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INTEGRATION OF DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE CLASSES

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Abstract. The article discusses the use of digital technologies in the educational process helping to implement the most important didactic principles: to apply various forms of teaching organization, to ensure the various forms of representation of learning material, its availability not only during school hours, but also during independent extracurricular work of students, to activate their consciousness and activity in learning.

Key words: digital technologies, foreign language, vocabulary, quizlet

Nowadays the problem of using digital educational resources and technologies in foreign language classes is considered as one of the most popular topics in education. The traditional model of the educative process consists of three parts: textbook, teacher and student. By all means, it has already lost its relevance and has been supplemented by a new link. This link is digital technologies. They give students and teachers an unlimited number of resources that help to achieve the main goal of learning a foreign language – the formation of communication skills and the possibility of intercultural interaction, which is the basis for the existence of the Internet [4].

In education and teaching methodology of foreign languages Internet technologies are interpreted as “set of forms, methods, ways, techniques of teaching a foreign language using Internet resources” [7]. Today the world network is becoming one of the key sources of information retrieval, various teaching methods, applications and other resources that can be used to modernize and facilitate the process of learning a foreign language.

The proficient use of digital technologies provides great opportunities for improving the foreign language lesson. Educational Internet technologies provide modeling of conversational situations that contribute to the formation of fundamental skills of foreign language communication, a variety of educational lesson activities, the opportunity for students to study interesting topics and to increase their motivation [3].

The use of educational digital technologies in a game mode is an integral part of the learning process. It allows to diversify the lesson and relieve stress after exercises. The main aims of gaming on the foreign language lessons include the development and training the certain skills; improvement the speech skills; communication training; the formation of certain abilities and mental functions; cognition (in the field of language); memorization the material [5]. Game methods make it possible to interest students without a clear indication of the educational goal, while performing their teaching role.

Quizlet is one of the most popular and highly sought digital resources. It has various learning modes and allows to learn a foreign language effectively, enriching vocabulary, improving pronunciation, reading and understanding a foreign text. The Quizlet app has a fun and interesting game mode that motivates and engages students in the process of education.

Using this application, teacher can create a certain course. For instance, there is a course that includes several modules: digestive system, respiratory system, cardiovascular

system, skeleton muscular system, nervous system, etc. It was formed in order to study lexical units on the topic "Body organs". Creating a course with a number of modules allows teacher to combine several topics into a common section and provide a holistic approach to mastering a given topic. When student connects to the course, all modules become available, even new ones, recently created by the teacher, are automatically opened. Thus, it becomes possible to form vocabulary for a lesson or a few ahead.

Learning the module "Digestive system", students discover the following lexical units: ротовая полость – oral cavity, глотка – throat, пищевод – esophagus, желудок – stomach, печень – liver, двенадцатиперстная кишка – duodenum, кишечник – intestine, толстая кишка – large intestine, тонкая кишка – small intestine, прямая кишка – rectum. The terms are displayed and accompanied by pictures and audio buttons on the user's screen. When student presses it, the pronunciation of this term is reproduced in both languages. It involves both auditory and visual types of perception. Such a comprehensive presentation of the material helps to consolidate concepts and terms, implementing the didactic principle of visualization of learning.

The site presents several modes for independent study of the material by students. And they are: Cards, Learning, Test, Match. When student presses the term with a picture in the Cards mode, it turns to the side with the definition. Student reads it and marks it with a tick. The Learning mode offers to select the correct variant from the four definitions for the term. The Test mode is presented by the most diverse combination of tasks. Students should determine whether the term and definition are chosen correctly, choose one of the four variants of the definition for the term, compare the list of definitions with the list of terms, add the definition to the terms. After completing the test, the user sees his rate in percentage and analysis of mistakes. In the Match mode, a box appears on the screen with terms and definitions that the user must match, at the same time, a countdown is made. At the end of the game players see a leaderboard with animations, which additionally motivates students. These modes can be introduced during the lesson at the stage of introduction of new vocabulary, as a warm-up, during revision of material or assigned for homework.

Particular interest of our research is directed to the modes Quizlet Live and Test, with which a teacher can organize competitions between students. In Quizlet Live mode, teacher can choose form participation of students in teams or participation of students in the game individually. The program forms teams randomly, students must find each other and get together for the most effective performance of the test. On the screens of mobile devices, a common term for all team members appears and several options of definitions that are individual for each participant, so the correct answer is presented on only one device from the whole team. Therefore, this mode ensures the maximum involvement of each team member in the game process, as well as the support of team members by their teammates. During individual participation in the game Quizlet Live, students also choose one of the definitions for the term.

In the Test mode, the teacher can select 12 words from the entire list of terms for testing, which helps to revise and memorize the most difficult for students terms. Participants are presented with a question and four possible answers; after all participants answer the question, the correct answer is displayed. The teacher is offered the statistics of answers and the transition to the next question, which allows to control the process, provides time to analyze the mistakes. After completing the test, the participants see their results in percentage and quantitative terms, as well as questions with selected answers, the correct ones are highlighted in green. In practice, such game modes have a great motivating potential, they interest students in mastering new vocabulary, draw attention among students of different ages. Work with this web site and app can be carried out at all stages of the lesson, covering new material as well as revising the material studied at previous classes. The site is also great for use as part of pre-text work introducing new vocabulary, providing an unusual, modern way for students that can interest them.

The use of digital technology occupies a large part in the methods of teaching foreign languages, helping to diversify classes activities, ensure better assimilation of new material and high emotional engagement of students during the game [1, 8]. The introduction of such educational resources in the classroom is necessary to further stimulate the motivation of students, involving them in the learning process. The introduction of new forms of activity into educational activities is also an important aspect in the process of adaptation of students [2]. Of course, such methods have their drawbacks, which turn out to be labor-intensive when planning a lesson, they require a high reaction rate from students, the ability to interact in groups [6]. In addition, problems with the Internet connection for both students and the teacher are not excluded, without which the use of these technologies is impossible, this should be taken into account when drawing up the lesson plan.

The use of digital technologies in the classroom helps to implement the most important didactic principles: to apply various forms of learning organization, to ensure the various forms of representation of learning material, its availability not only during school hours, but also during independent extracurricular work of students, to activate their consciousness and activity in learning. In the era of rapidly developing electronic portable technology, the use of various technologies in the classroom is the natural and most effective method of mastering the material.

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