USE OF INFORMATION TECHNOLOGIES IN SELF-STUDY WHEN LEARNING FOREIGN LANGUAGES BY STUDENTS

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Abstract: The fundamental requirement of society for modern education is the formation of a personality that would be able to independently creatively solve scientific, industrial, social problems, think critically, develop and defend your point of view, your beliefs, systematically and continuously develop and update their knowledge by self-study, improve skills, creatively apply them in reality. One of the most affordable and proven ways to improve efficiency of knowledge is the appropriate organization of independent educational work. It occupies an exceptional place at the present stage, because the student acquires knowledge only in the process of personal self-study activities. The article deals with the use of information communication technologies in earning the foreign language. The author emphasizes the effectiveness of using ICT in learners' self-study.

Key Words: self-study, information communication technologies (ICT), foreign language, distance, computer, electronic textbooks.

INTRODUCTION

Speaking about the practical application of various types of information technologies in English classes, it can be noted that the need to introduce new information technologies in all spheres of human activity is becoming more and more obvious. It is difficult to imagine the modern world without information technology. A computer has become as much a necessity as a calculator, a notebook, a music center, a device for accessing and storing information.

In recent years, the question of the use of new information technologies in the study of foreign languages by students has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is the formation and development of the communicative culture of students, teaching the practical mastery of a foreign language.

MAIN BODY

Mastering communicative competence in English without being in the country of the target language is very difficult. Therefore, an important task of the teacher is to create real and imaginary situations of communication in a foreign language lesson, using various methods and techniques of work (role-playing games, discussions, creative projects, presentations, etc.). In this regard, communicative competence and ways to achieve it is one of the most relevant [3, 78].

Thus, the use of information and computer technologies opens up new opportunities for me in learning my subject, because using ICT, I face new forms and methods of learning, looking for new approaches and styles to the learning process. Thus, students, using ICT in independent study of a foreign language, find new sources and materials with which they can work productively and either study new material or replenish the existing knowledge base.

So, let's list the most frequently used ICT elements in the educational process: a computer, a multimedia projector, electronic textbooks and manuals, interactive whiteboards demonstrated with a computer and a multimedia projector, electronic encyclopedias and reference books, simulators and testing programs, educational Internet resources, DVD and CD disks with pictures and illustrations, video and audio equipment, interactive maps and atlases, interactive conferences and competitions, distance learning, distance learning materials, research papers and projects [2, 8].

Learning English using ICT gives students the opportunity to take part in tests, quizzes, contests, Olympiads held over the Internet, communicate with

people from other countries, participate in chats, video conferences, etc. Students can receive any information on the problem they are working on, namely: linguistic and regional material, news from the lives of famous people, articles from newspapers and magazines, necessary literature, etc. Classic and integrated lessons, accompanied by multimedia presentations, on-line tests and software products, allow students to deepen the knowledge gained earlier, as the English proverb says - "I heard and forgot, I saw and remembered".

I would like to emphasize the Internet resources, which are the most frequently used ICTs by students in the independent study of English.

The possibilities of using Internet resources are enormous. The global Internet creates conditions for obtaining any information necessary for students and teachers, located anywhere in the world: news, regional material, foreign literature, etc. When studying English, the Internet helps me to solve a number of didactic problems: to form skills and reading skills using materials from the global network; improve writing skills; replenish vocabulary; to form a steady motivation for learning English. In addition, self-study is aimed at exploring the possibilities of Internet technologies to expand the horizons of students, to establish and maintain business ties and contacts with their peers in English-speaking countries [1, 2]

Computer lecture; a lecture or material shown with a projector.

A computer lecture developed by Power Point means is a thematically and logically related sequence of information objects displayed on a screen or monitor. During the lecture, various information objects are used: images (slides), sound and video fragments. The efficiency of working with slides, pictures and other demonstration materials will be much higher if they are supplemented by showing diagrams and tables. These computer lectures are very common in Internet resources. After watching such presentations, the studied material remains in the students' memory as a vivid image and helps to stimulate the student's cognitive activity.

Often, students use the opportunity to create presentations when doing independent work at home or when doing homework. The Power Point Presentation Development Program allows you to prepare materials for seminars by combining various means of visualization, making the most of the strengths of each and leveling out the disadvantages. And the last thing that should be noted: using slide films, interactive models, a differentiated, individual approach can be carried out in working with students who have different degrees of mastering the educational material. That is, a student with a certain set of knowledge, abilities and skills in a foreign language can easily find material that suits his level of knowledge.

Electronic textbooks

The advantages of electronic textbooks, in my opinion, are: firstly, their mobility, secondly, the availability of communication with the development of computer networks, and thirdly, the adequacy of the level of development of modern scientific knowledge. On the other hand, the creation of electronic textbooks also contributes to the solution of such a problem as the constant updating of information material. They can also contain a large number of exercises and examples, and various types of information can be illustrated in detail in dynamics. In addition, knowledge control is carried out with the help of electronic textbooks - computer testing [2, 4].

Electronic dictionaries

The electronic dictionary combines the functions of searching for information of interest, demonstrating language patterns and makes it possible to master educational material using a special system of exercises. All modern electronic dictionaries use the audio tools of multimedia personal computers to reproduce pronunciation.

Most often we use the following dictionaries:

1. Abbyy Lingvo (provides Russian-English and English-Russian translation, the newest Internet resource, where the student can also communicate with other learners)

2. Promt (translates sentences from Russian into English and from English into Russian)

3. Muller's Dictionary (new edition of the English-Russian dictionary, contains about 160,000 words)

4. Alternative English Dictionary (constantly updated dictionary of English slang)

5. New Words in English (dictionary of English neologisms).

To translate using any of the listed dictionaries, you must enter the translated word (phrase, sentence, etc.) in the dialog box of the selected dictionary and follow the further instructions of this electronic dictionary. The use of electronic on-line dictionaries seems to be especially convenient when it is necessary to translate not one dictionary unit, but a certain number of them at once, for example, when working with "keywords" of text, dialogue, etc. And of course, the ability to use almost any dictionary via the Internet saves time and effort, contributes to the student's creative work [3, 84]

The use of modern technologies in education creates favorable conditions for the formation of the personality of students and meets the needs of modern society.

Using the information resources of the Internet, it is possible, by integrating them into the educational process, to more effectively solve a number of didactic tasks in the independent study of the English language:

a) to form skills and abilities of reading, directly using

network materials of varying degrees of complexity;

b) improve listening skills based on authentic audio texts on the Internet;

c) improve the skills of monologue and dialogical expression on the basis of problematic discussion, presented by the teacher or one of the students, materials of the network;

d) improve writing skills, individually or writing answers to partners, participating in the preparation of abstracts, essays, and other epistolary products of joint activities of partners.

Thus, in the modern world it is impossible to do without a computer. The Internet is replacing television, talking on the phone, talking in person with friends and family, going to the cinema, going to the library, shopping in the store, writing, and much more. But this fact also has a positive side: the ability to communicate with people with disabilities, search for information, distance learning, etc. Since we live here and now, we must be able to use the positive possibilities of the computer era.

CONCLUSION

In conclusion, I would like to note that the purpose of teaching a foreign language to students is the communicative activity of students, that is, practical knowledge of a foreign language. The teacher's tasks are to activate the activities of each student in the learning process, to create situations for their creative activity.

There are, of course, many non-standard forms of a teacher's work that activate the attention, and hence the interest of students in a foreign language.

The use of modern tools such as computer programs and Internet technologies, as well as collaborative learning and project methodology, allow us to solve these problems. The main goal of teaching a foreign language to students is to educate a person who is willing and able to communicate, people who are willing and able to receive self-education. Participation in a variety of international programs, the opportunity to study abroad presuppose not only a high level of proficiency in a foreign language, but also certain personality traits: communication skills, absence of a language barrier, knowledge of international etiquette, a broad outlook, and the ability to present oneself. To achieve all these goals, of course, effective assistance to the teacher is provided by the use of Internet resources in teaching foreign languages, especially English.

A huge computer network that connects millions of computers - the Internet - presents almost unlimited possibilities of using the practical course in various spheres of human activity. The use of the Internet in education allows students to use constantly updated information and communicate with each other.

With the help of the Internet, you can successfully teach various types of foreign language speech activities - reading, writing, speaking, listening.

In general, learning using the Internet is a creative process that allows you to develop and develop new techniques. In addition, training on a computer allows you to study the course at a pace that matches the abilities, will and hard work of the student.

The content of educational information on the Internet is implemented using a hyperactive approach, which allows you to study the material in any order, at various levels of proficiency in a foreign language, and the interactive mode turns the learning process into a joint activity of a teacher and a student.

The computer appears to have one of the most significant influences on learning. The computer allows the student to create his own microcosm. From command-line tutorials to CD-based tutorials and now to online learning, such is the use of the personal computer in education. Using various educational sites, you can teach both written and oral speech teaching a foreign language using the Internet allows you to make and carry out an informed choice of the best training option in terms of the rationality of time spending.

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