# USE OF INNOVATIVE TECHNOLOGIES FOR TEACHING ENGLISH TO YOUNGER STUDENTS

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## Abstract:

The article discusses the possibilities of using electronic resources in the practice of teaching English. The combination of traditional and innovative teaching methods is a characteristic feature of the modern educational process. Examples of the use of modern Internet resources and the Moodle platform (Modular Object-Oriented Dynamic Learning Environment) for classroom and extracurricular work of junior students majoring in International Tourism Management are given. The possibilities of implementing the principle of differentiation in teaching English using the Moodle platform are discussed, which allows you to shift the emphasis from the teaching paradigm to the teaching paradigm and change the role of the learner, who becomes not passive, but an active participant in the educational process.

## Key words:

Blended teaching, distance learning training, internet resources; Moodle.

In the process of teaching a foreign language, both various traditional teaching materials, videos, audio recordings, and electronic resources are used. Modern information and communication technologies have radically changed the educational process and have become an integral part of it. The changes are related to both the organization of the classroom work, and extracurricular. Traditionally, classroom independent work is carried out in a computer class equipped with Internet access. Programs that test knowledge of vocabulary and grammar, listening skills are successfully used. Until recently to access Internet resources, students needed a computer or tablet. Currently, the presence of a mobile phone provides this access at any time. Traditional practical English lessons rarely take place without the use of Internet resources. Students in almost every lesson turn to electronic dictionaries to check the meaning of an unfamiliar word, its compatibility with other lexical units, study the examples given in dictionaries, check the pronunciation of a word.

First-year students are good at using Internet resources, since the Internet today has become an integral part of the life of every person in modern society and is an inexhaustible source of information in various spheres of life. The school program of learning a foreign language provides for the preparation of messages, reports, presentations, writing letters, essays. Students have experience with electronic dictionaries, reference books, search using various search engines (Yandex, Rambler, Yahoo, Google, etc.). The task of the English teacher at the university is to acquaint first-year students with some of the sites of the University of Cambridge: www.examenglish. com / leveltest / index.php, www.examenglish.com/FCE, www.stuff.co.uk/test your level of English.htm, www.testden.com /challenge/free-toefl.esp. referend = goog-na-do, www.speak fluentenglish.com, www.examenglish. com / academic word list [1], as well as a number of other well-known sites and show their opportunities for extracurricular independent work.

At the beginning of the semester, students are tested online using the website www.examenglish.com/leveltest. These tests test knowledge of vocabulary and grammar, listening

skills. At the end of the test, students see their grade in accordance with the international standard (B1, B2, C1, C2).

First-year students are familiar with these tests, which are always available on the Internet, arouses interest and a desire to work independently. In the learning process, the teacher gives students a list of links to electronic resources and students can additionally search for the necessary information using search engines. Thus, the use of the Internet allows you to form a sustainable motivation for learning English.

The introduction into the educational process of the second generation network service Moodle, known as a learning management system or a virtual learning environment (Modular Object-Oriented Dynamic Learning Environment), allows you to place on this

platform a set of interactive exercises. The teacher can change the content of his course depending on the needs of the learners, monitor the attendance and progress of registered users, limit the time for completing assignments [2].

For first-year students, assignments for classroom independent work have been developed. Since students have not previously worked with the Moodle platform, it seems appropriate to first familiarize students with the platform's capabilities in practical English lessons using simpler tasks. In the future, the range of tasks will become more complicated and students will complete tasks in the distance learning mode.

Depending on the needs of students and on the level of their preparation, tasks can be edited many times, changes can be made to facilitate or complicate the test, replacing more difficult tasks with less complex ones or vice versa, which is very important for the educational process. Taking into account the different level of preparation of students in the group, the teacher can facilitate the implementation of practice tests and create tests for less prepared students. The teacher can create several versions of the practice test on the topic, allowing less prepared students to complete an easier version first, and for advanced students a more difficult version of the test. Thus, to implement a differentiated approach, the technology of multilevel training is used and the principle of individualization and differentiation in training is implemented. Differentiation involves the presentation of different requirements for the student, depending on the language training. After the students view their grades on the computer, the teacher can leave the test available for extracurricular independent work of students, providing the opportunity to repeat the assignments. This ensures the possibility of self-control for each student.

Distance learning technologies have become an integral part of the educational process around the world. Organization of teaching material is the most important component of distance learning [2]. In addition to test items to check the assimilation of lexical and grammatical material, the Moodle platform can contain texts for reading, test items to check the understanding of the text. Students are offered the following types of work on the text:

**Vocabulary Focus**
Learn the following words and expressions:
Match the words to their definitions:
Match the following expressions to their Russian equivalents:
Fill in the blanks with the given words:

**Grammar Focus**
Fill in the gaps with the correct tense form:
Fill in the gaps with the correct preposition:
Reading Comprehension Agree or disagree:

**Answer the questions**
Speaking Give a short summary of the text.
Role play the following situation
1. Find on the Internet more information about RSPB and National Trust.
2. Find out what similar organizations we have in our country.

Tests can be performed both as training tests and at the level of intermediate and final control. The time to complete the test and the number of attempts to complete the tests is determined by the teacher.

Thus, in addition to traditional teaching materials, electronic resources are actively used in the practice of teaching English. The introduction of the Moodle platform in the educational process will allow to shift the emphasis of training towards self-education of the student, increasing the role of independent extracurricular work. Role the teacher changes. The use of new innovative technologies requires him to have a high level of knowledge of information technology. The teacher implements a differential approach to the selection of language material and assignments. Interesting, problematic content of the material and a variety of forms of student activity create a solid foundation for increasing motivation. Thus, the emphasis shifts from the teaching paradigm to the teaching paradigm, the role of the student changes: the student becomes not passive, but an active participant in the educational process.

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