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EFFECTIVE APPLICATION OF COMPUTER TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Abstract: *The article is devoted to the issue of using various computer technologies in teaching a foreign language*

Key words: *English language, computer technology, Internet, foreign language teaching*

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ЭФФЕКТИВНОЕ ПРИМЕНЕНИЕ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация: *Статья посвящена вопросу использования различных компьютерных технологий в обучении иностранному языку*

Ключевые слова: *Английский язык, компьютерные технологии, Интернет, преподавание иностранного языка*

Recently, there has been a tendency to reduce the interest of students of higher educational institutions in foreign language classes. Traditional forms of education are fundamentally behind the modern perception of information:

students study the necessary material abstractly, preferring to sneakily look at news on social networks during class. In the process of traditional education, students often lack the opportunity to realize their needs for self-expression and self-knowledge. The practical lesson is aimed mainly at passive assimilation of the material proposed by the teacher, memorizing the rules, without taking into account the abilities, inclinations, and interests of the students. We believe that in the modern educational process it is necessary to use interesting, non-standard forms of teaching, which, in our opinion, will allow students to regain their lost interest in learning a foreign language. The teacher needs to, to some extent, move away from the standard practical lesson, introduce something new into it that could attract attention, intensify the activity of students, and encourage them to action, reflection, and search.

The use of new information technologies makes it possible to implement a student-centered approach to teaching English. The relevance of the use of new information technologies is dictated, first of all, by pedagogical needs in increasing the effectiveness of developmental education, in particular, the need to develop students' skills in independent learning activities, the development of research and creative competencies. The increasing variety of Internet resources, the emergence of a large number of educational materials on CDs - all this poses the task of conducting comprehensive research into the possibilities and features of the use of these teaching aids in the educational process. In teaching, the problem of the laws of cognitive processes acquires particular relevance. In this regard, before organizing educational activities in a new way, it is necessary to diagnose the cognitive processes of students. From the point of view of cognitive processes, when teaching a foreign language, an important role is played by the characteristics of students' perception of information. On this basis, students are conditionally divided into auditory, visual and kinesthetic learners. An auditory person is a person who best perceives information through hearing. The visual perceives most information through vision. A kinesthetic

person is a person who perceives information through other senses (smell, touch, etc.) and through movements. Carry out diagnostics with students to determine the representative system.

During a practical lesson, the teacher can present information using all channels of perception: vision, hearing, and the kinesthetic channel. Then each of the students has a chance to assimilate at least part of these messages. This is exactly what usually happens. This chance increases significantly if, for example, both the teacher and the student are visual (or auditory) learners. The development of many important skills, for example, reading or writing skills, depends on which channel the student has as the leader. The characteristics of mental work of representatives of different types of personalities differ significantly (for example, the level of distractibility, features of memorization, etc.). Using computer technology, the teacher will be able to take into account these characteristics of students and provide information in a form in which it will be better absorbed by them.

Thanks to the use of audio, video materials, and Internet sites, some students associate translation with an image, others with a sound similar to the Russian language, and others remember the moments when they encountered a given word in other situations. We found that students of natural sciences are most prone to visual perception of information in combination with an audio stream and captions, i.e. excerpts from popular films. With this mode of work, the teacher is less likely to return to reminding the material covered. Some students (as it turned out, passionate about online shopping) were in demand for practical classes on translating texts from English-language Internet sites. For them, the creative part of their homework included translating texts of their choice. Thus, as a rule, students become naturally involved in the process of learning English and interested in work. The computer can be used at all stages of the learning process: when explaining new material, during consolidation, repetition, control. Computerization of learning has a significant impact on all

components of the modern educational system and, in particular, on the discipline "Foreign Language": its goals, objectives, content, methods, technology.

The specificity of the subject "Foreign Language" is that the leading component of the teaching content here is not the fundamentals of science, but methods of activity - teaching various types of speech activity. Speech skills can only be taught through live communication, and for this you need a partner. A computer program, a CD, no matter how interactive they may be, can only provide communication with a machine. The exception is telecommunications, when a student enters into a live dialogue (written or oral) with a real partner - a native speaker. Computer programs should be used equally with traditional materials and methods. When working with a computer, the teacher inevitably changes the entire structure of the lesson and its purpose. It is necessary to specifically define the appropriate role and place of the computer in the educational process, clarify and determine the basic concepts, and introduce methodological and technical aspects. When building an educational process using computer training programs, you should select a specific section from the work program; design a set of tasks; choose software for selecting tasks; conduct an examination of selected computer tasks; develop methodological recommendations for the student. Working with a computer not only helps to increase interest in learning, but also makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, as well as encourage correct solutions. In addition, the computer allows you to completely eliminate one of the most important reasons for a negative attitude towards learning - failure due to a lack of understanding of the material or a problem in knowledge. It is this aspect that is provided by the authors of many computer training programs. The student is given the opportunity to use various reference guides and dictionaries, which can be called up on the screen with just a click of

the mouse. Working on a computer, the student has the opportunity to complete the solution of the problem, relying on the necessary help.

Computer training programs have huge databases, provide high technology for performing individual training exercises, make it possible to most optimally combine methods of analysis and simulation based on consciousness, orient the student towards a free pace of learning and individual logic of cognition. The computerization of our society leads to the emergence of more and more people who want and can use these smart machines in everyday life. Computers make life easier and more interesting.

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