METHODS OF USING COMPUTER TECHNOLOGY IN THE PROCESS OF TEACHING ENGLISH

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Annotation: In the modern educational space, it is becoming familiar to hold teleconferences, forums, participation in which allows monitoring the learning of written writing skills of students, the ability to reasonably express their point of view on the issue under discussion, in the form of written statements, etc.

Key words: ICT, foreign languages, learning process, students, classroom, abilities, interactive.

Using ICTs for teaching foreign languages is very convenient, fruitful and promising. In the classroom, the learning process becomes more attractive for students, as they gain unlimited access to interesting regional geographic materials, comparing favorably with the static obsolete texts in the textbook. Finally, thanks to ICT, we have access to an unlimited amount of authentic information in a foreign language, which was obviously not enough before, since not everyone had access even to foreign newspapers and magazines. In addition, ICT is a variety of communications: e-mail, all kinds of conferences, forums, chats, audio chats and more. All this can and should be used, since ICT creates a strong motivation for learning foreign languages.

It should be especially noted that in traditional teaching of the English language, written language is not used enough, because the use of written communication requires the subjects of the educational process - students - to pay attention to improving written literacy and improving the style of speech.

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On the basis of electronic manuals, network resources, such an innovation in network interaction becomes possible as the use of remote control over the course of educational activity. For example, according to the log files of the web server, the teacher and the administration of the educational institution have the opportunity to learn about the amount of time spent by the student in order to study a certain thematic content of the discipline, to analyze the features of educational activity, the cognitive style of the subject, which allows to improve the quality of education. In addition, in the construction of electronic manuals, the possibilities of recording the navigation image of a student with an information resource can be implemented.

c) correspondence of information support to individual characteristics of students, their level of training, professional specialization. So, when studying the topic "Food" (in English), an interactive direct projection board is used, which allows you to control all applications, write and draw electronic ink on it, and also save entries in a single file or in MicrosoftOffice applications.

d) the construction of educational information on the basis of intersubject communications in large problem-thematic cycles, combining related courses and disciplines in a single educational field;

e) regular updating of educational communications in the aspect of correction, supplementing existing educational information, as well as changing the ways of its demonstration;

f) compliance with the principle of interactivity, exchange of views, actions. For example, the use of video conferencing, teleconferencing as a collective form of communication in the current time mode provides feedback to students.

Thus, the use of information and communicative teaching technologies both significantly expands the possibilities for presenting educational information and teaches children self-monitoring of educational activities at the initial stage, and helps students to formulate their own work reflection.

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