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FEATURES OF USING COMPUTER TECHNOLOGY IN TEACHING ENGLISH

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Abstract. The article deals with the possibilities and features of the use of ICT in teaching English, the tasks and principles of computer technology in the process of learning a foreign language. Computer technologies in teaching English are necessary in order to stimulate the processes of learning English in parallel with other subjects, and to facilitate the exchange of accumulated experience in teaching any subjects of the curriculum.

Keywords: English, computer technology, computer use in English lessons, computer use in the classroom

Аннотация. В статье рассмотрены возможности и особенности использования ИКТ при обучении английскому языку, раскрыты задачи и принципы компьютерных технологий в процессе изучения иностранного языка. Компьютерные технологии в преподавании английского языка необходимы для того, чтобы стимулировать процессы изучения английского языка параллельно с другими предметами, а также способствовать обмену накопленным опытом преподавания любых предметов учебной программы.

Ключевые слова: английский язык, компьютерные технологии, использование компьютера на уроках английского языка, использование компьютера на уроке

The importance of introducing computer learning technologies is, first of all, related to the request of teachers to obtain better results in developmental education and increase efficiency. There is an increasing need to develop students' skills of autonomous work in the learning process. Creative and research approaches to learning, the development of critical thinking skills and education in the newest culture are becoming increasingly important [1, p.52]. Computer technologies in teaching English are necessary in order to stimulate the processes of learning English in parallel with other subjects, and to facilitate the exchange of accumulated experience in teaching any subjects of the curriculum. Interest in the learning process is growing noticeably, and interest in mastering speech activity in the target language during classes is especially strongly stimulated. Students' communicative practice is becoming wider. It becomes possible to use the latest methodological techniques, based on the combination of one's own experience with the students' knowledge and new ones that they receive during effective communication.

In the process of conducting English classes, a large number of didactic problems are solved; the computer can provide significant assistance. Its use will be appropriate for developing reading skills and abilities. Content found on the World Wide Web will help replenish students' current vocabulary and improve their writing skills. It is important that up-to-date materials and computer technologies form sustainable motivation for mastering a foreign language. Obviously, the relevance of using a computer is determined by the importance of the problem of high-quality learning of foreign speech. The appearance of computer technology in the classroom significantly changes the content of teaching, affects the means, and the lesson approaches the reality of the modern world.

According to L. A. Belyaeva, "in the new situation, the task of the teacher changes. The main attention should be directed to the development of students' personal qualities, creative impulses in the process of preparing educational activities, selection, development and selection of programs optimized for training, monitoring their maximum effectiveness" [2,p.54]. T.V. Karamysheva writes: "The computer is a new tool for human activity. Its use will qualitatively change the possibilities of study and knowledge, increase the quantity and practical application of knowledge" [3, p.85]. The use of computer technology as a means of cognition predetermines the

emergence of mental activity in new forms, the emergence of new types of creative activity. Thus, the computer should be considered as a new factor in the development of the human psyche and its processes from a historical perspective.

The following famous scientists studied the influence of the computer on human life: S. V. Fadeev, A. Yu. Uvarov. The results of their work indicate that the unexpectedly rapid penetration of computers into everyday human life and teaching processes forces English teachers to solve work problems that nine or ten years ago did not even occur to any linguist.

It is not surprising that many teachers were unprepared for the massive appearance of computers in such an unexpected place as the foreign language classroom. The use of a desktop in the study of non-native speech has enormous potential. It is all about the following features:

- “information of all kinds is processed quickly and efficiently;
- opportunities for demonstrating information of any variety are becoming wider;
- many educational situations and processes can be simulated using a computer;
- if necessary, the content side, operational or motivational side of the learning process is activated;
- it is easier to make the process individual, to differentiate students according to given characteristics;
- the computer can teach reflection on personal learning activities and organization;

“The computer’s ability to patiently act as an assistant in educational communication is invaluable” [4, p. 51]. Information technology methods in teaching today are a computer and training programs written for it. The use of multimedia in English classes significantly improves the quality of knowledge acquisition and the formation of skills and abilities.

In the article by Yu. V. Ryndina “Development of cognitive interest in foreign language lessons” it is noted that “interest in learning a foreign language is of great importance, but it is not so easy to create a powerful motive in which indicators of activity and learning effectiveness will increase significantly” [5, p.11]. The author notes, “Cognitive interest is formed in the learning process through the substantive content of the activity and the emerging relationships between participants in the educational process. This is facilitated by the widespread use of the factor of novelty of educational material, elements of problem-solving in teaching, the use of data on modern achievements of science and technology, the organization of independent creative work, and the organization of mutual learning among students” [5, p.47]. At the same time, cognitive activity when using computer technologies grows, as does

motivation following it. The pace of learning is accelerating. Of particular value are improved comprehension of educational content, its retention in long-term memory, and, as a result, independent activity of students.

Computer programs become assistants in the effective and rapid development of the following aspects of learning:

- Confident listening.
- Providing correct pronunciation.
- Growth of active vocabulary.
- Improved oral speech.

A special feature of childhood is the perception of new information by several senses at once. Information presented in the right way is easier to remember, and the learning process is accelerated. Video files, slides, and any visual material significantly improve the quality of classes. In order to change the child's usual way of acting, improve his sympathy for the subject and influence mental activity, you need to involve him in active actions in the lessons, including using the capabilities of the desktop in learning foreign speech. It should also be noted the principles on which computerized training is based in the process of teaching non-native speech:

- individualization, that is, the opportunity to engage specifically with any of the students, taking into account his capabilities, level of training, developed abilities and skills;
- differentiation or selection for each student of the optimal options for exercises and tasks. Selection of the required complexity, sequence with the number of tasks will help in the formation of subsequent skills, increase knowledge and skills, without forming negative impressions;
- intensification. This means all possible means of presenting educational materials, its distribution taking into account interactive forms of work;

According to L. A. Belyaeva, thanks to computer technology, the following important didactic functions can be taken into account:

- "Cognitive. With the right approach, the Internet and computer user skills will help you find any information you need in a situation. Educational complexes with prepared texts, sounds, images and videos will improve students' thirst for knowledge and improve learning outcomes.
- Developing. Educational trainings not only activate vocabulary, but stimulate all important cognitive processes: from logical thinking to memory, perception, and of course imagination.

- Training room. Students get the opportunity to train independently, checking their personal level in the right topics, discover and close gaps and repeat tasks to consolidate.
- Diagnostic. With the help of a machine, control over the development of the next topic becomes fast and high quality.
- Communicative. The student is not afraid to communicate with the computer and willingly conducts a dialogue without fear of making a mistake. A sympathetic attitude towards language learning is formed; students quickly develop a high-quality knowledge base with communication skills” [3, p.45].

V. Konysheva believes that using a computer in English lessons can solve the following problems:

- “to get interested in a foreign language. During training using a computer program, transference to a foreign situation, similar to real life, is activated. This methodological technique also arouses interest in computer classes and programs.
- -Improve the visibility of textbooks. Curriculums allow you to combine the perception of text with the activation of the senses: hearing, vision, touch.
- deepen knowledge on the required topic of study. There is a huge selection of educational CDs and programs filled with selected, illustrated information on topics that are often boring in conventional textbooks. Students can expand their knowledge not only of English, but also of situations related to it in reality.
- -test new knowledge, stimulate students’ self-control. When working with educational programs, there is always the possibility of self-testing at the end of the lesson; testing and control do not take up extra time and do not cause much anxiety” [4, p.21].

Options for working with training programs: memorizing new units, staging and developing pronunciation, monologue or dialogic oral speech, written speech, mastering the grammatical basis.

- Didactic tasks solved using a computer are quite numerous:
- you can develop reading skills and habits and consolidate the ability to read using online materials;
- -improve the accuracy of written speech;
- -increase your vocabulary given its relevance;
- to form stable motivation in studying the subject;

Let us take a closer look at some of these tasks that can be implemented in English lessons.

A. Learning vocabulary. By introducing new thematic lexical units, consolidating them in long-term and short-term memory, you can use many programs. The sequence of work in such programs is demonstration of action, reinforcement, and control check.

B. Staging pronunciation. Most programs require working with a microphone while speaking aloud. After repeating after the speaker, the child sees graphics on the monitor-an image of a sound constructed after voicing by a native speaker and then by a student; all errors are noticeable in the comparison. The student achieves a graph that is close in contours to the ideal.

B. Teaching dialogical speech [5, p.18].As an example, any training program will do. The required number of dialogues is offered, one of them is selected, for example, “cafe situation”. The screen displays several images of scenes from it.

At the first stage, familiarization with an unfamiliar dialogue occurs.

At the second stage, the dialogue is unlearned. Using a desktop, students work in twos or threes, repeating syntactic units after the speaker or working on a microphone. Primary school children do exercises by composing the necessary sentences in groups of given words, sequentially clicking on them with the mouse until they form a phrase without errors. The number of correct phrases is displayed on the screen. Thus, spelling can also be mastered in the form of a game, while simultaneously practicing oral speech.

At the third stage, the dialogue is staged with support from pictures, and then without them.

Next, it remains to carry out control after mastering all the dialogues. Children are given a task and create their own dialogue, demonstrating knowledge of new vocabulary and including creativity and imagination [6, p. 213].

D. Teaching writing. During such work, two tasks are solved: spelling and familiarization with the keyboard layout. Help in the work mentioned is the “bridge to English” program. Almost all tasks require typing words with sentences on the keyboard.

D. Working on grammar. Mastery of grammatical structures is expected in all programs. The "bridge to English" contains two dozen lessons; any of them helps you master your grammatical points: prepositions, statements, degrees of comparison. Each lesson helps to practice a specific phenomenon.

Program “Prof. Higgins” has a separate grammatical section, consisting of a theoretical part and a practical one. The program checks what you have learned, marks your successes and gives hints if necessary. K.V. Aleksandrov drive is an

example of another useful program - "Golden English". Small 144 dialogues practice all grammar structures. The present continuous tense, for example, is repeated in many dialogues, for example in the appropriate situation of a conversation between parents watching their children play. After listening, students must repeat the dialogue based on the pictures, and then themselves [7, p.67].

Compiling grammar tests using computer forces students to master grammatical material as effectively as possible. High school students even write their own programs to test other students' vocabulary and grammar comprehension.

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