THE USE OF MODERN TECHNOLOGIES IN TEACHING ENGLISH TO INCREASE MOTIVATION FOR THE SUBJECT AND THE QUALITY OF EDUCATION

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ABSTARCT
This article discusses the problem of using modern technologies in teaching a foreign language to increase motivation for the subject and the quality of education. The principles and methods of the system-activity approach in teaching foreign languages are considered, as well as a number of modern pedagogical technologies used in teaching English.

Key words: Motivation and cognitive activity, educational technologies, multilevel learning, gaming technologies, health-saving technologies, technology of learning in cooperation, project activities.

The construction of the educational process in the classroom using modern educational technologies, taking into account modern requirements for the quality of education, the level of formation of educational activities, increases the motivation and cognitive activity of students, allows the use of personality-oriented interactive educational technologies, helps to overcome the psychological barrier when using a foreign language as a means of communication, avoids subjective assessments and increases efficiency training and quality of education.

The main goal of teaching foreign languages at a higher educational institution is the development of communicative competence, the development of the student's personality, willing and able to participate in intercultural communication in a foreign language and in the future capable of self-improvement. But the quality of achieving the goal depends, first of all, on the motivation and needs of the individual, his motivation. It is motivation that causes purposeful activity, determines the choice of means and techniques, their ordering to achieve the goal. However, the interest of students in learning a foreign language is falling. Lack of motivation, in turn, leads to a decrease in the quality of students' learning. The use of only traditional teaching methods today no longer gives the desired results, and does not allow achieving the established requirements of the state standard and maintaining the interest of students. In order to improve and optimize the learning process, the teacher is forced to supplement and combine familiar methods with new technologies in teaching foreign languages.

The choice of a topic for self-education is due to the need to implement the requirements of the state educational standard, to maintain consistently high academic performance of students through the creation of sustainable educational motivation to learn English through the use of modern technologies. It is necessary to use the principles and methods of a system-activity approach, technologies of personality-oriented and developmental learning in English classes and outside of school hours. Taking

into account the fact that students with different levels of language training are often present in study groups, I use several modern educational technologies in each of my classes.:

information and communication,

project method, research activity of students,

game technologies,

multi-level training, differentiated training,

technology of learning in collaboration or group work,

health-saving technologies,

The use of information and communication technologies. Currently, our society is characterized by a pronounced process of informatization. One of the main directions of the informatization process is the informatization of the education system, which implies the introduction of information technology tools into the educational process. One of the leading technologies in the organization of the educational process in the classroom and during extracurricular time is information and communication technologies. A lesson using ICT makes it possible to conduct classes with multi-level students, give them tasks of varying degrees of complexity, offer a set of tasks and exercises according to their abilities, ensure 100% participation, while maintaining an atmosphere of goodwill and interest. With the correct organization of the educational process, the motivation of self-preparation of students increases and a conscious attitude to study appears. The main directions of using ICT by teachers of a foreign language are:

Multimedia classes (interactive classes)

Testing on computers

Distance Olympiads

Telecommunication projects

Classes based on author's computer presentations in the form of practical classes, seminars, student reports

Project activities

Using the technology of project training and research activities. The purpose of the project technology is the independent "comprehension" by students of various problems that have a vital meaning for the trainees. This technology involves the "living" of students for a certain period of time in the educational process, as well as their involvement in the fragment of the formation of a scientific understanding of the surrounding world, the construction of material or other objects.

The project method is one of the leading ones in the formation of students' speech competencies, the ability to use a foreign language as an instrument of intercultural communication and interaction. Working in a project group, students are involved in an active dialogue of cultures, use knowledge and skills in English in new non-standard situations. Project activity is widely used in English classes in student groups of the 1.2 th year of study. The project activity is aimed at solving communicative tasks, is focused on the student's personality, develops motivation and creative potential of the teacher and students. In the process of working on the project, there is an integrated development of all types of speech activity and a combination of collective, pair and group work.

Project activity is of particular interest to students, because they know and know a lot, and working on projects helps them to realize their knowledge, skills and abilities. It begins at the stage of formation of speech skills and ends at the stage of skill development with the presentation of the project and its defense. Project activity combined with computer work makes classes interesting and modern. The teacher not only teaches children, but also learns a lot from them.

The use of health-saving technologies.
Health-saving educational technologies in a modern school (ZOT) are all technologies, the use of which in the learning process benefits students. If it is associated with the solution of narrower tasks, then these include pedagogical methods and techniques that ensure students' safety during their stay in a higher educational institution. During the lessons, students have to memorize a lot, speak, write, read, listen and analyze information, therefore, the teacher should pay special attention to health-saving technologies.

The development of mental operations, memory and at the same time the rest of students contribute to:

individual dosing of the volume of the training load, its rational distribution over time.

changing types of work: independent work, reading, writing, listening, answering questions, working with educational material (orally and in writing), creative tasks, brainstorming.

various test tasks with a choice of an answer, with an open answer, tasks for regrouping; for recognizing and searching for errors; multi-level tasks.

strict compliance with the scope of all types of tests, conducting intermediate and final control works strictly according to calendar and thematic planning.

speech warm-ups, game pauses (dramatization dialogues, text excerpts), visual gymnastics and, of course, emotional relief.

changing the posture of students, observing their posture, matching the pose to the type of educational activity.

Game technology ensures the unity of the emotional and rational in learning. During the game, due to the flexibility of the game technology, students are faced with situations of choice in which they show their individuality. The peculiarity of the game technology is that its development and application require the highest creative activity of the teacher and students.

The game is an effective learning tool that activates the mental activity of students, makes the learning process attractive and interesting, makes students worry and worry, it is a powerful incentive to master the language. The game improves the relationship between its participants and teachers, as game interactions involve informal communication and allow both to reveal their personal qualities, the game eliminates the fear of the unknown. The game always involves making a decision - what to do, what to say, how to win. This sharpens the mental activity of students. It is in the game that students learn social functions, norms of behavior.

In games, the student receives various knowledge and information freely. Therefore, often what seemed difficult in the classroom is easily absorbed during the game. Interest and pleasure are important

psychological effects of the game. There is no need to be afraid that the interest that arises during the game is an interest in the game, and not in the educational process itself. The development of interest has a pattern: interest in the external side of phenomena develops into interest in their inner essence.

E.I. Passov identifies 6 main purposes of using the game in foreign language lessons:

1. Formation of certain skills.
2. Development of certain speech skills.
3. Learning the ability to communicate.
4. Development of necessary abilities and mental functions.
5. Knowledge in the field of regional studies and language.
6. Memorization of speech material.

Multi-level training - this is a technology of teaching in one group of students with different abilities. The main idea of the technology is that all students are able to master the basic component of education, moving at their own pace. It is also important that students are familiar with the goals and the final standard of knowledge. This makes it possible to work with students who are both experiencing difficulties and who show a high level of mental development, showing a pronounced interest, inclinations and abilities for the subject. Creating the most favorable conditions for the development of the student's personality as an individual. Level differentiation is carried out not by reducing the amount of information studied, but is ensured by the orientation of schoolchildren to various requirements for its assimilation. Level differentiation allows you to work with both individual students and groups. The system of work on this technology includes various stages:

 identifying backlogs;

eliminating their gaps;

elimination of the causes of failure;

formation of interest and motivation to study;

differentiation (according to the degree of difficulty) of educational tasks and assessments of student activity.

Internal differentiation presupposes a conditional division of the group:

according to the level of mental development (level of achievement);

by personality-psychological types (type of thinking, accentuation of character, temperament and etc.).

Differentiation in teaching a foreign language is based on the individual characteristics of the student's personality and on individual gaps in his knowledge.

For multi-level training we use:

Informant cards that include, along with the assignment to the student, elements of metered assistance.

Alternative tasks for voluntary performance.

Tasks, the content of which is found by the student.

Tasks that help in mastering rational ways of activity.

Multi-level differentiation of learning is widely used at different stages of the educational process: the study of new material; differentiated homework; knowledge accounting in the classroom; ongoing

verification of the assimilation of the material passed; independent and control work; organization of work on mistakes; consolidation lessons. The educational material can be differentiated not only by the level of students' learning, but also by levels: creativity, difficulty, volume.

One of the modern educational technologies is learning in cooperation. The use of this technology makes it possible to significantly diversify classroom classes. The main idea of collaborative learning technology is to learn together. The organization of training in cooperation in small groups provides for a group of students consisting of four people of different levels of training. The teacher explains the new material, and then invites students to consolidate it in groups, try to figure it out, understand all the details. Groups are given a specific task, the necessary supports.

The task is done in parts. At the same time, the performance of any task is explained aloud by the student and is controlled by the whole group. After completing the tasks by all groups, the teacher organizes a general discussion of the work at each lesson. When the teacher makes sure that the material has been mastered by all students, he gives a test to check the understanding and assimilation of new material. At the same time, the teacher, of course, differentiates the complexity of tasks for strong and weak students. The scores for individual work (test) are summed up in a group, and the overall score is announced. Thus, it is not the strong who compete with the weak, but everyone, trying to complete their tasks, as if competing with themselves. Otherwise, each student increases the previously achieved result.

The technology of learning in collaboration has much more advantages over a standard lesson. The material worked out by all students together through discussion, in a question-and-answer form, is assimilated and remembered better. It is more interesting as the act of cognition itself than the teacher's story. Thus, students are motivated to work independently in subsequent classes (the abilities of those students who, for one reason or another, always remain "in the shadows" in the lesson are revealed).

The basic principles - one task per group, one promotion per group, distribution of roles - are observed in all cases. This method allows you to fully implement a personality-oriented approach, as well as to form the necessary intellectual and communicative skills. But the teacher in this situation acquires a new, no less important role for the educational process as an organizer of independent cognitive, research, creative activity of students.

Thus, the use of modern educational technologies in the framework of competence-based learning allows you to organize the educational process more productive, effective, interesting, informative, increases the motivation and cognitive activity of students, the effectiveness of training and the quality of education.

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