



## Contents

<b>Introduction</b> .....	3
<b>Chapter I Internet as an educational resource</b>	
1.1 Computer telecommunications in secondary education .....	6
1.2 Distance learning .....	10
1.3 Advantages of the Internet as a means of instruction .....	13
Conclusion on chapter I .....	20
<b>Chapter II Features of the Internet in learning a foreign language</b>	
2.1 Online learning: the written forms of speech activity .....	21
2.2 Online learning: oral kinds of speech activity .....	27
2.3 The Internet in teaching the aspects of speech activity .....	32
2.4 The Internet in the formation of grammatical skills .....	38
2.5 The Internet in project activities .....	40
Conclusion on chapter II .....	44
<b>Chapter III New information technologies in teaching English</b>	
3.1 Practical application of information technologies at English lessons ...	46
3.2 Forms of work with computer training programs at foreign language lessons .....	52
3.3 Comparative characteristics of computer training programs .....	58
Conclusion on chapter III .....	63
<b>Conclusion</b> .....	65
References .....	67

## **Introduction**

Nowadays, the new information technologies are being implemented intensively in the educational process. And if we consider the lesson as a social order of society the education system, but now we have reached the level where computer literate school graduates should be sufficient to operate freely on a personal computer as users. In training, a special emphasis is placed today on the child's own operations to find awareness and process new knowledge. The teacher acts as the organizer of the learning process, the head of amateur students to provide them with the necessary assistance and support. Today we can already say that the Internet technologies are part of the information culture of the teacher between pupils. So, there is an ever greater demand for them.

The proliferation of the Internet technologies is faster than ever, in the meantime, which paves the way for the availability of them in more and more classrooms. Information technologies have occupied us from all angles and it is the responsibility of us to direct them in a better and more beneficial way. If these technologies are used in the classroom to their maximum of their potential students, as well as, teachers will be benefited tremendously.

There are certain ways to do that, firstly, we need to focus on the advantages of information technologies coming to us since they are capable of allowing us quick-pace and comprehensive learning process. Secondly, it is pivotal to integrate modern learning (distant learning) and traditional knowledge acquisition in the classroom so that learners are able to get the best aspects of them during their learning process. Finally, teachers should have up-to-date base and methodology in order for them to be fully capable of implementing the most apprehensive ways of teaching.

This alterations and modifications in the teaching-learning process are highly likely to bring unprecedented merits to the view of the contemporary education. Alongside the changing the image of the modern classroom it is highly

possible that the outcome of this may end up with total transformation of the existing views. So as not to let this happen would be advisable to take precautions in terms of the education process and information safety. Only then could the integrated methods thrive in their full potential. In other words, though there are the risks to take while introducing information technologies into the conventional classroom it is feasible to make them work for the sake of progress not regress.

**The actuality of the work is that** informational educational environment is just beginning to be filled. In order to avoid unsystematic approach and incompetence, it is necessary to subject teachers with years of experience, so that they have contributed to the filling of this information resource. Therefore, it is important for teachers to know what services and what didactic purposes use in their teaching practice via modern teaching technologies.

First of all, we should consider the possibility of a web during formation. The emergence of the Internet in education stimulates the desire to learn in children and expands the zone of individual activity of each student as well as increases the speed of supply quality material in a single lesson. All this is done with the help of e-mail correspondence with students from other countries, the establishment and conduct of joint telecommunications projects, the possibility of reading books in the original, to participate in various contests and competitions. The issue of integration of the Internet in education and, in particular, its use in teaching foreign languages, is currently quite topical. This is due mainly to the fact that using the Internet as a means of learning a foreign language implements many of the goals and objectives of training and education.

Based on the foregoing, **the aim of this work** is to identify the didactic possibilities of the Internet in teaching foreign languages. In turn, the purpose specifies the following objectives are:

- 1) To analyze the available literature on the subject;

2) To identify the features of the Internet and its impact on the educational process as a whole;

3) To conduct a survey of teachers to identify their opinions on the Internet as an educational resource.

4) To consider the Internet as a learning tool types and aspects of speech activity at lessons of a foreign language in high school.

**The object of this work** is the process of learning a foreign language with the help of the Internet and **according to the subject** - the Internet as a means of teaching a foreign language.

**This work consists of** an introduction, three chapters with conclusions on each one, conclusion and reference. **The first chapter** deals with the educational possibilities of the Internet for learning foreign languages, including distance learning. **The second chapter** provides guidance on the use of the Internet for learning types and aspects of foreign language speech activity, as well as the possibilities of the Internet in the implementation of the project methodology. The application includes a foreign language, and some practical design data survey of teachers. **The last chapter** outlines the new technologies which can be implemented in the classroom.

**The theoretical value of** this work lies in the fact that the author was justified by the use of the Internet in the educational process.

**Practical significance** is proposed by the author recommendations on the use of a global network of foreign language lessons.

**The scientific novelty** of this work is the establishment of newer and easier ways and methods to teach a foreign language with the help of technologies, especially the distant learning tools.

## **Chapter 1**

### **The Internet as an educational resource**

#### **1.1 Computer telecommunications in secondary education**

New computer technology can be used in a regular classroom in urban and rural schools, in secondary schools, gymnasiums, lyceums. They make it possible to implement current trends in the educational systems of many countries. These are the world trends in education. However, until now we were limited to technologies that are used in a particular class in a particular school, ie in full-time education system. I must say that the desire for integration in the field of education, as one of the most pronounced trends dictate the need to go into a single world educational space. Hence, there is such interest in all countries of the world to new information technologies and, in particular, to computer telecommunications, which opens a window into this world space. [20, 185-186]

History of Education is not restrictedly rich in innovations in the field of methods and organizational forms of learning. At different stages of the parallel development of technical thought was an intensive introduction of all kinds of visual aids, technical tools in the learning process. Everything was done to improve the effectiveness of the proposed innovation and the educational process as a whole. Ultimately, in pedagogy, didactics there always prosecuted one sole purpose - education and education of the younger generation. Very few technical devices have been specially designed for the educational process. Perhaps, in these series can be called only graphical and language unit for foreign language lessons. All other technical means for teachers have been borrowed from everyday life: a gramophone, player, tape recorder, TV, VCR, and finally - the computer. These useful items have been created for arrangement of various spheres of human life. Each of them has certain properties, capabilities, defining its purpose in everyday life, culture, economy and so on. And each time, based on the intended use of a technical device, we are trying to highlight the inherent technical quality that can

help us in solving a certain fields of knowledge, culture and daily life. Teachers never stood on the side of the process. [7, 8]

The development of communication systems in developed countries has led to a unique Internet. In Uzbekistan, the choice of Internet service providers is quite broad and allows you to find for yourself the ability to work, which is most relevant to the needs and capabilities of each individual subscriber.

The internet is a global network of users from different organizations, government agencies and private companies, as well as private users. The internet was an experimental prototype of the US Defense Department network. Now the network of the internet spreads worldwide, and its users are already more than 40 million people. Over the past few years there have been dramatic changes in the programming approach to the use of computer telecommunications (CTC). The properties and the CTC function become much more powerful, the scope of application, particularly in pedagogy, is dramatically expanding. There is a strong trend of educational activity with the use of CTC as online publications. Almost any result obtained by students during the school project or just in the classroom, in a few minutes can be published on the Internet. In fact, any training activities with funds of new information technology now cannot simply be considered, but actually be a network. [20, 154-156]

Until the mid 90s, the Internet was mainly used for sending e-mails, that is, messages and files from one user to another. Were available and other features based on the e-mail newsgroup - exchange of views with the help of e-mails about these or other topics, news servers - newsletter on various topics in the form of emails, file servers - file storage, which the Internet user can get in the form of e-mail by sending it a specially prepared a request to the file server. To facilitate the data online, special search services were organized - computers that allowed people to find the right document. Therefore, until 1993-94, the Internet was used mainly in the field of science.

In the area of the internet 1993-94, the situation changed, and the reason for this was the emergence and widespread introduction of new services in the network - the World Wide Web, literally - the World Wide Web. WWW- is contained in the Internet worldwide distributed database of hypertext documents. Every computer has a permanent connection to the Internet, can be used as Web-server and put it on the documents. [32, 63]

Of course, it is unlikely that the Internet can be attributed only to the training facilities. This is the information environment, in which there is an educational and subject-area, fully reflecting all the features of the global network and all its services. That is why it is advisable to understand the didactic properties of these services, ie in those characteristics that may be useful in the educational process. [20,187].

It is now all known that the Internet has tremendous opportunities of information and services no less impressive. [20,166]

Educational services are designed to meet user needs in different areas and aspects of education. For example, e-mail includes the following properties: the Internet, which will be very useful in any education system:

- The ability to transmit various types of information (text, image, sound) over long distances;
- The ability to store and structure the information transmitted to the computer of the service provider;
- The ability to store and structure the information transmitted to the sender's computer, and the recipient of e-mails;
- The ability of the service provider's computer to keep track of "destiny" of e-mails (to identify and report delivery is delayed writing about the wrong address, etc.);
- The ability of the software and the sender computer the recipient of emails to figure out the structure of the storage of received emails, delete or archive



emails, lost relevance, to maintain a database of addresses of correspondents etc .;

- The compatibility of hardware and computer software provider of the service and its PC phone;

This list can be further expanded. [20, 165]

Well-known fact that the Internet provides a unique opportunity for foreign language learners to use authentic texts, to listen and communicate with native speakers, creates a natural language environment. Modern means of communication with partners, access to information resources on the Internet suggest quite fluent not only in computer technology, but also in foreign languages. [20,166].

At the present time there are becoming increasingly important capabilities such as education at a distance, communication between students and teachers not only within a single school district, but also in other countries of the world. With the help of modern information technology it becomes real to be educated not only internally, but also remotely, without leaving home. The global network, the Internet provides access to information in the scientific centers, libraries, creating real conditions for self-education and memory skills.

There is an opportunity to organize joint projects of students from around the world, sharing experiences, teachers, students, scientists. Any education system is an open and sufficiently stable system. Therefore, its components, such as the objectives and the content of training, should remain unchanged in any form of education within a state in accordance with the programs in this state and standard of education. As for the methods, organizational forms and teaching aids may vary depending on the applied learning concepts, forms of training. That is why we consider it necessary to refer to funds that can provide the most complete implementation of these opportunities to push the walls of classrooms, open access to a world of knowledge, including the dialogue of cultures. [20, 144-145].

Only with this approach, another technical means can be really useful for the educational process and to find a clear role in this process, the system of other means of education are absorbing properties or supplementing them, thus replacing the previously used. Computers are quite expensive technical means. But as noted by one famous English teacher Anthony Mullan, if the computer was not invented as a universal technical device, it should be established specifically for the purpose of education. That is why, speaking of the new information technologies in the educational process, we need to very carefully separate their didactic properties and functions.

By definition, ES Polat, "a didactic qualities of a learning tool to understand the basic characteristics, features of this tool, which distinguish them from other things, essential for didactics, both in terms of theory and practice."

Thus, analyzing the quality of teaching aids, teachers seek to determine their didactic properties and then function in the learning process. [20, 185-186].

In the classification of didactic Internet properties we consider it reasonable to distinguish two main classes of computer telecommunications properties (CPC):

Properties associated with their telecommunications basis, i.e. their technological capabilities;

Properties associated with the use of computers. [20,187].

However, the Internet, not exceptionally being a learning tool, provides teachers and students with opportunities, including the study of a foreign language.

## **1.2 Distance learning**

Another important possibility of using the Internet is distance learning, ie, distance learning is a situation where the student is separated by distance. Over the years, this form of training has been known in many country as part-time. [25, 6]

The strategic objective of this type of learning is to provide citizens with the right to education at all levels on their place of residence or professional activity. This object is achieved in line with the global trend of the mobile extension through educational resources sharing. Naturally, the means of achieving such a goal should be high-tech and in science-based organizational forms that are remote in nature.

Ways of obtaining educational information are distinguished into synchronous training systems and asynchronous.

Synchronous systems involve simultaneous participation in the training sessions of students and teachers. These systems include: interactive TV, audio, graphics, computer teleconference.

Asynchronous systems do not require the simultaneous participation of students and teachers. The student chooses the time and training plan. Such systems in distance education courses are based on printed materials, audio / video tapes, e-mail and WWW.

Mixed systems are those systems that use elements of both synchronous and asynchronous systems. [31, 10] And this approach into learning is implemented at our institute, the institute of foreign languages.

On the basis of the technical data there are the following forms of distance learning:

- Distribution of printed materials by mail (typical for traditional distance learning);
- Delivery of audio - and video - cassettes,
- Audio means graphics (Audiographics);
- Via interactive TV and video conferencing
- Via teleconference (Internet);
- Via e-mail and mailing lists (Internet)

- Through the WWW (Internet)

In recent years, the Internet supplants other forms. This is due to three factors:

- 1) The technical development of the Internet - technologies that enable cheaper and more convenient means to simulate any training model,
- 2) Ease of connection to the Internet,
- 3) Low-cost connectivity . [10, 15]

The rapid development of the Internet allows you to simulate any type of system, as well as builds a fundamentally new training complexes. This makes the Internet the most promising means of distance education.

The internet is the most inexpensive transportation. Development and implementation of distance learning courses, requires no special studios or complex non-standard equipment. [27, 10] And, it is the organization to allow many part time students to solve the problem of lack of time, cost, search for necessary textbooks, handbooks and other benefits in a foreign language. Thus, distance learning is an effective embodiment of the ultimate goals of training of students of humanitarian specialties of correspondence courses in not language high schools.

On the question of the possibility of distance learning replacing full-time training from teachers, I obtained the following results: most doubt it (45%); slightly less (35%) agree with this statement, but subject to the availability of good teaching methods and smaller part of the respondents - against (20%).

Undoubtedly, the Internet carries enormous potential of educational services. Educational services include information, for both students and teachers a wide range of topics related to their learning and teaching activities. For example, Internet advertising new manuals issued in the traditional hard copy - is also an educational service. A very large number of Internet service can be used for the

management of the education system, not only for the actual needs of the educational process. This can be in advertising and distribution of instructional and teaching materials, access to legal databases and other data on education, etc. [20, 166]

### **1.3 Advantages of the Internet as a medium of instruction**

In the last 2-3 years in the teaching practice, the term online education became quite active. Informatization of education is a priority of the Uzbek education. The task of the school, existing in modern society, is to prepare their students for the possibility to navigate the information space, the possibility to acquire an information culture. There is now no doubt about the need to use the Internet in the school process. And almost all areas of school education space actually use the network capabilities. [32, 15]

We can distinguish the following main categories in the school space:

#### **1. Educational process:**

Class work (after-school activities)

Managerial work

Let us consider in more detail the benefits of the Internet for each of the search.

The educational process:

Distance learning for both students and teachers;

Conducting training of interdisciplinary telecommunications projects;

Holding competitions distance;

Participating in teleconferences;

Participating in special competitions on the creation of web pages;

#### **2. Virtual methodical association of subject teachers:**

Extra-curricular and educational work: obtaining additional information from various information sheets;

The discussions for subject teachers on various subjects; students and teachers participating in chat rooms on a given topic;

Information on holding of various competitions and grant opportunities;

Consulting services (legal reference for the rights of adolescents, professional advice on the creation of web pages, etc.);

The possibility of establishing personal contacts of teachers and students from different countries

### 3. Managerial work:

Creation of a single management infrastructure, district, county, city;

The creation of a unified library catalogs within the district, county, etc;

Utilization of online shopping;

Search staff on available vacancies. [36, 25]

As can be seen from the above, the Internet provides opportunities for information resources, and personal self-education and students, and teachers. And these two subjects are inseparable and form the basis of school educational space.

The Internet provides, on the one hand, the vast information field that contains the most diverse pedagogically valuable information, and on the other - different means of reviving the perception of information: graphics, sound, motion. This alone shows significant advantages over the traditional paper online tutorial. [5, 65] Thus, information technologies allow:

To organize various kinds of joint research work of students, teachers, scientists from various schools, scientific and educational centers of the same or different regions or even different countries.

Project-based learning allows you:

To organize at it a truly creative research or purely application independent practical activity partners using variety of methods and forms of self-cognition and practice of creative activity; provide operational advice to a wide range of students of scientific and methodological centers; create a network of distance learning and professional development of teaching staff;

Rapid exchange of information, ideas, plans for the interests of participants questions, matters of joint projects, thus broadening their horizons, increasing their cultural level; [17, 17]

Taught as genuine research, modeling work science lab, art studio;

To develop the ability to extract information from diverse sources, process it using the most modern computer technology to store and serve any number of long-distance, in different points of the planet;

To create a genuine language environment (in terms of compatibility of international telecommunications projects, conventional teleconferencing, as well as audio - and video conferencing, chat rooms) that contribute to the natural need for communication in foreign languages, and from here - the need to learn foreign languages;

It promotes cultural and humanitarian development of the pupils on the basis of initiation to the widest information of cultural, ethnic, humanistic plan.

These benefits of the Internet will become apparent when it is used directly in the student or the school auditorium. Ideal conditions for such work is the presence of a computer class with the Internet connection. Using the Internet in class should not be an end in itself. In order to properly determine the place and role of the Internet in foreign language teaching, first and foremost, you need to find a clear answers to the questions: who, what, when, to what extent it should be used. [38, 50]

Of course, direct access to the Internet in the classroom is virtually eliminated, since it is hardly possible to find some acceptable amount of a foreign language classrooms in our schools, equipped with a sufficient number of computers with Internet access. Although it must be said that some teachers, having only one office computer and internet access, try to use this small opportunity in the classroom. Consequently, there is a need to look for other ways. By the way, especially in the big cities it should take into account that many families already have a home computer with a real-Fi and the teacher should take into account such a possibility. Rights AA Leontievthat educational technology cannot be learned, you can identify a possible application guidelines. The creative potential of the teacher will tell him the search area, and professionalism will give the impetus to interesting discoveries and solutions. [37, 33] Of course, when dealing with the Internet we cannot do without any problems.

Let us consider these issues:

The first problem with the Internet is associated with a clear understanding of the fact that the Internet cannot replace a teacher. If you want to use network resources on this or topic, the problem is not only to consult this information, it goes without saying, but it is very important to articulate the goals and objectives of students` using of this information, methods of self-learning activities of this information. It is, in other words, didactic structure all independent activity of students in accordance with the goals and objectives, to predict the possible outcomes of their work (individually or jointly). [14, 56]

The next difficulty is related to the organization of activities for students in the network. It is clear that as yet not all or even most of the students have free internet access. Not every school has the opportunity. In big cities computers are much more in individual use in homes than in schools. And yet, the situation is changing rapidly enough. Time dictates the need for knowledge of foreign languages, and free use of a computer in the first place, its telecommunication services and resources. [13, 45] Each cabinet can be equipped with a sufficient number of



computers with Internet access. So we can talk about the use of Internet resources in their free time.

Of course, the teacher in lesson preparation can print some materials, if it is important, for example, show how to work with text material which facts and how to find that it is very important to foreign language lessons. If before the students task themselves to find any information on a certain topic, the problem that often arises when working on a project, then you should as much as possible facilitate the task of finding such information. [14, 65] User skills, including on the Internet, students are taught at computer science lessons, at least, in high school. To us, these skills are often much earlier than necessary. The boys quickly master the necessary user skills for the Internet. In another case, there is one rule in psychology difficulties. If you set the task to his students to find information on a specific topic or to write the essay and illustrate it, ie, put some didactic problem, the remaining difficulties associated with other tasks, it is better to withdraw, or to maximize it.

This organization of activities for students and teachers with the resources of the Internet allows, on the one hand, to solve the problem of the organization of independent cognitive activity of students with different target settings, and on the other, to save time, and with it the material means, the efforts of students and teachers, which indicates how you know, about the effectiveness of the activities undertaken. [2, 2-8]

Common to all activities in the network is a problem of communication, networking. Culture of communication - it is also an indicator of general human culture. However, the communication culture involves certain intellectual skills: the ability to summarize the main idea, the ability to listen to and hear the other party, the ability to debate, to argue his own point of view and to take under certain circumstances opponent point of view, the ability to form a common point of view that takes into account the views of the parties, etc. All these skills pupils should be taught in the school specially. When communicating on the network, these skills

are particularly relevant. In the discussions, including professional, who has recently become more popular in the network (and not only in word but also in audio form), friendly tone and style of communication, culture of communication, the desire for mutual understanding - a very essential condition of success such dialogue or polylogue. Dialogue between cultures, intercultural interaction - the reality. People belonging to different cultures, different religions, different social strata, different levels of education, and, finally, the different age groups, are free to join together in fellowship, united by one interest of the problem. As shown above, communication skills also relate to general learning intellectual skills, which are included in the concept of developmental education. [14, 25]

New educational technology, which we have already mentioned more than once can successfully solve this problem. Therefore, we once again we see all the problems associated with the effective use of services and resources of the global Internet, suggests, first of all, their pedagogical solution and only then we can talk about how to use the Internet capabilities for more effective implementation of these decisions. [34, 35]

But we should not forget that, no matter what properties or possess one or another means of learning, information-subject environment, are primary teaching task, especially cognitive activity of students, due to certain educational goals. Internet with all its opportunities and resources - means the realization of these goals and objectives. [22, 5]

Today, almost every school has access to the Internet, but unfortunately, it is not available for everyone. In addition, not all teachers are willing to use the resources of a global network on their lessons. Teachers who are accustomed to the traditional methods, and young professionals have different opinions on this subject. In order to show how teachers are familiar with the Internet and are interested in it as a means of training, we conducted a survey of teachers of a foreign language area, the results of which we would like to imagine.

So, some teachers believe that the use of the Internet in the educational process - it's a waste of time, although 55% of them used the Internet materials for their lessons. Of course, there are teachers who adhere only to the traditional textbook, and there are those who are really interested in the Internet.

It should be noted that the number of supporters of the Internet could be more if not for the difficulties and shortcomings in its use. Despite these nuisances, the majority of teachers would like to be advantaged to conduct a lesson using the internet. Unfortunately, as teachers of foreign languages say, it does not depend on them.

Undoubtedly, almost all teachers know what the internet is and, what advantages it possesses. Most of them think that the internet may widen the outlook of both teachers and students.

Summing up the results of the survey it can be said that in general the teachers are interested to use the Internet in their lessons. But, unfortunately, not every teacher is given the opportunity. Teachers in many schools mainly use computers as typewriters for typing and editing calendar and thematic planning, teaching materials, tests on paper, the design of the cabinet, the Lessons Learned (lessons development, reports). Only some of the teachers carry out search of material for lessons on the Internet. After analyzing the situation, we have developed in the school came to the conclusion that in many schools there are poorly implemented information technologies in educational process.

## **Conclusion of the first chapter**

1. The work of students in the Internet encompasses a variety of activities:

Independent work with information on a particular topic of study, the problem;

Independent learning activities (in the mode of self-education) to deepen knowledge in a particular area, fill gaps, exam preparation, etc.

Training activities under the guidance of a teacher in a remote distance learning course;

2. The Internet is a very powerful information weapon that can be used for scientific and educational information and educational purposes for the development of the younger generation of spiritual and cultural values.

3. The overwhelming majority of teachers believe that the Internet is an effective means of teaching foreign languages, but its use in modern educational process is clearly insufficient.

## **Chapter 2**

### **Features of Internet in learning a foreign language**

#### **2.1 Online learning the written forms of speech activity**

In real life, a person is faced with the need to possess written forms of speech activity (reading, writing). Unfortunately, the existing foreign language textbooks, both domestic and foreign, do not contain the right amount of material for these species. With the help of information materials on the Internet, you can fill in the missing gaps. [16, 40-43]

Internet - an excellent tool to get information on the latest developments in the world. This primarily involves reading. Thus, you can use the Internet to turn the classroom into a news agency, and their students - first-class reporter. This activity is suitable for high school, because it includes a three-dimensional art of reading and interpretation, fluent speech. [18, 5-11]

Reading on the FL as a kind of a taxiway and mediated form of communication is, according to many researchers, the most necessary for most people. The possibility of direct communication with native speakers have a few, the ability to read at DICE (fiction, newspapers, magazines) - almost everything. That is why the teaching of reading in favor today as the dominant target. The reading process, involving complex mental operations (analysis, synthesis, reasoning, etc..) and the result of it - information extraction - are of great importance in communicative-social activities of people. [21, 8]

The reading process is known to be based on the technical side, i.e. on skills that are automated visual and auditory communication linguistic phenomena with their value on the basis of which there is a recognition and understanding of written symbols and written text as a whole and, therefore, the implementation of communicative skills in general.

Depending on the target installation distinguish the viewing, trial, examine and search. Mature ability to read involves both possession of all kinds of reading, and ease the transition from one of its kind to another depending on changes in the purpose of obtaining information from the text.

Look-reading is to receive a total of a common understanding of the subject and the range of issues addressed in the text. This cursory, selective reading, reading text blocks for more detailed acquaintance with his "focusing" parts and pieces. It usually occurs during the initial familiarization with the content of the new publication to determine whether there is information the reader's interest in it, and on this basis to make a decision - to read it or not. When viewing the reading sometimes quite familiar with the contents of the first paragraph and the key proposals and to view the text. This kind of reading requires a fairly high reading skills as a reader and possession of a significant amount of linguistic material. To educate the viewing reading is necessary to select a series of thematically related text materials and create a viewing situation. Of course, working directly with the Internet, students can also find a wealth of authentic reading materials on the studied subject. [35, 35] In connection with this type of job are possible:

Title (illustrations) to make an assumption about the theme and content of the text;

On the external structure of the text, typography features to determine the type (character) text (advertising, announcement, weather reports, TV program);

By dominant header word to make an assumption about the keywords and the text of the field of knowledge, which refers to the text.

It should be noted that when using the Internet in the classroom, the teacher can give students the opportunity to study the enormous amount of material (letters, photographs, various advertisements, ads, etc.) directly related to a specific topic, including a regional geographic nature, which contributes to the formation in children's ideas about the culture of the country of studied language.

Introductory reading is the reading of the knowing, in which the subject of attention of the reader becomes the voice of the work (book, article, story) without installing to receive certain information. For such a teacher can read up the lesson in the school library or from your home computer, if any, to choose texts for each student taking into account his individual capacity. Then, the lesson the teacher will only need to give the address of Internet texts, or if you cannot work in the classroom with a computer - print the texts. [26, 24]

When reading the README basic communicative task that stands before reading lies in the fact that as a result of rapid reading the entire text extract contained in it basic information. It requires the ability to distinguish between primary and secondary information. In teaching this sight reading is advisable to use the following exercises:

After reading the text, to determine what issues are hurt on the subject.

Fixing subtracts a plan information, keywords, abstracts, etc.

Quick transfer of the content of the text in your own words in a foreign language.

To practice this form of reading long texts are used relatively, easy-to-linguistically, containing not less than 25 - 30% excess, irrelevant information. As for the Internet, having a huge amount of diverse material, it remains an indispensable tool for teaching sight reading Trials.

Studying reading provides the most accurate and complete understanding of the information contained in the text and its critical interpretation. Studying reading is attentive elimination and penetration into the meaning by analyzing the text. [15, 129]

Its task is also formation of the student ability to independently overcome difficulties in understanding foreign text. The object of "studying" at the same time as reading is the information contained in the text, not the language of the material.

Studying reading features a large number of regressions than other reader types, - re-re-reading parts of the text, sometimes with a distinct pronunciation of the text silently or aloud, the establishment of the meaning of text by analyzing the linguistic forms, intentional release of the most important theses and repeatedly pronouncing them aloud to better memory content for subsequent retelling, discussion, use in their work. It studied the reading teaches careful attitude to the text. For this type of reading selected texts have cognitive value, informative value and represent the greatest challenge for this phase of training in substance and in respect of language. When teaching reading this kind of suit the following exercises:

Try to understand the values of selected words from the context; check yourself in the dictionary.

Read the sentence (paragraph) and find the words to prove that we are talking about ...

Read the paragraph and write down all the verbs with prepositions denoting movement (duration, place of action)

However, also do not forget about the fact that when working with texts for studying reading stands three-part structure of the work (to read, in the process of reading, after reading). Nevertheless, the percentage of such work on the Internet will be less, because to study reading implies continuous work with the text, and in our time, the learning process is aimed at preserving the health of children. At the same time, the Internet can become an inexhaustible source for the teacher to the student reading texts.

Exploratory reading focuses on reading newspapers and literature in their specialty. Its goal is to find a quick text or texts of the array is quite certain data (factors, characteristics, digital indicators, instructions). It is aimed at finding specific information in the text. Look-reading requires the ability to navigate the logical-semantic structure of the text, choose from it the necessary information on



a particular issue. The search serves more as a reading exercise, since the search of any information on the Internet, as a rule, is carried out on the instructions of the teacher in the educational environment. Therefore, it is usually associated components in the development of other kinds of reading. [13, 22]

Thus, if work is provided with the text of a trial, or viewing search reading, the teacher should also find suitable texts on the network in advance. Reading these texts is better to give children a homework in class to organize an active oral practice on the basis of reading. At the lesson the teacher organizes the activities of students in accordance with the specifics of this kind of reading.

An indispensable tool in terms of mastery of reading skills is an online newspaper. It will allow students to plunge into the thick of world events taking place almost at the moment, to see things from different perspectives.

BBCWorldService provides the opportunity to not only read, but also listen to the news, in many languages, and you can even choose the appropriate level of English and listen to news LEARNING ENGLISH mode. Interesting may seem a dual classification of items - by topic and by continent. Feedback from the publisher by using links CONTACT US.

ABC News accompanies their publications in addition to audio and video even underneath. We can also talk on the proposed topic among readers in CHAT sections.

CNN World News also provides information in several languages and a double classification of articles. Perhaps the cause of audio and video support. Interaction readers with editorial staff and with each other is possible under the rubric DISCUSSION (discussion), which has a board (MESSAGE BOARDS), room for a chat (CHAT) and communication with the editorial board (FEEDBACK). The New York Times in addition to the above offers its readers a training version of the paper with pre-job development.

You can invite students to work in pairs or threes, explore the Internet - articles covering all aspects of life: editorials, sports, weather, culture ... The advantage of this work lies in the full involvement of the whole class in conjunction with the differentiation of tasks: the strong students can do research the more difficult items, while the weaker may be assigned a report on weather conditions or anything from the area of culture.

In addition to work on reading and writing skills, you can fill up your vocabulary. For this we need to offer students make entries, based on the read information. Perhaps the acquisition of new grammatical skills, examples of which are met in the articles. [18, 5-11]

The main advantage of this work is that the students have access to first-hand information, rather than a week or more ago of print, and are involved in the thick of world events, personally exerting an influence on him.

And the Internet may be used not only passively but actively. With the help of the Internet, students can try yourself as not consumers, and providers of information. Website THE YOUNG VOICES OF THE WORLD - an open forum, which is a kind of publishing, where anyone can publish his works, making them accessible to an audience of millions and expressing their views for discussion. All works are accompanied by their creator's email address, which allows the implementation of feedback and tying discussions. The Internet can fully provide us with the text information.

It is also one of the ways of forming and formulating thoughts is written language [9, 18-22]. Externally, expressed as oral, written language is secondary and is fixing our thoughts and associations. For years, the letter serves only as a means of learning other kinds of speech activity that allows students to better learn the programming language material, as well as a means of controlling the formation of speech skills and abilities of students. [37]

Meanwhile, the written form of communication in today's society has an important communicative function. Therefore, at present the attitude to writing and learning skills of students to express their thoughts in writing has changed dramatically. Writing as the goal of learning is present in programs for all types of educational institutions at all stages of FL learning. Internet does not develop writing skills directly, but can only find a number of exercises and rules on working writing technique. [29, 18-36] These exercises:

The first group of exercises includes writing the text (letters, postcards, messages), drawing on the sample, which is typical for primary school. For example, to write a greeting to his beloved teacher in a foreign language.

The second group - this is an exercise in building their written statements using different supports: verbal (keywords, plan, logic) and verbal - visual (painting, photography, phrases, expressions). Used in basic school. For example, describe the picture on the plan.

The third group of exercises that are productive in nature, requires the skills of students to express their thoughts in writing the verbal elements without support. For example, to write an essay on the subject.

This may help some Internet services: e-mail, forums and chat rooms.

So, with the help of the Internet, you can successfully implement effective training productive kinds of speech activity speaking another language - reading and writing. [9, 18-22]

## **2.2 Online learning oral kinds of speech activity**

Individual foreign-language speaking pupil and listening to others does not mean that this is a genuine example of a typical pair of communication interpersonal interaction. [2, 2]

The main aim of learning a foreign language - the formation of the communicative competence, all other goals (educational, educational, developing) are realized in the process of implementation of the main goal. Communicative competence in the modern sense of the word involves the formation of the capacity for intercultural interaction. [22, 5]

Oral communication includes speaking and listening, in which the method is called to audition. The concepts of "listening" and "hearing" are not synonymous. Listening means only the acoustic perception of oral speech and listening - is the process of perception of sounding speech, in addition to hearings involving more hearing, understanding and interpretation of the perceived information. Teachers of English with sadness state that many of the students of secondary schools experience difficulties in speech perception by ear speakers. Formation of skill of listening - one of the ways to solve this problem. [3, 44]

The problem is that it is not very easy to find high-quality materials for these tasks. Of course, you can buy the manual-type book + audio cassette respected British publisher, but these books are quite expensive and you can find them mainly in large cities. Where, then, can find such materials teachers in small towns, villages, rural schools? In addressing this problem can help the Internet, which is a source of audio material with the speech of native speakers (including professional actors) in the form of audio files and text to these sound bites as text files. In this case, the teacher or the methodologist has the ability to copy an audio clip on audiocassette and printed text. Further, this material can be used in any way to prepare for lessons. In addition, there is an opportunity to establish contacts via the Internet with the actors and authors of the pages. Some of these authors and speakers are asked to assess their work, send notes, comments, criticism and can even to recite any work at the request of visitors to their sites.

Proper use of the audio material can significantly contribute to the preparation of students for real communication situations and to remove potential difficulties. To teach students to understand the sounding speech - one of the most

important goals of education. A lesson is almost impossible to form only one speech or language skills. Working with audiotext, we are working in parallel lexical, grammatical, phonetic skills. Audio Texts provide information for the discussion, which, in turn, implies the further development of speaking skills. In this case, listening is a learning tool. [4, 15]

Listening - a very complex form of speech activity and, consequently, contains some difficulties.

Consider the difficulties associated with the perception of the terms:

1) Once, and the brevity of the presentation of information that require a quick response when listening to the perception of the sounding of the text;

2) We are not able to change anything, we cannot accommodate the speaker under your level of understanding (each person has their own style, sometimes it is too scientific, and sometimes too emotional, full of idioms and figurative expressions);

3) The tempo specified by the speaker. The average rate of 250 English speech syllables per minute. [8, 5]

In teaching listening teacher focuses on student voice experience, corrects it and selects the appropriate structure with audiotext.

Knowledge of the above complexities of groups allows you to properly assess the level of difficulty listening as such, take them into account when organizing the training of listening, remove them, and possibly create to closely study the task in situations of real communication. [eleven]

Education and the development of listening skills involves the gradual formation of the receptive auditive skills. Most trainers are divided into preparatory exercises auditive and speech. Preparations are aimed at overcoming the specific difficulties of listening and the formation of his mechanisms. [32]

Speech exercises are controlled by voice activity provides practice listening in an integrated auditive overcome difficulties. [34]

Here are some exercises:

Listen to a few sentences, and raise your hand when you hear the interrogative sentence.

Listen to some verbs and name those as used in the simple past tense.

Titled auditioned text.

Split audiotexts into meaningful chunks.

In cases where the school has the ability to copy the audio information from the network, you can use authentic information to improve listening skills. It is only necessary to bear in mind that almost any text for listening needs some processing due to its adaptation possible reduction. Furthermore, the text may contain a number of unknown words for the group of pupils that are difficult to understand, even from the context. These words are better to write out, and if they are significant for further work to combine them into phrases and record on a tape in the form of a two-stroke paused exercises that children were able to get used to their sound, learned by ear and pronounced correctly. Further work is organized in the usual way on a plan teachers. It is important to bring to the discussions in the classroom lively expressions speakers, derived from various Internet resources. [19]

It should be noted that the organization for oral communication must take into account the nuances of the following:

Whether it equipped with a sound card, computer, speakers whether the computer is equipped with a video camera for videoconferences with partners.

As for the sound card, the vast majority of modern computers have it in their configuration or can be desired by the user. This is not a problem, and the cost of a

sound card is not high. As for the video card or appearing lately videophones, connected to the computer, in our country it is more exotic, quite expensive and therefore less accessible to the masses of users. So in theory (ie technical) task of organizing oral communication with native speakers can be carried out. In practice, for most users, this network service is not available yet. [1, 96]

In the process of real group communication in the mother and (or) foreign languages huge role are dominant, or, on the contrary, suspended position of communication entities, implicit or explicit structure of interpersonal relations, the possession or lack of knowledge of non-verbal means of communication and many other things that can cause and often causes in children and adults, even real difficulty in communicating. Besides, individual students are real and often imaginary inferiority complexes that just occur in the process of communicating in the native or foreign language. For some students, in contrast, are characterized by excessive self-confidence, which often gives rise to its own problems in the communication process. To avoid such problems, it is necessary to use a multilevel exercises to work on oral expression.

- Express your views on this issue:
- Do you agree with the author of the text;
- Describe the image data;
- Refer to the different interlocutors with the request.

You can bring a lot of exercises on a situational basis, as well as on the Internet provide us with graphics (static or dynamic) and sound information. Here on these opportunities on the Internet and we will calculate the analysis of possible ways to use resources and network services in the foreign language lessons and in extra-curricular activities of students. The rest should solve technology training. [1, 96]

We list these features:

- If your computer has a sound card, then we can write (with certain specifications), audio information (speech of political and public figures, interesting presentations on various topics of native speakers on various issues), reducing it to the desired limits on your recorder;
- Held in cooperation discussion groups for the discussion a problem the information obtained from the network resources on the internet, and then arrange a general discussion of the entire class;
- Conduct linguistic analysis of certain messages oral or written statements of speakers containing idioms, realities, idioms, proverbs, sayings, neologisms that reflect the specifics of the functioning of the target language in the culture of the people;
- Use at least fragmentary artistic works of authors studied the language of the country, resulting in the virtual library. This is especially beneficial material for all kinds of projects, discussions;
- Use of electronic grammar reference materials offered in these exercises, and vocabulary guides, dictionaries, directories regional geographic nature, materials of distance learning courses available in the public domain to be included in the lesson.

However, the listed examples of the use of Internet resources in the classroom, these opportunities are not exhausted. [13, 44]

It can be concluded that it is possible to effectively form the skill of listening through the Internet. With its enormous potential, the Internet has a huge advantage over the primer and attached cassette. With the Internet you can not only hear the voice of a native speaker, but also to work out the ability of speaking and communicate on various topics in the television forum and chat rooms.

### **2.3 Internet in teaching aspects of speech activity**

#### **Internet in the process of pronunciation skills**



When training such verbal skills as speaking and reading in a foreign language course, special attention should be paid to the phonetic errors, ie, on the sound design of speech. Students are usually completely unaware that the use of the native language skills in a foreign phenomena. Therefore, it is urgent is to identify common errors in order to further their adjustment and formation approximated pronunciation. [3, 43]

As shown by recent studies, the pronunciation is the basic characteristic of the speech, the basis for the development and improvement of all other types of taxiways. Under phonetics as the training aspect refers to the sound structure of language - a set of audio tools that make it the material side (sounds, sound combinations, stress, rhythm, melody, intonation, pauses). Mastering sound systems - required to communicate in any form. It will be clear to the listener with difficulty or not at all understand, if the speaker violates the phonetic rules of the language. Listening poorly understand the other's speech, if he does not own pronunciation skills as auditory images, or standards, accumulate in a person's auditory memory, and then there is a verification of what he hears, that he has accumulated in his memory. Formation of phonetic skills involves the restructuring of the usual articulation by establishing similarities and differences in the pronunciation of the sounds in the native and foreign languages, the formation of phonemic hearing, as well as mastering the technique of casting foreign-language sounds in a word, phrase, sentence, in the process of speaking. While reading and writing works pronunciation of the internal, which means that - the inner sound and pronunciation. Hence, only the presence of pronunciation skills ensures the normal functioning of all types of taxiways. [4, 13]

The purpose of training is to master the pronunciation of auditory-articulatory aspect of speaking and reading:

Ability to listen and hear, the development of phonemic hearing;

Skills of pronunciation, ie driven to automatism possession articulating base FL, ways of intonation;

The development of inner speech (inside of pronunciation) [3, 45]

In this case, the Internet certainly can help. There are some sites aimed at the development of pronunciation skills. They suggest learning pronunciation skills through repetition of sounds, words, sentences for the speaker, but here it is necessary that the computer has been connected to the microphone. When this work is tracked your pronunciation and relating your speech with speech speaker. For the greatest interest may be exhibited marks for your work done. There is also a lot of exercises, aimed at creating audio-pronunciation skills.

Exercises on active listening and recognition of sounds and intones to develop phonemic hearing. Exercises can be executed by ear and using graphics support, a voice teacher and through the Internet:

- Listen to a series of sounds / words, click on a specific button when you hear the sound of [...]
- Listen to a number of proposals, when you hear the interrogative sentence, click on the button ...;
- Say the words of the speaker into the microphone, and correlated with the benchmark.

Exercises reproduction aimed at actively pronunciation of sounds, syllables, phrases, sentences following a model-teacher or speaker - in unison or individually. Exercises can be worn by the character of the game - "Echo", "deaf and dumb", "Parrot", etc.

An effective means of mastering the phonetic material is memorizing tongue twisters, rfmovok, dialogues. For example, on the Internet you can find a rhyme containing the phonetic material:

[Ai]

My kity is white;

My kity is light,

And it can fly

High in the sky.

In order to remove the monotony of training in the speaker pronounces words / offer

Quiet - loud,

Fast - slow,

Happily - sadly,

Solemnly - frustration, etc. [28]

Thus, at the initial stage of training is necessary to lay the foundation of good pronunciation, which implies the right intonation, pauses compliance, knowledge of the characteristics of stress in the sentence, as well as the correct articulation. As experience shows, pronunciation skills can not remain unchanged, so it is important not only to maintain the pronunciation skills, but also to continue their improvement at the middle and senior phase of learning.

### **Internet in the process of formation of lexical skills**

One of the most promising directions in the field of teaching foreign languages (FL) recently recognized early training in mass secondary school. Today, it is not necessary to convince anyone that DICE training at the initial stage of training contributes not only more durable and practical knowledge of them free, but also carries a great intellectual, educational and moral potential. At the initial stage of training foundations mastery. At the same time, along with the development of communication skills of students in various types of speech

activity great attention is given to proficiency language material as RD, as well as any other, based on relevant skills.

The ability to automatically, with respect to their own set of actions and operations related to the challenge words from long-term memory, by relating it to other lexical units (LU) referred to as lexical skills (LS). [8, 8]

Therefore, the purpose of learning the lexical aspects of speech is the formation of a productive and receptive vocabulary skills. First of all, the perception of the words in the ears or in the schedule to happen his recognition that assumes instantaneous correlation contextual forms words with his familiar way. Using a computer allows you to create a graphic image of a word together with its sound and the motor way. At the show, appear on the screen and the corresponding pictures.

Along with the graphic representation of the words students have the opportunity to listen (the sound image is formed of words). Written fixing vocabulary promotes relations of words (auditory, visual) and thereby contributes to their better memorization. Using the Internet is a certain convenience for teachers, because it is not able to bring to school all he needed items, and their visual representation is time-consuming. [22, 5]

Introduction to the vocabulary using the Internet can be performed directly in the classroom, in the office if a foreign language and they have computers connected to the local network. If this is not possible, then certainly in our time is already in each school are connected to at least one computer to the Internet and multimedia projector. Through it can be shown as images, and LE. For better memory training better lexical skills to build a game. As a result, multiple, targeted exercises consciously automatable operations are converted into skill. Consider the operations that characterize the productive and receptive LN and the possibility of working out with the help of the Internet. At the stage of training and the use of vocabulary for productive activities will determine the operations compound words

based on the content of the utterance. In order to form LN teacher uses the Internet to train students in action on a combination of LUs. Here is an example for practicing this activity. For example, students are encouraged to:

- Correlate pictures;
- Create a bid of data words,
- Fill in the blanks in the sentences / dialogues suitable LL(language level);
- Make combinations of the suggested words ...

LAN will help the teacher to track the progress of each level. Since all children are working at the same time, it is possible to identify the winner immediately

If you do the job in the form of competition. Rapid implementation of these tasks makes it possible to increase the volume of the studied language, due to time savings. [32]

Internet can also intensify the vocabulary learning process based on the performance of children of different but equal job complexity. We give examples of exercises in the use of LL in speech activity:

- Create a holistic dialogue from disparate cues,
- Guess the meaning of words that are similar to Russian, and check the accuracy of guessing dictionaryWhat are the nouns that can be combined with the verb
- Pick orally data words antonyms, synonyms ...

When performing such tasks can be the work of two students per one computer, ie Internet In addition to providing jobs variability contributes to the formation of the guys the ability to work individually and in pairs. When training using the Internet control is exercised at all stages of learning the vocabulary due to the fact that it can solve the problem of feedback. Thus, the Internet creates conditions for individualization and intensification of the process of training

vocabulary, ensuring that the exercises are equal in complexity all students simultaneously.

## **2.4 Internet in the process of formation of grammatical skills**

Grammar - is the object of constant disputes procedure. Grammar serves as a building material of speech (oral and written). It permeates the whole language. This skeleton, which held all the words, speech utterances, texts. Grammar - is the circulatory system that nourishes a living language; foundation on which to erect a building called "Foreign Language". Grammar can be compared to traffic signs, with a geographical map, a plan for the city. It helps us to communicate in a language that live in that language, to create. The value of the study of grammar IYA is also in the fact that it helps us to better understand the grammatical structure of the language, develops logical thinking, observation, ability to analyze and generalize. [8, 9]

Teach grammar - then form specific to the language arrangements, and so that the students simultaneously evolved certain grammatical knowledge that they are "operational" (AA Leontiev). In the normal course of business with grammatical material students gradually build up language skills and begin to form grammatical skills (GS). This can also help the Internet. On the Internet you can find some ideas, tips and exercises for the formation of GS.

Under productive GN defined as "the ability to select the speaker model, adequate speech problem, and arrange it according to the norms of the language." [17] Speech task is always a communicative intention to say something, in something persuade, express an opinion, etc. It is the tasks and serves one or another form.

Under receptive GN should be understood the ability of the reader (listener) to recognize grammatical forms the target language and relate to their value.

By grammatical skills are defined as automated use grammatical material in the productive and receptive RD.

Formation of GBV is gradual, stage character. So, G.V Rogov, F.M Rabinovich, T.E Sakharov three stages: introduction, training, use. [36]

Introduction to new grammatical material should not take long. Especially if it helps the Internet. First, the teacher does not need to spend time on the production of a variety of support schemes. Secondly, for the children on the Internet exist many scientific and entertainment material for differentiated instruction. Third, the teacher does not need to spend a lot of time to monitor the students - for it all "make" the Internet. At this stage it is necessary to disclose the value shaping and use of grammatical structures, to ensure control of its understanding of the students and primary fixation. Give examples of exercises at this stage:

- Form the grammatical form of the sample and enter them in the form of answers;
- Tell me, what grammatical phenomenon you would use in the following situations;
- Change the situation so that it was possible to use the opposite value on the grammatical structure.

The main time is given in the course of automation of training exercises. Once introduced new material, usually formulated - instruction and instituted a voice sample, the next stage of training students in the use of the material in question. In his speech practice a person says something, not because he wants to use a particular grammatical phenomenon, and to express their disagreement or agreement, confidence, etc. Therefore, exercise should be a communicative character. [19, 317] For example:

- Say that today everything was as usual.
- Compose your own verse based on the model;

- Expressed confidence surprise at the statements of a foreign friend.

The feature of grammar exercises that any sample offered by a teacher, this sample is not to imitate, and the sample solutions of communicative tasks. GN is not only commercially, but also lost.

Therefore important to work on systematization and repetition of grammatical material. To systematize early learning, students can create their own page on the Internet and keep it "Zaykin notebook" or "My Computer", in which they can record their grammatical structure and grammatical forms in the form of charts, drawings, etc. Through this page, children from other countries can also clearly taught grammar to express their opinion, give praise. Such systematization is cross-cutting in nature, creates a situation of constant accumulation of grammatical material, which gives stability and strength of grammatical skills.

Monitoring formation of GN made in the process of listening to oral statements, ie, in the activity itself. To control the use and special exercises, such as filling in gaps, the choice of a number of forms required for correction. Knowledge of grammatical forms of controlled exercises on the transformation of one form into another. Most of the exercises should be the nature of the test, because they are economical in time in objective assessment and have a mass character. [17] Of course, foreign language lessons can not use the computer constantly, as there are many other problems that can be solved only by direct communication. But to underestimate the role of these lessons can not. This computer training has a great potential and motivational training corresponds to the principle of individuation.

## **2.5 Internet in project activities**

The project work of students - this is the most effective activity of children outside school hours. But its effectiveness is fully dependent on the organization and coordination on the part of teachers. What is so attractive project activities for the educational process in a foreign language?



Apart from the huge potential that carries the method itself projects for the formation of the communicative competence, significant additional opportunities arise in the use of information resources and Internet services in the design activity of schoolboys. Only with the help of internet, you can create a genuine language environment and pose the problem of the formation of the need for learning a foreign language through intensive communication with native speakers, working with authentic literature of different genres, listening original texts written by native speakers. This is perhaps the most effective possibility of forming social competence on the basis of the dialogue of cultures. [6, 39]

On the Internet, students and teachers can find all the necessary information for the project: about museums and exhibits around the world; about current events in different parts of the world and people's reaction to these events; on the environmental situation in different parts of the world; on national holidays; statistics on a variety of issues, etc.

The simplest design is a correspondence by e-mail. The advantages of this type of correspondence is obvious: students a real opportunity to use the foreign language as a communication tool, to master basic computer skills to get the needed information from an authentic source as soon as possible. The role of foreign language teachers is to encourage the students, providing them with language, using the information obtained in the classroom in the form of individual assignments.

Along with the correspondence represented a very effective joint telecommunication projects with foreign partner schools. [23, 8]

Under the educational telecommunication projects we realize joint educational and informative, creative activity partners pupils, organized on the basis of computer telecommunications, with a common problem, the goal, agreed methods, ways of working to achieve a common result of joint activities. [24, 8] projects can be carried out both on the lesson and after school. The project activity

is most effective if it can be related to the program material, significantly broadening and deepening knowledge of the children in the course of the project. At the heart of the project is always some problem. [23,11]

And what we did not have a problem, all discussions will be conducted in English. That is why we are talking about creating a language environment and conditions for the formation of the need to use FL as a means of real communication in the process of cross-cultural interaction. [24, 6]

The project must not be limited to the topic. For though not large, but significant problem. Only in this way will be able to switch the attention of schoolchildren with forms of expression to the content. The thought of children in this case occupied by how to solve the problem, some rational ways of its solution to choose, where to find convincing arguments to prove the correctness of the chosen path. Much depends on the problem. If it turns out to be interesting for both our students and for students from other countries, then there are suitable conditions for the organization of international telecommunication project. [30]

This is one possible option. There may be a purely extracurricular projects, if guys are attached to some proposed in the networks of the international project. Such projects are always organized around some interesting problems. If the proposed issue of interest to school groups or even for individual pupils, you need to encourage them to individual or group project activities outside school hours. But in this case it is impossible to let the guys in the free swimming. The control and the necessary assistance should be provided regularly. Otherwise, if the student does not see the genuine interest of the teacher, the parents in its activities, the enthusiasm quickly extinguished.

Very interesting interdisciplinary projects are also organized around a specific problem. It can be international projects on the ecology, geography, demographic, historical, creative projects. But if they are international, then, must be conducted in a foreign language. In any case, the project activities with native

speakers foreign language performs its basic function - forming agent and the formulation of ideas, means of communication. Communication takes place with other carriers culture whose language is studied by schoolchildren. Therefore, language acquisition occurs naturally in the socio-cultural background. Children not only solve the problem together, they get acquainted with the national and cultural characteristics of the partner countries, will learn many interesting things about each other. And what is especially valuable, students learn to understand each other and be aware of the fact that we all live on one planet that we have nothing to share. So, you should learn to respect and understand each other. It should also be borne in mind that any project must end with a very real, tangible practical results. [23, 5]

Thus, Internet projects - are educational technologies that allow their members to solve their learning (educational) problem by organizing their own activities in cooperation with partners and colleagues (including those from different countries) and using Internet resources.

The activities of the education community to use the Internet projects creates conditions for the provision of modern education, the development of professional skills and effective training of teachers, extending the boundaries of educational spaces, gaining experience of multicultural interaction, the existence of a culture of peace ideas and building practices of public diplomacy.

## **Conclusions of the second chapter**

The Internet provides many opportunities to improve the quality of foreign language teaching, and creating incentives for learning. It is an excellent tool in the educational process, namely, learning the different kinds of speech activity.

Internet can help to foster language skills and provides a wide range of additional exercises to work on the lexical, grammatical and articulatory aspect of speech via the Internet, you can create in students the skills of independent work, encouraging them to participate in project activities in the global network.

Undoubtedly, new computer technologies play an important role in the teaching of foreign languages at the present stage. Special attention is paid online.

Mainly, it depends on a wide range of network capabilities.

Firstly, the Internet allows you to constantly get new information on the topic of interest. When this information is in a foreign language is absolutely authentic and, in addition, to date.

Secondly, the existing sites allow you to keep track of their knowledge, carrying out one or another training exercise.

Thirdly, with the help of internet, you can create a genuine language environment based on intensive communication with native speakers, working with authentic literature, listening original texts, which undoubtedly contributes to higher motivation of students.

Finally, the Internet is an indispensable tool for learning different types and aspects of speech activity.

Web Resources, of course, may be present at all stages of learning a foreign language. A particularly important role will play a global network of independent work with the students, encouraging them to search and creative activities.

Network Didactic possibilities are very large. It can be a means of achieving educational goals for the student and for the teacher. In this case, the teacher becomes an assistant, performing jobs that most organic in the contemporary context of education. Internet does not replace the teacher, and became one of the most important means of learning a foreign language at the present stage.

## **Chapter III**

### **New information technologies in teaching English**

#### **3.1 Practical application of information technologies at English lessons**

Avalanche and widespread computerization of all spheres of human activity poses higher education the organization of efficient mass training of skilled users, regardless of the ultimate professional orientation of future specialists. Today, the ability to use in their subject area of computer and telecommunications should be considered as a criterion of general literacy, comparable today with the traditional interpretation of the concept - as the ability to read, write and count.

Information and computer technology opens new opportunities for me in teaching my subject, because Using ICT in the classroom of English, I am faced with new forms and methods of teaching, looking for new approaches and styles to learning.

So, let's call the most frequently used elements of the ICT in the educational process:

- Electronic textbooks and manuals, demonstrated by a computer and
- Multimedia projector,
- Interactive whiteboards,
- Electronic encyclopedias and reference books,
- Simulators and testing program,
- Educational resources of the Internet,
- DVD and CD discs with pictures and illustrations,
- Video and Audio,
- Interactive maps and atlases,
- Interactive conferences and competitions,
- Materials for distance learning,
- R & D and projects.
- Distance learning

English language teaching using ICT gives children the opportunity to participate in the test, quizzes, competitions, contests, conducted over the Internet, chat with peers from other countries, participate in chat rooms, video conferencing, etc. Students may obtain any information on the issue on which they operate, namely: lingvo- regional studies material news from the life of famous people, articles from newspapers and magazines, the necessary literature, etc. Classic and integrated lessons, accompanied by multimedia presentations, on-line tests and software allow students to deepen my knowledge previously acquired, as the English proverb - "I have heard and forgot, I saw and remembered."

I would like to focus on the most commonly used CTI me at English lessons:

### **Internet resources**

The possibility of using the Internet - a huge resource. The Internet is creating the conditions for obtaining any necessary students and teachers information held anywhere in the world: news, regional studies material, foreign literature, etc. In English lessons internet helps me solve a variety of teaching tasks: to generate skills and reading skills, using materials of the global network; improve writing skills students; replenish the vocabulary of students; to shape students' sustained motivation for learning English. In addition, work is focused on the study of Internet technology options to expand the horizons of schoolchildren, establish and maintain business relations and contacts with their peers in English-speaking countries.

### **Using the projector**

Advantages over traditional projector visual aids - to ensure visibility as an important component of teaching methods.

Projector - a device by which a static image with a transparent film format And 4 is transferred to the big screen. The image on the transparent film serves as a

teaching tool and can be prepared using a computer, copier or using felt-tip pen. What are the pros from the projector, unlike traditional visual aids?

1. Image dimensions may vary depending on the distance from the projector to the screen. Furthermore, the image is highlighted and perceived easier.

2. Teacher independently set image display time, on and off the projector. Thus, the image appears on the screen only when necessary.

3. The teacher can easily change the slides, so the number of images to the feed material can be quite large. This helps to maximize consistency between the stories of the lecturer and graphic image.

4. Demonstration of the individual phases of development of dynamic processes allows the teacher based on the student's imagination, the ability to use it to invent intermediate steps, etc.

5. Slides do not occupy a lot of space for storage, and does not fade over time - they can be used indefinitely.

### **Computer lecture**

Computer lecture developed Power Point resources - thematically and logically connected sequence of data objects, as demonstrated on the screen or monitor. During the lecture, various data objects: images (slides), audio and video clips. The effectiveness of the slides, pictures and other demonstration materials will be much higher if the complement display diagrams, tables. After these lessons learned material remains at pupils in the memory as a vivid image of the teacher and helps stimulate cognitive activity of the student.

Most often in my practice, I spend a combined type classes, where there is also a survey of homework and explaining new material. Power Point presentations development program allows you to prepare materials for the lesson, combining the various means of visibility, leveraging the dignity of each and offsetting



disadvantages. Most often, I use these types of lessons with the use of Power Point presentations program:

- 1) Lecture, which have the main goal, not illustrated, and difficult to visually recording material for students in a convenient manner;
- 2) lessons - illustrations on topics where there is a need for striking visual images,
- 3) Lessons - visual aids to help the samples, the students create such work independently.

And the last thing that should be noted: using slide - movies, interactive models, can be carried out a differentiated, individual approach in work with students who possess varying degrees of development of educational material.

### **Electronic textbooks**

The advantages of e-books, in my opinion, are: firstly, their mobility, and secondly, due to the availability of computer networks development, thirdly, the adequacy of the level of development of modern scientific knowledge. On the other hand, the creation of electronic textbooks and also contributes to the solution of such problems as the constant updating of information material. They may also contain a large number of exercises and examples illustrated in detail in the dynamics of different kinds of information. In addition, with the help of electronic textbooks are monitored knowledge - computer testing.

### **Electronic dictionaries**

Electronic Dictionary combines the search functionality of the interesting information, demonstrations of language patterns and allows you to learn the course material using a special system of exercises. All modern electronic dictionaries use audio tools of multimedia personal computers for pronunciation playback.

Most often we use the following dictionaries:

1. PROMT (translates sentences from Russian into English and from English into Russian)
2. Mueller Dictionary (revised English-Russian dictionary contains 160 000 words)
3. Alternative English Dictionary (constantly updated dictionary of English slang)
4. New Words in English (neologisms Dictionary of English).

To transfer using any of these dictionaries must enter the translated word (phrase, sentence, etc.) in the dictionary dialog box and follow the instructions of the electronic dictionary. The use of electronic on-line dictionary is particularly convenient if necessary a translation dictionary unit, and once a certain number of them, for example when dealing with the "keyword" text, dialogue, etc., when performing exercises in learning to read at pretext stage. And of course, the ability to use virtually any dictionary on the Internet saves time and effort, contributes to the creative work of the student.

Application of modern technologies in education creates favorable conditions for the formation of the personality of students and meets the needs of modern society.

Using the information resources of the Internet, it is possible, integrating them into the educational process more effectively address a number of problems in the classroom teaching of the English language:

- a) Develop the skills and reading skills directly online using materials of varying difficulty;
- b) Improve the skills of listening, based on authentic audio texts on the Internet, also suitably trained teacher;

c) Improve the skills monologue and dialogue statements on the basis of the discussion of the problem presented by a teacher or someone from the students, the network materials;

d) Improve the skills of writing, individually or in writing, composing replies partners, participating in the preparation of abstracts, compositions, and other products epistolary joint venture partners.

In the modern world it is impossible to do without the computer. Internet replaces TV, telephone communication, personal communication with friends and family, going to the cinema, library, shopping trips to the store, letters and much more. But this fact has a positive side: Ability to communicate to people with disabilities, information search, distance learning, etc. Since we live here and now, we should be able to use the positive possibilities of the computer age. One way is the use of information and communication technologies on English lessons.

We have computer training in English language programs (multimedia application "Enjoy Listening and Playing" for primary schools) were used to M.Z.Biboletovoy and others. "Enjoy English". (Obninsk: Title 2009).

This program can be used for individual and collaborative. It can also be used for independent work of students. The program "Enjoy Listening and Playing" is used for the projector, interactive whiteboard, computers.

The program is designed to meet the psychological and age younger students. The exercises aim to develop all kinds of speech activity. Particular attention is paid to listening, of pronunciation of the speech. We present these types of exercises, such as:

- Listening exercises (trial and test understanding of the content you listened to record);

- Exercises on the formation of the graphic and sound image through word animated presentation and activation of new lexical units;

- Exercises on the formation of reading skills (study and training in the use, method of sound-letter correspondences, the method of perception words or phrases as an integrated unit, finding words on a screen in his sound, read on their own without the support of sound);

- Exercises semantization vocabulary and spelling literacy development;

- Exercises on the formation of grammatical skills;

- Exercises on the formation of the graphic and sound image through word animated presentation and activation of new lexical items.

Students have great pleasure in doing the lessons, repeat the words, sing songs, perform exercises. The ability to listen to the recording several times, repeatedly perform the job, to study at home give children the confidence that all of them will turn out. Since a lot of attention is paid to listening, of pronunciation of the speech to the first lessons students learn a foreign language become accustomed to listen to foreign language speech that removes a number of psychological problems when communicating with native speakers, as it becomes "live", and not just one aspect of education. The use of information and communication technologies help to make lessons more vivid, interesting and memorable.

### **3.2 Forms of work with computer training programs at foreign language lessons**

With the introduction and testing of thematic vocabulary, such as shopping, food, clothing, etc., "Triple play plus in English", "English on holidays" can be used computer program, "English Gold 'and others. Stages of a computer program the following: demonstration, consolidation, control. For example, the computer program "English on holidays", consider these steps.

In the 1-st stage - the introduction of vocabulary, for example, on the topic "Weather". Using the demo computer, the teacher selects the automatic mode:

appears on the screen images depicting natural phenomena: the snow-snow, rain-shower, thunderstorm-thunderstorm, cloudy-humidity, frost-drizzle, clear-clear, sunny-sunny, cold-cold, cloudy-cloudy, hail-hail, and others. Then, the following phrases:

What a beautiful day! - What a beautiful day!

Whatawfulweather! - What terrible weather!

Is it usually as hot as this? – Is it always as hot as this?

What's the forecast for tomorrow? - What's the forecast for tomorrow?

It's windy! - Strong wind blows!

It's raining - the rain

Students watch and listen. Operating time - about 1 minute.

In the 2-nd stage we are working on improvement of pronunciation and vocabulary consolidation. Teacher or student program switches from automatic to normal, clicks the mouse arrow pointing to the word or phrase. Students repeat after the speaker chorus. If you have multiple computers in the classroom, students work individually or in pairs, using headphones and a microphone. Operating time - about 5 - 10 minutes, it depends on the number of words of the subject.

In the 3-rd control is studying vocabulary. Students choose a job that contains a different number of questions relating to: 10, 20, 30. At the end of the exam table appears on the screen results in a percentage. Of course, each student strives to achieve the best results.

If a class is only one computer, it is used as a demo during the introduction and consolidation of vocabulary front. Control of thematic vocabulary can be carried out individually using the handout - cards. Targets on the cards may be similar to the tasks of a computer program, for example:

Enter the correct translation:

Snow - tennis, shower, snow, umbrella, thunderstorm, boxing, basketball

Which of the written word is more than the sense of:

winter, February, cool, december, November, January

Select the most appropriate phrase in this way - warm.

What awful weather! It's windy! Is it usually as hot as this? It's too dark. It's raining.

The computer program "English on holidays" covers lexical material on "City" and allows you to control the vocabulary from all sections of the theme. In this case, it offers a number of issues: 60, 90, 120.

### **Pronunciation Testing**

Many training programs include operation with a microphone. After listening to a word or phrase for a student repeats the speaker and the screen displays a graphic representation of audio speaker and a student, when compared to that seen any inaccuracies. Student seeks to achieve a graphic representation of the spoken sound as close as possible to the sample. However, this kind of work requires a lot of time, but, nevertheless, a few minutes of the lesson, you can devote to this work, especially since it has a positive result. And after school, or at home in the presence of the necessary conditions can train longer. Many computer programs allow you to work with a microphone, but the most appropriate, in my opinion, the training program "Professor Higgins". It is useful at the initial stage of learning English, and in the subsequent stages. I use this program in the classroom during the phonetic charging razuchivaya proverbs, rhymes, for example:

Peter Piper picked a peck of pickled pepper,

Swan swim over the sea

A peck of pickled pepper Peter Piper picked.

Swim, swan, swim.

If Peter Piper picked a peck of pickled pepper,

Swan swam back again.

Where's the peck of pickled pepper Peter Piper picked?

Well swum, swan.

### **Education dialogical speech**

Here is an example of working with a computer program dialogs "Triple play plus in English". Of the proposed 12 dialogs, choose one, such as "Cafe". On the screen there are several images - scenes of dialogue.

I - stage - familiarity with dialogue

Goodmorning!

Good morning!

What would you like?

I'd like some coffee, please.

Do you want milk in your coffee?

Yes, please.

Hey, this coffee is too cold.

I'm sorry.

Here is some hot coffee.

Thank you.

How is it now?

It's just right.

Would you like some more coffee?

No, thanks.

How much is it?

Ninety - five cents, please.

Thank you. Have a nice day.

Good bye.

## II - stage - learning of dialogue

If you have multiple computers in the classroom, students work in pairs or groups of 3 people. They repeat phrases for speaker, here microphone operation mode can be used. Younger students can perform exercises on a compilation of proposals from the groups of words, such as: like, lyke, what, you, wood, your, yu, would. The student suggests the arrow on the right word, clicks the mouse to make a proposal What would you like? etc. The number of true sentences is reflected on the screen. Thus, students learn through play and learn the spelling dialog.

## III - stage - mock dialogue

Students reproduce dialogue, first building on the picture, and then portray his own.

The next step - is the control of dialogical speech after studying all the 12 dialogues. Students choose the card with the job (teacher himself prepares cards with a description of the situation) and make up their dialogue, using the vocabulary of the program and showing their imagination.

## **Education letter**



This type of work solves two problems at once: the correct spelling of English words and keyboard mastery. Computer "Bridge to English" training program helps to meet these challenges. Almost every job involves printing on the keyboard of English words and sentences. Proshunin Elena, Grade 7: "I really like the program" Bridge to English ", because we learn fast typing in English, while we remember the English words as they are pronounced as they are written."

### **Testing of grammatical phenomena**

All educational software anyway involve practicing certain grammatical structures. The program "Bridge to English" 20 lessons and each lesson practiced their grammatical phenomena: affirmative, negative and interrogative sentences, degrees of comparison of adjectives, participle, passive, pronouns, some, any, there is the structure / there are, prepositions, etc. .d. All kinds of work one lesson. aimed at practicing specific grammatical phenomena.

The "grammar" of the program "Professor Higgins" has two parts theoretical and practical. Checking student knowledge of the program noted its successes, tells if necessary.

"English Gold" program includes 144 microdialogue, each of which fulfills a certain grammatical structure, for example, Present Continuous is used in many dialogues, such as the parents talk about their children, who are playing in the garden. After listening to the dialogue, the students reproduce it with the support of the picture, and then on their own.

Drawing on grammar tests, using a computer, helps students learn better grammar. High school students are developing their computer programs to check the lexical and grammatical knowledge of students. For example, a student in grade 11 in 1998, has created a computer program with multimedia elements, based on a collection of tests "Russtel Test", which he successfully defended in the regional competition of young programmers, Odintsovo District. This program is popular among pupils of 8-11 classes. In 2000, 11 grade student has created a

computer program in the German language "Odinzowo", which helps students examine oral theme "My hometown" to check the knowledge of the German language on "Moscow". In 2001, a student of 11 class of protection on the exam on computer software program "Test of English grammar." Create a program used by students at foreign language lessons, along with other computer

### **3.3 Comparative characteristics of computer training programs**

So, what types of activities may make the pupil in the network after working hours to better mastery of a foreign language? This is an individual work to fill gaps in knowledge of students, formation or improvement of grammar and lexical skills. To this end, it is useful to offer the children to use a variety of programs and distance learning courses.

Currently, the Internet offers many different online- material. But in order to use it most effectively, you first need to analyze: whether this material be included classes? Subject material is closely connected through the authentic texts of the problem of the German language and youth culture.

To forms of exercise are such as different types of reading, questions and interpretations of words to text, authentic tasks (research work in the WWW), as well as free writing in offline mode and in online mode.

For reading comprehension has the following exercises:

- Correlate the images with the proposals;
- Relate the concepts and images;
- Arrange the pictures according to the content of the text;
- Choose the correct answer to a question of a few sentences;
- Retell the content of the text, drawing on the image;
- Tidy up proposals;

When it is used, such as the types of reading:

- Understanding of the text with the help of pictures and inscriptions;
- A global understanding;
- Total understanding;
- Cursory reading;
- Reading of the search;
- Judgment of the content of the text in its shape and appearance.

Listening and understanding are implemented only seen in the chapter where you can watch videos and answer questions.

Competence in technical means of learning is realized through technical guidance for job search engine on the WWW and in a footnote in the articles, as well as when performing search tasks in Alta Vista.

As for the grammatical competence, it is considered that the most important aspects of learning German grammar has to be completed, can only be something to refresh. If there is a question about any rule, you can refer to the "English grammar".

The tutorial is only momentary, you can work with a number of tasks, which means that they can hardly be presented or processed by conventional means of training.

This includes all search operations in the WWW, writing and sending articles to the contest. All information for teachers can be found on the Internet, there is a forum and a guide for students.

Explanation of vocabulary, which is carried out by means Programs-dictionary noted in this tutorial different colors that correspond to a particular

group. If the word is underlined in red, then clicking on it, you can see the interpretation or explanation of the word program.

This glossary, which implies an explanation of sufficient means to explain the vocabulary.

The study of grammatical structures multimedia is not currently good prospects. In my opinion, this is only possible in traditional textbooks. Perhaps in time we come to the fact that in the digital training programs it was possible not only a repetition of any grammatical skills or abilities, but also their development from the beginning.

It proposed to use the search engine to read, you will need to find a proposal with the union (a total of 4 examples).

The use of adjectives trains when reading the contents of the pockets of his pants. In this task, you need to describe the person that owns the pants.

In eight chapters (19 in total) exercises enable further work on set designs. As communicative exercises may be mentioned only in the form of written communication messages for the contest, which allows free communication in the language.

In this tutorial are taking place the following types of texts: the diaries, short texts, newspaper articles, videos, texts on a specific subject, proverbs, articles from encyclopedias and dictionaries, quizzes, stories with pictures and interviews.

Well in this tutorial is that there are training different kinds of reading. This work is very useful and interesting. During the lessons, such work should be carried out regularly.

Job search engine on the Internet and the information that is offered in this tutorial, I find it very interesting for teachers. But before you enter it in the lesson,

the teacher should himself step by step to do the whole job search and work out all the information, which means huge time-consuming.

The basis of the program lies in the texts from newspapers and magazines that have been processed and are pieces of work in the classroom the German as a foreign language. Basically, the program is designed for students who have studied German for at least 3-4 years. It can be as a person involved in their own language, and a group of students.

By learning goals include reading comprehension and listen to (listening), the ability to write text competence in grammar, competence in technical training aids.

The forms of exercises that develop the ability to understand what they read, the traditional: answer the questions found in the text of the proposals, to place in the correct order, the description of some concepts. These exercises correspond to the set goals and lead to their achievement.

As work on the development of skills of writing the text are asked to select one of several tasks and write the text. To perform this task, you need the appropriate expertise in technical training means (in this case the computer), because there is not offered any assistance or clarification in technical terms. Otherwise, the student will be unable to write any message. refers undoubtedly «Expo 2000" section to intercultural learning.

The tutorial contains the following types of texts: articles from newspapers and magazines, interviews, tables, object texts. There are training these abilities as reading comprehension, speaking, writing, expertise in technical training aids.

Among the main learning objectives include reading comprehension, writing texts, intercultural training and competence in the technical means of education.

In the foreground is the possession of elementary knowledge of everyday German. Material is presented as an incentive for sharing knowledge.

As the most important forms of exercise can be called such as free text or writing messages and authentic setting in the form of web-searches.

Exercises to develop the skills of reading comprehension for the most part are not available, the texts play an informative role. Listening exercises are also presented briefly. There is only one interview to listen to, and then subject to the availability to the computer «Real Player».

As an exercise on writing the text at the end of each chapter are invited to write and send the message to the relevant subject. There are also encouraged to make a message about themselves and post it on the Internet.

**The grammar in this tutorial is not trained.**

With regard to geography, this tutorial is rich with great potential. You can find not only city residents but also residents of the village, so that we learn at a higher level of life in England.

In the tutorial, there are different kinds of texts and materials: maps, timetables of public transport vehicles, fairy tales, menu, recipe collection, dialogues, news and radio messages, specialized texts, images, photos, announcements about wanted criminals, crossword puzzles, quotations, newspaper articles, poems, weather forecasts, horoscopes, contact ads, statements, descriptions of travel, plays, literary works.

### **Conclusion on Chapter III**

The purpose of learning a foreign language - is the communicative activities of students, that is, practical foreign language. Teachers Tasks - to strengthen the activities of each student in the learning process, to create a situation for their creative activity.

There is certainly a lot of non-standard forms of teacher's work, activating the account, and therefore the interest of schoolboys to a foreign language.

The use of modern tools such as computer programs and Internet-based technologies, as well as cooperative learning and project methodology allow us to solve these problems. The main purpose of learning a foreign language high school students is the education of the individual, willing and able to communicate, people willing and able to receive self. Participation in various international programs, the opportunity to study abroad involve not only a high level of language skills, but also certain personality traits: interpersonal skills, the lack of a language barrier, knowledge of international etiquette norms, broad-minded, ability is called the "submit" themselves. As a rule, to perform a variety of tests for admission to higher education or to participate in contests or competitions, set a strict time limit of each task, which also requires a special kind of training.

To achieve all these objectives, of course, effective assistance to the teacher has the use of Internet resources in teaching foreign languages, the more - English.

Huge computer network linking together millions of computers - the Internet - is virtually unlimited use of a practical course in various spheres of human activity. Use of the Internet in education allows the use of constantly updated information, teachers communicate with each other.

With the help of internet you can successfully carry out various kinds of training of foreign language speech activity - reading, writing, speaking, listening.

In general, learning via the Internet - is a creative process that allows to develop and to develop new techniques. In addition, training on the computer allows us to study a course at a pace appropriate to his ability, the will and diligence of the student.

The content of educational information on the Internet is realized via hyperactive approach that allows us to study the material in any order, at different levels of foreign language knowledge, and interactive mode makes the learning process in the joint activities of the teacher and the student.

Apparently, the computer has one of the most significant influences on the course of study. The computer allows the student to create a microcosm. From educational programs to run from a DOS command line, training programs on CD and now to learn through the use of the Internet is such a personal computer in education. Using a variety of educational resources, can be taught and written and spoken language teaching of a foreign language using the Internet allows you to make and implement informed choices best mode of training in terms of rationality time consuming.



## **Conclusion**

As it is stated above, the information revolution is on the way today. That is the reason why the way the education is distributed is changing. We have come to the age when teaching and learning are integrated as never before. So there is an urge to seek new ways to distribute the knowledge. One such way is the distant learning programs. These programs are helpful in almost every walk of life, particularly in teaching foreign languages.

Compared to the previous stages of education in the history of humankind this stage is a stepping stone to try to make the progress to its utmost degree via technologies. For example, through the distant learning tools, language teachers are giving the chance to their students to put their knowledge into practice. They are now privileged to use bottomless internet resources whereby upgrading their language skills.

Not only do the students use the written material on the Web, but also they have the opportunity to enhance their oral communication such as pronunciation and auditory skills. And all of this is mainly thanks to the proliferation of the technologies across the world, which is making the gap between nations tighter and tighter day by day.

It is said not once in this paper that foreign languages are an inevitable part of education since the bulk of attention is put on them. Teachers as well as learners have been craving for easy and effective ways to the method of foreign languages. Nowadays we have a good chance to use new technologies in the teaching and learning processes. This gives us great comfort ability to exploit the recourses fully.

Additionally, the advantages of distant learning are numerous with their fitting to nearly every situation. The technologies that we deploy in our education process now no doubt have privileges to lift the education process to a totally new stage. We have witnessed that the distant learning tools have done much to improve the

quality of the teaching and learning process. Furthermore, they should be implemented to add variety to the process itself and to pave the way for newer and newer methods within the educational field.

Finally, it is noteworthy drawing a conclusion about the bright future of the educational field considering the self-evident benefits of today`s methods which brought about unprecedented changes to the view of the foreign language teaching and learning. Holding the opinions aforementioned I strongly believe that the process of educating learners a foreign language will have myriad of improvements in the long run.

## References

1. Азимов Э.П. Материалы Интернета на уроке ИЯ // "ИЯШ". 2001. №1.с.6.
2. Бим И.Л. и др. Аттестационные требования к владению иностранным языком учащимися к концу базового курса обучения // "ИЯШ",-1995. №5. с.2-8.
3. Бужинская В.В. Работа над английским произношением на начальной ступени коммуникативного обучения иноязычному говорению // "ИЯШ". 1991. №4. с.43-47.
4. Веренинова Ж.Б. Обучение английскому произношению с опорой на специфику фонетических баз изучаемого и родного языков // "ИЯШ". 1994. №5.с.10-16.
5. Вильямс Р.Макли К. компьютеры в школе: перевод с англ. /Общ. ред. и вступ. ст. В. В. Рубцова.-М.: Прогресс, 1998.-С.336.
6. Владимирова Л.П. Интернет на уроках иностранного языка // "ИЯШ". 2002. №3. с.39.
7. Гальскова Н.Д. Никитенко З.Н. Организация учебного процесса по иностранному языку в начальной школе // "ИЯШ".1994. №1. с.8-16
8. Гальскова Н.Д., Чепцов Л.Б. Цели и содержание обучения говорению в начальной школе (На материале Программы обучения иностранным языкам в начальной школе) // "ИЯШ". 1994. №3. с.4
9. Грибанова К.И. Обучение письменной речи // "ИЯШ". 1999. №2. с.18-22.
- 10.Под ред. Е.С. Полат. Дистанционное обучение. Учебное пособие / - М.Гуманит. Изд. Центр ВЛАДОС. 1998.с.192.
11. Елухина Н.В. Устное общение на уроке, средства и приёмы его организации // "ИЯШ". 1995. №2. с.47. №4. с.3-6.

12. Елухина Н.В. Обучение слушанию иноязычной речи // "ИЯШ". 1996. №5.с.20-22.
13. Круглова И.В. Использование НИТ в учебных предметах школьного курса // Вопросы Интернет-образования. 2006. №34.
14. Лавров Д.О. Классификация проблем. Термины и определения // Вопросы Интернет-образование. 2003. №15.
15. Леонтьев А.А. Методика. М.: Русский язык. 1988.
16. Макаревич И.Г. Использование Интернета на уроке ИЯ // "ИЯШ", 2001. №5. с.40-43.
- 17.Под ред. В.М. Филатова. Методика обучения иностранным языкам в начальной и основной общеобразовательной школе: Учебное пособие для студентов педагогических колледжей / Ростов н/Д: АНИОН, 2003. с.416.
18. Мильруд Р.П. Методика обучения иноязычной письменной речи // "ИЯШ", 1997. №2. с.5-11.
19. Е.А. Маслыко, П.К. Бабинская, А.Ф. Будько и др. Настольная книга преподавателя иностранного языка: Справочное пособие / - Мн.: Высш. шк., 1996. с.522.
20. Бухаркина М.Ю., Моисеева М.В. и др.Новые педагогические и информационные технологии в системе образования: Учебное пособие для студентов педагогических вузов и системы повышения квалификации педагогических кадров/Под редакцией Е.С. Полат. - М.: Издательский центр "Академия", 2003. с.272.
21. Плотников С.Н. Книжность как феномен культуры. (материалы "круглого стола") // Вопросы философии. 1994. №7-8.
22. Полат Е.С. Интернет на уроках ИЯ "ИЯШ", 2001. №3. с.5.
23. Полат Е.С. Метод проектов на уроках иностранного языка // "ИЯШ", 2000. №2. с.3-11.

24. Полат Е.С. Метод проектов на уроках иностранного языка "ИЯШ", 2000. №3. с.3-9.
25. Полат Е.С. Некоторые концептуальные положения организации дистанционного обучения иностранному языку на базе компьютерных телекоммуникаций // "ИЯШ", 1998. №5. с.6-11.
26. Полат Е.С. Интернет в школе: проблемы и решения // Вопросы Интернет - образования. 2004. №15.
27. Поляков А.А. "Системы дистанционного обучения", Новые знания, 1996г. №3.
28. Пригоцкая И.Г. Стихи и рифмовки на уроках английского языка в 5-7 кл. // "ИЯШ", 1998. №2. с.100.
29. Рогова Г.В. Письмо в обучении иностранному языку // "ИЯШ", 1978. №6. с.18-36.
30. Савелова С.Б. Интернет - проекты и современное образование // Вопросы Интернет - образования. 2001. №1.
32. Тормошева В.С. Использование ресурсов Интернет в обучении иностранным языкам.
33. Фигурнов В.Э. ИВМРС для пользователя. Краткий курс. - М.: ИНФРА - М, 1998. с.480.
34. Филиппов М.А. Использование ресурсов Интернет на уроках иностранного языка.
35. Цветкова А. Я Возможности и пути включения Интернет в школьное образовательное пространство // Вопросы Интернет - образования. 2003. №23.
36. Чебан О.О. Интернет - технологии в школе // Вопросы Интернет - образования. 2005. №30.
37. Щукина Ю.Д. Обучение письму // "ИЯШ", 1985. №6. с.59-61.

38. [http://www.nntu.sci-nnow.ru/Rus/News/Mag\\_dok/cek4/c4-04.htm](http://www.nntu.sci-nnow.ru/Rus/News/Mag_dok/cek4/c4-04.htm).
39. [http://www.conf.freenet.kz/pages2\\_1\\_0,2.htm](http://www.conf.freenet.kz/pages2_1_0,2.htm).
40. <http://www.ioso.ru/distant/do/course/engl-inter/list3a.htm>.