

THE USE OF DIGITAL TECHNOLOGIES IN ENGLISH LESSONS

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Abstract. The article is devoted to the study of digital technologies in teaching English language. The factors of successful implementation of information technologies in teaching foreign languages for the formation of students' socio-cultural competence are considered.

Key words: English language, English lessons, computerization, digital technologies, educational technologies.

Currently, global computerization has covered all spheres of human activity, including science and education. The development of the Internet and the emergence of many computer programs that simplify the learning process have significantly changed the study of foreign languages, speeding up and facilitating work with authentic sources.

In the era of rapid development of information technologies, society demands that future specialists have the skills and abilities necessary for independent acquisition of knowledge and their application in practice to effectively solve various problems, collect and analyze facts, generalize and make reasoned conclusions [3, p. 257], in order to achieve success, it is necessary be sociable, work together in different situations, look for a way out of conflict situations; think critically and creatively, finding ways to solve emerging problems using modern information technologies; work independently to improve their own cultural level. The development of the above-mentioned skills and cognitive skills of students in the educational process is due to active learning technologies [4, p. 267].

The problem of teaching methods, despite the objectively observed expansion of their arsenal in connection with the advent of the digital age, remains one of the most acute in pedagogy and teaching methods. Evidence of this is the actual refusal of the authors of various programs and methodological manuals to indicate through the use of which methods and methods of teaching it is supposed to achieve the set goals and objectives of training.



Currently, the main indicator in the selection of teaching tools is the achievement of the final levels of foreign language proficiency developed by the Council of Europe and representing an effective pan-European system of information exchange.

The concept of “digital technologies” in the scientific literature is considered as a way of organizing the educational process using various electronic systems that provide visibility [2, p. 53]. Various aspects of digital technologies and their role in teaching foreign languages are reflected in the works of R.A. Geizerskaya, M.A. Mityun, V.A. Efremenko, E.S. Polat, etc. The quality of teaching foreign languages at the present time directly depends on the introduction of the latest digital technologies in teaching students at all stages of secondary and higher education. Digital educational technologies are already widely used to improve the efficiency of the process of teaching foreign languages, increasing its informativeness and interest of students in the subject [8, p. 69].

Computer communication technologies make it possible to implement methods that activate the creative activity of students in a new way. They can participate in virtual discussions on various educational websites and thematic forums, carry out joint creative projects together with students of various educational institutions. Thus, the use of modern information and communication technologies in the educational process can be considered as one of the active forms of individualization of learning [1, p. 77].

It should be noted that if we want the training to be the most effective, we must reverse the order of consideration of these issues and start planning the use of technologies by setting the goal we are striving to achieve.

The use of Internet resources in teaching foreign languages makes it possible to create conditions for the development of all necessary and relevant to the realities of modernity competencies of students.

If we want to improve students' understanding of the material or topic being studied, we should consider those resources that will contribute to the awareness of this topic when planning. To do this, you need to look at this problem from different angles. Currently, the Internet and various online resources offer teachers and students extensive access to expert opinions on many issues. A teacher may not always act as such an expert due to the fact that it is impossible to be fully aware of each area, and also due to the fact that he is often too immersed in the problems and needs of his students to objectively assess a particular issue. Therefore, in order to study a



certain topic, it is necessary to get acquainted with the opinion of an expert who has a more complete and modern vision of the subject of research.

Based on the analysis of scientific literature, we will identify digital technologies that should be used to form students' socio-cultural competence. Online excursions to get acquainted with the museum's exhibits contribute to the use of previously acquired academic and socio-cultural knowledge in a real situation, opening up the possibility of successfully using a foreign language outside the classroom, contributing to the development of students' motivation. Close contact with the traditions and culture of another people gives a deep understanding of a different way of life and thinking, and also creates a sense of belonging, which encourages students to further study a foreign language [5, p. 211]. Examples of online excursions: British Museum, National Museum of Natural History – Virtual Tours, Science Museum in London.

Webquest is a problematic task with elements of a role-playing game, for which students are offered Internet resources. The peculiarity of web quests is that the information presented for work is located on various websites, to which students go using existing hyperlinks. Students are assigned to solve a problem using the materials provided. At the starting point, references to sources are given by the teacher, then students can find their own using conventional search engines. Upon completion of the quest, creative works are presented in electronic, printed or oral form [9, p. 4]. Digital technologies for creating web quests: Zunal WebQuest Maker, Jimbo.

Аутентичные онлайн-газеты содержат аутентичный иностранный материал. Газета является для учащихся источником последних новостных сводок, чем, несомненно, привлечет внимание, где содержатся реалии стран изучаемого иностранного языка [6, p. 130]. Примеры: New York Post, The New York Times, The Daily Telegraph, The Guardian. Чаты, форумы и различные приложения для общения создают языковую среду и знакомят с часто используемыми языковыми клише и устойчивыми выражениями, позволяя познакомиться со сленгом и сокращениями [7, p. 12]. Примеры: Talk City, HiNative, iTalkie.

The main issues when choosing a digital technology teacher are: what to use, how to use and, most importantly, why to use this or that resource. It is necessary, first of all, to determine the main goals and objectives of the lesson itself, and, consequently, the use of computer innovations within the framework of this lesson. Then we should already ask ourselves what resource needs to be used to achieve these goals and



objectives most effectively, and finally, how the training tool we have chosen functions. A detailed understanding of the above issues can significantly increase the involvement of students in the educational process and the development of their skills and abilities necessary for the successful implementation of future professional activities.

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