**USING E-LEARNING TECHNOLOGIES IN A FOREIGN LANGUAGE TEACHING**

**Introduction**

Awareness of the need to speak at least one foreign language has come to our society. Any specialist, if he/she wants to succeed in his/her field, knowledge of foreign language is vital. Therefore, the motivation to study it increased sharply. However, the difficulties in foreign language mastering, especially in a mass school, did not decrease. Still, the main ones are: the lack of active oral practice per student of the group, the lack of the necessary individualization and differentiation of training.

Unfortunately, almost all FL textbooks do not take into account these features of the subject and are developed in terms of a certain average student. It is possible and necessary to compensate for this drawback due to the methods, approaches and training technologies developed in the methodology.

**Personal-oriented training**

The graduate of school has to have the necessary knowledge, abilities, skills, to carry out different types of activity, to be able to use new information technologies, to be ready to cooperation, seeking to avoid and overcome the conflicts. All this can be achieved only with a personal-oriented approach to education and education, when the needs and opportunities of the student are taken into account. A personal-oriented approach affects all components of the educational system and the entire educational process, contributing to a favorable environment.

A personal-oriented approach involves flexibility in defining goals, takes into account the personal interests of schoolchildren and their individual characteristics, and creates the prerequisites for greater learning performance. In this approach, special relations are created between students and the teacher, between students themselves, diverse teaching and educational environments are formed, often with an exit from the classroom and school.

Personal-oriented learning includes project method, collaborative learning, contextual learning, intensive learning, and multi-level learning.

**Project method**

Methods and, accordingly, technologies of a personal-oriented approach in teaching foreign languages ​ ​ include the project method. The project method, also known as the problem method, arose in 1920 in the United States. It is usually associated with the ideas of a humanistic direction in the philosophy and education of the American philosopher and teacher J. Dewey, as well as his student V.H. Kilpatrick. In Russia, the ideas of project training arose almost simultaneously with the development of American teachers. Under the leadership of the russian teacher S.T. Shatsky in 1905, a small group of employees was organized, trying to use design methods in teaching practice. In 1931, the method was condemned. The project method is a set of educational techniques that allow you to solve a particular problem as a result of independent actions of students with the mandatory presentation of these results. Project technology includes a set of research, search, problem methods, creative in its essence.

It is known that the study of a foreign language contributes significantly to general development. The method of projects is the essence of a developing, personally oriented nature of training. The quiz conducted in foreign language lessons, in our opinion, is a synthesis of the creative, research and information method of projects. Quiz as a method of a research project gives students the opportunity to participate in a research search. The quiz gives the teacher the opportunity to informal contact with students who are easier and more accessible to him when they are busy with something interesting, helps to build trusting relationships, build communication on the basis of a friendly location.

**Multi-level training**

A person is so multifaceted that it is sometimes very difficult to take into account possible turns in his development. Based on tests for individual subjects, create groups of different levels: “A”, “B”, “C”. The guys continue to study in their classes, but they go to their groups for lessons in individual subjects. Throughout the training, there is a system of credits and verification work, at any time, if the student shows higher results and expresses a desire to move to another group of higher levels, he/she will be given this opportunity. By the age of 14, children can well determine their capabilities and abilities in various subjects. Practice shows that teachers have long recognized the need for a differentiated approach to learning so that more time can be devoted to lagging students, without losing sight of the rest, creating favorable conditions for everyone and everyone, in accordance with their abilities and capabilities, their mental development and character.

By different levels of education, we mean such an organization of the educational process, in which each student has the opportunity to master the educational material in individual educational subjects of the school curriculum at a different level, but not lower than the basic one, depending on his abilities and individual characteristics. At the same time, his/her efforts to master this material and its creative use are taken as a criterion for assessing the student's activity.

**Computer technology**

Didactic properties and functions of telecommunications:

- the ability to quickly transmit information of any volume, type (visual, graphic, sound, static, dynamic, multimedia) to any distance;

- storing this information in the computer memory for a desired period of time;

- interactivity capability;

- the possibility of organizing electronic conferences, audio and video conferences;

- access to various sources of information, including remote ones;

- possibility of dialogue with any e-mail partner;

- the possibility of requesting information on any matter of interest through electronic conferences;

- the ability to transfer the materials received to your floppy disk and print them;

- the possibility of organizing electronic conferences, including in real time.

**Using the Internet in FL training**

To teach FL is to teach communication, transmission and perception of information. There are three areas in which the Internet can take FL training to a new level. This is communication, information and publication. Communication is carried out using e-mail, huge layers of information are enclosed on the world wild web, publication can be carried out by creating its own page on the Internet.

In principle, all this can be done without the Internet. You can communicate using letters and by phone, go to the library for information, and publish your works in magazines and newspapers. But the Internet is making a new change in these areas. Communication is facilitated and accelerated, information is made available, and Internet publishing has a wider audience. From a didactic point of view, the advantage of the Internet over traditional means of learning lies primarily in the accessibility and relevance of authentic materials, as well as in facilitating and accelerating international communication.

A methodology for teaching a foreign language using the Internet is currently being developed. There are supporters of the idea of FL teaching only using the Internet, without traditional work with a textbook. But most teachers prefer to use the Internet along with traditional learning tools, integrating it into the educational process.

**Internet as a source for more information**

The easiest way to use the Internet is to use it as a source of additional materials for the teacher in preparation for the lesson. Materials can be printed and then used in a traditional class. Of course, in this case, only part of the Internet is used. But even with this use of the Internet, FL training changes: the Internet user gets access to current and authentic information which is difficult to select from other sources. For example, you can use site materials in your work http://www.inopressa.ru. This site presents translations of the most interesting articles about Russia from foreign newspapers. Directly from this site you can access the original of these articles and get parallel texts in Russian and foreign languages. This increases the interest of students, increases their motivation to learn the language.

You can also use additional exercises from the site to repeat the material of the lesson.

**Using the Internet on the lesson**

The most comprehensive features of the Internet are revealed when using it directly in a student or school audience. Ideal conditions for such work are the availability of a computer class with an Internet connection.

The use of the Internet in the lesson should not be an end in itself. In order to correctly determine the place and role of the Internet in language education, you first need to find clear answers for yourself: for whom, for what, when, in what volume it should be used.

There is little point in using the Internet at the beginning of language training. During this period, the role of training exercises is great. In this sense, the Internet does not offer any new opportunities compared to the textbook. In courses for beginners, exercises to fix grammar and vocabulary are quite traditional: wildcard exercises, texts with spaces (Lückentexte), etc. Actually, these are the most ordinary exercises, the difference is that students see them not on paper but on the monitor. True, a positive point in this type of task is that in many cases you can immediately find out whether an exercise has been correctly completed. However, the question “Why is this wrong and how will it be right”? should be answered by the teacher.

It is ineffective, in my opinion, to use the Internet for training and at a more advanced stage. Exercises for the advanced stage have all the same disadvantages as exercises for the initial stage.

**E-mail projects**

Written communication for better mastery of a foreign language has long been known. The Internet and here presents new opportunities. There are two types of written communication on the Internet: synchronous (Chat) and asynchronous (E-mail).

Synchronous communication is something between written and oral. Its participants exchange written messages, but do so in real time and use the language characteristic of oral communication. Chat is more suitable for individual language learning, while in the audience this type of activity is difficult to organize. In addition, to participate in this type of communication, you need to speak the language at a rather high level.

Asynchronous written communication allows you to work more carefully on text than with spontaneous communication. The ability to think through, correct, rewrite your text is especially important for beginners.

Communication by e-mail is best done in the form of e-mail projects. A successful project can be if it is well planned. The topic is interesting and corresponds to the level of training of participants.

As a rule, E-mail projects are carried out with the participation of two or more groups of students from different countries for which the language used is foreign, and not native. The participation of native speakers is impractical, since a linguistic, and therefore meaningful level of communication can hardly interest them.

When conducting an E-mail project, the planning phase is very important. First you need to find partners and discuss the topic with them. Then the time frame of the project is determined, that is, its duration, start and end. It is necessary to agree on how often the exchange of letters will occur. You must also decide which product you plan to receive at the end of the project.

The benefit of E-mail projects is that they make it possible to communicate in a foreign language with real partners. It is important for students that texts are not written for the teacher in order to demonstrate their knowledge and get an assessment for it, but for peer partners in order to convey interesting information to them or discuss current problems. This is followed by a more responsible attitude to the texts produced. The language competence of students is expanding and the motivation for further learning of the language is increasing.

**Dialogue of cultures**

Knowing other languages, a person gets the opportunity to cross the border of his/her native culture and meet with other cultures. There is a dialogue of cultures.

Foreign language is an integral part of cultural education. The task of cultural education, including those projected into a foreign language, is to create conditions in which the human person can manifest himself in all his diversity and self-determination, conducting dialogue in the culture horizon. Personality lives only in its appeal to others, in the perception of another in attention to another, in communication with another (or itself as another). So, the person is where there is dialogue.

All methods, techniques and means of teaching a foreign language in the context of cultural dialogue are aimed at learning and understanding the new culture. In turn, such installations create the need to ensure the organization of the educational process that would contribute to the formation and development of the student's personality.

The basis of teaching a foreign language in the context of a personal-activity approach should be not only and not so much the memorization of information, but also the active participation of students in the acquisition of knowledge, the formation of their ability for independent productive activities in a foreign language. This allows you to use a series of creative tasks, role-playing games, situations, etc.

The process of knowing, understanding, recognizing a new culture is very difficult. Since the student often considers the cultural phenomena of another people from the point of view of an internal perspective, through the prism of his own culture, it becomes clear why gross mistakes are made, sometimes disrupting the process of communication, and sometimes making it simply impossible. According to the well-known remark of the German researcher G. Fischer, in this case we are dealing with the so-called “country-science interference”.

When teaching foreign languages in the context of dialogue of cultures, unlimited educational opportunities arise if the foreign language is used as a means of introducing students to the spiritual culture of other peoples and knowing reality through foreign-language communication as a way of self-knowledge and self-expression of the person in the process of communication.

Studying authentic texts, reading newspapers and magazines in a foreign language, listening to audio cassettes, watching videos introduces students to the culture of another people, helps to identify similarities and differences in the culture of the two peoples, gives students the opportunity to take a different look at the problems of their peers in the country of the language studied, get acquainted with the specifics of the mentality of the people, morals, customs, style of life of the country of the language studied.

When learning a foreign language in the context of dialogue of cultures, one should proceed from the principle of equality of all human cultures (L. Goetze). This thesis, however, does not in any way diminish the autonomy of the culture of any people and at the same time helps to avoid ethnocentrism, that is, a sense of superiority of one's own language and culture.

The teacher should take a position in the process of pedagogical activity in which he/she will educate students about respect for the culture of another people, give an objective assessment of the phenomena of the culture of another people, awaken students the desire to learn as much as possible about the country of the language studied, taking into account the possibilities of mutual enrichment of cultures. Only then will it be possible to talk about a dialogue of cultures in the broad sense of the word, involving mutual understanding and mutual enrichment.

Anyone who wants to know a foreign language and use it correctly should, first of all, know the world of people who speak this language.

**Conclusion**

In modern education, there is an increasing emphasis on working with information. It is important for students to be able to independently extract additional material, critically understand the information received, be able to draw conclusions, argue them, having the necessary facts, and solve emerging problems. Working with information on FL, especially given the opportunities offered by the global Internet, is becoming very relevant. These are general educational intellectual skills that are acquired not only in the lessons of FL and here the teacher’s help will be to select and use technologies in their practice that are focused on such activities.

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