



## MODERN INFORMATION TECHNOLOGIES IN TEACHING ENGLISH

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<p><b>Received</b> 3<sup>rd</sup> May 2021 <b>Accepted:</b> 20<sup>th</sup> May 2021 <b>Published:</b> 19<sup>th</sup> June 2021</p>	<p>The article highlights advantages of using modern information technologies (IT) in teaching English in higher education in the context of the digitalization era. Today's students need much more than traditional academic training, they need to gain in-depth knowledge of the use of technology for communication, in the future, the ability to solve problems that are part of the tasks of social and emotional learning. Most teachers agree that the use of ICT in foreign language classes "is a powerful teaching tool that contributes not only to improving listening skills, enhancing speaking, but also to developing writing skills, developing attention, creativity, increasing motivating students, the emergence of their desire to better master a foreign language.</p>

**Keywords:** Digitalization of education, information technology, ICT, student-centered learning, platforms, websites.

### INTRODUCTION

The global digitalization of modern society has affected both social and personal aspects of human life and as the consequence, society is becoming more informational. Today's students need much more than traditional academic training, they need to gain in-depth knowledge of the use of technology for communication, in the future, the ability to solve problems that are part of the tasks of social and emotional learning.

Reforms of the digitalization of education in the global outbreak period, which objectively required technical and technological modernization that meet new requirements, content and trends: the equipment of educational institutions with modern computers with appropriate software, massive coverage with broadband high-speed Internet, as well as active introduction of mobile Internet of 3G and 4G standards, wide access to a variety of educational resources and databases, electronic scientific libraries, etc.

### MATERIALS AND METHODS

The use of modern digital means of communication (various messengers, MOOC, Canvas etc.) as a technological component of didactic tools, as well as the massive introduction of electronic textbooks, manuals and others [2]. For about a decade, the leading foreign universities of the world have been actively introducing and developing information technologies for teaching at all stages of the educational process, in practice proving their effectiveness and prospects. For example, the world-famous educational electronic platform MOOC (Massive open online course), which is a form of distance learning in the form of a training course with massive interactive participation and the use of e-learning technologies with open access through The Internet, only within the framework of the Coursera project (a project of the Department of Computer Science at Stanford University) currently covers about 25 million users around the world and provides over 2 thousand courses in 160 specializations from 150 universities.

The concept of "information technology" (as synonymous or close semantic are often used in scientific literature, the concepts of "information and communication technologies", "information and educational technologies". "Information and pedagogical technologies", "computer technologies") (IT, ICT) in education and teaching practice appeared in the 70-80s. XX century, when the spread of computerization was just beginning, and the mass use of electronic content was not even thought of.

The peculiarities of linguistic education, in particular teaching foreign languages, require a variety of application of methodological and technological techniques, methods and means. This is especially true when listening and learning communication with native speakers. In this, the subjects of the educational process can be significantly helped by modern information technologies. The most important feature of IT (ICT) for the effective study of foreign languages - the possibility of realizing a truly personality-oriented approach to learning by shifting the educational approach towards "learning activities, not teaching" based on the student's active cognitive activity, taking into account his individual opportunities and abilities.

The use of information technology in teaching foreign languages at a university certainly contributes to the formation and development of skills and abilities of educational self-organization of students, quick adaptation to new material and tasks, lays the foundations for permanent self-education - that is, in fact, forms the most important professional competence of education throughout life:

- formation and development of a wide range of language skills (listening, language practice, linguistic literacy, vocabulary expansion, etc.);
- the formation of a stable motivation for the constant use (practice) of foreign languages;
- fostering a culture of communication and group work skills.

Today, ICT is being integrated into the process of teaching foreign languages in our country.

- ✓ the capabilities of different platforms: MOODLE, KaHOOT, etc.
- ✓ to provide free video communication and video conferencing mode in order to improve language practice and develop communicative competence;
- ✓ use for didactic purposes of special features (specialized resources) of Internet search engines (for example, Google Assisted-Language-Learning from GOOGLE);
- ✓ the use of audio and video podcasts (Podcasting) on the network as material for listening and some other linguistic exercises;
- ✓ using online diaries (blogs) in teaching foreign languages;
- ✓ use of portable autonomous electronic devices (gadgets) smartphones, tablets in the process of learning foreign languages;
- ✓ development and implementation of special educational mobile applications for daily use.

### RESULTS AND DISCUSSIONS

Most teachers agree that the use of ICT in foreign language classes "is a powerful teaching tool that contributes not only to improving listening skills, enhancing speaking, but also to developing writing skills, developing attention, creativity, increasing motivating students, the emergence of their desire to better master a foreign language "[3]. Some universities have made the transition to platforms like Moodle, continuing to use tools such as blogs, wikis, chat rooms, tests, etc. to optimize the educational process and simplify the solution of some tasks, such as memorizing a certain amount of vocabulary on a topic. The role of the teacher, his knowledge and professionalism becomes especially important, hence the requirements for the modern teacher increase, he must not only have a good level of knowledge of the language, but also have a computer, as well as pedagogical knowledge that allows the student to guide the student through all stages of the educational process.

- Computer training programs for mastering lexical material including "Quizlet", etc.
- For mastering and repetition of grammatical material "Polyglot16" and "Lingvaleo", etc.
- For translating lexical structures - dictionaries ABBYY Lingvo and multitrans.com, etc.
- Websites that allow you to access authentic sources and materials on a topic of interest - youtube.com, ted.com, bbc.com and etc.

All these tools simplify the achievement of the goals set during the educational process, allowing the student to be interested, to use professional-oriented materials in the lesson, to develop independent work skills, as well as language skills: [4]

- a qualitatively new organization of independent work of students with an emphasis on creative search, self-study and activation of cognitive activity;
- Convenience and comfort of the learning process (a significant part of the educational material can be studied out of class, at a convenient time, and didactic materials are constantly available on the Internet on the Internet);
- flexibility and variability in choosing an individual student's learning path;
- practically unlimited potential of the teacher's creative pedagogical search in the formation of author's teaching materials, courses, models and much more.

Information technologies make it possible to achieve a significant pedagogical result in teaching foreign languages due to the high focus of cognitive activity on strictly directed perception in combination with the level of visibility and imagery of educational content inaccessible to traditional pedagogical technologies. This effect is achieved due to the fact that the use of IT activates feedbacks of the psychological process of assimilation of knowledge even at the stage of initial perception (including stimulating involuntary perception), which, under the influence of continuous individual control, are correlated in the direction necessary for the teacher and are comprehended and generalized in the necessary images. In addition, the possibilities of IT (ICT) presuppose the creative development of the imagination in the form of an action program as a response to practical tasks with incomplete or missing data [3].

### CONCLUSION

We can conclude that the process of teaching foreign languages to students with extensive use of IT (ICT) has a number of other advantages and opportunities. So, the use of multimedia didactic tools causes a multisensory reaction, which contributes to a qualitatively better assimilation of the educational product, and the interactive nature of most IT (ICT) activates and intensifies pedagogical interaction, which is very productive for linguistic learning

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