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INNOVATIVE MODERN TECHNICAL TOOLS IN THE TEACHING ENGLISH LANGUAGE LESSON

Abstract: At a time when it is developing rapidly, great attention is paid to education and the use of new information technologies is becoming popular. Technologies such as the wide use of the internet in teaching English language, teaching students to work independently, making fast communication, increasing the intensity of the learning process, developing skills for effective performance of reading and dialogue speech have been highlighted.
Key words: Internet, communication, computer, multimedia, computer technology, English language.
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Introduction

The issue of using new information technologies in teaching English is becoming more and more relevant. The use of new information technologies in teaching foreign languages means not only the practical application of modern technical means and technologies, but also the use of new forms and methods of teaching a foreign language and the approach to the learning process in General. One of the main tasks of the teacher is to activate the activity of each student, creating a situation for their creative activity. It is obvious that the use of computers and multimedia tools helps not only to implement a person-oriented approach to learning, but also to ensure individualization and differentiation, taking into account the level of knowledge of students.

A lot depends on the teacher, on their desire to use information technology in a foreign language lesson. To the question: will the computer replace the teacher, you can safely answer: no, it will never replace, but it will be replaced by a teacher who owns information technology. In this article, on the one hand, we are talking about the undoubted advantages of using information computer technologies (ICTs) in English lessons, and, on the other hand, we analyze the problems that arise when using them in practice. To achieve a new quality of education that is truly adequate to the present, today's English teacher must

not only master ICT, but also realize how much the approach to the ratio of the functions of the learning process is changing: traditionally, the guiding and controlling functions are gradually replaced by the orienting and systematizing ones. Thus, it is only under these conditions that purposeful joint activity of the teacher and students in the information and educational environment can be fully implemented. If in traditional training the main task was to transfer a certain amount of knowledge to the student, the formation of a number of skills, the purpose of training in IOS is to teach the student to set and solve cognitive problems, and for this purpose to find, process, use and create information, navigate in the information space. The main characteristics of the IOS are:

1) Openness, which is provided by the interaction of the environment with the information and educational space and allows you to organize variable training that meets the challenges of developing the student's personality.

2) the Internal unity of the learning process – the learning goals, the teacher's activities, the students ' activities and the planned result. The unity of the learning process arises as a result of conscious actions of participants in the pedagogical process and is formed taking into account the content of educational

material, optimal methods that contribute to the achievement of learning and development goals.

3) the versatility of the learning process. The environment can be both a source of knowledge and at the same time contribute to the organization of various forms of independent work of students. IOS allows you to implement the didactic capabilities of innovative technologies, effectively organize individual and collective work of students.

Today it is quite clear that it is training in the information and educational environment that significantly increases the effectiveness of education in general and foreign language learning in particular. However, one of the problems is the paradoxical situation when, as a result of a huge gap between generations in the level of computer literacy, the teacher for the first time began to feel inferior to the students. The information space that schoolchildren and students who possess modern computer technologies actively master opens up huge opportunities for students to acquire knowledge and skills that are often, unfortunately, inaccessible even to a teacher who has worked for many years in school or at a University. It should be noted that the market of electronic educational products (EOP) offers a large range of CDs with various types of electronic resources that claim to be ideal language courses. However, it is well known that a lot of electronic educational resources carry deliberately false knowledge, distort the essence of the studied phenomena, and are especially dangerous in that they teach young people to indiscriminately use unverified data when working independently. Here, it is extremely important to control the teacher who has the appropriate training and is able to teach students to carefully select information. It is quite natural that the teacher experiences significant psychological discomfort, realizing that young people are much better oriented in the new information environment.

Moreover, it is very difficult to keep the attention of students born in the age of informatization exclusively by traditional educational methods. In the context of changing educational content, ICTs offer huge opportunities to increase student motivation and build strong language skills. Computer training programs have many advantages over traditional training methods. They allow you to train different types of speech activity and combine them in different combinations, help to understand language phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also provide the implementation of an individual approach and the intensification of independent work of students. The computer allows the student to use all three channels of perception: auditory, visual and kinesthetic, which allows to increase the volume and strength of mastering of a studied material, greatly increases the status of students in the learning process, enhance cognitive

activity of students and maintains interest in the subject, and expands the field for independent activities of students, allows you to create a situation for each student, allows you to use the Internet as a means of immersion in the virtual space. However, when it comes to the use of ICT in educational institutions, the following problems arise. First, there is a very small number of schools and universities that are equipped with sufficient technical means. Secondly, English teachers need qualified assistance in mastering both computer and special e-learning programs. As for equipping schools and universities with modern equipment, this issue should be resolved at the level of the administration of specific educational institutions. To solve the second problem, secondary school and higher education teachers are offered courses at the faculties of advanced training (FPC) to enrich their professional baggage by studying a variety of multimedia programs.

Participants of the first group quickly begin to actively study the multimedia course, independently master the structure of the program. Participants in the second group need to explain in detail and clearly show how the programs work. Gradually, they begin to navigate the course structures and also move to independent work on the development of the program. As for those who do not know about ICT, we have to briefly explain the basic rules of working on a PC and immediately "introduce" students to different stages of the modules to demonstrate the advantages of electronic learning tools. Evaluating multimedia programs, secondary school teachers and University teachers note that e-learning tools are of great help to English language teachers in developing such a complex skill as listening to foreign language speech. A variety of audio materials combined with video applications create a unique opportunity to develop the ability to understand spoken English.

Finally, lexical and grammatical exercises are presented in an attractive form for young people. The disadvantage of exercises in grammar and vocabulary can be considered their superficiality, the lack of careful study of certain language phenomena. But the modern English language teacher allows him to make the right choice and find a balanced solution, skillfully combining the best traditional teaching methods and the possibilities of innovative technologies. The most important result of training at the FPC is that in their future activities, English language teachers will easily be able to analyze any electronic training program and decide how useful a particular course will be for developing listening or speaking skills, expanding the vocabulary or working out grammatical phenomena, what its effectiveness compared to traditional methods and what is preferable in each case. Another example of successful involvement of students in the learning process is the use of an interactive whiteboard.

An electronic touch board with the appropriate software successfully replaces a lot of additional

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equipment – a DVD player, an audio recorder, a TV – and is able to turn any foreign language classroom into a dynamic learning environment. To date, the most universal technical means of learning are electronic interactive whiteboards smart board. Electronic interactive whiteboards are an effective way to introduce electronic content of educational material and multimedia materials into the learning process. The lesson material is clearly outlined on the screen of the interactive whiteboard and aims each student to be active and productive. Pre-prepared thematic texts in English, training and testing exercises, colorful pictures of various types, material from English-language multimedia disks, audio and video materials serve to introduce or activate the lesson material, repeat or consolidate lexical units and grammatical structure of the language, control and self-control of knowledge. The interactive whiteboard allows you to work without using a keyboard, mouse, or computer monitor.

All the necessary actions can be performed directly on the screen using a special marker or even a finger. The teacher does not distract from the lesson to perform the necessary manipulations at the computer. This has a positive effect on the quality of presentation of educational material. Thus, using an interactive whiteboard, you can organize the student's permanent work in electronic form. This significantly saves time, stimulates the development of mental and creative activity, and involves all students in the class. Unfortunately, we have to return to the problem of equipping educational institutions with modern technical means. It should be recognized that the lack or insufficient number of interactive whiteboards (one board for the entire school) in most schools and universities cannot contribute to the introduction of ICT. Consequently, school children and students continue to learn English using textbooks that do not provide for the use of information technology at all. It is also completely inexplicable that every year many schools buy large quantities of English textbooks, which in no way reflect the modern requirements for teaching foreign languages. There is an absurd situation when teachers master multimedia programs at courses, and when they return to their school, they often find themselves in a foreign language classroom, which may not even have an electrical outlet for an ordinary player.

Moreover, the teacher is faced with the fact that it is necessary to purchase certain textbooks, the content and quality of which is not related to the purpose of improving the language skills of students. I would like to emphasize that it is not only the huge gap between loud slogans about modernizing education and the real state of things that is alarming. An even greater concern is the general decline in the level of knowledge among schoolchildren who freely use all the modern achievements of information technology available to them. It can be stated with full responsibility that not only the knowledge, but even the level of development of students has sharply decreased due to the use of ICT. It turned out that equipping schools with the latest technology and constantly conducting lessons in computer classes led to obvious negative consequences. This is manifested in the fact that students are not able to correctly formalize their thoughts both orally and in writing.

Young people have lost the ability to clearly express themselves in their native language, most often their speech is a set of fragmentary, logically unrelated, ugly speech formations. Having learned to use electronic resources and "download" ready-made texts for term papers, students forgot how to study and analyze materials, lost all interest in independent creativity. As for the English language, of course, the availability and abundance of authentic materials can only please teachers. But English teachers have faced the fact that students prefer rather dubious quality films and programs in English. When the preparatory courses at the language University come tenth and eleventh grade students (assuming that future teachers and linguists), it turns out that they have no idea about the spelling of days of week and numerals, they are not available for such concepts as different functions of the article system of English tenses. Today's school graduates have an extremely limited vocabulary, they are characterized by a lack of any desire to delve into a serious study of the English language, based on the fact that they have "downloaded" any electronic dictionaries, and they will always be able to find the necessary word. The decrease in the overall level of language competence of school graduates can also be explained to some extent by the fact that the orientation of communication methods adopted in most schools for the practical purposes of mastering a foreign language actually leads to a significant deterioration in literacy in the use of the language. It is impossible to deny that the communicative orientation in language learning is key, but it is necessary to achieve the effectiveness of this approach not by facilitating the mechanical reproduction of speech models, but by a more labor-intensive way of conscious adjustment of thinking to the realities of the language being studied.

Thus, we have to state that the abundance of various modern devices, as well as the ill-considered use of computer technology in English lessons has resulted in the lack of children and teenagers' habits to learn vocabulary, develop language intuition, delve into the essence of grammatical phenomena, listen to the recommendations of the teacher. There is no doubt that schools and universities should be equipped with the most modern technical means of education, the undeniable advantages of which were discussed in detail in the article. English teachers who are proficient in ICT can combine traditional methods and electronic tools in their lessons as appropriate. We should not strive to turn our classes into a series of

spectacular presentations and endless flashing of bright images on the screens of monitors. Technologies should not in any way obscure what they were created for – purposeful and fruitful communication between teacher and student under the competent guidance of the teacher. Today, the task of an English teacher is, on the one hand, to instill in students the skills to acquire thorough knowledge, and, on the other hand, to teach young people to meaningfully master the necessary information. So,

the reasonable use of almost limitless possibilities of modern technical means in English lessons should contribute to the formation of language competencies, the development of creative thinking and, most importantly, the desire for continuous improvement. Basic terms (generated automatically): English, foreign language, interactive whiteboard, teacher, program, training, ICT, learning process, learning material, listener.

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