

METHODS OF TEACHING A FOREIGN LANGUAGE IN ONLINE TECHNOLOGIES

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Abstract: *The article analyzes technological and methodological preparation for foreign language classes in distance format. The main differences between full and distance education are discussed, for which proposals are developed to optimize the educational process in more difficult conditions.*

Keywords: *foreign language, student, English language, online format, lesson, training.*

INTRODUCTION

Due to the development of technology in the world, the teaching of foreign languages at all levels (preschool education, school institutions, secondary special and higher vocational education institutions, and private educational schools) is stopped or transferred to remote mode. This situation has increased the interest of parents in the methods of learning "on the network": many foreign language courses, tutors and entire linguistic schools have changed their forms of activity.

The distance education format is beneficial for all parties: educational institutions do not spend money on maintenance, building rent, and taxes, teachers do not spend extra time and money on commuting, and students and parents alike level. to get knowledge without financial and time costs, to be in comfortable conditions. The number of teachers working "through the network" is increasing, and therefore the scope of foreign language teaching methods is increasing. Now we will look at several ways to conduct an English language lesson remotely.

MAIN BODY

First of all, it is worth considering the online functionality of the teacher. As a way to communicate with students, you can choose popular programs such as Microsoft Teams or Zoom, which can be especially effective when teaching a large group of students. For private lessons, a simple phone connection can be a good option, but its functionality is quite limited. In addition, 40 minutes in schools and 80 minutes in universities have a heavy impact on subscribers' wallets. The multimedia feature of WhatsApp, Viber, and Skype messengers allows you to successfully conduct lessons on any of these platforms [1].

Working on devices that are more convenient for all participants in the lesson will increase the effectiveness of learning. So, it is clear that a student who reads textbooks on the phone and communicates on the same phone at the same time will be confused when using the device and will not be able to follow the progress of the lesson, but will be distracted. Therefore, the advantage here will be the presence of any computer or laptop, as well as a smartphone to share the functionality of the lesson: a smartphone for communication, and a laptop for working directly with the language. Also, this method ensures the variability of teaching [2].

Phonetic exercises are required when working with students of school age. This can be done with a set of English language twists. It can be sent to a general conversation with students, indicating a specific page or tongue twister number for a specific lesson. You can also take screenshots or photos of the tutorial and send them separately before each lesson. Some popular language twisters are available on Vkontakte and Youtube in video and audio formats so that at the beginning of the lesson, students can listen to the correct rhythm and pronunciation of the language.

Learning to read is one of the most immutable of all online skills. The teacher can show the desired learning page, web page, or text using MS Teams, Zoom, or Skype. Students can work on the necessary pages of the manual in PDF format on the computer and write down the necessary words and phrases in a notebook. In this regard, the best way is to print pages where children can highlight the necessary moments without looking up from the lesson.

However, the best option is to use reading as homework along with translation and retelling. The text for the next lesson will not be new to the students, and they will be able to quickly move around the screen, find the necessary part or word, translate the sentence faster than with a new text. This saves class time.

Online listening learning format is definitely more convenient than offline mode. The teacher can share audio files with students long before the lesson, asking them to download them in advance. The student can listen to the recording several times independently to better master the material. In addition, closer placement of speakers or lecturers in the classroom is an advantage in the early stages of learning a foreign language. At levels B1 and above, noise and distant sound are prioritized.

Conducting lessons in an online format is itself an element of listening, a suspended polylogue between students. It is recommended to do all listening tasks together with students, in this case, it will be easier for them to adapt to a quick change in the type of activity: from a textbook to a notebook, from a notebook to an audio recording. on a gadget, from an audio recording on one gadget to a textbook on another, etc. In such a situation, the technological factor helps students develop multitasking, which increases their concentration in the classroom and gives them no time for third-party details.

Despite the remote form, you can listen to the problem areas of the audio recording together: the teacher turns on the audio at full volume and stops after each sentence or important part of the text. If the speech turns out to be completely incomprehensible, you can send the script to a group of one of the social networks and listen to the recording with it, or send the script only to one or several students who are lagging behind [3].

There are not many differences between remote and full-time work formats in teaching speech. As with learning to listen, an online class increases the learning factor of speaking due to greater student participation. However, with a large number of students, there is a risk of communicative failure: people interrupt each other or remain silent for a long time, expecting not to be questioned in class. In this case, it is important for the teacher to have a metronome that clearly regulates the order of answers in the lesson.

Vocabulary teaching is unique in its "online" format. First of all, using these handouts in other ways. Cards and pictures of words and phrases are replaced by photos that are displayed by the teacher on a common screen for everyone, and this is a clear minus. In this case, the visualization works only when the student's eyes are on the screen. And when the teacher changes the picture, the possibility to return to the previous lexeme disappears.

CONCLUSION

In short, the distance format of foreign language teaching combines great opportunities for new approaches to teaching and the inability to carry out the learning activities that are often always done in the classroom in English classes. However, it is already clear that teachers need to adapt to the use of new technologies and learn how to combine new and old methods of teaching foreign languages in their activities. Online education has many advantages, and teachers and educators need to pay special attention to their proper use and elimination of disadvantages.

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