

THE USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Царева Т.Т.

*Горецкий педагогический колледж УО «МГУ
имени А.А.Кулешова»*

Annotation. At the present stage of development of society, the requirements for the quality of teaching a foreign language, for organizing and conducting lessons, for the level of language proficiency of students have changed. New approaches to the implementation of language education require the teacher to be able to conduct a communicative lesson, to introduce modern teaching technologies that ensure a high level of mastery of speech and the system of the target language.

Key words: Information and Communications Technology, multimedia, computers, communication skills.

The main wonder of the age we live in is Information and Communications Technology and related multimedia applications. They are changing the way we think, learn, communicate, access information and use our leisure time in unprecedented ways and at an unparalleled pace.

ICT and multimedia offer possibilities for instant communication and direct publication in a way that is both personalized and shared. This can help to maximize children's interest and involvement, as well as strengthen their sense of identity and commitment to the class and school community to which they belong.

Some key technology in education can include:

- Interactive whiteboards
- The Internet
- Powerpoint and other presentation software
- Free or cheap software
- Shared learning and social media: blogs, Facebook, Instagram

— Virtual Learning Environments, eg Moddle

ICT plays main roles in English language teaching which are reflected in the activities:

1. Communicating with others

The immediacy and informality of email increases children's motivation to write, especially if it is made clear that their contributions to the e-group are for their own enjoyment and interest and not part of assessed work. Get students sending emails to you, to each other. Use all the techniques you would normally use to help students write better letters.

2. Developing listening skills in context

It is easy to make an effective language laboratory. You need computers with headphones that have an attached microphone. There is some excellent audio recording software available online.

Get students to download podcasts you recommend or get students to make their own podcasts and share them amongst the class.

3. Searching, selecting and reporting information

Through searching pre-selected websites in order to find specific information or perform specific tasks, children develop internet and language skills in parallel. The search needs to be adequately prepared and the task clearly defined. It also needs to clearly relate to the story, topic or language the children are learning. For safety reasons, the search needs to be restricted to sites you have previously researched yourself. The most common websearch activities with children are usually based on educational sites, which have information on content related to other areas of the curriculum in an appropriately child-friendly format.

4. Creating and producing materials

The use of ICT and multimedia provides a whole range of exciting opportunities for children to create and produce their own materials. Children generally enjoy experimenting with different software programmes, such as

PowerPoint, to produce work they have previously written or prepared in assorted colours, layouts, fonts and page design.

The use of information and communication technologies is becoming the most effective means of expanding the educational space of modern education, as well as the ability and willingness to carry out interpersonal and intercultural communication with native speakers.

The task of the teacher is to create conditions for the practical mastery of the language for each student, to choose such teaching methods that would allow each student to be active, creative, to activate the cognitive activity of the student in the process of teaching foreign languages. The introduction of educational Internet resources in the process of teaching a foreign language will contribute to the achievement of the main learning goals.

Opportunities to use Internet resources are enormous. The global Internet creates conditions for receiving any information located anywhere in the world: news from the life of young people, articles from newspapers and magazines, regional material, the life of famous people and much more. The virtual environment allows you to go beyond temporal and spatial boundaries, providing an opportunity for authentic communication with real third-party topics. The Internet provides both means of teaching a language and as a goal of learning, since it creates the need for communication in a foreign language - written or oral.

It is especially productive to use the Internet when working on a project. The project method is a complex teaching method that allows you to build an educational process based on the interests of students, giving everyone the opportunity to show independence in planning, organizing and monitoring their educational and cognitive activities, the result of which is the creation of a product.

The use of information and communication technologies in foreign language lessons reveals the great possibilities of a computer as an effective teaching tool.

Using educational and cognitive software is the most affordable way to use computers.

A variety of multimedia games help expand vocabulary, introduce grammar, teach you to understand speech, and write correctly. The use of game programmes will help make learning activities more entertaining and exciting.

Based on experience, I would like to note that the use of information technology allows not only to increase the effectiveness of teaching, but also to stimulate students to further independent study of a foreign language. It is obvious that the use of ICT tools in English lessons of various types contributes to an increase in students' interest in the subject, the development of motivation for speech-thinking activity and its activation, the development of skills of independent work and work in a team, the effective formation of all types of speech activity.

REFERENCES

1. Кобышева, А.В. Современные методы обучения английскому языку/А.В. Кобышева. – 3-е изд. – Мн.: ТетраСистемс, 2005. – 176 с.
2. Калинина, Е.В. Коммуникативное обучение о современные технологии на уроках английского языка / Е.В. Калинина, И.С. Столбовая, Т.В. Качан. – Минск: Красико-Принт, 2015. – 128 с. – (Педагогическая мастерская).
3. Полат, Е.С. Статья «Интернет на уроках иностранного языка» / Е.С.Полат // Иностранные языки в школе. – 2001 - №2. – С.14-19
4. Головки, Е.А. Статья «Инфокоммуникационные технологии как средство моделирования социокультурного пространства изучения иностранного языка» / Е.А.Головки // Иностранные языки в школе. – 2007 - №8. – С.60-66.