

Use of Digital Resources in Teaching a Foreign Language

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In the era of rapid development of information technologies, the society imposes a requirement on future specialists to possess the skills and abilities necessary for independent acquisition of knowledge and its application in practice to effectively solve various problems, collect and analyze facts, generalization and reasoned conclusions [2, p. 257], to achieve success it is necessary to be communicative, to work together in different situations, look for a way out of conflict situations; think critically and creatively, finding ways to solve arising problems and creative, finding ways to solve problems using modern information technologies; work independently to improve their own cultural level. The development of the above-mentioned skills and cognitive skills of students in the educational process occurs at the expense of active learning technologies [3, p. 267].

Global computerization has now spread to all areas of human activity, including science and education. The development of the Internet and the emergence of a multitude of computer programs that simplify the process of learning programs, have significantly changed the learning of foreign languages by speeding up and facilitating the work with authentic sources.

Computer-based training programs have a number of advantages over traditional teaching methods, being, first of all, they are means of direct audiovisual interactive interaction. Using them in the classroom together with traditional teaching methods allows to train different types of speech activity, to realize the nature of linguistic phenomena, to form linguistic abilities, to create communicative situations, to automate linguistic and speech skills, approach and intensification of the student's independent work, and also contributes to the increase of cognitive activity, motivation and quality of knowledge of students.

Computer communication technologies allow in a new way to implement methods that activate the creative activity of students. They can participate in virtual discussions on various educational websites and thematic forums, carry out joint creative projects together with students from different educational institutions. Thus, the use of modern information and communication technologies in the educational process can be considered as one of the active forms of individualization of learning [1, p. 77-79]

The inherent properties of new technologies such as their interactivity, polymodality, multimedia, and visualization of content play an important role in learning.

interactivity, polymodality, multimedia, visualization of content, play an important role in learning. Thus, computer visualization of the educational content, especially in a game-like, interactive form develops cognitive styles of thinking styles, creativity and thinking activity of students, and also has a positive effect on their psychological and emotional state [2, p. 23].

When teachers think about using digital technology for teaching purposes, they most often focus on the question: "What applications or computer programs should be used?"

They most often focus on the question, "What applications or computer programs should be used to achieve the best results?"

It's important to note that if we want learning to be most effective, we need to reverse the order in which we consider these questions and start planning for the use of technology by asking what we are trying to achieve, i.e. "Why?".

When considering from the question “What to use?”, we will inevitably be confronted with the vast array of digital resources available, each of which has a large number of admirers who favor it as the most effective or revolutionary. There are many digital resources, both online and requiring installation on a device.

These resources can also be presented in the form of various courses (MOOCS, I-tunes Courses), tools (Google Docs, Camtasia, Explain Everything), encyclopedias and other academic sources (Google Search, Wikipedia, offline dictionaries, Microsoft Office) and help to conduct the research at various stages: gathering information, synthesizing, further monitoring of the research process and working with the results of the research. As well as the creation process, from organizing into creative groups, planning, and analyzing the work done.

The main difficulty in selecting digital technologies, asking first of all, “What to use in the learning process?” and considering all these applications is that we often fail to recognize the complexities that arise in the direct use of the selected resources because of a lack of awareness of how to apply them and how to use them correctly. The teacher may not have the time or willingness to explore in detail all the possibilities and rules for using the selected resources beforehand.

The main questions when teachers choose digital technologies are: what to use, how to use it, and most importantly, why to use a particular resource. It is necessary, first of all, to determine the main goals and objectives of the lesson itself, and, consequently, the use of computer innovations in this lesson. Then we need to ask ourselves the question of what resource should be used in order to the most effective way to achieve these goals and objectives, and, finally, how the chosen learning tool functions. A detailed thinking through the above questions can significantly increase student engagement in the educational process and the development of the skills and abilities necessary for success. Furthermore, it assists in the development of their skills and abilities necessary for successful realization of future professional activity.

Источники и литература

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