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DIDACTIC POTENTIAL OF MODERN MEANS OF TEACHING FOREIGN LANGUAGES

Annotation. The article considers the didactic potential of modern means of teaching foreign languages to pupils, as well as the possibility of using the Internet when teaching a foreign language to pupils, the use of multimedia presentations.

Keywords: foreign language teaching, modern teaching tools, information and communication technologies.

Means of information and communication technologies in the education system. One of the important goals of modern methods of teaching foreign languages is to create an artificial foreign language environment. To achieve this goal, technical training tools are actively used. It should be noted that the modern stage of teaching a foreign language is characterized by the transition to learning with the active use of information and communication technologies - ICT.

Information and communication technologies (ICTs) are "a wide range of digital technologies used to create, transmit and distribute information and services (computer equipment, software, telephone lines, cellular communications, e-mail, cellular and satellite technologies, wireless and cable networks, multimedia, and the Internet)". According to researchers, the advantages of using ICT can be reduced to two main groups:

group 1-technical advantages;

group 2 - didactic advantages.

Technical advantages are: efficiency, speed, maneuverability, the ability to view and listen to fragments and other multimedia functions. Didactic advantages of ICT: creating the effect of presence; creating a sense of reality of events in pupils; forming interest, desire to learn and see more. This creates conditions for

creating an artificial foreign-language environment. Introduction of ICT (information and communication technologies) in the practice of primary school teachers is carried out in the following areas:

1. Working with Internet resources to use them for didactic purposes in foreign language lessons.

2. Creating presentations for lessons.

3. Use of ready-made training programs.

4. Development and use of proprietary software.

In General, the didactic possibilities of ICT in teaching foreign languages to primary school children are as follows:

- creating and preparing special didactic materials that make it easier for younger pupils to remember information (task options, tables, memos, diagrams, drawings, demonstration tables, etc.);

- creation of a monitoring system to track the results of foreign language acquisition by pupils;

- creating text works;

- generalization of methodological experience, etc.

Thus, the use of ICT in the process of teaching and educating younger pupils increases the overall level of the educational process, which increases the cognitive activity of pupils. ICT technologies can be used at any stage of the lesson: the Didactic potential of ICT can be used at different stages of the lesson.

1. To indicate the topic of the lesson.

2. At the beginning of the lesson, using questions on the topic being studied, creating a problematic situation.

3. How to accompany the teacher's explanation (presentations, drawings, video clips.)

4. To control pupils.

The task of the teacher is to create the conditions of practical mastering by language for each pupil, to choose such teaching methods that would allow each pupil to show their activity, their creativity, i.e. to stir up informative activity of the

pupil in learning foreign languages. Forms of working with computer training programs in foreign language lessons include: teaching Dialogic and monological speech; learning vocabulary; practicing pronunciation; teaching writing; practicing grammatical phenomena.

Internet resources have huge opportunities in teaching a foreign language. The global Internet network creates conditions for obtaining any necessary information for pupils and teachers located anywhere in the world: country studies material, news from the lives of young people, articles from Newspapers and magazines, necessary literature, etc. Pupils can take part in tests, quizzes, competitions, and Olympiads held over the Internet, correspond with peers from other countries, participate in chats, video conferences, and so on. Pupils can get information about a problem that they are currently working on as part of a project. Communicating in a true language environment provided by the Internet, pupils find themselves in real life situations. Involved in solving a wide range of significant, realistic, interesting and achievable tasks, younger pupils learn to respond spontaneously and adequately to them, which encourages the creation of original statements, rather than the template manipulation of language formulas. The primary importance is given to understanding, transmitting content and expressing meaning, which motivates the study of the structure and vocabulary of a foreign language that serve this purpose. Thus, pupils ' attention is focused on the use of forms rather than on themselves, and grammar is taught indirectly, in direct communication, excluding the pure study of grammatical rules.

The effectiveness of multimedia presentations in teaching a foreign language is that multimedia presentations can combine dynamics, sound and image, i.e. those factors that hold the child's attention for the longest time. At the same time, the simultaneous impact on the two most important organs of perception (hearing and vision) can achieve a much greater effect than with traditional training. In a prepared multimedia presentation, the teacher highlights the most important elements using color, font, tilt, and size. The presentation can show the most winning moments of the topic: spectacular transformations, a selection of portraits,

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electronic maps, diagrams, tables, photos, animations, and so on. This increases the visual impact on pupils. The presentation also makes it possible to independently compose the educational material based on the characteristics of a particular class, topic, subject, which allows you to build a lesson so as to achieve the maximum educational effect. Presentations have a high didactic effect when used when announcing a new topic and when presenting the material for the first time.

Experience has shown that the most effective presentations are those in which, after explaining the material, the anchoring exercises are inserted, which pupils perform collectively directly from the screen. Given that primary school pupils study computer science from the second grade, making a presentation in English on various topics and making mini - projects is not an impossible task for them. For example, very interesting presentations are made on the topics "My school", "Home, sweet home", "My family".

Multimedia features allow you to listen to speech in English, adapt it according to the level of perception of pupils, and the use of a microphone and automatic pronunciation control allows you to adjust phonetic skills. Using such programs in English lessons eliminates this possibility: the computer does not scold the child for failure and does not show negative emotions, but corrects mistakes and praises for successfully completed work, thereby not violating the child's personal development and stimulating motivation to learn English. When working with multimedia programs, you can use front-end, group, pair, and individual forms of work.

Summarizing the above, we note that the effective use of didactic opportunities of ICT in primary schools contributes to:

* activation of cognitive activity, improving the quality of school performance in the process of learning a foreign language,

* increase motivation to learn a foreign language,

* improving the effectiveness of the educational process due to a high degree of visibility,

* development of visual-imaginative, informational thinking,

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* development of self-education and self-control skills in primary school children,

* increase the activity and initiative of younger pupils in a foreign language lesson,

* removing language barriers to improve the level of comfort of learning a foreign language.

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