

# METHODOLOGICAL ASPECTS OF THE USE OF INTERACTIVE DIGITAL TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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*Annotation. To characterize the features of the use of information technologies in the process of teaching speaking in foreign language lessons, it is necessary, first of all, to define information technologies themselves. Within the framework of modern science, in particular, there are many theoretical approaches to defining this term. Due to the fact that it consists of two words, the term “information technology” (IT) is defined on the basis of two corresponding concepts: information and technology.*

*Key words: information technologies, theoretical approaches, information and technology, object and subject of education, learning process.*

For each sphere of human activity and professional development, there are both general and special technologies that allow one to achieve a certain result and achieve the goals of the activity. In this regard, pedagogy defines educational technologies. Educational technologies are one of the varieties of human science technologies based on general concepts and features of the philosophical, psychological, pedagogical approach, concepts of management and didactics.

The term “technology” is defined as a word derived from two Greek roots “techne”, which means “art”, “skill”, and “logos” - “teaching”, “knowledge”, “concept”. Taking into account the above, the very concept of “technology” is defined as a body of knowledge about various means, methods and tools for implementing processes, as a result of which a qualitative change in the state of an object is carried out.

The concept of information comes from the Latin root “information”, translated into Russian as “presentation”, “explanation”). In the Big Encyclopedic Dictionary it is defined as follows: information is initially a set of information transmitted from one person to another in oral or written form, as well as using elements of any sign system, conventional signs, understandable to both the sender and the recipient of information messages. Information can also be transmitted using any technical means, which is especially typical for the characteristics of the communication space of the modern world.

Within the framework of computer science as a science, information technology is considered as a specific process that uses a set of available means, tools and methods for collecting, processing, storing and transmitting information in order to organize the further process of obtaining information of a new quality and property about the state of processes or phenomena.” The immediate goal of information technology is the organization of the process of producing information for its subsequent analysis and assimilation by a person

and making certain decisions or performing a certain action based on the information received.

Thanks to the use of computers, the involvement of Internet resources in the educational process, and the use of multimedia textbooks, the educational space of foreign language lessons at school is significantly expanded, the prerequisites are created for mastering a large amount of information, carrying out its high-quality analysis, sorting and assimilation.

One of the undoubted advantages of using information technology in the process of learning a foreign language is improving student motivation and creating a situation that promotes an increase in the level of cognitive activity.

In order for the use of information technologies in the learning process to be high-quality and effective, an integrated and comprehensive approach is required, the definition of methodological foundations and clear didactic principles for the use of information technologies in the process of learning a foreign language and, in particular, teaching speaking.

The competent use of information technology in the process of learning a foreign language allows you to create the most effective conditions for the formation and development of communicative competence skills, which is one of the most important prerequisites for the development of speaking skills. Thanks to the use of computers, a foreign language teacher can create the conditions necessary for the development of communication skills, individualization and differentiation of education, the formation of a sufficient vocabulary, mastery of grammatical skills and assimilation of grammatical patterns and phenomena, increasing reserves for improving the quality of language training, transferring language material to other areas direct speech activity.

As a result of working with a computer, the child's interest in mastering knowledge increases, allowing the teacher to regulate the specifics of solving

educational problems in accordance with the degree of complexity and individual capabilities of the child, and the pace of his assimilation of certain educational material. As a result of the use of information technologies, one of the most problematic aspects of organizing foreign language teaching is also being solved - the reaction of children to situations of failure: numerous computer programs not only check the level of development of certain knowledge and skills, but allow them to be trained, allowing the possibility of accessing reference materials included in the composition of such programs. As a result of accessing the relevant sections of the program, the student can fill gaps in knowledge, completing the task based on data from reference materials.

At the same time, the use of information technology makes it possible to combine various working methods, alternate the use of textbook materials and reference literature materials with audio and video materials, and display materials from dictionary entries on the computer screen. Students can also pronounce phrases and sentences in English by recording their voice and subsequently working with this recording in order to correct their pronunciation. Also, audio materials can be used to show students exemplary pronunciation options, reading texts, and organizing listening comprehension. In this way, children are introduced to new texts and examples of speech utterances. Dialogues can be organized in a foreign language, including to practice skills on new topics.

Thus, a generalization of the features and possibilities of using ICT in the process of learning a foreign language in secondary school allows us to draw the following conclusions. One of the main tasks of studying a foreign language is, first of all, to create the conditions and prerequisites necessary for the development of the communicative culture of schoolchildren, their mastery of a foreign language at a practical level, and overcoming barriers that interfere with direct communication and communicative interaction with native speakers. It is

the use of information technology that makes it possible to create appropriate conditions and activate the cognitive activity of each student.

Thus, modern information and communication technologies occupy an increasingly important place in the life of a modern person. This makes their application in various fields a natural process and does not raise questions. Education cannot bypass these processes either. The competent use of information technology in the process of learning a foreign language allows you to create the most effective conditions for the formation and development of communicative competence skills, which is one of the most important prerequisites for the development of speaking skills.

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