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TYPES OF EXERCISES BASED ON ELECTRONIC RESOURCES FOR USE AT THE INITIAL STAGE OF ENGLISH LANGUAGE TEACHING

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Annotation: As noted above, the use of electronic resources in teaching a foreign language at the initial stage allows you to implement a person-oriented learning. Using this kind of resource is perfect not only for introducing the material, but also at the stage of its development and consolidation.

Key words: topics, activities, colorfulness, computer programs, independent, organize, students.

The variety of topics, activities, colorfulness, and fascination of computer programs aroused great interest among students. Existing CD-ROM drives allow you to display information in the form of text, sound, and video images. Computer-assisted learning makes it possible to organize independent actions of each student. When learning to listen, each student gets the opportunity to hear a foreign language speech, when learning to speak, each student can pronounce phrases in a foreign language into a microphone, when studying grammatical phenomena, each student can perform grammatical exercises, achieving correct answers, etc.

It can be noted that using electronic resources in English lessons, the teacher creates all the conditions for active activity of students, for their intellectual and mental development.

One of the main tasks at the initial stage of teaching students foreign languages is the formation of grammatical competence. At this stage, a significant amount of study time is devoted to the peculiarities of the grammatical system of the language being studied (if possible in comparison with the students ' native language), as well as training exercises aimed at mastering grammatical categories by students. At the same time, some categories are familiar to students and do not

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cause any special difficulties, while others require hard work of the student and the patience of the teacher. The explanation of grammatical rules concerning categories that do not exist in the students ' native language, especially when it is impossible to use an intermediary language, should be clear and accessible. When introducing new grammatical material, the role of clarity is great.

When performing grammatical exercises, the computer program allows you to directly control the correctness of the choice of form, which helps the student to correct their actions directly in the course of performing the exercise, and not delayed, after checking the work and evaluating it by the teacher. Therefore, when a teacher checks the work and finds that the grammatical material has not been mastered and all or almost all tasks have been completed incorrectly, it is simply impossible to work with a computer program.

The role of training computer programs at the stage of fixing grammatical material is significant. The program gives the student the opportunity to diversify the routine process of performing training and conditional speech exercises. Independent choice of the teaching strategy increases the motivation of students ' learning activities and contributes to greater efficiency in mastering the forms and structures of a foreign language. (see Appendix I" multiple choice Test performed in a computer testing environment AST-TEST")

When forming lexical skills, the use of computer graphics is especially important when learning new vocabulary, since the image on the monitor allows you to associate a phrase in a foreign language directly with an action, and not with a phrase in your native language.

With each lesson, the student purposefully replenishes their vocabulary. In the computer program "AST-TEST", new words appear not only as a text element, but also accompanied by an image. (see Annex II" compliance Test performed in a computer-based testing environment AST-TEST")

Today, learning a foreign language is an integral part of society. Without a foreign language, it is impossible to read the original book or understand the subtle humor of a foreign movie. The task of a teacher at the initial stage of training is not

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only to teach the basics of a foreign language, but also to teach you to understand the culture of the country of the language being studied, to understand all the subtleties of speech. According to the psychological laws of perception, the formation of the so-called foreign language base occurs in the first 3-4 years of study. That is why it is so important to make classes not only interesting, but also productive at the initial stage.

When choosing electronic resources it is important to consider the following requirements:

1. Ease and accessibility of the language
2. The ability to work not only individually, but also in a group.
3. Mastering the material being worked out
4. Productivity of work

Let's look at some resources that meet these requirements:

The task of the "Web Quest".

The purpose of using tasks like "Web Quest":

1. Introduction of new material, development of the material, consolidation of the material (at what stage will be used tasks of this type - decides the teacher himself).

These tasks are an Internet page where there are two possible ways to work: the page is prepared in advance by the teacher(the teacher invents and prescribes all the tasks himself) - this is perfect for the initial stage of training. You can also use this type of resource for project activities, such as a report on the completed topic (students prepare tasks themselves and check each other) - suitable for middle and high schools.

According to the task of the Web Quest, students are divided into 2 teams. Each team will have to do several exercises. The exercises can be aimed not only at practicing grammar and vocabulary, but also at expanding your horizons.

In the prepared task, the theme is "School" and serves to increase the overall level of development and knowledge of the student.

Tasks of the Criss – Cross type .

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Goals for using the Criss - Cross task type:

1.Control of the assimilation of the passed vocabulary.

Tasks of this type are an Internet page where the teacher enters words with translation, and then the computer automatically generates a crossword puzzle, leaving the task in Russian. The student also needs to complete a crossword puzzle in English

As a variant of using this resource, the following strategy was developed (using a smart Board): the crossword puzzle and its task were located on the smart Board. Students were given exactly the same crossword puzzle. Their task was to solve the crossword puzzle as quickly and correctly as possible. As a control of the accuracy of the task, the teacher then together with the students analyzed the crossword puzzle, "solving" it on a smart Board.

The undoubted advantage of this type of task is its ease of preparation, the ability to work both individually and in groups, which is perfect for the lesson-summing up the results. But it should also be noted that there is one drawback to this type of resource: crosswords only allow you to check the vocabulary, but they do not allow you to check how correctly students use it in the speech stream.

The purpose of using the electronic module:

1. Explore the possibilities of using an electronic textbook as an alternative to a conventional textbook.

Today, our life is impossible to imagine without computers. And in connection with this trend, there was an attempt to use the computer as a source of an electronic textbook.

In the presented version of using this program, students are invited to familiarize themselves with the text about kobolds Tim and Tom, learn new vocabulary, perform exercises to practice this section (insert missing letters, fill in gaps in the dialog). The undoubted advantage of using this type of electronic tool is that it allows students to return at any time to a task that they had previously missed, or to consult a dictionary. It should also be noted that when completing a task, if the student doubts the correct answer, just hover the mouse cursor over the

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omission in a word or sentence, and the correct answer will appear. Another undeniable positive aspect can be called the fact that at the discretion of the teacher, the number of tasks for practicing a certain point can be increased, and this will not affect the weight of the textbook in any way. It should also be added to the above that this type of textbook allows you to always focus on the level of language proficiency in the group.

But, like everything positive in this tutorial, there are drawbacks. One of these disadvantages is that the teacher must invent an electronic textbook himself, focusing on specific learning conditions.

Multiple choice tests as well as lexical and grammatical tests performed in the computer testing environment AST-TEST

Goals of using tasks using the AST-TEST program:

1.Checking the skills of fixing lexical and grammatical skills

2.Checking the skills of assimilation of country-specific information

This program can be used in two versions: the first, as a simulator, for practicing any material (mainly grammar and vocabulary); the second version can serve as aprogram tool for monitoring and measuring the level of knowledge of students. In the variants of test tasks presented by me, one of the tests is a simulator test for working out vocabulary and grammar, the second test is a final test to test students ' knowledge of the country of the language being studied.

To date, it has been proven that the computer, when used correctly, is a powerful tool for optimizing the learning conditions for any subject, including a foreign language.

Communication in an authentic language environment on the Internet contributes to a more successful implementation of the communicative approach.

The use of the Internet contributes to the development of students ' independence, activity and interest. Thus, the process of teaching a foreign language becomes not only attractive for students, but also effective.

The computer allows students to work in a convenient mode for them. The development of educational technologies allows us to focus on person-oriented

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learning. In the conditions of such communication, the subjects of educational activity interact.

The main types of educational communication using information technologies are: implementation of educational communication implementation of interpersonal communication of subjects of educational activity (teachers, students) through information and technical channels.

In computer multimedia technologies, a large role is given to the means of computer animation, which is reflected in the organization of modern computer training programs.

At the initial stage of teaching a foreign language, a great role is played by visual acuity, which in computer-based teaching tools is implemented through animation, voice acting, interactivity, etc., which helps to increase the motivation of students to learn a foreign language.

Computer-based learning tools allow students to activate their thinking activity in the formation of basic competencies in almost all aspects of language and speech.

When choosing electronic resources, it is important to take into account such requirements as: ease and accessibility of the language; the ability to work both individually and in a group; assimilation of the material being worked out; productivity of work.

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