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THE DIDACTIC CONCEPT OF TEACHING BASED ON COMPUTER TECHNOLOGIES

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Abstract: In modern conditions of the information society, its intensive development in social, business and cultural areas, the need for learning foreign languages is increasing. The need to learn a foreign language is also associated with a change in the world picture, the development of diversity in life and the spread of new requirements for managing all spheres of life. Knowledge of a foreign language makes it possible to join the world culture, use the potential of the vast resources of the global Internet in their activities.

Key words: computer technology, learning, teaching, knowledge, Internet, foreign language.

In recent years, the issue of using new information technologies has become more and more relevant. The use of new information technologies in teaching foreign languages is understood not only as the use of modern technical means and technologies, but also as the use of new forms and methods of teaching a foreign language and a new approach to the learning process as a whole.

Until recently, teaching a foreign language was based on the traditional approach, which consists of communicating the sum of theoretical knowledge by the teacher and developing students' skills in the discipline being studied. In the classroom, the teacher does not always have the opportunity to pay due attention to each student, so many of them lose motivation to learn, which leads to a significant decrease in the level of their knowledge, skills and abilities. Therefore, one of the main tasks of the teacher is to activate the activity of each student in the learning process, creating a situation for their creative activity. In this regard, the use of

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computers and multimedia tools helps to implement a personality-oriented approach to learning, provides individualization and differentiation, taking into account the characteristics of students, their level of knowledge.

Existing software, such as an electronic textbook, simulator, electronic testing program, computer models for analyzing and evaluating knowledge, allows you to display information on the computer screen in the form of text, sound, video images, games. Computer-assisted learning makes it possible to organize independent work for each student. The selection of training programs depends, first of all, on the current educational material, the level of training of trainees and their abilities.

The scope of application of the computer in teaching foreign languages is unusually wide, since the use of the computer provides students with the opportunity to work in an interactive learning environment, in addition, the computer can be effectively used for visual presentation of language material, expanding the vocabulary and getting acquainted with new patterns of utterances, visualizing and improving memorability of the studied language structures and the relationships between these structures, training certain skills and abilities. These features connect additional types of memory and feelings to the student's material study.

At the stage of training and at the stage of applying the formed knowledge, skills, and abilities, the computer can be used in a wide variety of communicative tasks and situations, taking into account the personal characteristics of the trainees. It can create optimal conditions for successful development of software material: at the same time, it provides a flexible, sufficient and feasible load of exercises for all students in the class. In addition, it is difficult to overestimate the role of the computer as a means of exercising control over the activities of students by the teacher, as well as as a means of forming and improving self-control.

From the earliest stages of the development of communication tools in interpersonal relationships, mediated communication with time-divided feedback is used. This is the Foundation of distance learning. It is obvious that the

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psychological and informational saturation of mediated communication depends on the level of technical means used in this process. But even with the most advanced means of communication, the use of traditional teaching methods based on the dialogue of

"giver" and "taker" will not give the effect of direct communication, let alone the multiplying cost of such technology.

A different situation arises with the use of a computer in the educational process.

The computer is an indispensable assistant for preparing and conducting testing, monitoring the educational process, its own content of tool environments for developing computer lessons, preparing didactic materials, using Internet resources and services for classroom and independent work.

Thus, the computer takes over the lion's share of the routine work of the teacher, freeing him time for creative activities, which at the current level of technology development can not be given to the computer.

As you know, the suitability of technical teaching and control tools for use in foreign language classes is determined by the following criteria. They must:

- first, it should help to improve labor productivity and efficiency of the educational process,

- second, to provide immediate and constant reinforcement of the correctness of the learning activities of each student;

- third, increase awareness and interest in learning the language,

- fourth, provide prompt feedback and post-operative control of the actions of all trainees,

- fifth, be able to quickly enter responses without having to encode and encrypt them for a long time.

The use of computers significantly increases the intensity of the educational process. In computer-based learning, a much larger amount of material is learned than was done during the same time in traditional learning.

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The computer also provides comprehensive (current, boundary, final) control of the educational process. Control, as we know, is an integral part of the educational process and performs the function of feedback between the student and the teacher. When using a computer to control the quality of students ' knowledge, greater objectivity of assessment is also achieved. In addition, computer control allows you to significantly save educational time, as it is carried out simultaneously to check the knowledge of all students of the study group. This allows the teacher to pay more attention to the creative aspects of working with students.

It should be noted that the computer removes such a negative psychological factor as fear of response. During traditional classroom classes, various factors (pronunciation defects, fear of making mistakes, inability to articulate their thoughts aloud, etc.) do not allow many students to show their real knowledge. Being left "alone" with the display, the student, as a rule, does not feel any constraint and tries to show the maximum of his knowledge.

Favorable opportunities are created by computers for organizing independent work of students. Students can use the computer both to study individual topics and to self-control their knowledge. Moreover, the computer is the most patient teacher, able to repeat any task as much as possible, achieving the correct answer and, ultimately, automating the skill being worked out.

Already at the first stage of training, in the process of setting goals and tasks for the upcoming cognitive activity of students, the teacher participates indirectly. Direct presentation of tasks to the student is carried out by the computer. Of course, the teacher should take an active part in the preparation of training programs that determine the sequence of actions of the student in solving a particular task. But the most important psycho-pedagogical functions of education - presentation and acceptance of students the goals and objectives of the educational-cognitive activity in conditions of computerization there is acute shortage of direct communication of teacher and student, the living word of the teacher. Therefore, learning is unthinkable without the educating influence of the

educator's personality on the students, and for this purpose their direct contact is necessary.

The use of a computer makes it possible to implement the method of individual teaching of a foreign language in the best possible way, since the student studies the text at the pace available to him, having the opportunity to once again work out the difficult material.

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