USING THE INTERNET IN THE MODERN TEACHING APPROACHES

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Annotation

The usage of informational-communicative technology gives us many opportunities to expand greatly tutoring-teaching and educational-management abilities. Modern internet resources enable us to create virtual teaching institution and to conduct adequate virtual teaching, to hold internet conferences "online" about teaching-tutoring problems more intensively. Some modern approaches in teaching using internet are explained and described in this article.

Key words: technological revolution, internet resource, virtual lessons, teaching methods, educational materials, communication technologies, World Wide Web

The Internet has immense potential to improve the quality of education, which is one of the pillars of sustainable development. Education is both a basic human right and a core element of sustainable development. It is the theme of the United Nations' fourth Sustainable Development Goal, which seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Education enables individuals to build more prosperous and successful lives and societies to achieve economic prosperity and social welfare.

Access to the Internet is fundamental to achieving this vision for the future. It can improve the quality of education in many ways. It opens doorways to a wealth of information, knowledge and educational resources, increasing opportunities for learning in and beyond the classroom. Teachers use online materials to prepare lessons, and students to extend their range of learning. Interactive teaching methods, supported by the Internet, enable teachers to give more attention to individual students' needs and support shared learning. This can help to rectify inequalities in education experienced by girls and women. Access to the Internet helps educational administrators to reduce the costs and improve the quality of schools and colleges. Educationalists are enthusiastically exploring opportunities and discovering new ways in which they can use the Internet to improve education outcomes. As the Broadband Commission for Sustainable Development puts it, the challenge is "to help teachers and students use technology" in relevant and authentic ways that actually improve education and foster the knowledge and skills necessary for lifelong learning. [1]

Scientific and technological revolution, caused abrupt increase of information, made demands on a foreign language proficiency and thereby determined new approaches to foreign languages teaching methods. Traditional pedagogical technologies are no longer adequate for complete acquisition of increasing amount of knowledge as well as rapid renewal of educational materials does not keep pace with rapidly changing information flow. The importance of the problem of training of self-instruction skills and abilities to obtain educational materials independently, to process obtained information, to draw conclusions and to support them on the basis of necessary data is constantly increasing. Dealing with information in foreign languages, especially taking into account the opportunities of the Internet, is of great importance. Use of information and communication technologies (ICT) opens up enormous potential of a computer as an educational technology and enables to create marvelous world of knowledge which is accessible to everyone. ICT have a number of advantages over the conventional teaching technologies. They integrate audio-visual information of any forms (text, sound, graphic, animation, etc.). Due to this kind of the achievements, the interactive dialogue of a user with a system is realized, as well as various forms of independent activity on gaining and processing of information are used, that exercises significant influence on quality of students' knowledge. [2]

The use of Internet technologies is a new direction of general didactics and private methodology, since the ongoing changes affect all aspects of the educational process, from the choice of methods and work style to changes in the requirements for the academic level of students. The basis for using telecommunication opportunities in teaching a foreign language is that they not only represent an effective means of optimizing the conditions of mental work in general, in any of its manifestations, but also offer a wide range of opportunities for the development of speech activity in all its directions: listening, speaking, reading, writing.

The process of teaching the language is aimed at the formation of communicative competence among students, the ability to freely express their thoughts on any topic of interest to them, to take part in a conversation, discussion - whether it is written or oral communication; the structure and style of utterance vary depending on the social characteristics of communication. In this sense, the Internet fully meets the tasks of language learning, since it is itself primarily a means of communication and live situational communication. The Internet allows not only to simulate a situation of communication in the classroom, but offers a lively and relevant dialogue with native speakers and representatives of other cultures.

Communicating in a true language environment provided by the Internet, students find themselves in authentic life situations. Involved in solving a wide range of meaningful, realistic, interesting and achievable tasks, students learn to spontaneously and adequately respond to them, which stimulates the creation of original statements instead of the stereotyped manipulation of language formulas.

The use of telecommunication technologies also implies providing students with a greater degree of independence, which is especially important, for example, at the middle and senior stages of teaching English, when, in accordance with age-related psychological characteristics, students increasingly need partial independence from the teacher. The use of the Internet, in addition, in many cases is closely related to the method of project work (for example, the creation of presentations, sites based on the material collected on the net on a given topic), which provides an opportunity for creative self-expression. Thus, another important aspect of the use of computer technology in a foreign language lesson is the creation of a favorable socio-psychological atmosphere and the maintenance of motivation for learning a foreign language.

Often, the teacher faces the problem of finding authentic, modern and interesting information for students on the topics provided for in the curriculum. This problem can also be solved with the help of the Internet, which is not only a communication tool, but also the most extensive information resource.

As an information system, the Internet offers its users a variety of information and resources. The standard set of services provided on the World Wide Web are as follows:

- electronic mail (e-mail);
- reference directories (Yahoo!, InfoSeek/Ultra Smart, Look Smart, Galaxy);
- search engines (Alta Vista, Hot Bob, Open Text, WebCrawler,

- Excite, and such well-known Russian search engines as Yandex, Rambler);
- echo conferences (message boards);
- teleconferences (UseNet);
- videoconferencing;
- access to news, information resources;
- conversation in the network (Chat) - text and voice.

- the possibility of publishing one's own information, creating one's own home page (homepage) and placing it on a Web server;

All these opportunities offered by the Internet can be successfully used in a foreign language classroom.

The use of Internet resources in a foreign language lesson in terms of mastering communicative and intercultural competence, which is impossible without the practice of communication, is simply irreplaceable: The Internet virtual environment allows us to go beyond time and space, providing its users with the opportunity to authentically communicate with real interlocutors on topics relevant to both sides. However, we must not forget that the Internet is only an auxiliary technical learning tool, and in order to achieve optimal results, it is necessary to correctly integrate its use into the lesson process [3]

Thus, concluding all the previously stated, using the information resources of the Internet, it is possible, by integrating them into the educational process, to more effectively solve a number of didactic tasks in an English lesson.

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THE ROLE OF FILMS IN TEACHING ENGLISH FOR INTERMEDIATE LEVEL LEARNERS

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Annotation: This article describes the role of films in the study of language skills for intermediate level learners, as well as the problems and recommendations given by the author on the topic.