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THE ESSENCE AND SIGNIFICANCE OF MODERN TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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Today’s education keeps pace with the times, and a modern foreign language lesson is a complex process, the preparation and implementation of which requires the efforts, energy and creativity of the teacher. The teaching of a foreign language itself corresponds to the modern level of technical progress, so the effectiveness of interactive teaching technologies in the classroom is obvious. The active introduction of interactive learning technology multiplies didactic opportunities, providing visibility, audio and video support, and control, which generally contributes to an increase in the level of teaching.

For example, a computer application today refers to a mandatory introduction to educational activities in the study of a foreign language. Therefore, in recent years, the question of the use of interactive technologies in an educational institution of any level has been increasingly raised. These are not only new opportunities, but also new forms and methods of teaching, new approaches to teaching. This is due to the fact that computerization and the use of interactive technologies create opportunities for creating a new education system.

In the works of Startseva O.Yu. she gives the following definition: “learning technologies are a set of techniques that are used in the activities of a teacher in order to achieve the learning objectives set in the lesson with maximum efficiency in the minimum period of time possible to achieve them” [1, p. 56].

In turn, Solontsova L.P. notes that “the term teaching technology or pedagogical technologies is used to denote a set of methods of a teacher’s work, methods of his scientific organization of work, with the help of which the achievement of learning goals in a minimum period of time is most effectively ensured” [2, p. 35].

In almost all areas of the educational process, so-called information and communication technologies (ICT) have found application today, which have radically changed many aspects of our life. Over the past twenty years, the digital age has influenced the teaching and learning strategies used

in education.

Nowadays, teaching and learning foreign languages has greatly benefited from the use of the advances in modern technology.

It should be emphasized to pay attention to the words of M.Yu. Smetanina. – “the influence of modern technologies largely depends on the way it is used, the teacher’s motivation and his “skills”. Teachers should be well versed in the operation and management of a large umbrella of new technological tools”[3, p. 41], among which we must mention: interactive whiteboards, computer, tablets, Internet, video games, smartphones, language learning software, Skype messenger, blogging, television, social media, projector, YouTube, Power Point, etc.

From the point of view of D.D. Pavlov, the use of ICT provides the following advantages:

- diversification of information and knowledge transfer using visual, auditory and kinesthetic stimuli. Knowledge transfer is carried out using a native speaker as a model for pronunciation, visual images and various moving scenes that add interest to the entire learning process;

- drawing up lesson plans based on requests, projects or collaboration. Unlike a traditional teacher, an experienced ICT instructor creates opportunities for students to create their own content-related questions while investigating and solving problems. During this process, students’ critical thinking is enhanced. At the same time, the ability of team / group work and collaboration is developed and enhanced by the execution of projects assigned by the teacher;

- adaptation of didactic lessons and tasks to the cognitive and emotional abilities of each student, as well as to each individual pace and style of learning. The role of the foreign language teacher is to develop and implement differentiated and individualized tasks, as well as teaching and learning resources that match the level of language proficiency, needs, interests and motives of the learners;

- instant feedback from students during their work. With the help of educational programs, the teacher can not only quickly notice mistakes, but also correct them, as well as offer students appropriate advice and individual recommendations [4, p. 472].

Modern teaching has undergone significant changes. There are also big differences in the learning process. The use of ICT has significantly influenced the study of a foreign language in the education system. From a learners’ point of view, ICTs provide an opportunity to work independently, gaining confidence in the autonomous use of the language, as in real life situations. In addition, the quality of learning is enhanced by the flexibility that various digital tools can provide. Among the many benefits and benefits that the use of ICT can have for teaching students, we can mention the following:

- it allows students to largely control and interactively assimilate and manipulate the lexical and grammatical patterns that they will have to use in their daily life. Teacher-developed pair and group work assignments help them develop the necessary communicative competence;

- it attracts students and encourages them to focus and retain attention on a certain piece of information. Students using ICT do not get bored and tend to complete the teacher’s task for a longer period of time;

- Technology-based communication is a useful feature for language learning. Students tend to participate more actively in discussions than in personal conversations if they have to deal with authentic materials in the foreign language they are studying;

- ICTs develop the student’s ability to collaborate, communicate in problem solving and classroom tasks. In this way, students prepare for lifelong learning;

- multimedia educational software offers students the opportunity to connect to different parts of the world while experiencing language and culture in a meaningful audiovisual context. Students will learn about the lifestyle of the people whose language they are learning. Acquaintance with the customs, beliefs, values and traditions of another country, learning a foreign language turns into a cultural meeting.

Nurtazina M.B. in her article she pointed out that “the main factor in improving the quality of education is the formation of information and pedagogical competencies of a teacher, one of which is the competence of implementing new information technologies in teaching. The effectiveness of the teacher’s professional activity and the level of formation of students’ competencies largely depend on how effectively and pedagogically competently the study of linguistic disciplines will be organized by students” [5, p. 119].

In turn, Z.B. Yeshimbetova notes that integrating ICT into classroom learning is one of the biggest challenges for teachers in the digital world. The teacher must take on a new role in order to introduce technological tools into the classroom and manage control differently than in the traditional classroom [6, p. 72].

Various teaching aids such as text, audio, images, animation and surfing the net allow the teacher to creatively and flexibly modify and adjust the learning objectives according to the learning level of each student. To help students develop language skills and social abilities, the teacher should be a participant with them, as well as a guide in all situations that require guidance (using a word processor, electronic dictionaries, electronic encyclopedias, graphics and presentation slides, web browsing, blogging, tweeting, etc.).

Some researchers point out that the teacher, as a designer, should think about the language level of the students with whom he works, and accordingly develop educational activities and tasks. Problems should be broken down into meaningful and doable sequences for both more capable and less capable students. To be able to adapt assignments to a specific level of a group of students, he must research and evaluate the available source materials, as well as set a general goal and specific tasks [7, p. 164].

The main means of introducing modern technologies and increasing the motivation of students in the study of a foreign language is the use of an interactive whiteboard in the classroom. According to M. V. Chilingaryan, the advantage of this tool is that the perception, analysis and transmission of information to students occur faster due to the fact that all channels of information perception are involved [8].

The introduction of ICT into the content of the educational process implies the integration of various subject areas with informatics, which leads to informatization of students’ consciousness and their understanding of informatization processes in modern society (in its professional aspect). As a result, new information technologies appear, and graduates are trained to master new information technologies in their future work.

Since the introduction of innovative ideas, methods, technologies should be systemic and at the first stages of an experimental nature, it is obvious that in this situation it is necessary to provide for the scientific guidance of the experiment, the subsequent generalization of the results and, finally, monitoring. Therefore, innovations can be considered only those ideas, methods, technologies that are not only embodied in the pedagogical process, but also experimentally tested and are ready for systemic holistic implementation into the educational process.

Thus, modern technologies significantly enrich and diversify the teaching of foreign languages. Monotonous work is replaced by intellectual creative search, in the process of which a new type of personality is formed, active and purposeful, focused on constant self-education and development. However, innovation must be based on tradition. Traditional forms and methods are not going away. They are being improved based on the latest knowledge, achievements of scientific and technological progress. But they don’t improve on their own. Therefore, it is so important in this technological – pedagogical process that the teacher has sufficient competencies to transfer knowledge, and the student is competent enough to perceive this knowledge. And the improvement of competencies is not only their personal whims and needs, but also the needs of a new type of society, in which the role of human capital is increasing. And innovative technologies only make it possible to optimize this process, the

main task of which is the socialization of the individual.

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HIGHLIGHTING THE SIGNIFICANCE OF COMMUNICATIVE APPROACH IN ONLINE ENGLISH TEACHING

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The communicative approach is a format for learning English, in which the student develops communicative competencies, that is, learns to speak English in different life situations. The focus is on the ability to express one’s thoughts and communicate in English, and not to mechanically memorize grammar rules or translate texts. The basis of the communicative approach is meaningful communication and modeling real-life conversational situations in the lesson.

The communicative approach is the product of some linguists and educators who had grown dissatisfied with the previous two methods used for foreign language teaching; the audio-lingual method and Grammar-translation method. These great linguists and educators who contributed to the rise of this worldwide used approach are Hymes, Chomsky, Wilkins, and Alexander, and the Council of Europe. However, all these linguists and educators felt that students during those years were not learning the language in the right way. They claimed that they did not learn the ‘whole language’ and