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USE OF INFORMATION TECHNOLOGIES IN LEARNING FOREIGN LANGUAGES

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We are increasingly confronted with the fact that knowing a foreign language (currently the most popular language is English) is becoming a vital necessity. Joining world culture, communicating with almost any foreign representative, a great opportunity to study abroad - knowing English (and other foreign languages) opens the door to the world and helps you find a suitable job, which is a plus in both. Since the active introduction of ICT (information and communication technologies) in the educational process, they have begun to play a huge and unchanging role in the acquisition of foreign languages by students of schools and universities. The methods and roles of ICT and MTL (Multimedia Teaching Tools) have been extensively and almost comprehensively considered by many educators and scholars. Now, using MSO, it is time to deepen the assessment of the quality of knowledge acquisition by students, starting not only from the qualities of the textbooks, but also from the psychophysiological characteristics of certain age groups.

In recent years, the issue of using new information technologies in schools has been on the rise. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is to form and develop the communicative culture of schoolchildren, to teach them to practice a foreign language. The task of the teacher is to create conditions for each student to practice the language, to choose teaching methods that allow each student to show their activity and creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages.

Exercise in modern pedagogical technologies such as collaboration, design techniques, use of new information technology, Internet resources, technology development to help implement a student-centered approach to critical thinking education, taking into account the abilities of children, their level of learning ensuring individualization and differentiation of teaching in the case.

Forms of working with computer curricula in foreign language classes include: vocabulary learning; pronunciation exercises; teaching dialogic and monologue speech; learning to write; development of grammatical phenomena. The possibilities of using Internet resources are huge. The Global Internet provides students and teachers anywhere in the world with access to all the information they need: country studies, news from the lives of young people, articles in newspapers and magazines, and more. In English lessons using the Internet, you can solve a number of didactic tasks: to develop reading skills using global network materials; improving students' writing skills; replenish students' vocabulary; shaping students 'motivation to learn English.

In addition, the work aims to broaden the horizons of school students and explore the possibilities of internet technology to establish and maintain business contacts and connections with their peers in English-speaking countries.

The priority of the development of a modern school has become the humane direction of education, in which the leading role is played by personal potential (principle). This includes taking into account the needs and interests of the student, implementing a differentiated approach to education.

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Today, the focus is on the student, his personality, his unique inner world. Therefore, the main goal of the modern teacher is to choose the methods and forms of organizing students' learning activities that best fit the goal of personal development.

One of the technologies that provides student-centered learning is the project method as a way to develop creativity, cognitive activity and independence. The typology of projects is diverse. According to M.E. Breigina, projects can be divided into mono-projects, collective, oral-speech, visual, written and Internet projects. In real practice, it is often necessary to engage in mixed projects that are research, creative, practice-oriented, and informative. Project work is a multi-step approach to language learning that includes reading, listening, speaking, and grammar. The project method helps to develop students 'active independent thinking and directs them to collaborative research.

I think project-based education is relevant because it teaches children to collaborate and learning to collaborate fosters moral values   such as mutual support and empathy, shapes creative abilities, and activates students. In general, project-based learning is an integral part of education and upbringing.

All four types of speech activities should be involved in the learning process at the same time. The study material is presented in long dialogues, followed by exercises in the form of questions and answers. As a rule, the texts proposed for the study of this method give a good idea of   the culture of the country of the language being studied. However, the role of the teacher limits the students 'ability to use the material being studied creatively in situations where they communicate directly with each other.

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