ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТ-ПРИЛОЖЕНИЙ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Статья рассказывает об использовании интернет-приложений при обучении иностранному языку. Автор рассмотрел виды интернет-приложений и функции игровой деятельности. Исследованы методические основы использования игровых технологий на уроках английского языка.

Ключевые слова: *интернет-приложения, информационно-коммуникативные технологии, мобильные приложения, изучение иностранного языка, метод, сервис.*

THE USE OF INTERNET APPLICATIONS IN FOREIGN LANGUAGE TEACHING

The article tells about the use of Internet applications in foreign language teaching. The author considered the types of Internet applications and functions of gaming activities. The methodological foundations of gaming technologies in English lessons are investigated.

Keywords: *internet applications, information and communication technologies, mobile applications, foreign language learning, method, service.*

> *You can teach a student a lesson in one day, but if you cultivate curiosity and curiosity in him, he will continue to learn all his life*
>
> *Clay P. Bedford*

Due to the growing popularity of information technologies in almost all areas of human activity, the need for the creation of high-quality and effective Internet applications, as well as mobile add-ons to facilitate the work of humankind is increasing. This procedure also influenced education in general. The main advantages of Internet applications usage are considered subconscious movement on the Internet resource, simplicity, as well as the demonstrativeness of the concept and the development of data, rapid access to important materials. Therefore, the profession of a teacher should "join the informative and communicative capabilities of modern technologies" [2, p. 3–4].

Teachers involved in the practice of foreign language teaching can get any kind of information in the Internet. The Internet also provides an answer to almost any question. Most teachers believe that they can benefit a lot from using Internet resources. The Internet is used as a way to obtain information, restore knowledge or share experiences with other teachers from other countries. With the help of the Internet, advanced training of teachers, all kinds of testing and obtaining certificates confirming the teacher's level of language proficiency are available [1].

The relevance of the research study is determined by the significant spread of information resources for foreign language teaching and lies in the need to introduce Internet applications into the general educational procedure in higher educational institutions and schools.

An analysis of recent research in the field of innovations in foreign language teaching has shown that one of the relevant directions is the introduction of modern information and communication technologies into the educational process, in particular, technologies related to mobile teaching. They ensure the optimization of the educational process, accessibility and effectiveness of training, integration of students into the information society. This is reflected in the gradual introduction of mobile phone applications based on various platforms into the educational process: Android, iOS, etc. The use of tablet computers, smartphones, mobile phones, iPads, iPhones and other technological innovations for educational purposes has led to the formation of a new direction within the concept of e-learning (e-Learning – Electronic learning) – mobile foreign language learning (M-Learning – Mobile learning) [4, p. 116–118].

Mobile applications (English "Mobile Application") – software designed to work on smartphones, tablets and other mobile devices, the most optimal for foreign language teaching.

Like most approaches, methods and means of foreign language teaching, the use of websites and mobile applications has its advantages and disadvantages [1]. The main advantages of information technologies are that they:

• contribute to the development of speech habits and professionally significant competencies;

•provide an opportunity to gain an experience in working with Internet resources;

• increase the efficiency of memory;

• develop communication skills;

• allow students to arouse increased interest in learning a language;

contribute to the acquisition of skills in working with Internet resources.

• create a game learning situation

Moreover, information technology has some disadvantages:

• limitation of group and collective work;

• visual fatigue;

• there are conditions for the passivity of students;

• impossibility to predict phonetic, grammatical, stylistic or semantic mistakes of a student;

• the possibility of negative impact on the student and on educational process;

• overload of visual material.

Mobile learning today is a developing direction in education, the distinctive feature of which is the creation of a new learning environment. Due to the prevalence of mobile technologies and the constant growth of the functionality of mobile devices, UNESCO experts in the field of education suggest using their potential to improve the quality and accessibility of education, as well as building an individual learning trajectory. The uniqueness of mobile learning in comparison with traditional teaching methods and modern methods, such as e-learning and blended learning, lies in the fact that students are primarily not tied to a specific time and place, having access to educational material always, at any convenient time [3, p.56]. Thus, the principal distinguishing feature of mobile learning is two points:

• The informal nature of education, in which the proportion of student independent work increases, in fact controlled or supervised self-learning;

• Constant learning process that blurs the boundaries between academic classes and extracurricular time, work in the classroom and beyond it.

As we can see, there are quite a lot of sites for learning a foreign language on the Internet. In addition, in order to fully assess all the advantages and disadvantages of Internet technologies used for learning English, it is necessary to analyze all the possibilities offered by mobile applications.

Currently, there are mobile applications and programs focused on various aspects of foreign language teaching. The study of scientific literature, the market of foreign mobile applications, as well as the systematization of the experience of using applications for foreign language teaching showed that they can be divided into the following main groups:

1) mobile applications aimed primarily at improving a certain speech habit;

2) mobile applications designed for language skills development, for example, lexical or grammatical;

3) universal mobile applications designed for the comprehensive development of foreign language communicative competence [1].

Apparently, this division is very conditional, since most applications are not limited to working on one of the types of speech activity or a specific skill. Therefore, applications in which listening teaching is a dominant goal, one way or another, combine the speech perception teaching with teaching to read, speak and develop lexical skills. From the point of view of practical application in the process of foreign language teaching, specialized mobile applications interested me as a means of optimizing and intensifying the educational process, as well as a resource base for the development of educational materials on the discipline "English". Each application has its own capabilities.

Based on my personal experience, I have managed to use several Internet applications in my work. While practicing at school, I used Quizlet, Kahoot and I would like to try another applications. With the help of Kahoot! I created various quizzes and tests to work out the topic of Attractions, new vocabulary words, focused on grammar rules like definite and indefinite articles (a/an, the) and reinforced the material covered. The pupils and I went through 4 module of (Startlight), studied and revised the vocabulary on topic "On Holiday". I used Quizlet for the purpose of learning new words set in cards. Due to Quizlet, children have developed their spelling, writing and pronunciation skills, as well as improved their memory. To study

grammatical constructions and check the material covered, I used Kahoot application. The children really enjoyed studying the lesson material in an unusual way. Such applications helped clear the atmosphere of the lesson and make it more interesting and exciting.

The Quizlet service makes it possible to capture various information that can be imagined in the form of training cards. You need to find an interactive material in the database or create your own cards, adding pictures and audio files to them, and then complete exercises and play games to study the material.

The Quizlet mobile application has one big drawback: the application requires an Internet connection; the problem is that not all students can have free access to the Internet.

Kahoot is a service for creating quizzes, tests and didactic games. Using this service is an excellent method of establishing opposite relationships with students.

Working with the Kahoot service takes place in real time, which allows the teacher to turn on the competitive moment and simultaneously receive the results of the survey and testing. One of the features of Kahoot is the ability to duplicate and edit tests, which allows the teacher to save a lot of time. In addition to quizzes, with the help of Kahoot, you can start discussion with one question or by conducting a survey on several questions, and then start a debate. The use of this program in the educational process not only contributes to the intellectual and creative development of students but also brings diversity to the content of the lesson, creates a favorable atmosphere, intensifies the learning process, solves the problem of student motivation, but also it is an effective tool for activating and consolidating knowledge on the material covered.

Currently, users of mobile devices have access to a huge number of applications for learning foreign languages, primarily English. In our opinion, using applications for mobile electronic devices is particularly relevant now. Presently, students, with all their education in the field of digital technologies are not sufficiently oriented in the market of services offered.

Given the important role of the Internet in modern human life, the use of the Internet in the practice of teaching foreign languages is inevitable. In general, the use of Internet resources in the context of teaching foreign languages provides advantages for both teachers and students. The use of innovative technologies, such as the Internet and network resources, is also a motivating factor for the intellectual development of students in the educational process [1].

It is advisable for teachers to consider the use of Internet resources in order to improve their own language and methodological competence, create a base for exchanging experience with teachers from other educational institutions and countries, and obtain a more extensive volume of pedagogical, methodological and linguistic material. The Internet provides an opportunity to meet native speakers, discuss current professional issues, as well as the possibility of remote entry into various international organizations for the purpose of online participation in various kinds of events.

The teacher should seriously approach the issue of selecting Internet material for providing it to students as educational content. This material should correspond to the level of language proficiency of the student, as well as his language needs. At the same time, it should be taken into account the fact that the Internet use of a foreign language in social networks and chat groups has a pronounced conversational orientation, is used by native speakers very freely and is often full of profanity.

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