

advantages of using video materials received a positive perception from the majority of teachers and students.

In accordance with the student's approach to distance learning in English, the video class uses a wide range of classroom activities to improve students' language skills, especially listening and speaking, i.e.

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INTERNET DISCOURSE AS A WAY OF TEACHING FOREIGN LANGUAGE

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Currently, there is no doubt about the relevance and demand for the integration of the Internet in the process of teaching a foreign language. The use of the Internet significantly expands the range of real communication situations, increases the motivation of students, and allows them to apply the acquired knowledge, formed skills, and speech skills to solve real communication problems.

The main goal of learning a foreign language is the formation of communicative competence, all other goals (educational, educational, developmental) are realized in the process of implementing this main goal. The communicative approach involves learning to communicate and developing the ability to inter-cultural interaction, which is the basis for the functioning of the Internet.

The Internet allows you to effectively solve a number of didactic tasks:

- * to form a stable motivation;
- * activate students ' thinking abilities;

- * involve passive students in the work;
- * make classes more visual;
- * provide the educational process with new, previously inaccessible materials, authentic texts;
- * teach students to work independently with materials;
- * provide instant feedback;
- * increase the intensity of the learning process;
- * provide live communication with representatives of other countries and cultures;
- * develop the skills and abilities of effective reading, writing and writing;
- * listening, monologue and dialogic speech;
- * foster tolerance, receptivity to the spiritual and cognitive experiences of other peoples,
- * implement personality-oriented and differentiated approaches to learning
- * develop skills that provide information competence.

Speaking about the use of the Internet in teaching English, it is necessary to remember that the leading component of the content of the training is various types of speech activity – listening, speaking, reading, writing. The Internet, by its didactic capabilities, allows you to practice four types of speech activity .

Possible forms of working with Internet discourse:

1. Students' use of on-line dictionaries, for example, Multitran (www.multitran.ru).
2. Create presentations. Free Printables for Teachers Website (www.mes-english.com) contains a large number of colorful pictures on topics.
3. Use of text and multimedia materials when passing a new topic in the lesson and as homework: students are given cards with addresses, they must review the material, complete certain tasks, answer questions, etc.

For example, on the Learn English website (<http://learnenglish.britishcouncil.org/ru>) presents authentic audio and video materials, reading texts, games, tests for students of different ages with different levels of language proficiency. BBC World Service (<http://www.bbc.co.uk/worldservice>) provide an opportunity not only to read, but also to listen to the news, in many languages, and you can choose the appropriate level of English proficiency and listen to the news in the LEARNING ENGLISH mode.

4. Independent work of students with Internet resources for the preparation of reports, messages (active use of search engines);

5. E-mail correspondence. International exchange of letters can be carried out in any class and at any level of language proficiency. At the initial stage, it can be working in groups and with the direct help of a teacher. You can find correspondence partners for your students as follows: Contact TESL-L (computer-assisted language learning sub-branchlistserv@cunyvm.cuny.edu/listserv@cunyvm.bitnet) or TESLK-12 (listserv@cunyvm.cuny.edu); contact the list server for cross-cultural connections (Inter-Cultural E-Mail Classroom Connections <<http://www.iecc.org>>, <<http://www.stolaf.edu/network/iecc/>>), offering to establish correspondence with various purposes: to carry out joint projects, discuss pressing issues, conduct discussions between entire classes; visit the home page of E-mail for ESL/LINC Students (<<http://edvista.com/claire/linc.html>>). It offers help and instructions on how to use e-mail, free access to e-mail, helps you find pen pals, and offers participation in paired and group projects. The initial interest quickly passes and students find themselves in a difficult situation, not knowing what to write about. In order to avoid disappointment, it is necessary to correlate this type of work with the general curriculum, you can invite students to ask their pen pals about a particular topic and make a report in class based on the results obtained.

6. Improving lexical and grammatical skills: performing various exercises, testing, language games.

For example, for a primary school, you can recommend the Learn English Kids website (<http://learnenglishkids.britishcouncil.org/en>). All kinds of educational, language, and humorous games will help children master the vocabulary and grammar of the English language: find a couple of words, sign pictures, solve a crossword puzzle, fill in gaps, solve words, arrange sentences in the correct order, color pictures according to instructions, choose the correct answer to a question, and so on.

7. Participation in competitions and Olympiads, as well as in international projects, participation in text and voice chats, communication via Skype.

Students should be prepared to use the language for real communication.

Working with Internet resources places high demands on the personal qualities and professional training of teachers. On the Media Awareness Network website (<http://www.media-awareness.ca/english/teachers>) you can find detailed lesson designs with step-by-step instructions of actions, as well as materials for self-education and improving the professional skills of the teacher. Teaching English Website (<http://www.teachingenglish.org.uk>) was specially designed for English language teachers. Here are articles by methodologists dedicated to teaching various aspects of the language.

Undoubtedly, the Internet is a huge source of authentic texts and other materials that allow students to improve their language skills and speech skills, and increase their confidence in using the language. The use of Internet technologies increases the effectiveness of the lesson if the material is selected in accordance with the objectives of the lesson, the level of language proficiency of students, their age and interests. The Internet is only an auxiliary technical means of teaching, and in order to achieve optimal results, it is necessary to correctly integrate its use into the lesson process.

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INTERACTIVE LEARNING TECHNOLOGY IN LANGUAGE PROFICIENCY

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