MODERN TECHNOLOGIES AS MEANS OF TEACHING FOREIGN LANGUAGES

Abstract. The article is devoted to the use of modern technologies of teaching foreign language in high school. The problem of intensification of teaching foreign languages has been considered, modern methods and training technologies have been characterized, guidelines on the use of various methods and techniques have been offered depending on the purpose, content and stage of learning a foreign language in high school.

Keywords: methodology, method, case technology, teaching procedure, website, interactivity, Internet, higher education institution.

Introduction

Educational technologies are the means of achieving subject and meta-subject results, as well as personal results of students. The concept of the teacher's activity, according to the provision of the results of teaching in a foreign style, must necessarily contain the implementation of the following technologies: the know-how of communicative teaching, the know-how of understanding the communicative meaning of a word, game technological processes, technological processes of teaching in collaboration, intended technological processes, etc. The word
technological processes of teaching is used to denote a set of methods of the teacher's activity, with the support of which the result is guaranteed to be established in the lesson more fully teaching with maximum impact due to the least likely period of time for the purpose of their accomplishment. Nowadays, there has been a differentiation of two components of the content of the term: Technology of Teaching and Technology in Teaching. With the help of the first term, the methods of scientific organization of the teacher's work are designated, with the help of which the set learning goals are best achieved, and with the help of the second - the use of technical means of teaching in the educational process.

The most important characteristics of learning technologies are the following:

a) effectiveness (high level of achievement of the set educational goal by each student);

b) cost-effectiveness (a large amount of educational material is absorbed per unit of time with the least effort spent on mastering the material);

c) ergonomics (training takes place in an environment of cooperation, a positive emotional microclimate, in the absence of overload and overwork);

d) high motivation in the study of the subject, which contributes to an increase in interest in classes and allows you to improve the best personal qualities of the student, to reveal his reserve capabilities.

In the methodology of teaching foreign styles to progressive teaching technologies, it is established to include: preparation in collaboration, the method of plans, intended technological processes, centralizing training in students, stimulating training, the use of a language portfolio, as well as audiovisual technological processes.

**Training in cooperation**

This technique is based on the thought of the interaction of students during lessons, the thoughts of mutual teaching, the presence of which the students take in themselves not only a personal, but also a public duty due to the resolution of training issues, they can help a friend to a friend, they also have a public duty due to the achievement of any student. The difference from the front is also personal teaching, in the circumstances of which the student represents as well as a personal
person of the training work, corresponds only "for himself", because of his own achievements and failure, but the relationship with the teacher bears a subjective-personal appearance, the presence of learning in collaboration forms a requirement for the purpose of interaction and partnership in the concept "student - teacher - group" also actualizes the group subject of training work. With a single effort, a decision is made to set a goal, but powerful students can help the lowest in the successful execution of it. Such a unified concept of teaching in collaboration, but in order to fulfill the training task, the training category is created in a similar way, so that there are equally powerful, thus also small students in it. The analysis due to the exercise done is set to one category.

**Computer training**

This is a preparation for a foreign style with the use of training projects imposed for the purpose of activities with computer technology. It appeared in the thoughts of programmed teaching also nowadays shows a significant influence on all, without exception, the edges of the training course in connection with the public computerization typical of the highest secondary educational institutions, the formation of computer projects for the purpose of training disciplines, in this number also for the purpose of exploring foreign styles, the use of Internet abilities, as well as in exercises, such as the image is also in the independent work of students.

Computational linguodidactics is considered an interdisciplinary field of cognition and also directly interacts with the formation of informative technologies, practical as well as exact linguistics, research in the field of synthetic mental abilities, design of computer projects, studies of human-computer interaction, the concept is also experimentally computer teaching in full. This science has developed in the property of an independent trend in the teaching of styles since the end of the 80s of the XX century, 3 trends of studies have also acquired in it:

1) development of theoretical aspects of the use of computers in language teaching (methodological problems of computer linguodidactics, typology of computer teaching materials, evaluation of the effectiveness of computer teaching tools, etc.);
2) experimental work on the creation and use of computer materials in the educational process for various purposes, stages and profiles of language teaching;

3) ways to integrate computer learning into the overall language learning process.

Computer training programs for foreign language learners are issued in the form of electronic textbooks, the characteristic features of which are:

a) the presence of a software module (video clips, voiced dialogues, dictionary), a training module (a set of exercises of a linguistic and speech nature), a module for recording and reproducing speech;

b) presentation of educational material in visual and sound form;

c) the organization of the material in the form of hypertext, which allows you to quickly move from one section of the manual to another, to search for information;

d) the ability to compare your answer with the standard stored in the data bank when performing control tasks and receive an assessment for your answer.

In our time, the period has acquired promotion corresponding to the varieties of computer training projects: dedicated to mastering separate sections of the concept of style; the development of speech skills; audit projects that assess the degree of possession of style; socio-cultural projects that represent the civilization of the state of the style under study. The use of Internet technologies makes it possible for a teacher to imitate other teaching strategies that allow taking into account the mental characteristics of students. Only a computer provides a chance to effectively combine auditory, visual and kinematic teaching manners. The formation of the Internet has revealed truly limitless abilities in order to fill the teaching of foreign style with a progressive real entry. The most recent issues of universally popular printed publications, videos with the latest novelties, correspondence, online discussions of the issue with style carriers - for another 10 years back, it was possible to think about this only.

**Distance education**

This model of the training course company takes into account the preparation in the distance with the use of computer telecommunication grids. Students, without the help of others, carry out the tasks presented to them, which are tested by the
teacher or the presence of an individual meeting with the trainees, something that resembles distance learning, or monitors the service of students with the support of electric mail. The main characteristic feature of engaging teaching is considered to be an indirect type of telecommunication communication between a teacher and a student. The directions of encouraging teaching are designed for painstaking and detailed preparation of the student's work plan, delivery of the required training materials used, a very effective opposite relationship, the greatest interactivity among the trained teacher as well. In our time, various types of companies have been invented for the benefit of teaching foreign styles, the effectiveness of such teaching of theory has been confirmed. Such training makes it possible to extensively apply the worldwide civilized and educational values collected in the mass networks of the Internet, to study under the management of the most experienced teachers, to increase their qualifications and to strengthen their own high-class knowledge. In conjunction with the proposed continuous computerization of the training institutions of the state, it is possible to analyze the training as well as one with more promising teaching configurations in the concept of current technologies.

**Interactive teaching methods**

This is a category of current methods based on interactionism - one of the concepts common in current social psychology. Within the framework of this concept, it is assumed to represent the social interaction of people as well as interpersonal communication, an important characteristic of which is the ability of a person to "accept the significance of another", to demonstrate, as well as his companion accepts him according to the conversation, also in accordance with this, to interpret the situation and create personal influences. Dialogic teaching methods are being developed within the framework of the plan "Reading is also a message for the purpose of forming ultimate thinking", implemented together by teachers of many states. The main problem of the plan is the introduction of such methods into pedagogy, which form a decisive understanding of students of absolutely all years, regardless of the object under study. These methods can also be effectively used in classical teaching configurations. The main idea of dialogical methods is considered to be the formation of marginal thinking as well as useful mental work, to present a
conscious understanding of the data as well as its further mastery. Decisive understanding is a difficult mental procedure that begins with familiarization with the latest data and ends with the adoption of a resolution. Within the framework of dialogical methods, the basic principles of teaching theory are also invented, consisting of a period of conscription, a semantic period and a period of reflection. During the period of the call, interest in the newest problem wakes up, students with the support of previous knowledge and language skill perform monitoring relative to finding the latest data. During the period of comprehension, activities are carried out with the word, the latest used material is studied, students merge the thoughts put in the text with their own thoughts, with the aim of this in order to come to an understanding of the latest data. During the period of reflection, students reflect on the acquired information, fixing, in a similar way, the latest used material.

**Conclusion**

The development of modern methods of teaching a foreign language on the basis of new technologies to teach business conversation with the use of technological processes, it is necessary to start with simple situations of insignificant size, which imply interest for the purpose of a whole category of students. Her task is to form the skills of activity in the team through a general discussion of the conditions of the suitcase. The topic of the condition provides a chance for any student to express his own judgment and also to assist in the development of a general resolution, which will be thrown out for consideration.

With such a role, modern technologies of teaching foreign languages allow us to come to the conclusion that at present there are two main ways to intensify the learning process: one - by maximizing the use of technical means, the other - by activating the reserves of the personality of each student. It can be argued that the development of intensive methods, providing for the organic inclusion of technical means in the training system, will be the most promising direction for improving the methodology in the coming years in the direction of intensifying the educational process. There is no doubt that the most promising in the coming years will be learning technologies involving the use of computers and various forms of distance learning in the educational process.