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THE USE OF COMPUTERS TO IMPROVE THE PROFESSIONAL LEVEL OF TEACHING AND LEARNING

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Annotation: Working with a computer not only increases the interest in learning, but also makes it possible to regulate the presentation of educational tasks by the degree of difficulty, encouraging correct solutions. In addition, the computer allows you to completely eliminate one of the most important reasons for a negative attitude to learning-failure due to a lack of understanding of the material, as the student is given the opportunity to use various reference books and dictionaries. Working on a computer, students get the opportunity to complete the task to the end, relying on the necessary help.

Key words: computer, educational purpose, network, cyberspace, foreign language, information.

Using a computer allows you not only to repeatedly increase the effectiveness of teaching, but also to encourage students to further study English.

Currently, there are a large number of training programs in foreign languages recorded on laser disks, and a large-scale popularization of the Internet is being carried out.

One of the most revolutionary achievements in recent decades, which significantly influenced the educational process around the world, was the creation of a worldwide computer network, called the Internet, which literally means "international network" (eng. International net).

The use of cybernetic space (cyberspace) for educational purposes is an absolutely new direction of General didactics and private methods, since the changes that are taking place affect all aspects of the educational process, starting

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from the choice of techniques and work style, ending with changes in the requirements for the academic level of students.

The use of computers allows us to improve the professional level of teachers and teaching. The Internet provides access to remote information sources and international libraries. All this has a huge didactic and methodological potential for teachers of foreign languages.

The computer is loyal to a variety of student responses: it does not accompany the work of students with praise or blame comments, which develops their independence and creates a favorable socio-psychological atmosphere in the lesson, giving them self-confidence, which is an important factor for the development of their personality.

Computer training programs have many advantages over traditional teaching methods. They allow you to train different types of speech activity and combine them in different combinations, help you understand language phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also ensure the implementation of an individual approach and the intensification of independent work of the student.

Almost every section of the textbook can be selected material from one of the named programs and use its fragment in the lesson as an auxiliary tool for introducing new lexical or grammatical material, practicing pronunciation, teaching Dialogic speech, reading, writing, and testing.

As shown by a study conducted among students, there are three main forms in which a computer can be used when performing teaching functions:

a) the machine as a simulator;

b) a machine as a tutor performing certain functions for a teacher, and a machine can perform them better than a human;

c) a machine as a device that simulates certain subject situations (simulation modeling).

It is most appropriate to use training systems in higher schools to develop and consolidate skills and abilities. Here we use programs of the control and

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training type: step by step, the student receives metered information that leads to the correct answer when the next task is presented. Such programs can be attributed to the type inherent in traditional programmed learning. The task of the student is to perceive and respond to commands, repeat and memorize prepared material for the purpose of such training. When using the computer in this mode, the intellectual passivity of students is noted.

The difference between tutoring systems for higher schools is determined by the fact that when clearly defining the goals, tasks and content of training, controlling influences are used, coming from both the program and the student himself. Thus, tutoring systems provide a kind of dialogue between the student and the computer in real time. Feedback is provided not only during the control, but also during the learning process, which gives the student objective data about the progress of this process. In fact, tutoring systems are based on the same ideology of programmed learning (branched programs), but enhanced by the possibilities of dialogue with a personal computer (PC).

The use of a computer does not exclude traditional teaching methods at all, but is harmoniously combined with them at all stages of learning: familiarization, training, application, control. But the use of a computer allows not only to repeatedly increase the effectiveness of teaching, but also to encourage students to further study a foreign language independently.

The younger generation, growing up in the global information field, uses a computer for obtaining knowledge much more often and willingly than a textbook or reference book.

Until now, the computer and Internet are not perceived by many teachers as another tool of learning. The main obstacle is the teacher's fear of technology and inability to use new opportunities. It is necessary to train teachers, and not just to instill technical skills, but also to clearly show how information computer technologies can be made part of the school process. In order for the existing information and computer technologies to be used in teaching English today, great efforts are needed by teachers and methodologists to develop scripts for video

programs, computer and text programs, and educational and informational databases.

Although new teaching tools dictate new forms and methods of teaching foreign languages, a personal computer cannot replace a teacher in the comprehensive acquisition of foreign languages. Thus, it is necessary to strictly define the goals of teaching English, based on the reality of their achievement, and competently select educational material.

The combination of various types of work in a foreign language lesson with the use of information and computer technologies is an important element of motivation of students, helps to maintain their interest in the subject throughout the entire period of study. In the presence of the latest technical means, it is easier for a teacher to implement a personality-oriented approach to teaching different-level students, it becomes possible to organize the entire educational process more rationally, to solve the problem of "weak-strong student".

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