NEW TECHNOLOGIES IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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Annotation. The methodology of individual teaching a foreign language through two-way communication between a student and a teacher is considered.

Keywords: multimedia technologies, information technologies, distance learning methods, didactic methods, cultural studies information, stereophonic complex, differentiated learning.

Аннотация. Рассмотрена методика индивидуального обучения иностранному языку посредством двусторонней связи студента и преподавателя.

Ключевые слова: мультимедийные технологии, информационные технологии, методы дистанционного обучения, дидактические методы, культурологическая информация, стереофонический комплекс, дифференцированное обучение.

Annotatsiya. Talaba va o‘qituvchi o‘rtasidagi ikki tomonlama muloqot orqali chet tilini individual o‘qitish metodikasi ko‘rib chiqiladi.

Kalit so‘zlar: multimedia texnologiyalari, axborot texnologiyalari, masofaviy o‘qitish usullari, didaktik usullar, madaniyatshunoslik ma’lumotlari, stereofonik kompleks, tabaqalashtirilgan ta’lim.

Introduction. Just some ten to fifteen years ago, they were used in classes, at best. case, a tape recorder or a slide projector. Now a lot has changed. The emergence of various media technologies has significantly expanded teachers’ capabilities are significantly made their work easier, optimized the learning of foreign languages, made this process exciting, opened up the unknown the world of a foreign language and its culture, helped to overcome barriers between people and societies.

The introduction of modern computers and the use of new information technologies represents a qualitatively new stage in teaching foreign languages. All developed countries are widely developing computer teaching technologies and are considering capabilities of multimedia language laboratories RINEL-LINGO, HIClass and multimedia textbooks.

Analysis of publications Unique didactic properties computer technology consists of one hand, in a productive consideration of all possible aspects (from

linguistic to cultural studies and applied), from on the other hand, in the implementation of both traditional and remote methods and means development, improvement of foreign language activities [1, p. 96]. With constant and systematic work with computer programs, the following didactic opportunities are realized:

1) the ability to systematically work with educational information;

2) providing the teacher with reliable feedback from students, opportunities operational management of the learning process;

3) opportunities for intensive communication with a computer [2, p. 12].

Goal and problem statement. In general, teaching a foreign language through new computer technologies characterized by the following features:

– the possibility of individual two-way communication between the student and the teacher, training partners;

– wide access to a colossal volume and variety of linguistic and non-linguistic (cultural) information.

Application of multimedia technologies. Let's consider the use of some modern multimedia technologies in the educational process. A modern multimedia PC resembles home stereo hi-fi complex combined with a display TV. It is equipped with active stereo speakers, a microphone and an optical CD drive. it is better to use it in a multimedia language laboratory, which allows you to increase effectiveness of the educational process, create conditions for individual and differentiated learning, increases the time of oral practice, provides high motivation for learning, overcomes the personal-psychological barrier of communication and establishes a favorable psychological climate in the classroom.

The main feature of such an office is voice and video communication between the teacher and group, as well as voice and video communication of students. This is a view of the student's screen on teacher monitor, screen viewing teacher by student. Viewing may be active and passive. Passive Screen viewing is the process of obtaining an image of the teacher's computer screen. Active browsing is screen browsing another workplace with the possibility control it with the keyboard and mouse.

For example:

1. The teacher makes an announcement and speech is broadcast to headphones students, while transfer is possible images of the teacher's screen on student monitors.

2. The teacher, working with students, conducts voice communication with them and sees the contents of their screens on his monitor. This the opportunity allows the teacher to work individually with each student, without leaving your workplace.

Currently very popular use multimedia language labs: RINEL-LINGO, HI-Class, which satisfy all of the above requirements. "Multimedia" means computer technology that uses information not only text, but also graphics, color, sound, animation, video images in any combination. And a multimedia textbook is a vivid example of this [2, p. 29]. There are different forms of work with multimedia textbooks in class in a foreign language. For example, computer program "English on holidays" let's look at several stages of work: 1. Introduction of vocabulary on the topic "Weather". Using the demo computer, the teacher selects the automatic mode:

Pictures appear on the screen depicting natural phenomena: snow, rain – shower, thunderstorm –thunderstorm, cloudy – humidity, frost - drizzle, clear – clear,

sunny – sunny, cold – cold, cloudy – cloudy and others. Then follow the phrases:

– What a beautiful day! – How wonderful day!

– What awful weather! –What terrible weather!

– It is usually as hot as this? – It's always like this here hot?

– What's the forecast for tomorrow? – Which the weather forecast for tomorrow?

2. Work on practicing pronunciation, consolidating vocabulary. The teacher or student switches the program from automatic mode to normal mode, clicks the mouse, by pointing the arrow at the desired word or phrase. Students repeat in chorus.

3. Control of learned vocabulary. Students select a task containing a different number of questions on the topic, and a table of results in percentages appears on the screen.

4. Teaching dialogical speech by example computer program "Triple play plus in English", which consists of several stages: familiarization with the dialogue, learning dialogue, dialogue dramatization and control dialogical speech after studying all 12 dialogues.

5. Teaching writing. The computer program "Bridge to English" helps solve these tasks. Almost every task involves typing English words on the keyboard and expressions.

6. Practicing certain grammar structures. A large number of methodologists believe that the key to mastering a foreign language is the actual use of a foreign language, which is carried out through live communication via the Internet [3, p. 12]. Only via the Internet it is possible to create a genuine language environment and set the task of forming a need in learning English based on intensive communication with native speakers, working with authentic literature of various genres, listening to original texts recorded by native speakers [4, p. 14] Internet lessons developed by a group of specialists from the Reuters news agency are very popular.[5, p. 59].

You can go to the grammar page, enter the program library on the selected topic. You can work at the desired level (elementary, pre-intermediate, intermediate, upper-intermediate, advanced). The program is built like a chain of lessons for different levels of training that are offered weekly.

The computer has already entered our lives. Gradually, it becomes a necessary teaching tool that helps qualitatively improve the process of learning foreign languages, and is an indispensable teaching assistant. When working with computer technologies, the role of the teacher changes, whose main task is to support and guide the creative search of students, to transform teaching foreign languages in living, creative and natural process.

Conclusions. Experience has shown the high efficiency of using new technologies in teaching foreign languages. They allow individualize work with students:

Each student works in this mode, which one is suitable for his level of knowledge, his ability to assimilate material. A weak student can work with the

course until until he completes the task. New technologies make it possible to deepen and expand students' knowledge, which cannot be done at classes due to lack of time. The developed Internet lessons can greatly can be usefully used in lyceums and gymnasiums. Based on the above, we can conclude that the computer is the most a suitable assistant in teaching foreign languages, the purpose of which is interactive communication and making learning lively, creative and natural process.

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