COMPUTER TECHNOLOGIES IN LANGUAGE EDUCATION

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Abstract: In the article, it is one of the urgent issues to apply information technologies to the educational process, which is rapidly entering, using computers and information technologies to create new opportunities in the field of education, educational activities and the development of students' creative thinking, about the child's knowledge through computer tools, to realize moral, creative, communication and aesthetic possibilities and abilities, and for this the teacher himself should be well aware of the field of information technologies, the information of structured computer training programs should be mastered by the student it is explained that if psychological and pedagogical rules are taken into account, it allows for individualization and differentiation of teaching, stimulation of children's interests and independent activity in learning.

Keywords: computer, internet project, interactive, communicative competence, resource, optimization.

The growth of social processes taking place in society at the present stage determines a new approach to the formation of the personality of a modern specialist. There is a growing demand for a specialist who is able to take responsibility, think critically and creatively, and successfully and fruitfully cooperate with representatives of other cultures. The ability to adapt to changing life situations, work with information, independently acquire the necessary knowledge, and apply it in practice when solving various tasks occupies an increasingly important place in the life of a modern person. Such tasks must be implemented with the involvement of modern pedagogical strategies and learning technologies. The ability of educational programs to meet the needs of modern society is of great importance while maintaining the accumulated positive experience. Information resources and services on the Internet contribute to the introduction of a fundamentally new approach to the educational process, providing an opportunity to realise the opportunities inherent in new pedagogical technologies. Teachers' access to modern Internet resources makes it possible to develop their knowledge based on a wide range of educational, search, and research work, which, in turn, is also associated with the application and expansion of language knowledge. In fact, it is a socio-cultural education aimed at the self-knowledge of a person through the knowledge of other people, the study of cultures, cultural differences, and cultural unity, and a and a tolerant attitude towards cultural differences existing in the world. By reporting the search results, the student can express his opinion and discuss the issue under study. Ideas can be discussed with other students in the group. Participants should be able to substantiate their ideas, draw conclusions, and put forward hypotheses. During the discussion, students are asked to answer one general question for discussion. The most common forms of

telecommunications (i.e., communication via Internet technologies) include e-mail, forums, chat technologies, and video conferences. Originally created for communication, they are now used for educational purposes. It is a powerful tool for stimulating education and an ideology of global thinking. The simplest and most accessible form of telecommunications—e-mail—helps to involve listeners in communication practice in a foreign language and contributes to the improvement of written speech. In addition, this type of work is recommended for students who find it difficult to build verbal statements, as it allows them to consolidate and rewrite the text. While the most important task of education is to teach the ability to search for and select the necessary information and creatively apply it to solve complex problems, the advantages of introducing new information technologies into the educational process are obvious. Internet projects contribute to the development of creative and research activities among students, the formation of new socio-cultural knowledge, and, as a result, the formation of socio-cultural competencies.

The global computer network Internet is an incredibly valuable resource for the implementation of various models of language learning, that is, one of the best sources of information, which is often presented in an interactive form and is practically inaccessible. Speaking about language teaching in neophilological higher educational institutions, it should be borne in mind that it belongs to general education subjects and has a limited duration of its study. However, modern socio-political processes in society require an increase in the linguistic culture of the individual and dictate the need for practical language acquisition.

In recent years in the field of foreign language teaching the question of the importance and expediency of using Internet resources in foreign language education has been increasingly raised, which implies not only analyzing the use of new technical means, but also researching the positive and negative sides of the introduction of innovative forms and methods of teaching.

Modern methods of teaching foreign languages are connected with the ongoing technological progress, as well as with the technological renewal of the learning process. Recent advances in high technology and the spread of the global Internet provide foreign language teachers, methodologists, and students themselves with tremendous opportunities for further improvement of the teaching process.

That is why it is so important to improve the methodology of using computer information technologies in teaching English. Modern information technology is becoming part of the learning process. Computer technologies and the English language class are an actual direction that requires modern approaches and innovative solutions.

Modern pedagogical technologies such as collaborative learning, project methods, the introduction of modern information technologies and Internet resources can help bring to life a person-centered approach to learning, provide individualization and differentiation of training, taking into account the capabilities of children and their level of learning.

The possibilities of Internet resources are endless. The universal Internet creates conditions for obtaining any important information for students and teachers from anywhere in the world: country study material, announcements from the life of young people, notes from printed editions and magazines, etc. At English lessons with the help of the Internet you can solve the whole range of didactic tasks: to form reading skills, improve the knowledge of written language, enrich the vocabulary of students, create motivation in teenagers to learn English.

The idea of introducing Internet technologies in the course of theoretical and practical classes in a foreign language, according to E. Y. Sokolova, has been widely spread among teachers, methodologists around the world. The didactic aspects of computerization of education have been developed by well-known scientists and educators E. G. Azimov, V. P. Bespalko, B. S. Gershunsky, I. O. Loginov, E. I. Mashbitz, R. P. Mil-rud, E. S. Polat, N. F. Talizina, I. V. Robert, A. V. Khutorskoy and others.

All this forces us to take a fresh look at this problem. Many university staff are introducing a new paradigm of higher education aimed at training specialists in accordance with modern requirements. New goals and objectives of higher education are the realization of the creative potential of the student's personality through the development of a culture of personality in which the word is understood in a broad sense, the development of an understanding of responsibility for the culture of speech, interethnic communication; formation of the need for self-education, awareness of the need for continuous replenishment of knowledge through obtaining information and applying them in practice; it also consists in organizing training on an interactive basis. The global computer network Internet is a very valuable resource for the implementation of various models of language learning. At its core, the Internet is one of the best sources of information, which is often presented in an interactive format and is not available in a traditional textbook or textbook. However, speaking about online learning, we must understand that the Internet is a means of implementing didactic tasks, and the main purpose of learning as a non-linguistic specialty is the formation of communicative competence, that is, abilities. The peculiarity of language learning is that the purpose of learning is not to know the subject itself, i.e. language (language competence), and the development of certain skills and abilities of various kinds. When teaching a language, it is necessary to organize independent actions of students (and each student) in the form of speech activity in which they study. If students are taught to read, then each student should be given the opportunity to study and practice reading. When learning to speak, everyone should be given the opportunity to speak out, to express their thoughts in a foreign language. When teaching listening, each student must listen to speech in the language being studied. The famous methodologist I.V. It is important to keep in mind Rakhmanov's opinion: auditory motor skills are the basis for learning any type of speech activity, therefore, when forming skills, verbal exercise is necessary in any type of speech activity. Students have different levels of language proficiency. In this regard, teachers need to know where to find Internet resources that meet such a variety of tasks, and properly organize work in the classroom in order to increase its effectiveness without changing the program itself. There are a huge number of resources on the World Wide Web that can help expand learning opportunities within the existing program. The teacher's use of original material obtained from Internet resources in lessons, a diverse information search based on real data, allows you to form reading skills and abilities. In addition, the teacher determines the complexity of the articles in accordance with the curriculum and selects topics and content depending on the purpose of the work with reading. Modern articles about the latest achievements of students in their specialty, as a rule, arouse the interest of future engineers, broaden their horizons, stimulate further work in the classroom, and allow them to feel the connection of today with the problems of science and technology. Reading such material motivates students, activates the state of their preparation for their future profession. A special place in language learning is occupied by students' independent search for material to obtain information, its processing and use in preparing an abstract. Such an organization of individual training gives the student the

opportunity not only to choose a topic of interest to him, but also to determine the complexity of the resource that allows him to fully realize his potential. Undoubtedly, using the Internet to prepare for an essay will help in solving a wide variety of tasks of training a future engineer, starting from getting acquainted with the latest technologies of the world and ending with searching and reading various information and ending with web pages and websites in a multimedia laboratory equipped with a computer with a direct Internet connection not only for the teacher, but also for For every student, using a language is a big step in optimizing learning. It is so versatile that it can include individual work, work in pairs, threes and large groups, as well as various levels of student training. The possibilities of using Internet technologies are endless. However, it should not be forgotten that the Internet is only an auxiliary technical means of learning, and in order to achieve optimal results, it is necessary to correctly combine its use in the lesson process. It is necessary to competently direct the student to use such valuable and enormous potential, to motivate correctly and in a timely manner and the desire to use the resources obtained during language learning.

In today's rapidly evolving society, the demand for modern professionals who possess critical thinking skills, adaptability, and cross-cultural competence is on the rise. To meet these demands, educational programs must integrate modern pedagogical strategies and learning technologies while retaining valuable traditional methods.

The internet has emerged as a powerful tool in education, offering a wealth of resources and opportunities for interactive learning experiences, particularly in language education. However, effective guidance from teachers is essential to navigate this vast online landscape.

While internet technologies hold great promise for enhancing language education, it's crucial to remember that they are tools to support the fundamental goals of learning. By striking a balance between leveraging internet resources and maintaining a focus on core learning objectives, we can create dynamic and effective learning environments that prepare students for success in a globalized world.

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