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THE USE OF ICT AS AN INTERACTIVE METHOD OF FOREIGN LANGUAGE STUDY

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Abstract: *using a computer in learning a foreign language significantly impacts on the effectiveness of educational process. And it can create an interactive environment in the classroom. A computer is a multifunctional technical training tool. It allows you to store in memory language material of considerable volume find information of your interest and present them on the screen in user-friendly form. There are two main areas of using computer application in learning activities: computer based traditional learning and learning implemented use. So this article will give detailed information about making the lesson interactive.*

Keywords: *computer, individual, methods, interactive, goals, motivation.*

The personal computer can be used by the teacher to solve personal didactic tasks during the lesson: presentation of information in various forms; the formation of students' general and specialized knowledge and skills on the subject; monitoring, evaluation and correction the learning outcomes; organization of individual and group training; management of the learning process [1].

A computer can be used at all stages of the learning process like: the moment when explaining a new material, fixing, repetition, control. Computerization of learning has a significant impact on all components of modern educational systems in particular, on "Foreign Language": goals, objectives, content, methods, technology can be altered.

Learning a foreign language using a computer has several advantages:

- *The interest of student to the computer leads to high motivation of the learning process;*
- *Students willingly carry on a dialogue with a computer and due to that their general, computer and language culture increases;*
- *Individualization of learning;*
- *The ability to provide immediate feedback;*
- *The computer does not show negative emotions when repeating errors;*
- *Objectivity of the assessment;*
- *It provides effective implementation of exercises and workouts. At the same time, the activity of the teacher becomes dependent on the possibilities and impeccable functioning of computer.*

It should be taken into consideration the fact that when using it one cannot lose the collective and the competitive nature of learning, that means, students should be able to compare their progress with the achievements of their classmates [1].

Characteristic disadvantages of computer-assisted learning: the abuse of computer, ink redundancy; ready-made educational computer programs on the subjects which are very difficult to adapt to the traditional lesson, since they do not always correspond to the school curriculum, methodological goals and didactic principles of learning [1]. The specificity of the subject "Foreign Language" is that the leading component of the content of training a foreign language is not the basis of science, but the means of activity - teaching various types of speech activity: speaking, listening, reading, and writing. Teaching speech activity can only be in live communication, and for this we need a partner. A computer program, a

CD, although they are interactive, it can provide only communication with the machine. The only exceptions are telecommunications, when the student enters into a lively dialogue (written or oral) with a real partner or a native speaker [2].

With traditional training the communicative aspect of learning a foreign language is implemented more efficiently, therefore it is necessary to combine all three in one as follow: learning foreign language with the use of computer and traditional learning. Computer programs should be used as an important but as an additional component of the training program programs, along with traditional materials and methods. Working with a computer, inevitably changes the whole lesson structure and its overall competence. It is necessary to specifically determine the appropriate role and location of the computer in the educational process clarify and determine the basic concepts, introduce methodological and technical aspects.

When building an educational process using computer-based tutorials, select specific section of the curriculum; design a set of tasks; conduct an examination of selected computer tasks; develop guidelines for student.

By the beginning of the lessons with the use of computer tutorials, students should know:

Safety rules;

Concepts of "information", "computer", "program", "menu", "desktop", "icon", "graphic editor";

What are the input devices - a keyboard and a mouse;

The basic text editor tools;

The means of basic graphic editors.

Students should be able to:

Use alphabetic and numeric keypad blocks;

Use the mouse;

Work with commands, open and close the file menu;

Create and edit simple graphic and text images using the tool menu.

Students should follow these guidelines:

To occupy only the workplace that is assigned by the teacher to the student;

Observe safety regulations when working with computer;

Turn the computer and the devices connected to it on and off only with the after the permission of the teacher;

Connection to the work of educational CDs and setting up programs is carried out only by the teacher.

The total work time should not exceed 20 minutes, that is, less than half of the lesson. May use computer fragments within 5–7 minutes;

At the end of the work, perform exercises for relieving tension from the eyes [3].

Computer tutorials have many advantages over traditional teaching methods. Their potential lies in the fact that they allow us to train different types of speech activity and combine them in different combinations; help to realize linguistic phenomena; form linguistic abilities; create communicative situations; automate language and speech skills; as well as provide the possibility of accounting leading representative system; implementation of an individual approach and the intensification of independent work of student; contribute to the improvement of cognitive activity, motivation and quality of students' knowledge.

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