Using Technologies in the English Language Learning and Teaching

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Abstract: Language is one of the significant elements that affects international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading and writing for their proficiency and communication. In the 21st century, the society makes ever higher demands on the practical knowledge of English in everyday communication and in the professional sphere.

Key words: Technology in teaching and learning the English language, The importance of role of Computer technology in language learning, Method of using video materials, CALL (Computer assisted language learning).

The volumes of information are growing, and often routine ways of its transfer, storage and processing are ineffective. The use of information technology reveals the enormous capabilities of the computer as a means of learning. But we must not forget that the use of multimedia technologies cannot provide a significant pedagogical effect without a teacher, since these technologies are only ways of teaching. The computer in the educational process is not a mechanical teacher, a tool that enhances and expands the possibilities of its teaching activity.

Technology has always been an important part of teaching and learning environment. It is an essential part of teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word "integration" is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experiences through to teaching and learning process.

Information technologies in English language teaching can actually assist with some of these expectations and make teachers and we are students be more successful. However, as the world becomes more complex year-to-year instead of the generation-to-generation pace of most of the last century, educational needs continue to shift from teaching and learning isolated skills and information within each content area, to teaching skills that enable students to solve complex problems across many areas. Educators must prepare for a technology-rich future and keep up with change by adopting effective strategies that infuse lessons with appropriate technologies. However, this is balanced by significant observation: the benefit to students of using new technologies is greatly dependent, at least for the moment, on the technological skill of the teacher and the teacher's attitude to the presence of the technology in teaching.

The skill and this attitude in turn are largely dependent on the training staff have received in this area. The important role of computer technology in language learning. Nowadays the computer is an effective assistant and integral part of everyone, which allows improving the quality of training and the effectiveness of control. Currently, the use of computers in the educational process is very important.

I want to focus on the use of computer presentations allows to every teacher to intensify mastering of educational material by students and conduct classes at a qualitatively new level, instead of using a regular blackboard projecting slide films from the computer screen to a large wall-mounted screen or a personal computer (laptop) for each student. Colorfully designed presentations (using animation effects, in the form of text, a diagram, a graphic, a drawing.) solve the problem of using material. For example, if you previously cut and paste pictures on the board, then now you can find pictures with the help of Internet and insert them on the slide right away. If there are a lot of pictures, then make a few slides.

The introduction of computer and information teaching methods significantly increases the level of information competence students, in particular developing skills such as the use of Internet capabilities to find the necessary educational information; use of reference electronic publications; application information resources in training activities, the use of communicative potential of information and computer technology for advice, the necessary information and others. The specifics of computer-information model are personal orientation, forming the basis of both purposeful personality learner, able to act appropriately in a real situation, communicative and socio-cultural orientation.

There are several computer educational technologies that are most often used in English classes for solving different problems:

- Use of Internet resources;

-Very often the Internet makes it possible to find interesting pupils and teachers of visual material high quality.

-The resources of the Internet help to make the development of the educational material effective and involve students in independent learning.

- Multimedia presentation Power Point; 102 Having mastered the Power Point presentation program, the teacher can use the technology of project activity in teaching English in solving any educational problem. At the level of the creative application of knowledge, it is possible to organize the independent design of the student's learning tasks. - Use of computer educational programs; The use of computer programs in teaching English, in no way, hinders the effectiveness, since the teacher can construct a lesson that could most effectively achieve the set learning goal.

Method of using Video Materials.

Another helpful resource for teaching listening skills are video materials, including short sketches, new program, documentary films, interview materials, and dramatic and comedic material. There are plenty of ideas to use when trying to teach English with the help of videos. For the young learners also appropriate use educational cartoons which can relax child and teach something new or repeat previous theme in a kid's way. As with audio materials, select the size and length of the video materials based on the skill level of your students. With your group mates, first watch the segment

without any sound or without translation by yourself and discuss it together. Tell the students to identify what they think will be the content of the story that they watch. Then, watch the video material again, this time with sound, allowing students to take notes if helpful for their skill level. After the completion of the video materials, you can have students write a brief summary of the material, you can take time to discuss as a group how the video materials, or you can take time to discuss as a group how the video material compares with students' expectations.

CALL (Computer assisted language learning)

The CALL (Computer assisted language learning) suggests that the computer can serve a variety of uses for language teaching. It can be a tutor which offers 103 language drills or skill practice; a stimulus for interaction; a tool for writing and research, a source of limitless authentic materials. The current philosophy of CALL based on student-centered materials that allow learners to work on their own. CALL is essentially a tool that helps teachers to facilitate the language learning process. The design of CALL materials generally takes into consideration principles of language pedagogy and methodology , which may be derived from different learning theories (behaviourist, cognitive, constructivist) and second language learning theories such as Stephen Krashen's hypothesis. In this study we intend to give a brief review of the application of CALL programmers for both teaching language aspects and learning EFL. The use of the CALL and ICT does not constitute a method, it is a facility in which a variety of methods approaches, and pedagogical ideas may be implemented. Grammar. CALL Programmers designed for teaching grammar include drill and practice on a single topic and programs for test preparation. Pronunciation programmers generally allow students to record and playback their own voice and compare it to a model. Vocabulary. This category includes programmers which are specifically designed to promote second-language listening. Reading. This category includes reading programmers designed for English learners. Text reconstruction programmers allow students to manipulate letters, words, sentences, or paragraphs in order to put text together. They can be used to support reading, writing, or discussion activities. Popular examples include, Gap- master, Super Cloze, Eclipse Text Tanglers, and Double Up. Writing. Most software for supporting writing falls under the computer as Tool category. Exceptions include tutorials such as Sentence Combining, Sentence Maker, and Typing Tutor. As for the practical application of technology, it is not necessary to use only one technology. It would be better to integrate several educational technologies, 104 combining their best aspects. We can make a conclusion that it is pedagogical system that facilities the disclosure of the subjective experience of the student, the formation of personally- meaningful ways of learning, the education of moral ideals, the development of critical thinking, adequate evaluation and self-evaluation, the self -improvement of each student and the opportunity to realize themselves a person. In my opinion, the use of information technology is important in promoting student-centered learning since it has attractive features to attract and motivate students, but more importantly maintain motivation all long the learning process.

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