

INFORMATION AND COMMUNICATION TECHNOLOGIES FOR TEACHING GRAMMAR IN THE LESSONS OF ENGLISH AS A FOREIGN LANGUAGE IN HIGH SCHOOL

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Abstract: this article is devoted to the currently relevant topic of using information and communication technologies in the educational process, in particular, in the process of teaching the grammatical aspects of speech of a foreign language in a secondary school. The aim of the work is to study the possibilities of using information and communication technologies as an effective way to improve grammatical skills. In the article the requirements for the volume of grammatical material are determined as well as the grammatical minimum and stages of the formation of grammatical skills are described. The authors study the possibilities of information and communication technologies in teaching grammar; reveal the advantages of these technologies that contribute to the optimization of the teaching process in foreign language lessons. At the same time, some disadvantages of the introduction of information technology in the modern educational process have been identified.

Keywords: grammar skills, exercises, learning optimization, information and communication technologies, teaching process.

ЭФФЕКТИВНОСТЬ ИНФОРМАЦИОННО-КОМУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ГРАММАТИКЕ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО ЯЗЫКА В СРЕДНЕЙ ШКОЛЕ

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Аннотация: статья посвящена актуальной в настоящее время теме использования информационно-коммуникационных технологий в учебном процессе, в частности в процессе обучения грамматической стороне речи на уроках иностранного языка в средней школе. Целью работы является изучение возможностей применения информационно-коммуникационных технологий как эффективного способа совершенствования грамматических навыков. Рассмотрены цели обучения грамматической стороне речи в средней школе, определены требования к объему грамматического материала и описан грамматический минимум и стадии формирования грамматического навыка. Авторами изучены возможности информационно-коммуникационных технологий при обучении грамматике, выявлены преимущества данных технологий, способствующие оптимизации учебного процесса на уроках иностранного языка. Также выявлены некоторые недостатки внедрения информационных технологий в современный учебный процесс.

Ключевые слова: грамматические навыки, упражнения, оптимизация обучения, информационные и коммуникационные технологии, учебный процесс.

Language is an integral part of the communication process, and knowledge of foreign languages makes it possible to diversify this process and learn something new from people of other nationalities, get to know the culture of foreign-speaking countries and simply allow self-development. When learning and teaching a foreign language, grammar plays a huge role, since it is an integral component in the formation of foreign language communicative competence, which cannot be formed without certain linguistic grammatical knowledge and skills. Without grammar, it is impossible to compose and pronounce the correct utterance, clearly and correctly translate the text from foreign language or create your own text.

To make a foreign language lesson more interesting and fun, developing cognitive interest of students and their creative thinking activity, it becomes necessary to use modern methods of improvement of grammar skills. The method is the use of information and communication technology (ICT).

E.N. Solovova argued that “the main goal of teaching grammar in high school is the formation of students' grammatical skills as one of the most important components of speech skills of speaking, listening, reading and writing”. However, training grammar in secondary school should not be an end in itself [1]. Foreign program languages for secondary school involves mastering such a minimum of grammatical phenomena which will provide oral communication within the areas and topics according to the program.

Students need to learn the grammar for processing their oral and speech utterances, while the other part of the grammatical material they should help to recognize when listening and reading, focusing attention to obtain meaningful information. According to I.L. Bim, these are the two main goals teaching the grammatical side of speech in high school [2].

S.F. Shatila states that overstatement of grammatical material negatively affects the quality of students' possession of it. Components making up microgrammatics can be called a grammatical minimum. The grammatical minimum is a certain set of grammatical phenomena (grammatical words, forms, structures, rules for changing words and combining them into sentences), intended for the correct design of speech, both from the point of view of morphology and syntax [3; 4]. Grammatical minimum can be active and passive: active for use in speech, passive for recognition and understanding.

Leading experts in the field of methods of foreign language education distinguish the following stages of the formation of grammatical skills: perception of the typical structure; imitation; substitution; transformation; reproduction; combination [5].

Mastering grammar of a foreign language is of great importance not only for the development of effective skills in speaking and writing, but also for the perception and understanding of speech in listening and reading. The success of teaching speech activity depends on the correctly selected complex of exercises. E.I. Passov distinguishes three types of exercises for teaching student's speech activity [6]:

1. language exercises (controlled) develop in students' primary skills and abilities of using individual elements of the language, as well as prepare for further speech activity;
2. conditional speech exercises (semi-controlled) allow you to work out grammatical forms in situations that imitate speech;
3. authentic speech exercises (free) are close to natural communication in various types of speech activity (speaking, listening, reading, letter) and represent an exchange of information motivated by goals and learning conditions.

ICT tools are an integral part of the lesson at the middle stage of teaching a foreign language. Guided traditional and integrated lessons multimedia presentations, on-line tests and software products can increase motivation for language learning, cognitive activity and deepen the previously acquired knowledge and skills. Various forms of work and activities of students increase the creative potential of the individual.

The role of a foreign language teacher becomes more complex as teaching in modern conditions requires the ability and pedagogical skills to combine new technologies with traditional ICT competence and lies in the ability to apply the full range of ICT in the process of learning a foreign language. ICT make it possible to optimize and diversify the learning of grammar, making it more communicative. Programs often include grammar guides and hyperlinks that take students from a specific topic to the corresponding exercise and vice versa. ICT grammar exercises have the advantage of instant checking, with errors highlighted in color and sound signal, which significantly improves memorization.

Despite the active introduction of ICT into the educational process, some shortcomings of the use of ICT are identified:

- not all schools have a sufficient level of computer equipment, and there are no electronic versions of some educational and methodological complexes;
- preparation for classes using ICT, selection of educational material and creating the appropriate resources can take a long time, and require the availability of ICT competence of the teacher;
- there is a danger of suppression of interpersonal communication as a result of overloading a lesson with ICTs and neglecting of other forms of training activities;
- exacerbation of social inequality in organizing homework with the use of ICT (if there is no possibility of preparing a student for a lesson in class at school);
- the risk of receiving inaccurate information from the Internet.

Currently, the question of teaching the grammatical side of speech using modern ICT is relevant. The use of ICT in the educational process is one of the most effective ways of motivating to acquire knowledge. ICTs help shape creative personality not only of the student, but also of the teacher, since the data technology helps to fulfill basic human needs - communication, education, self-realization. Learning with ICTs provides an opportunity for reflection and participation in the creation of the elements of the lesson, which helps to increase the level students' interest in the discipline. ICTs are also significantly expanding the ability to maximally adapt

the educational process to individual peculiarities of students. Each student gets the opportunity to work in their own at your own pace, choosing the most suitable volume and rate of assimilation material.

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