INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING

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Summary. This article reveals and justifies the importance of using information technologies in learning a foreign language. The notion of an information technology is defined; its main features, as well as advantages are given. The main components of information technology are characterized.

Keywords: information technologies, Computer-based learning, application, Multimedia, training programs, interactive lectures.

Modern information technologies provide many opportunities for learning a foreign language and it is difficult to imagine the educational process without them. Computer-based learning has recently become an integral part of the educational process, and interest in this area is constantly growing.

Taking this into account, the process of learning a foreign language cannot be dealt only with the formation of students' speech and linguistic competence. In modern conditions, learning a foreign language should be connected with a foreign culture. This can be achieved with the help of information technologies. Firstly, they ensure dynamic and mobile information exchange; secondly, information technologies make it possible to implement a person-centered approach to learning. Modern society requires from future specialists not only deep professional knowledge and skills to apply this knowledge in their practical activities, but also to master such knowledge which is carried out in the conditions of foreign communication using various sources of information.

In spite of the fact that plenty of information and communication technologies are used today in learning a foreign language, a computer plays a special role. Its application makes it possible to intensify the educational process, increases the

efficiency of the learning process, promotes the creative activity of students and provides opportunities for rapid updating of educational materials. Learning a foreign language becomes professionally oriented.

The main types of using a computer in class can be divided into two groups: the use of educational and cognitive programs and the creation of programs in various applications by a teacher himself with its further usage in the classroom when explaining the material or when working out and checking it.

The use of educational and cognitive programs is the most affordable way to use a computer both in class and at home. The teacher can conduct teamwork and individual work with students using training programs with game elements.

Multimedia allows you to listen to authentic speech, adapting it according to your level of perception. Adjusting the speed of sound allows you to split phrases into separate words, simultaneously comparing pronunciation and spelling of the words. Using a microphone and automatic pronunciation control allows you to adjust phonetic skills. Each program has a task to solve which creates a positive motivation for learning.

The use of training programs in the process of learning a foreign language is the simplest. It does not require large expenses and serious preparation. Any teacher who knows how to work in the Windows operating system will be able to cope with them without any problems.

Self-creation of programs requires more serious preparation. It can meet a wide variety of requests. Personality of a teacher, his vision of the material, manifests itself. The teacher creates a presentation, taking into account the personality of the students, their abilities, thus, personality-oriented learning is carried out.

The use of presentations in the classroom makes it possible to animate, change and highlight the most significant elements using color, font, tilt, size. You can repeat one or another stage if necessary. In addition, you can add photos, diagrams or tables to the presentation, which further enhances the impact effect. This

technique relies heavily on visualization, which leads to better assimilation of the material. However, the preparation of this type of programs requires certain training from a teacher, namely the ability to work in Microsoft Word and Microsoft PowerPoint.

Nowadays interactive lectures with the use of multimedia play a significant role. In comparison with a traditional lecture, when a teacher explains a topic, and students listen, watch, memorize or take notes, a lecture created according to the proposed methodology has an important advantage – interactivity. It gives the students the opportunity to take part in the learning process: ask questions, get more detailed and accessible information on learning material presented by the teacher that is unclear to them.

A combination of the teacher's comments with video information or animation significantly activates the students' attention on the learning material presented by the teacher and increases interest to a new topic. Learning becomes entertaining and emotional, brings aesthetic satisfaction to students and improves the quality of the information presented by the teacher. At the same time, its role in the educational process changes essentially. The teacher uses the time of the lecture more effectively, focusing on discussing the most complex fragments of the educational material.

Preparing for a lecture in advance, the teacher develops the necessary number of slides on computer in the "PowerPoint" application of the "Office" program, adding the video information on them with sound and animation elements. Naturally, this increases the requirements for the teacher's qualification. He must have the necessary level of knowledge of computer technology and have the skills to work with software.

An important condition for conducting an interactive lecture is also the presence of a specialized classroom equipped with computer equipment and modern means of public demonstration of visual and audio educational material.

The most effective means of communication during learning are online

conferences. Videoconferencing systems provide real-time interactive contacts between remote students and teachers. Such communication implements the possibility of "natural" communication between students of the virtual study group and the teacher, allows for joint consideration and discussion of tables, graphs and videos. Online conferences support many forms: lectures, seminars, consultations, testing, scientific conferences and so on.

The next information technology which significantly influenced the educational process around the world was the creation of a worldwide computer network called the Internet. The use of Internet technologies while learning a foreign language contributes to the enrichment of students' knowledge and skills in the field of intercultural communication. Students discover opportunities to communicate directly with native speakers of the language they are studying, which is the best way to improve the language.

Being an information system, the Internet offers its users a plenty of information and resources. The basic set of services may include: e-mail; teleconferences; videoconferences; the ability to publish your own information; creating your own home page and posting it on a Web server; reference catalogues; search networks; online conversation.

In conclusion, it should be noted that the ability to work with information technologies is not only an indicator of the student's education, but also an indicator of the professionalism of a modern teacher, which confirms the importance of further development of teaching methods. The participation of a teacher and a computer in the learning process at the same time significantly improves the quality of education. The use of the proposed methodology activates the process of teaching, increases the interest of students in the subject and the effectiveness of the educational process, and allows achieving deep understanding of the educational material.