

## Information technologies in teaching English language

Tecnologías de la información en la enseñanza del idioma inglés

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### ABSTRACT

Modern computer technologies today are used in all spheres of human activity. Training a specialist in any field of knowledge includes at least mandatory user training, computer literacy is becoming one of the components of the modern understanding of an educated person. That is why today it is necessary to pay serious attention to the use of new information technology tools in teaching English.

**Key words:** acquisition, consolidation, communication, implementation, accumulation

### RESUMEN

Las tecnologías informáticas modernas de hoy se utilizan en todas las esferas de la actividad humana. La capacitación de un especialista en cualquier campo de conocimiento incluye al menos la capacitación obligatoria del usuario, la alfabetización informática se está convirtiendo en uno de los componentes de la comprensión moderna de una persona educada. Es por eso que hoy es necesario prestar mucha atención al uso de nuevas herramientas de tecnología de la información en la enseñanza del inglés.

**Palabras clave:** adquisición, consolidación, comunicación, implementación, acumulación.

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The use of IT in English classes is a very important part of the system, which is necessary for the development of interest in the English language and information technology itself, by expanding ideas about the fields of application of computers and computer science methods.

Computer technologies are used in teaching almost all subjects, open access to new sources of information, increase the efficiency of independent work, provide new opportunities for creativity, the acquisition and consolidation of professional skills, allow to implement fundamentally new forms and methods of teaching. It is quite natural that teachers of foreign languages, especially English, appreciated their potential (Language and intercultural communication, 2004).

Today, the methodical standard of teaching foreign languages is, of course, the communicative-oriented method, which models the process of communication most closely to real conditions. Providing conditions at the university that will contribute to the implementation of this method is very difficult. But with the advent of the computer, new and more effective ways of solving the above problem have appeared. Many authors who develop this problem note that a computer is the most appropriate tool in teaching a foreign language, the purpose of which is interactive communication (Brown, 1994).

Using the latest developments in the field of teaching foreign languages based on the use of multimedia technology, the learning process has moved to a qualitatively new level - now we can say with confidence that even in the conditions of university education, that is, strictly speaking, artificial communication, we can simulate real situations, natural communication.

Several advantages of computer-aided English language teaching should be highlighted:

1. Creating a favorable psychological climate, increasing the motivation to learn English.
2. Methodical advantages of computer training: a greater degree of interactivity of training than when working in the classroom or language laboratory; the ability to independently choose the pace and level of tasks performed in accordance with the principles of individual training. In addition, as noted in the National Report of the Russian Federation "On Education Policy and NIT", the speed of mastering grammatical structures and vocabulary accumulation when learning a foreign language using a computer increases by a factor of 2-3.
3. Technical advantages of teaching English using a computer: the ability to perform technical translation; use grammar and spelling checkers; the use of multimedia, interactive video when teaching speech. Graphic capabilities of a computer highlight this method of teaching against the background of traditional ones and allow to realize the principle of visualization of training. The educational value of computer networks, both local, connecting several machines in one educational institution, and global, uniting millions of users around the world, is almost invaluable.
4. Improving the professional level of teachers ( Reinders, 2010).

But in spite of all the advantages, the enormous potential that computer training has, is far from being fully utilized due to the problems associated with the relative novelty of this method. Among them are the poor equipment of universities with modern technology, the lack of high-quality software, due to the fact that no clear standards and criteria for evaluating efficiency have been developed, as well as sometimes dismissive attitude of the creators of programs to the theory of teaching foreign languages.

Based on the analysis of the literature on this issue, we can single out the following options for the use of information technology in teaching English:

- Systematic use of information technology as a means of learning (faculty and IPS).
- Fragmentary use of information technology.
- Implementation of the entire course of study using a computer.

Thus, we can offer the following options for the use of new information technology tools in the process of teaching English:

- Conduct current and final test sessions (by topic, section, course) using diagnostic, test programs in vocabulary and grammar.
- Use of pedagogical software (PPS) as: one of the ways of introducing new vocabulary or grammatical material in cases where it presents a certain difficulty (it is difficult to semantise lexical units, or there is no motivated basis for using lexical or grammatical material).
- The use of tool software (IPS) - reference books, dictionaries, spelling checker programs - for students to perform independent creative tasks, translations for home, analytical reading and other works, as well

as for the teacher, as a tool for creating tests, training programs, automate the process of processing the results of the educational process, etc.

- The use of telecommunications mainly in extracurricular time (tasks for independent implementation, joint projects, both in English and in other subjects).

Modern computer technologies today are used in all spheres of human activity. Training a specialist in any field of knowledge includes at least mandatory user training, computer literacy is becoming one of the components of the modern understanding of an educated person. That is why today it is necessary to pay serious attention to the use of new information technology tools in teaching English.

The communicative method implies the construction of the learning process as a model of the communication process. Consequently, we need to find a form in which the content of communication functions, it will be an adequate basis for the selection and organization of speech material. Of great importance for the success of learning to communicate in a foreign language will be properly organized teamwork and a communicative-oriented construction of the educational process as a whole. It is obvious that success from the joint activities of a student and a teacher depends largely on the organization of this activity. Effective knowledge of a foreign language implies first and foremost the ability to work independently on learning a language, maintain and constantly increase one's knowledge, improve skills, develop a communicative and informational culture. In this regard, the student's independent educational activity as the basis of productive language education becomes the most important component.

The peculiarity of the modern educational process in the university is a significant amount of individual self-study of the student, whose capabilities are now expanded, including through the use of modern information and educational environment. According to the analogy with the informatization of society, one can speak about the virtualization of professional communication in the Internet space; the system of teaching students of a non-linguistic university of professional intercultural communication should be focused on the computer / electronic / virtual environment of intercultural communication of specialists. At this stage in the development of Russian education, the main task of the school is the formation of socio-cultural competence of students. The widespread use of information and communication technologies in the lessons determines their rapid implementation in the educational process and contributes to the modernization of the educational space of the school.

An important component of the teacher's pedagogical skills in modern conditions is his compliance with the level of development of science and technology, his ability to solve professional problems using ICT. So what is information technology? ICT is a "system of methods and methods for collecting, accumulating, storing, searching, transmitting, processing and issuing information using computers and computer communication lines" (Azimov, 2009). Information technology, as a rule, are such technical means as audio, video, computer, Internet.

The use of computers in foreign language lessons significantly increases the intensity of the educational process. Interactive training with the help of educational computer programs contributes to the implementation of a whole range of methodological, pedagogical, didactic, psychological principles, makes the learning process more interesting. This method of training makes it possible to take into account the pace of work of each student. At the same time, the value-semantic sphere of the student is being transformed, his cognitive activity is increasing, which undoubtedly contributes to an effective increase in the level of knowledge and skills. However, it must be remembered that a computer cannot replace a teacher in the learning process. It requires careful planning of time for working with a computer, use it only when the educational process requires it.

Thus, "the introduction of ICT contributes to the achievement of the main goal of modernizing education - improving the quality of education, increasing the accessibility of education, ensuring the harmonious development of an individual who is orientated in the information space, attached to the information and communication capabilities of modern technologies and has an information culture" (Information technology in education, 2007).

In teaching a foreign language, multimedia technologies have become widely used, the main means of which are sound, text, video. It is impossible to imagine the educational process without multimedia presentations. It is project activity that is a significant aspect of using information technology in foreign language lessons. The project method is "a way to achieve a didactic goal through the detailed development of a problem (technology), which should end with a very real, tangible practical result, framed in one way or another; it is a set of methods and actions of students in their specific sequence to achieve the task - solving a problem that is personally significant for students and framed in the form of some kind of final product" (Polat, 2000).

Thanks to the project activity, students can independently choose the theme of their creative work, using various sources of information, choose the way to demonstrate it. In addition, using the project method, students are given a great opportunity to use a foreign language in everyday communication situations. Project activities contribute to improving the skills of students with a computer and other modern technical means. Students master electronic versions of dictionaries, reference books, encyclopedias; expand linguistic knowledge; increase the level of practical use of a foreign language.

Multimedia technologies most productively meet the didactic objectives of the lesson. The educational aspect involves the awareness of students of educational material; the developing aspect presupposes the development of cognitive interest of students, creative abilities, and abilities to guess, compare, compare, form conclusions; the educational aspect contributes to the provision of stimulation of speech-cognitive activity of students and their social activity.

The use of Internet technologies implies an increase in contacts, makes it possible to exchange sociocultural values, intensively study a foreign language, overcome the communication barrier, and develop creative potential.

So, Internet resources can be used:

- to search for necessary information by students in the framework of project activities;
- for independent study of a foreign language;
- to develop the creative potential of students (participation in various contests, quizzes, conferences);
- for independent preparation for the State Academic Examination, the Unified State Examination;
- for remote study of a foreign language under the guidance of a teacher;
- to search for the necessary material during preparation for the lesson, extracurricular activities.

Fortunately, our educational institution has a language laboratory with a sufficient number of computers with Internet access, which allows us to more effectively solve a number of linguodidactic tasks.

Teachers in all countries of the world are becoming increasingly aware of the benefits of the skilful use of modern ICT in education. ICTs help solve the following problems: improving learning processes, improving educational results and motivation, communicating online and implementing joint projects, improving the organization and management of the educational process. This is not surprising, since the opportunities that ICT provides for the development of an innovative economy and modern society have become available for education. Before the teachers, the challenge is to organize the student's learning activities in such a way as to provide the greatest motivation for learning. In carrying out collective tasks, students focus their attention not on the form of statements, but on the content. The purpose of the joint activity is important - to find out new information and record, evaluate it, compare different points of view, discuss the problematic tasks together, take part in the discussion. In the process of performing interactive tasks, students show autonomy and creativity, and are not passive performers of speech actions.

Interactive forms of training just allow you to simulate such situations. As you know, learning a foreign language is learning to write, read, listen and speak. And it is learning to speak is one of the most difficult tasks.

Teachers are increasingly interested in working with educational forums, since the forum is designed to discuss topics in a foreign language, is excellent for discussion, it really develops students' speech skills, activates their use of the vocabulary of the specialty language.

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