



DRAWBACKS OF LEARNING A FOREIGN LANGUAGE AND ITS POSSIBLE SOLUTIONS AND APPROACHES

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Abstract. *The article discusses the advantages and disadvantages of using certain technologies in teaching foreign languages in higher education. Their role in the individualization of learning is shown. Issues related to changing the functions of a teacher are considered, with the use of video materials for studying a foreign language and the culture of its native speakers.*

Keywords: *information technology, teaching foreign language and culture, individualization of training, quasi-communication, video material, Internet resource.*

Introduction

It is no secret that modern society is currently going through a difficult, turning point period in the socio-economic, political and many other spheres of life. These changes could not but affect higher education. Therefore, in modern conditions of social development, the goal of higher education is to educate proactive, creatively thinking high-level specialists, and this, in turn, requires the creation of a new model of higher education, cooperation, and creative interaction between teachers and students in the educational process. It is quite obvious that at the moment the human community is at the stage of transition from an industrial society to an information society, in which the processes of knowledge dissemination become basic. The use of new information and communication technologies represents a turn towards modernization and globalization of society, the country, and the world as a whole [1].

Materials and Methods

As for individual learning, focused on independent language learning, it is possible to use methods that involve the use of information technology [4; 5]. The basis of such individual training is a training course, which presents the material on the discipline being studied and offers various tasks for completion. It should be noted that such a course is a kind of interactive textbook that includes a large number of creative and exciting tasks. In this case, the student studies the material independently, and the duration of the learning process depends solely on him, namely on his abilities, previously acquired knowledge, skills and abilities, as well as the degree of motivation. After the material has been studied, the student is offered various test tasks to control what he has learned. If the test tasks are completed correctly, the student is offered further study of the course. If tasks are completed incorrectly, the student can see his mistakes and receive instructions on those sections that require additional study.

Results and Discussion

Today there are several software products that allow you to create training courses. One of them is the WebCT (WebCourseTools) program. It can be used to create complete



online courses and is located on the school's internal local network server or on the Internet. This organization allows teachers and students to access WebCT using browsers such as Netscape or Internet Explorer. In addition, WebCT allows teachers to make changes to the course at any time, from anywhere with access to the server, and make them immediately available to students.

WebCT program is intended for:

- 1) providing the course with materials, including text, images, video and audio;
- 2) use of indexed indexes, glossaries and databases in teaching;
- 3) integrating resources available on the Internet with the curriculum;
- 4) use of hyperlinks to Web sites and student pages, as well as tools that work with notes to ensure independent work of students;
- 5) exchange of information with students through electronic conferences, email correspondence, real-time conversations and bulletin boards.

The psycho-physiological characteristics of human perception of information are such that more than 80% of cognizable information is perceived through vision, therefore the leading role in the educational process belongs to visual technical means of teaching.

Of great importance for successful work is the selection of video material for classes that would meet didactic requirements and help in achieving the goal. The selection criteria are as follows:

- clarity of sound and image, presence of close-ups;
- the presence of a clear connection between the plot and the content of the dialogues in the scenes;
- clarity of characters' speech (background noise should not greatly impede perception);
- the modernity of the language, its compliance with literary norms, the presence of natural pauses, the inadmissibility of overloading the text with new words and expressions;
- duration of video material not exceeding 25 minutes (possibly divided into meaningful segments);
- typicality of the situation (plot), representing the realities of life;
- correspondence to the interests and individual characteristics of students.

Educational projects are of particular interest in the process of teaching a foreign language. Each project is aimed at the result that can be obtained by solving one or another practically and theoretically significant problem. This result can be seen, comprehended and applied in real practical activities. Projects can be completed both in class and outside of class. Of particular interest are interdisciplinary projects of an international nature. A foreign language in them performs the function of forming and formulating thoughts and acts as a means of communication. When working on a project, a wide variety of Internet capabilities and resources are used. Project participants can use virtual libraries, museums, various databases, information and educational servers, and access the capabilities of e-mail, teleconferences, and chat technologies (IRC). Working on a particular project requires using text and graphic editors, using various network programs that allow the use of graphics, animation and other multimedia tools.



The project method can turn foreign language classes into a discussion and research club in which truly interesting, practically significant and accessible problems for students are solved, including problems of intercultural interaction.

Conclusion

So, despite the fact that modern information technologies are currently not available to all students due to certain circumstances, one cannot fail to note the obvious prospects and significant potential for their use in the study of a foreign language and culture. They are suitable for teaching a foreign language at any level, at any stage of the educational cycle and with various forms of organizing interaction with a computer. Information technologies, when used correctly, become a powerful means of teaching a foreign language and understanding the world of its speakers.

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