The results of such control make it possible to obtain information about the success or failure of the educational process using a multimedia presentation in a foreign language, which allows teachers to correct the educational activities of students in time.

The final part of the lesson or the end of the lesson should summarize what was achieved during the lesson. This part consists of the following stages: assessment of student's knowledge and skills, explanation of homework, summing up the student's work in the classroom, organized end of the lesson.

To maximize the effectiveness of each part of the lesson, it is necessary to analyze the material in terms of criteria – based assessment. Teachers should ensure that all students understand and assimilate the material, and then move on to the perception of a new portion of knowledge. In addition, the teacher must follow the pace of the lesson. It cannot be too fast due to the inertia of cognitive processes in children with learning disabilities.

Thus, the structure of classes using innovative technologies in a foreign language for children with learning disabilities should be specific not only in organizational terms, but also in psychological and pedagogical terms. We must not only take into account the psychological and physical characteristics of children in this category, but also include the use of various methods of teaching and remedial work. It is necessary to carry out an individually differentiated approach to teaching a foreign language for children with special needs.

In conclusion, it should be emphasized that the development and widespread dissemination in recent years of innovative computer technologies, communications, network communications (Internet) has led to the fact that knowledge of the English language is necessary not only for many types of professional activity, but largely for orientation in modern daily life. English proficiency for young people entering life is becoming more and more important, affecting their social status. The foregoing has a direct bearing on people with disabilities, and people with disabilities studying in inclusive classes. And also mastering the English language will contribute to their social adaptation, professional relevance.

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INNOVATIVE TECHNOLOGIES TO INCREASE THE EFFECTIVENESS OF FOREIGN LANGUAGE TEACHING: VOICE OF AMERICA AS A WAY OF LEARNING

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Innovative technologies are a pedagogical process and innovation in student and student activities, and the ability to fully utilize the basic interactive methods of implementation. Interactive methods mean that the student and student are interacting with the student, the student, the internet, the student, and the student, which is the pedagogical way of influencing and is the key part of the education system. In using these techniques, students should work together. Organization of trainings using innovative technologies in foreign language classes is a topical issue and it is very convenient for the students to enjoy the lessons. A communicative approach focuses on developing educational, communicative, and communicative skills, enhancing learnability, and developing communication skills in a foreign language [1]. This approach focuses on the way independent thinking and functioning of learners and their skills are based on the following:

- integration of knowledge in philological, humanitarian, social and humanitarian, natural, artistic-aesthetic and technical spheres at all stages of the education;

- introduction of interactive forms of education;

- providing students with independent language skills in acquiring new language skills and socio-cultural knowledge, practical skills.

Personally oriented approach is not only the teaching of foreign languages, but also the educational process based on the active forms of relations between participants of the educational process (students, teachers, parents). This approach the character and the direction of development, the ability to create favorable conditions for the formation of communication skills in foreign languages, based on their capabilities, and to compare the dynamics of learners' development with its previous state. Linguistic competence offers a good knowledge of language information (phonetics, lexicology, grammar) to communicate with learners of spoken language, and captures the types of speaking activities (listening, speaking, reading and writing). Social-linguistic competence allows the speaker to choose the appropriate linguistic form, expression method, based on a particular speech situation, communicative purpose and desire. Discourse competence (discourse is a verbal and written text) to understand the linguistic, stylistic and structural features of verbal and written texts for the correct interpretation and compilation of the text, as well as the choice of the type of spoken communication keeps. Strategic (compensatory) competence implies the ability to solve problems of speech and social communication in a foreign language through some verbal and nonverbal means, repeated requests in case of misunderstandings in communicative situations, and the ability to overcome difficult situations. Socio-natural competence implies the ability to present national characteristics of authentic speech: the traditions, values, ceremonies and other national-cultural features of the country in which it lives, and the ability to present it with the language studied [2]. Social competitiveness is a notion of the importance of learning foreign languages in today's multidisciplinary world, focusing on foreign language communication, understanding, self-reliance, civic stance and patriotism. Learning, creative activity, features of mutual cooperation. Students learn creativity in a single group and analyze the results of the research. This enhances the reader's activity in the lesson, finding the correctness of its truthfulness [3]. In conclusion, it should be noted that the use of interactive methods and innovative teaching technologies in the course of the lesson will make the teacher contribute to the increased effectiveness of the learning process so that the subject is fully understandable to the reader.

Voice of America (VOA) is an American international broadcaster funded by the United States Congress. It is the largest and oldest U.S. funded international broadcaster. VOA produces digital, TV, and radio content in 47 languages which it distributes to affiliate stations around the globe [4].

The Voice of America training resource contains a lot of interesting and useful information, which we did not mention in our brief review. Take a look at it yourself and diversify the process of learning or teaching a language with modern materials.

The first and most necessary condition for the formation of students' understanding of the English language is the teacher's conduct of the lesson in English. Hence, great demands are placed on the teacher's speech. The main ones are:

- normativity (correctness) of speech,
- its usuality (this is what a native speaker will say in this situation),
- selection and repeatability of language tools,
- adequacy of students' ability to understand it,
- emotionality and artistry.

A fragment of an English lesson in the 8th grade on the topic "My attitude to the life of animals in the wild and in captivity" with the use of educational Internet resources.

Outline of a lesson fragment

Lesson topic: "Animals"

Basic materials from: Voice of America: learning English

Planned educational outcomes results:

activate the lexical material on the topic "Animals";

development of general communication skills: searching for information on the Internet, understanding the content of the text based on its information processing, brief statements about facts and events, the use of descriptions, as well as emotional and value judgments, and the ability to express your opinion on the problem;

formation of respect for the right of every person to have their own position, their own opinion, education of a culture of tolerance and respect for human dignity.

The ICT tools used in the lesson:

personal computers (PC), screen;

Lesson progress

Creating an atmosphere of foreign language communication.

Organizational moment

- Hello! I'm glad to see you! Let's start our lesson.
- What day is it today?
-What is the weather like today?

A game in association on the topic of animals (warming up game).

Lesson topic

-now look at the ppt and try to guess our theme for today.

Discussion of the topic.

Completing the first task

-answer the questions using our Internet recourses – websites .

Discussion of the problem

-now let's discuss the main problem.

Completing the second task

-give your opinion;

-write an essay (200-250 words).

8. Homework and lesson summary:

-open your diaries and write down your homework.

-you are well done for today. Thank you for your work. The lesson is over. Good bye.

In this lesson, an Internet resource such as hotlist was used to teach monologue oral and written speech, the ability to generate their own statements, to isolate the necessary information.

The result of this work is the completion of a self-assessment sheet of students in the lesson, which reflects the advantages of working with Internet resources: the development of skills to search

for information on the Internet, understanding the content of the text, a brief statement about facts and events, the use of descriptions, the ability to express their opinion on the problem.

Electronic educational resources allow us to implement the principles of a differentiated and individual approach to learning, and thereby contribute to the development of personality in the process of their own activities, are focused on the development of research skills for students, effectively affects the increase in the level of success in mastering a foreign language. Projects implemented using electronic educational resources help to diversify classes conducted according to textbooks, as well as implement an integrated approach to teaching and significantly increase motivation to learn a foreign language. The implementation of projects using Microsoft PowerPoint, Publisher programs allows you to diversify your work, make classes more dynamic.

Independent work of students using electronic educational resources, on the one hand, contributes to effective work on the assimilation of knowledge and mastering the methods of activity included in the content of training in the discipline "Foreign Language", on the other hand, meets the need for self-improvement in the subject outside of the mandatory program material, as well as after graduation.

VoA training contains an important communicative, stimulating, training - training, informative value, but, of course, also evaluative-controlling. Language acquisition is impossible without making mistakes, both in written and oral speech. Correcting mistakes in the listening process is undoubtedly an important aspect of the learning process. In the course of the student's speech activity, correction of errors by the teacher can complicate the communicative orientation.

Fixing the skills of monological utterance in an artificially created language environment will be more effective if the student's speech is not interrupted to correct grammatical errors. Tasks aimed at strengthening listening skills and checking the acquired material vary depending on the level of language proficiency. Control of the perception of tasks can be presented both in writing (in writing to finish a sentence from the audio text, find errors in sentences and tasks on an audio medium, play the recording of the text in full), and in oral form (read a passage of the text on tape, retell the listened passage, answer questions to the text). Thus, the right material for teaching listening skills will allow the teacher to make the complex learning process of teaching foreign languages interesting, emotionally-colored and exciting.

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MOBILE PODCASTS AND VIDEOCASTS FOR DEVELOPING SPEAKING AND LISTENING SKILLS

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