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This free site run by Google is a very public site. You do have options of moderating comments or not. Each student has his/her own blog. You can have access to each blog, as Blogger allows for multiple authors. All blogs and comments are approved by either a student or a teacher prior to posting. Note– Blogger does have a "Next Blog" button on the top of each blog. This button brings readers to another Blogger site, not necessarily related to education [3].

I hope that this article will help you begin to make a change in your classroom. We can make changes one class- room at a time. And blogging is a tool that can help us move toward that change. It is an engaging educational communication tool that easily spans subject areas and is useful for all ages. Welcome to blogging and to a wonderful new world of education for the world as it is now and will be in the future.

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THE USE OF ICT FOR THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS IN THE STUDY OF FOREIGN LANGUAGE.

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Nowadays, in the field of education, interest in independent work of students has revived mainly due to the growing use of ICT. Along with the recent understanding of learning theories, constructivism has also contributed, as a result, independent work of students has taken on a new role. So what is ICT in education? Currently, there are several definitions of ICT, including the definition given by Ajayi. According to him, it is defined as a diverse set of technological tools and resources used to communicate, create, distribute, store and manage information. [1, p.5]

Based on the views of scientists, we understand independent work of students as a series of causal actions that require their creative thinking, such as planning itself, orientation, testing and conclusions while working on a computer.

What is the relationship between ICT and independent work of students or self-study? To clarify the relationship between them, it is necessary to have an operational definition of the self-learning concept, as well as a catalog of digital tools. Only on this defining basis can one learn how ICT can contribute to the development of self-directed learning.

As previously mentioned, independent work comes from a variety of disciplines that have also given him different traits throughout his career. Since the interest of this study is focused on the teaching-learning context of an FL, all the characteristics of self-directed learning typical of this subject will be considered first.

For ICTs, the procedure is similar. Firstly, a classification of digital tools suitable for use in teaching FL. Secondly, the possibilities they offer will be explored in conjunction with the learning objectives, underlying factors to finally check which parameters of autonomous learning support ICT. In this way it will be possible to determine to what extent ICT really constitutes an opportunity to promote a coherent concept of autonomy from a point of view current methodological-didactic.

What are the requirements for the development of independent activities using ICT?

Firstly, it is necessary to be aware of the purpose of the activity being performed, of each specific exercise. The student must know what he/she will do, what the final result is, how this task will enrich his experience. The student must accept the task, otherwise it is impossible to expect the proper pedagogical effect. Awareness of the goal of a task (exercise) is nothing more than the application of the principle of consciousness in organizing the student's independent work.

Secondly, knowledge of the task execution procedure itself is required. The teacher needs to equip students with rational methods of educational activity, based on the nature of the activity itself and on the capabilities of students in this age group and their experience in a foreign language. In this case, there is also a reliance on the principle of consciousness, that is, awareness of not only the meaning of the task, but also the process of its implementation.

Thirdly, you need to be able to use appropriate teaching aids to complete the assignment, in this case it is ICT (educational platforms, programs, websites, etc.) In addition, all the above software and methodological complexes should be subject-oriented, correspond to the content subject and the logic of learning.

Fourthly, the use of ICTs should be carried out by a teacher with sufficient knowledge, skills and experience.

Fifthly, it is important to provide adequate didactic conditions for the successful independent completion of assignments, that is, first of all, to determine a suitable place for them: in the classroom, at home or in the language laboratory. In cases where the teacher acquaints students with rational methods for completing an assignment, it is natural to do such work better in the classroom; if technological teaching aids are required that students do not have at home, then in the office; in other cases, at home. [2, p.123]

Thus, for the organization of independent work of students in a foreign language, it is required: their awareness of the purpose of the assignments, knowledge of the procedure for completing them, the ability to use teaching aids, the ability of the teacher himself, taking into account the relevant didactic conditions.

Possibilities of using ICTs in the independent work of students in the study of foreign languages.

Currently, the situation in the education sector is characterized by the constant growth of ICT, which is also reflected in the context of teaching-learning in foreign languages. Thus, we are offered a large number and a wide variety of digital tools, which are mainly provided via the Internet or through software.

With the advent of computer networks and other ICT tools similar to them, education has acquired a new quality, associated primarily with the ability to quickly receive information from anywhere in the world. Through the global computer network Internet, instant access to the world's information resources (**electronic libraries**, databases, file storages, etc.) is possible.

Other common ICT tools are available on the web, including various platforms and programs for independent work. One such effective platform is **"Hot Potatoes"**. Hot Potatoes is a shell tool that provides a student with the opportunity to independently perform for free, as well as create interactive tasks without knowledge of programming languages and the involvement of specialists in the field of programming. With the help of the program, students who want to engage in independent work can use

an interactive textbook prepared by the developers in English, complete 10 types of exercises (quizzes, filling in the gaps, crossword puzzle, sequence restoration, mapping, etc.) in various languages using text, graphic, audio and video information. [3, p.10]

Quiz (JQuiz) – exercises based on questions and different options for presenting answers:

• (multiple choice) – one correct answer from several answer options;

• (multi-select) – selection of several correct answers;

• (short answer) – open-type short answer (entered using the keyboard);

• (hybrid) – combines open-ended questions with multiple choice answers: after repeatedly entering an incorrect answer (the possible number of incorrect answers is set when creating an exercise) a task with a short answer is transformed into a multiple choice task.

Filling in the Gaps (JCloze) – Exercises where you need to mark words or letters that will be skipped in the exercise.

Establishment of correspondences (JMatch) – correspondences in this kind of exercises are established, as a rule, between the following elements in the usual form or in the form of flashcards: word – a synonym; the word is the antonym; phrase – interpretation; word – definition; word – translation; word – image; word – sound form, etc. In this program, this type of exercise also includes tasks to restore the sequence of elements.

Crossword (JCross) – the sequence of tasks in the crossword puzzle is arbitrary, when you select a word number, its definition appears (regardless of whether there is already a list of all definitions on the screen).

Sequencing (JMix) – Exercise material can be words and sentences. A separate exercise is created for each word or sentence.

Including text in exercises – text assignments.

A feature of this program is that the finished assignments are saved in a standard web page format: to use them, students only need a web browser (for example, Internet Explorer); therefore, students do not need to download the program Hot Potatoes; they only need it to create and edit exercises. In addition, all exercises can be printed. And to limit the time for doing the exercise, you can set up a timer.

"Cake" is a platform where you can develop spoken language. The peculiarities of this platform are that, firstly, the content is simply endless, you can find anything, on any topic: video, audio courses, dialogues by role. After the video, tasks follow, important phrases can be worked out and an assessment of pronunciation can be obtained. In addition, you can subscribe to channels and track updates. Secondly, the language is alive, and not dry from textbooks: a bunch of slang, idioms, abbreviations, constructions that native speakers use. There are both American and British versions of English.

"Quandary" is an app for creating mazes of action on the internet. Action Labyrinth is a kind of interactive case study; the user is presented with a situation and a number of options for action to eliminate it. When choosing one of the options, then the resulting situation is presented, again with a set of options. Working through this branching tree is like traversing a maze, hence the name "Action Maze". Action mazes can be used for many purposes, including problem solving, diagnostics, procedural learning, and surveys / questionnaires.

With the help of network ICT tools, it becomes possible to have wide access to educational, methodological and scientific information, to organize operational consulting assistance, to simulate research activities, to conduct **virtual training sessions** (seminars, lectures) in real time.

The listed ICT tools create favorable opportunities in English lessons for organizing students' independent work. They can use computer technology both for the study of certain topics and for self-control of the knowledge gained. Moreover, the computer is the most patient teacher, capable of

repeating any tasks as much as necessary, achieving the correct answer and, ultimately, automating the skill being practiced.

The positive aspects of using ICT in the independent activities of students, possible problems and their solutions.

The teaching process has received new forms, a different character due to the presence in the classrooms of personal computers and laptops with the appropriate software, multimedia projectors and special screens, interactive whiteboards, access to the Internet. And we must take into account the positive properties of ICT, not only possess knowledge in the field of the latter, but also be able to apply them in our own professional activities. With a deliberate, competent use of ICT tools as new forms of education, a number of important didactic problems can be solved:

• first of all, to significantly increase the level of independent work of students, the effectiveness of their self-training;

• to intensify the process of teaching a student in the direction of research, search activities;

• influence the formation of student's motivation for learning;

• provide a continuous and flexible learning process, etc.

• for repetition and consolidation of the passed material;

• to ensure the required level of assimilation of educational material;

• for the communication of various kinds of information and the formation of skills and abilities for the selection and systematization of information, etc.

Above, we talked about the positive impact of information and communication technologies on the educational process. But, like any object or phenomenon, ICTs also have a downside. Their use in all forms of education can lead to a number of negative consequences, including:

• there is no home computer for many students and teachers;

• deterioration of the physiological state and health of the student (an unstable child's psyche leads to addiction to the computer of students, which affects their health);

• a decrease in the student's speech activity (which is especially typical for forms of open and distance learning), as a result of which the student does not have sufficient practice of formulating and expressing his own thoughts. According to the latest psychological studies, a long-term absence of active speech practice negatively affects the processes of thinking, including independent thinking;

• lack of live dialogical communication between participants in the educational process, which becomes scarce as a result of excessive individualization of training. [4, p.163]

As we can see, there are a number of problems with the use of ICT in the independent activities of students, therefore, the question arises with their solution. The fact that many students and pupils do not have a computer at hand is an urgent problem. However, in each school there are computer rooms or language laboratories where students can organize independent activities. Students can come to study themselves at will, and if there is no permission from the organization, they can use ICT during classes with the teacher.

Information and communication technologies are designed to focus the attention of students, enhance cognitive interest, motivation for learning. But these tools must be applied correctly so as not to harm the health of the child. Therefore, the use of ICT must be combined with the use of traditional forms of the lesson, which will periodically switch the attention of students. In addition, one should not forget about the healing moments in the lesson: physical minutes, dynamic pauses, minutes of relaxation. I use special sets of exercises to normalize posture, to restore strength, to relieve fatigue, to relieve tension from the muscles of the trunk, for the eyes.

Another problem is associated with the lack of live dialogical communication between the participants in the educational process. However, applications like WhatsApp, Speaking 24, IKlass, etc. provide an opportunity for students to communicate.

The use of ICT is justified, since it makes it possible to intensify the activities of students, makes it possible to improve the quality of education for children from low-income families, improve the professional level of a teacher, and diversify the forms of interpersonal communication of all participants in the educational process. And also, ICT tools used in modern education make it possible to achieve high results in learning. New technologies make it possible to ensure interaction between teacher and student in the system of open and distance learning. The use of various ICT tools in the educational process can lead to both positive and negative consequences. In the context of the influence of ICT on educational processes, a type of modern teacher is formed, who must not only possess knowledge in the field of information and communication technologies, but also be able to apply them in their own professional activities; – under these conditions, a different type of student is emerging, who cannot imagine his life without a personal computer and the World Wide Web, using the capabilities of modern technologies as information sources. But it is necessary to restrict access to information resources, to create conditions for the creative and research activities of students with different levels of development.

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IMPLEMENTING SPACED REPETITION IN ENGLISH VOCABULARY LEARNING

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To acquire English language a learner must first and foremost learn vocabulary, that is a common knowledge, and yet there are occasions when English teachers neglect that part assuming that their students have to know or learn on their own [1, p. 77]. Provided that according to today's standards the endurance of school lesson is 40 minutes, those teachers who do not spent the lesson time on teaching vocabulary and instead focus on developing language skills are choosing a reasonable option. But still, without the lexis knowledge it would be impractical for a student to try practicing speaking and writing tasks, likewise impractical for them it would be to try comprehending reading and listening assignments. The compromise to the issue suggested in this paper is to instruct students an effective approach of vocabulary memorization, namely spaced repetition, in a way that they would be able to practice memorizing outside of the classroom time. The technique requires a short amount of time, and thus, can as well be implemented during the lessons.

Although spaced repetition has a lengthy history since its initial revelation in 1885 as a psychological phenomenon by Hermann Ebbinghaus, its application in foreign language (FL) learning