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THE USE OF MODERN TECHNOLOGIES AT ENGLISH LESSONS AT PRIMARY SCHOOL

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The article reveals the validity of modern information technologies usage at foreign language lessons at primary school.

It analyzes scientific-methodological literature and normative documents on the role of information technologies in foreign language learning, "information technologies of learning" are defined.

The article outlines methods improving cognitive activity, effectiveness and interest to foreign language learning of primary school pupils; it also mentions different ways of information technologies usage.

It characterizes modern lesson and defines information technologies of foreign language learning at primary school.

The article gives reasons for the relevance of modern information technologies implementation in education process at primary school. In particular the use of multimedia means, computer technologies, Internet resources.

The article provides examples of modern information technologies usage by the teachers at foreign language lessons and possibility to realize different forms of educational cognitive activity.

The use of modern information technologies changes significantly the methods of teaching which include not only the use of technical means, but also new education process approaches.

Key words: information technologies, modern lesson, foreign language, primary school, means, form, method, learning.

Nowadays there exit a lot of computer programmes designed for teaching foreign languages. They include lessons for developing vocabulary, structure; contain reading passages, games, as well as reference materials. The main advantage of the computer is its ability to be used for individual work either at home or at school. Exposure time may be varied, everybody can learn at their own pace, they can check themselves, it appeals to the learners of all ages. It should be mentioned that computers alone can't teach communication. One more

disadvantage: they are not available for all the learners because of their cost [1, p.150].

Among innovation technologies used at primary school we can differentiate the following: project technologies, language portfolio, information technologies, and interactive technologies.

Students today are already tech-savvy. Some may even know more about computers than you do! It benefits both you and your students to begin using this technology in the classroom more and more.

Most schools will require teachers to incorporate computer use into the grade level curriculum. The new teacher may need assistance deciding how to do this on a daily basis. Some teachers are hesitant to introduce computer time into the classroom because they view this as a form of "free time" or they may not be confident in their own computing skills. However, when governed and lead properly, integrating computer time into the classroom will have several benefits.

Students gain word processing skills when learning to type: skills they will need in college and the workplace.

Working on computers fosters collaboration between students and between the student and teacher as they work together on projects.

Often leaders emerge who really enjoy computers and can help others, which is useful to classmates and the teacher.

Computer time promotes using higher order thinking skills and is a natural form of discovery through trial and error.

Computer time increases responsibility, independence and a sense of accomplishment.

Computers can reinforce instruction or are an assistive tool in the instruction through podcasts, video and multimedia.

Good teachers are flexible enough to cope with different situations. Because they are focusing on the students and what they need, they are able to react quickly to the unplanned event. Perhaps, in the case of the pairs who finish early, for example, they have a couple of quick useful tasks 'up their sleeves' which they can ask the pairs to do while they're waiting. Good teachers recognize that their plans are only prototypes and they may have to abandon some or all of them if things are going too fast or too slow. [2, p. 8].

In order for computer time to work for you, decide what your approach for each computer session will be. Will you facilitate, guide or instruct? This may vary by computer activity. For example, you may want to have an instructional session where you are showing them some websites or new software. On the other hand you may want the students to get some independent practice, in which you would facilitate, but not instruct.

Know the program or website that the students will be using well before letting them use it. This may sound simple, but it is so important. You will be able

to help to navigate the students through the program or site and instruct them. There is usually a teacher guide that accompanies the software program and is available to use from the school's computer teacher.

Planning is important. Create a section in your lesson plans where computer time can be integrated. Research the topic well yourself so you know the sites with the best information. In your plans be sure to include the curricula area you are covering as it might differ for each lesson and will show administrators that you thought it through. This way you and the teacher assistant can work together on facilitating.

Briefly instruct students on the program or website at their desks before they are sitting in front of the computer and then let them go to the computer immediately after your instruction. Students will be very enthusiastic to get started once they are in front of the computer and it will be difficult for them to focus on your instructions otherwise. For older students, the instructions can also be posted near the computer for them to read.

When applicable (depending on the purpose), confer with students while they are on the computer. Ask questions about their learning and progress. Take observational notes, so you know the direction you want to go in the next session. It is a bit like guided reading. You need to keep assessing and challenging them.

Provide consistent feedback, which may be praise or correction. For example, say to the small group, "Today I noticed that ...", and give feedback about their session.

In this day and age, it is the teachers who are lagging behind in computer skills. Whether your school requires the students to have computer time in the classroom, or if you just desire to integrate it yourself, the benefits are great.

Whatever we think of the teaching methods used – or the reason for the language learning – the teachers and students in these cases had a number of things on their side: they were highly motivated, they really wanted to learn and they had powerful reasons for doing so – including, of course, a fear of failure [2, p. 6].

New elementary school teachers may not integrate computer centers in the classroom if they struggle with management and scheduling of computer time. When should they go on? What days? What if I teach Kindergarten? Let's provide some answers.

Before starting the computer plan, think about the developmental age of the students and how adept they are at using a computer. In this day and age, students come to school at all different levels of computer literacy. Some can type, others cannot; some can navigate and still others cannot. This is especially true if you work in a district with different socioeconomic or religious backgrounds (some parents may not allow their child to use the home computer and other parents cannot afford a home computer.) Most districts require that parents sign a form that

gives permission for their minor to use the Internet. All of this must be factored in before you send them to the PCs.

Ultimately, creating your schedule and managing it will depend on the number of computers you have in the classroom. Hard to believe but even in this technologically advanced society, there are still many classrooms in America with only one or two computers, which puts the children and the teacher at a great disadvantage. Even with limited computers, the schedule can still be created, but it will mean less time for the kids to practice.

Whereas in primary school much learning takes place through play and knowledge gathering is done through games, songs and puzzles, adults, on the other hand, do not necessary need their learning to be camouflaged, dressed up in quite the same way. If they can see the point of learning –and if we are able to explain the reason why we are asking them to do things to their satisfaction –we do not have to play games or sing songs to get their cooperation [2, p. 11].

After you have made these considerations, use the tips below to get started on scheduling computer time.

Create a working schedule and post it in the classroom so that they know which day of the week they have computer time. If you work on an A-F cycle you may choose to follow that as the schedule. Either way, divide the number of students by the number of computers and then schedule them evenly. Kids are great -- they will remind you when it is "their day."

Place students in a group of mixed ability. They help each other and collaborate. Students of higher ability can assist a student of lower ability.

Decide whether you can have computer time once or twice a day. Twice a day is preferred. Give blocks of time of at least fifteen minutes each during bellwork, after snack time or during center time where students do not missing direct instruction.

Post the computer programs or websites that they can use for the day. Teachers with older students can post their assignments. I set a limit of one or two websites or programs for the younger students because they tend to navigate back and forth between games, lose focus, and ultimately, computer time.

Keep in mind that the technology associated with computers and the Internet changes with breathtaking speed. Although certain skills will remain useful to you over long period of time, there will be many things that will have to be relearned time and time again. The rapidity of change in this field can be bewildering and intimidating. But it is also the sourse of some valuable innovations that can be of great use to you [4, p. 222].

Have a computer helper, whose job is to dust the computers, check to see that the equipment is properly maintained, and help a student to navigate if they are stuck.

Be very clear to students what your expectations are regarding printing. I wanted the students to take home a book or two, but my limit was no more than two. Especially young students, without limits will print every page!

Do not use computer time as a reward or punishment. Just as you wouldn't tell a child that they could not read their books, because they were disruptive in the hallway, you do not want to take away this important part of the curriculum from them. Find another consequence for the misbehavior. You just might find that the disruptive student may become more focused when he or she has some down time on the computer.

If possible, schedule the time to coordinate when the Teacher Assistant is with you in case there is a technical glitch that the helper cannot solve. You don't want to be working with other students and have to keep stopping to fix it.

Computer technology is becoming both more useful and more cost effective for many fields of teaching. And only the teachers can determine whether these methods will prove effective in their classroom. Whatever they decide, remember that technology complements, but does not fundamentally alter, the elements of teaching [4, p. 234].

To summarize, we recognize that teaching English can be more rewarding and less stressful if you

- feel confident enough to use English as the main language in the classroom during English lesson – giving experience of English in use

- have a wide variety o f activities that are both fun for young learners and rich in natural language learning opportunities [3, p. 2].

Modern information technologies improve and vary learning process, widen didactic possibilities of a teacher, raise motivation and cognitive activity of students at the lessons of English.

So the use of modern information technologies at the lessons of English at primary school is effective while learning lexical and grammar material, as well as while developing listening comprehension, reading, writing and speaking skills.

Using modern information technologies at the lessons of English teachers have to concentrate students' attention on the task given not just on the presentation. Only teachers can organize learning process and use the technologies properly. Nothing can substitute real communication of a teacher and students.

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ВИКОРИСТАННЯ НОВІТНІХ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ НА УРОКАХ ІНОЗЕМНОЇ МОВИ В ПОЧАТКОВИХ КЛАСАХ

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Розглянуто доцільність використання новітніх інформаційних технологій на уроках іноземної мови в початкових класах.

Проаналізовано науково – методичну літературу та нормативні документи з питань про роль інформаційних технологій в навчанні іноземної мови, визначено поняття "інформаційні технології навчання".

Визначено засоби, які підвищують пізнавальну активність, ефективність та інтерес до навчання іноземної мови молодших школярів, а також представлено різні способи використання інформаційних технологій.

Охарактеризовано сучасний урок та визначено інноваційні технології навчання іноземних мов у початкових класах.

Обґрунтовано актуальність впровадження новітніх інформаційних технологій в навчальний процес початкової школи. Йдеться про використання мультимедійних засобів, комп'ютерних технологій, Інтернет ресурсів.

Наведено приклади використання педагогами новітніх інформаційних технологій на уроках іноземної мови та можливість реалізації різних форм навчально-пізнавальної діяльності.

Застосування нових інформаційних технологій істотно змінює й методи навчання, до яких належать не тільки використання технічних засобів, але й нові підходи до навчального процесу.

Ключові слова: інформаційні технології, сучасний урок, іноземна мова, початкова школа, засоби, форма, метод, навчання.