



Achieving Effectiveness Through the Use of Digital Technologies in Learning English

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Annotation: Today the focus is on the reader, his personality and his own inner world. Therefore, the main goal of a modern teacher is the choice of methods and forms of organization educational activities of students that optimally correspond to the established goal of personal development. In recent years, the issue of using new information technologies in schools has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. In this article, feedback and feedback will be made about achieving the effect through the use of digital technologies in learning English.

Keywords: Digital technology, technical means, English, methods of education, methods, media resources, authentic materials, techniques

The possibilities of using Internet resources are huge. The Global Internet creates conditions for students and teachers located anywhere in the world to receive any information they need: regional geographic materials, News from youth life, articles from newspapers and magazines, etc.

The main goal of teaching foreign languages is to form and develop the communicative culture of schoolchildren, to teach them to practical mastery of a foreign language. The task of the teacher is to create conditions for the practical mastery of the language for each student, to choose such teaching methods that allow each student to demonstrate their activity, creativity. The task of the teacher is to activate the student's cognitive activity in the process of teaching foreign languages. Modern pedagogical technologies, such as collaborative learning, project methodology, the use of new information technologies, Internet resources, help to implement a person-oriented approach in the learning process, provide individualization and differentiation of teaching, taking into account the abilities of children, their level of learning. Forms of working with computer training programs in foreign language lessons include: learning vocabulary; practicing pronunciation; teaching dialogical and monolog speech; teaching writing; development of grammatical phenomena.

When the lexical meaning of a phraseological unit is more than one, as is done in lexemes, the main meaning and derivative meaning are determined. Also, to make a getaway phraseological unit in English means "escape after committing a crime", and "escape from a boring political order". The first is the main meaning, the second is the derivative meaning that grew out of it.

With the help of the Internet in English in lessons, a number of didactic problems can be solved: the formation of reading skills and abilities using the materials of the global network; increasing the writing skills of schoolchildren; replenishing the vocabulary of students; the formation of students' motivation to learn English. In addition, this work is aimed at expanding the horizons of schoolchildren, studying the possibilities of Internet technologies to establish and support business relationships and contacts with peers in English-speaking countries. Students can



participate in tests, quizzes, contests, Olympiads on the Internet, correspondence with peers from other countries, interviews, video conferences, participate in them. Students can learn about the problem they are currently working on in the project.

The meaningful foundations of mass computerization are due to the fact that a modern computer is an effective means of optimizing mental working conditions, in general, any of its manifestations. A computer has one characteristic that is defined in its use as a tool to teach others and as an assistant in the acquisition of knowledge, which is its inanimate nature. The machine can have "friendly" contact with the user and at some point "supports" him, but he will never show signs of anger and will not allow you to feel bored. In this sense, the use of computers is perhaps the most useful when individualizing certain aspects of teaching.

Most phraseological units are mono-semantic. For example, to go through the spring of phraseological unit to beat" to give up what he considers useful", to kill until he says phraseological unit" to say something without waiting until he speaks", or go over somebody's head phraseological unit means" to understand nothing", get down to brass tacks phraseological unit means" to start discussing an important issue".

The main goal of learning a foreign language at school is the formation of communicative competence, all other goals (upbringing, teaching, development) are implemented in the process of implementing this main goal. The communicative approach involves teaching communication and the formation of the ability to intercultural interaction, which is the basis of internet activity. Outside of communication, the Internet has no meaning - it is an international multinational, intercultural society, the life of which is based on the electronic communication of millions of people around the world, talking at the same time - this is the largest conversation in terms of the number and size of participants that happened. To him participation in the lesson is a foreign language, we create a real communication model.

Phraseological meanings are also manifested in a specific context, as if they were in lexical meanings. The meanings of a poly-semantic phraseological unit can differ among themselves, in addition to their linguistic meaning, in their lexical context, grammatical nature. For example, the glossary of the phraseological unit of disburse f means three: 1) "swallow", 2) "lose", "in vain, spend useless", 3) "reveal". All three meanings are manifested in a different lexical context: in the first they are used with a lexeme denoting gambling, a bet, in the second with a lexeme denoting time, and in the third with a lexeme denoting mystery.

Currently, priority is given to issues of communication, interactivity, authenticity of communication, language learning in a cultural context, autonomy and humanity of Education. These principles allow the development of intercultural competence as a component of communicative ability. The ultimate goal of teaching foreign languages is to teach a free direction in a foreign language environment and the ability to adequately respond in different situations, i.e. contact. Today, new methods using Internet resources are opposed to teaching traditional foreign languages. To teach communication in a foreign language, you need to create real, real-life situations that stimulate the study of material and develop adequate behavior (that is, the so-called principle of communication authenticity). New technologies, in particular the Internet, are trying to correct this error.

The communicative approach is a strategy that simulates communication, aimed at a conscious understanding of the material and methods of working with it, the creation of



psychological and linguistic preparation for communication. It is not particularly difficult for the user to implement a communicative approach on the Internet. A communicative task should offer students to discuss a problem or question, students not only exchange information, but also evaluate them. The main criterion that makes it possible to distinguish this approach from other types of educational activity is that students independently choose linguistic units to form their own thoughts. In the communicative approach, the use of the Internet is very well encouraged: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience.

One of the main requirements for teaching foreign languages using Internet resources is to create interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is "the combination, coordination and filling of efforts in a communicative goal and result with the help of speech tools." By teaching real language, the Internet helps to form speech skills and skills, and also provides sincere interest and, therefore, efficiency in teaching vocabulary and grammar. Interactivity not only creates real situations from life, but also forces students to adequately respond to them in a foreign language.

One of the technologies that provide student-oriented learning is the project method as a way to develop creativity, cognitive activity and independence. The typology of projects is diverse. Projects can be divided into mono-projects, collective, oral speech, specific, written and Internet projects. In real practice, it is often necessary to engage in research projects, mixed projects in which there are creative, practice-oriented and informative characters. Project work is a versatile approach to language learning and covers reading, listening, speaking and grammar. The project method contributes to the development of active independent thinking of students and directs them to joint research work. In my opinion, project-based teaching can teach children to cooperate, while learning to cooperate fosters moral values such as mutual assistance and the ability to empathize, forms creativity and activates students. In general, in the process of training the project, there is an abstraction of training and upbringing.

In conclusion, the introduction of information technology into teaching greatly diversifies the process of perception and processing of information. Thanks to the computer, the Internet and Multimedia, a unique opportunity was created for students to master a large amount of information with subsequent analysis and sorting. The motivational basis of educational activity is also significantly expanding. In the conditions of using multimedia, students receive information from newspapers, television, conduct interviews themselves and conduct teleconferencing. The main criteria for assessing the level of knowledge of a foreign language in the technology of a language portfolio are testing. The priority of this technology is the orientation of the educational process from teacher to student. The reader, in turn, is consciously responsible for the results of his cognitive activity. The above technology leads to the gradual formation of students' skills for independent assimilation of information. In general, the language portfolio is multifunctional and contributes to the development of multilingualism.

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