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THE EFFECTIVE WAYS OF USING ELECTRONIC RESOURCES IN LEARNING A FOREIGN LANGUAGE

Nowadays, the development and improvement significantly affect the scope of training, teaching, pedagogy, teaching methods, and pedagogical technologies. ICTs have such unique results as complexity, universality, and interactivity, which allows for a more complete implementation of a number of methodological, pedagogical and psychological principles [1, p. 27].

There are many e-resources for offline learning. However, it should be noted that in case of self-training, the teacher should definitely control the process and order, and the most important is the compilation of a road map to obtain the expected result.

To resolve emerging issues, most often teachers use different methods and systems of language teaching, organizing individual, pair, and group forms of work in the lesson. In the same way it is necessary to organize independent work of students in individual or autonomous learning using modern information technologies.

While using various methods of teaching a foreign language, the ICT application system is also applied. The ICT application system in high education institutions can be divided into the following stages:

Stage 1: Identification of educational material that requires a specific presentation, analysis of the educational program, analysis of thematic planning, choice of topics, choice of the type of lesson, identification of the features of the material of the lesson of this type;

Stage 2: Selection and creation of information products, selection of ready-made educational media resources, creation of one's own product (presentation, training, monitoring);

Stage 3: The usage of IT products, different types of lessons, outside class extra curriculum activity, student's participation in the management of research activities.

Stage 4: Analysis of the effectiveness of the usage of ICT, the study of the results dynamics, the study of the rating on the subject.

There are different types of ICTs, which are used in classrooms designed to teach foreign languages. Among them, the main and active tools of the educational process are a computer, an interactive (white) board, a multimedia projector, wireless devices, mobile devices (smartphones and tablets), the Internet and various electronic resources [4, p. 112].

All ICT tools used in the education system can be divided into two types: hardware and software.

1) Hardware:

• a computer — a universal IT device;

• a printer. It allows outputting on paper information found and created by students or a teacher for students;

• a projector. It increases the level of visibility in the work of the teacher, as well as the ability to present students the results of their work to the whole class;

• a telecommunications unit. It provides access to national and world information resources, and allows distance learning;

• a keyboard and a mouse — devices for entering textual information and manipulating screen objects;

• devices for recording (inputting) visual and audio information: a scanner, a camera, a video camera, an audio and video recorder that make it possible to

directly include information images of the surrounding world in the educational process;

• computer-controlled devices. They enable students of various levels of ability to master the principles and technologies of automatic control;

• an internal network. It allows more efficient use of available information, technical and temporary (human) resources, provides general access to the global information network;

• audio-video tools. They provide an effective communication environment.

2) Software:

• general purpose and hardware-related drivers, etc. They make it possible to work with all types of information;

• sources of information (organized information arrays of the encyclopedia on CDs, information sites and searching systems, including specialized ones for educational applications);

• virtual designers. They allow one to create visual and symbolic models of mathematical and physical reality;

• simulators. They are designed to practice automatic skills of working with information objects, entering text, operating with graphic objects on the screen, etc;

• test environments. They enable one to design and apply automated tests in which the student receives the task in whole or in part through a computer, and the result of the task is also fully or partially evaluated by the computer;

• comprehensive training packages (*electronic textbooks*) — a combination of software tools of the types listed above — that automate the learning process in its traditional forms to the greatest extent, the most time-consuming to create, the most limiting the independence of the teacher and student;

• information management systems. They ensure the passage of information flows between all participants in the educational process;

• expert systems. A software system that uses the knowledge of a specialist expert, effectively solves problems in any subject area, also in the language;

Besides creating unique opportunities for learning a language by using ICT tools nowadays the concept of "electronic resources" has become very popular. It includes quite a few different concepts. It is used as a term "e-resources" that includes electronic copies of books, electronic dictionaries, encyclopedias, magazines, various visual materials (*audio or video materials*), presentations, online resources and more. Among information computer technologies, special attention can be paid to mobile technologies, which, along with ICTs, have entered the field of education and are of great interest to young people studying different foreign languages [1, p 118].

The use of ICT in foreign language lessons. Only textbooks and teachers for the formation of independent thinking, the ability to reflection (reflection, self-observation, self-estimation) is not enough to study foreign language. A wide range of information needed to reflecting different points of view on the same problem, providing students with material for thinking, critical analysis, generalizations, independent conclusions and solutions [3, p. 74].

Creating private multimedia presentations. Teachers often complain that it is quite difficult, and sometimes completely impossible, to choose the necessary visualization for the lesson. Creating tables, including text, audio and video information is just a small list of what can be included in the presentation. Animation of objects allows learners to visually highlight the most significant components, which will allow students to further focus on them. Using presentations is possible at any stage of the lesson. When studying new lexical units, it is advisable to use pictures and photographs that allow the implementation of the non-translating method for presenting vocabulary. When studying grammar, it is possible to animatedly highlight the most complex or important information. To consolidate the studied material, it is possible to present previously created exercises (for example, with gaps). If there is an electronic

board in the classroom, you can call students to it, who will independently perform various tasks [2, p. 158]. At the same time, a large amount of time is saved, which during the usual lesson is spent on unnecessary tasks rewriting. When creating multimedia support for a lesson, it is necessary to clearly define its goals, taking into account the introduction of ICT. One of the main goals of this lesson is to increase the motivation of students to learn a foreign language. ICTs allow the teacher to concentrate student's attention on the most important aspects of the material under study to allow. The use of various resources, a combination of various elements allow students to gain a more complete and deeper knowledge, to form their own visual or auditory images that will contribute to better assimilation of the material [5, p. 227]. Thus, ICTs today are becoming indispensable assistants in increasing students' interest in the problems studied.

Thus, the effective impact of online educational multimedia, video materials and videos, online learning games and tests will contribute to the intensification of the educational process and create favorable conditions for the formation of students' communicative competence.

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