

Kaltaeva A. A, group DAP-20-1

Supervisor: Rakhmetova G. Sh.

Karaganga Technical university, Kazakhstan

INFORMATION TECHNOLOGIES IN THE STUDY OF FOREIGN LANGUAGES

In recent years, the role of foreign languages has increased considerably. The 21st century is a time of polyglots, i.e. knowledge of several foreign languages is no longer just the privilege of the "world," as it was a few centuries ago, but a necessity and even a guarantee of success in our dynamically developing society. Foreign language is objectively a social value, so its inclusion in the higher education programme is a social order society.

Nowadays, we can hardly imagine a workplace without a personal computer or laptop, the accompanying office equipment and the Internet. Why not use information technology, which has entered our lives at a steady pace and firmly established its position as a tool to complement the education system? Together information technology and education are becoming those spheres of human interest and activity that mark the epoch of the 21st century and that should become the basis for solving the problems facing the mankind. In this article we will look at the application of information technology directly in the learning of foreign languages. Personal computer Teaching with the help of a computer makes it possible to organize each student's independent work. Integration of a conventional lesson with the computer enables the teacher to transfer a part of his/her work to the computer, making the learning process more interesting and intensive. The computer does not replace the teacher, but complements him. The selection of training programmes depends first and foremost on the current course material, the level of training of the trainees and their abilities. Work with computers not only increase interest in learning, but also provide an opportunity to regulate the presentation of training tasks by degree of difficulty.

Active and appropriate use of computers in English lessons is possible and expedient based on the specifics of the subject. The leading component of the content of teaching a foreign language is teaching different types of speech activity: speaking, listening, reading, writing. When teaching listening, each student gets an opportunity to hear foreign language speech. When teaching speaking, each student is able to say phrases in English into a microphone. Learning grammar every student can do grammar exercises, crosswords, word searches and play exercises. Internet It is no longer uncommon for educational institutions to have access to the World Wide Web. The use of the Internet in education provides vast information opportunities as well as services. It creates a unique opportunity for language students to access authentic texts, listen to native speakers and communicate with them.

In February 2004 an article by R. Ferdig and K. Trammel entitled "Learning in the Blogosphere" was published (Content Delivery in the 'Blogosphere') which describes the pedagogical potential of blogs and the benefits of using them. That is, not only students can visit pre-selected educational portals, but also blogs run by teachers themselves. Another successful example of using the Internet is M. Krauss's three-week distance learning course Integrating Internet Resources in the Classroom, which has received rave reviews from teachers in the USA, Brazil, Mexico, the Arab Emirates, Germany, China, and Portugal who have taken the course.

"The course made me see the Internet in a totally different way - as a tool for learning and most importantly, that it is not that hard to use. Now I know a lot of great educational resources and how to create learning activities based on them; I have improved my skills in searching for information on the Internet and evaluating the content of websites...". (Fabiola Bernardo, English teacher, Brazil)

E-mail can also be used in the learning process, through which teachers can easily distribute supplementary teaching materials and simply advise students "without having to move away from the office". In other words, the use of Internet resources is an effective way of solving many didactic tasks in the classroom.

The tasks of modernizing education cannot be accomplished without optimal introduction of information technologies into all spheres of education, since their use provides an impetus for developing new forms and content of students' traditional activities and for upgrading them to a higher level. Work with a computer should be organized in such a way that from the very first lessons of the initial stage of education it becomes a powerful psychological and pedagogical tool for formation of students' needs-motivational plan of activity, a means of maintaining and further developing their interest in the subject under study. Properly organized work of students with a computer can promote in particular the growth of their cognitive and communicative interest, which in turn will contribute to the activation and expansion of opportunities for independent work of students to master the English language, both in class and after-hours.

The use of modern software on LMS Moodle in teaching listening and speaking in a foreign language at the non-linguistic university.

Literature:

1. 2019 / Kapsargina Svetlana Anatolievna, Shmeleva Zhanna Nickolaevna The use of information and communication technologies in context of non-traditional foreign language lesson
2. 2017 / Zhunusova Alua Boranbaevna, Madenyatova Aigerim Magasovna

Multimedia in foreign language teaching with adult learners

2014 / Krasnova Tatiana, Mikeladze Tamar, Laine Jenni

3. The use of media educational environment for teaching Master students effective cross-cultural communication in professional sphere (case study of the English language)
4. 2018 / Vepreva T., Pechinkina O.

