



USAGE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING ENGLISH

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Annotation: The article focuses on the usage of information and communication technologies (ICT) in teaching English. Also, the article presents the essence of information and communication technologies, their role in teaching English in conditions of modernization of education, a classification of using for new information technologies in teaching English. The conclusion is made about the expediency of using ICT to improve the quality of students' knowledge.

Key words: Educational Standards, information communication technologies, English lesson, modernization, education, ICT facilities, teaching English, teacher.

In the modern world, education plays an important role in the society. Moreover, the requirements for the education system and for the knowledge of student have changed. Based on the realities of today's life, the skills of schoolchild of the 21st century are identified: high professionalism in a certain area, the ability to present and present oneself, knowledge of psychology, the ability to apply knowledge in the condition of real life. Such competencies in the education system are developed through the use of innovative pedagogical technologies.

According to G.K Selevko, "pedagogical (educational) technology is a functional system of all components of the pedagogical process, is built on a scientific basis, programmed on time and space, leading are intended to results". By methods and ways of teaching and upbringing, he distinguishes the following pedagogical technologies: dogmatic, reproductive, explanatory and illustrative, coercion, free choice, programmed education, problematic, search, research, developmental,

self-development, group, collective, informational, dialogical, communicative, interactive, game, labor, creative, art technologies, etc [1].

Information and communication technologies (ICT) can be distinguished among all educational technologies. We believe that the use of ICT in educational activities contributes to the achievement of meta subject educational outcomes. In the Standard, meta-subject educational outcomes are defined as "mastered interdisciplinary concepts of students and universal educational actions (regulatory, cognitive, communicative), the ability to use them in educational, cognitive and social practice, independence of planning and implementation educational activities and the organization of educational cooperation with teachers and peers, building an individual educational trajectory" [2].

In the work of G.F Polushkina - "Assessment of meta-subject results of education in the foreign language in basic school", it is noted

that the results of meta-subject – “mastering the basic educational program of basic general education in the foreign language shows: the ability to determine learning goals independently, activities, the ability to generalize, establish analogies, classify, establish causal relationships, build logical reasoning, draw conclusions” [3].

Speaking about foreign language, one can not fail to mention the goals that we set ourselves as practicing teachers as part of the implementation of the State Educational Standard:

1) development of foreign language communicative competence in the aggregate of its components, namely: speech, linguistic, socio-cultural/intercultural, compensatory, educational and cognitive;

2) development of the personality of students through the implementation of the educational potential of foreign language;

3) education of personality capable of self-development. Accordingly, the tasks of the teacher are:

a) activation of the tasks of each student in the educational process;

b) creating a situation of success for the development of the student’s creative activity.

In this regard, information and communication technologies acquire great importance: they develop motivation in English lessons, provide flexibility in the management of educational activities, help in choosing the best training option, and participate in monitoring the activities of students.

The use of multimedia in English lessons helps to implement of personality-oriented approach to learning, provides individualization and differentiation, taking into account the characteristics of children, their interests and inclinations.

However, the prospects for the usage of “information and communication technologies in the educational activities of the school depend on the pedagogical factors, these are, on the level of the teacher’s ICT competence, his/her general erudition, his/her readiness and ability to integrate ICT into educational activities” [4]. Therefore, a modern teacher

needs to improve constantly the level of professional qualifications, follow all the innovations in the field of education, attend seminars, conferences, master classes and round tables. One of the forms of increasing the teacher’s ICT competence can be participation in the creative laboratory.

The use of ICT in the study of foreign languages promotes:

- development of creative possibilities and abilities of students;

- creating conditions for self-education of students in the areas of interest to them;

- increasing the level of using visibility in the lesson;

- improving the productivity of the lesson;
- establishment of interdisciplinary connections;

- the acquisition of real experience of intercultural education;

- enriching students’ knowledge about history and culture of other countries of the target language;

- developing the ability to navigate in modern foreign language environment [5].

Using information resources of the Internet, it is possible, by integrating them into the educational process, to solve effectively a number of didactic tasks, in particular, in the English lessons.

a) to form skills and abilities of reading, directly using materials of the network of varying degrees of complexity;

b) improve the skills of perception of a foreign language, aural speech based on authentic audio network texts;

c) improve the skills of monologue and dialogical statements based on problematic discussion;

d) improve the skills of writing, individually, in writing, composing answers to partners, participating in the preparation of abstracts, essays, other types of correspondence in the process of joint activities of partners

e) improving lexical and grammatical skills through training with the help of programs, games, tests.

Classic and integrated lessons, that accompanied by multimedia presentations, online tests and software products allow

students to deepen knowledge, as they say in English proverb – “I heard and forgot, I saw and remembered”, The studies by German scientists have shown that a person remembers only 10% of what he reads, 20% of what he hears, 30% of what he sees; 50–70% are remembered when participating in group discussions, 80% - when they independently identify and formulate problems. When the student is directly involved in real activity, in self-production problems, development and decision-making, formulation conclusions and forecasts, he memorizes and assimilates the material by 90% [6].

The English teachers and professors takes an active part in the work of creative laboratories. For example, from 2016 to 2019, such creative laboratories were organized as “Management of the process of introducing electronic teaching aids into the practice of a modern teacher”, “Designing work programs of basic general education in the conditions of implementation”, “Simulator for preparing for the Unified State Exam in English. Listening”. The purpose of such laboratories was to improve the methodological and educational competence of teachers [6].

During the work of creative laboratories, through the joint efforts of teachers, various possibilities of information and communication technologies were considered, studied and methodological recommendations for their use in educational activities were created. During the practice in the classroom, teachers learn to create effective presentations, flash animations, joint presentations on Google search services, interactive text users in the MyTest X program, master the technology of creating a professional website of teachers. Laboratory participants achieve the opportunity to get acquainted with the experience of colleagues and adopt it. We consider this form of increasing professional competence of teachers are the most effective and appropriate. The laboratory participants are unanimous in the opinion that the most frequently that used as ICT tools in educational activities are interactive boards,

electronic encyclopedias and reference books, simulators and testing programs, educational Internet resources, interactive maps and atlases.

In this article, we propose to consider in more detail some of them. The use of Internet resources is not less importance for improving the quality of students’ knowledge in English lessons. Reasonable usage of such resources contributes to: the formation of reading skills and abilities; improving the writing skills of schoolchildren; developing listening skills based on authentic sound texts by native speakers; improving the ability to monologue and dialogical statements based on problematic discussion of materials on the Internet; replenishment of the vocabulary of students; formation of stable motivation among schoolchildren to learn English; expanding their horizons; establishing and maintaining intercultural ties with peers from other countries.

1. *The Quizlet.com* service provides the ability to create interactive learning cards (flashcards) and learning games. Therefore, the author of the article actively uses this service in English lessons to train spelling, translation and definition of the meaning of words. In addition, the service is used actively in English lessons.

2. *LearningApps.org*. This interactive resource allows you to develop tasks in different modes: “Puzzles”, “Set the sequence”, “Quiz with the choice of the correct answer”, etc.

3. Another useful resource for English lessons is the *Prezi.com web service*. Teachers can create interactive multimedia presentations with a non-linear structure, which allow you to focus on a specific fragment without switching slides. The technology of creating such presentations is easily mastered by students, using them when preparing mini-projects, reports on a specific topic.

Currently, educational organizations are well equipped with technical training aids. In our opinion, an interactive whiteboard is an effective tool that helps to increase the cognitive activity of schoolchildren.

Interactive whiteboards allow not only “to present audiovisual information using various multimedia resources, but also contribute to the activation of educational and cognitive activities of students through the interaction of participants in educational relations during an interactive dialogue, realizing through the use of various types of feedback, independence in the choice of studying educational information, volume and level of complexity, time and the pace of work, the creation of creative educational product in the process of active transformation of educational information”[5]. The use of interactive whiteboards in educational activities makes it possible to combine information and communication and traditional techniques, forms of organization of educational activities. Also, thanks to the tools an interactive whiteboard, every action or reaction of the participants in the interaction is reflected on the screen, available for consideration, understanding and discussion by all participants in educational activities. The result is an increase in the productivity of the learning process by reducing the time for individual interaction with the student.

Based on work experience, we can state the fact that the use of interactive whiteboards at an early stage of teaching foreign languages allows to provide real visibility and situational awareness, creative work of students, the joy of learning with the successful completion of tasks, hence the development of thinking and situational speech. Also in the classroom in elementary school we actively use the multimedia application for the teaching materials *Spotlight 2-4*. It is extremely interesting for students to work at the interactive whiteboard: to select matches, collect puzzles, make inscriptions, solve scan words [6].

We can say with confidence that the quality of students’ knowledge when using interactive whiteboard tools at this level is higher than in its absence. Students remember so well vivid images of textbook heroes, short cartoons that dedicated to various modules, that then, they are often recalled and asked to work with the

application. Working with situational dialogues, schoolchildren repeatedly listen to and reproduce lexical units, it is a holistic approach, implementation to learn a foreign language. At the basic general education level, presentations are made on the most interesting topics of the textbook. Students prepare not only presentations, but also they simultaneously learn to construct monologue statements, which allows them to work with oral speech.

At the senior level of education, in grades 9-11, the interactive whiteboard is often used as a screen for displaying information. Listening tasks, grammar and vocabulary exercises and speaking tasks are displayed on the screen and practiced by all students both in the classroom and at home. The multimedia simulators are created in the Microsoft Office Power Point program, and this program is actively used.

Thus, the use of information and communication technologies is possible at all levels of education and for various purposes: to provide visibility, building a monologue and dialogue, preparing for the final state certification and others. The using of information and communication technologies in educational activities allows the formation of key competencies of students, to achieve a positive result in the formation of universal educational actions, to implement in practice intercultural communication.

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