of creative

self-realization, and also gives good results in the formation of communication skills compared to traditional methods.

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