



“SCIENTIFIC AND PRACTICAL ASPECTS OF TEACHING FRENCH LANGUAGE BY USING INFORMATION TECHNOLOGY”

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Annotation: One of the conceptual provisions of the educational standard for a foreign language is the formation of the information culture of students when learning a foreign language. The changes currently taking place in various spheres of people's lives and activities could not but affect their idea of what "good education" means. In the conditions of an information explosion, the emergence of completely new trends in the social, political and economic life of the country, it is not enough for a teacher to have a diploma from a pedagogical university in order to become a real professional. It is necessary to constantly improve your knowledge, broaden your horizons and engage in self-education. And modern information and communication technologies can provide knowledge transfer and access to a variety of educational information on an equal basis, and sometimes much more effectively than traditional learning tools.

Keywords: Information and communication technologies, French language, immersion in a language environment, internet usage, development of speech abilities, project work.

Computer technologies make it possible to modify the learning style: students acquire various skills and abilities in all types of speech activity at the same time. When teaching listening, each student gets the opportunity to hear foreign language speech, when teaching speaking; each student can pronounce phrases in a foreign language into a microphone, when teaching grammatical phenomena, each student can perform grammatical exercises. Students can create

texts that are communicatively important to them in a foreign language: biographies, greeting cards, questionnaires, as well as problem texts, essays, projects. When working on a printed text, accordingly, such types of speech activity as reading and writing are activated, in addition, an effect is achieved in the field of oral speech - thanks to the expansion of the lexical stock, the ability to design a text. The letter acts as a "universal anchor". CD-ROM discs that exist today allow you to output information in the form of text, sound and video images. The structure of the programs does not allow you to relax and encourages students to think, analyze, draw conclusions and formulate rules.

The purpose of using modern information technologies in French lessons:

1. Create conditions for the development of language competence through the acquisition of new language tools.	2. Create conditions for the development of speech competence through improving the skills of speaking, listening, reading, writing students.	3. Create conditions for the development of socio-cultural competence through familiarization of students with the realities of French-speaking countries.
4. Create conditions for the development of competence through project activities, the development of students' speech skills.	5. Create conditions for the development of educational and cognitive competence through the improvement of general and special skills, the use of ICT in the classroom and in extracurricular activities.	6. Creating conditions for further self-education in various fields of knowledge, gaining experience in creative activity.

The use of information (multimedia) technologies will not only revitalize and diversify the educational process, but also open up great opportunities for expanding the educational framework, it carries a huge motivational potential, introduces new elements into the learning process, allows you to successfully combine teamwork with individual work. With the availability of the latest

technical means, it is easier for a teacher to implement a personality-oriented approach to teaching multi-level students, it becomes possible to organize the entire educational process more rationally and solve the age-old problem of "weak - strong" student. My use of modern multimedia technologies in French lessons makes learning bright, memorable, interesting for children of any age, forms an emotionally positive attitude to the subject, gives a rich opportunity for the development of a student's personality, develops his intellectual and creative abilities, his ability to independently acquire new knowledge, work with various sources of information. The types of information technologies I use are different. In our lessons, the guys and I actively use various multimedia presentations created using the Power Point program, which help structure the material, solve the problem of audiovisual support of the lesson, save time on preparing the teacher for the lesson and designing the blackboard. Presentations prepared for the lesson, capacious in content, bright, memorable. When using multimedia technologies, memorization occurs in several ways at once: visually, by ear, during pronunciation, as well as with the help of emerging associations to images reproduced on the screen.

Using the Internet to introduce new material.

Watching videos describing the realities of life in French-speaking countries contributes to a more complete understanding of the lesson topic. (For example, videos dedicated to the geography of France).

Working with children's songs and songs recommended for study in high school contributes to a faster mastery of knowledge on the topic. The Lexique FLE de la famille Perrot website interestingly presents vocabulary on the topics: "L' alphabet", "L'heure", "Le calendrier", "Les chiffres", "La famille", "Les animaux", "Les vêtements", "Le corps", etc. (<http://www.lexiquefle.fr/>). Each lexical unit has a visual, graphic and sound design. Interactive exercises help to consolidate the studied vocabulary and basic grammatical phenomena.

AppuiFLE website (<http://www.appuifle.net/hotpot.htm>) is used in the study of the following grammatical topics: "Le passé composé", "La forme passive", "Les pronoms relatifs composés", etc. Each topic includes a series of interactive exercises of different difficulty levels with automatic correction of errors, which contributes to the effective consolidation and assimilation of the acquired knowledge.

Let's also turn to the site momes.net. This is a website for teenagers. Here they discuss topics that interest them. For example: "Le meilleur et le pire prof.", "Qui donne de bons conseils: les parents ou les amis?", "L'école idéale", etc.

Using the Internet to consolidate the acquired knowledge.

Students are more willing to study the material if in the future they are offered to work with it using a multimedia projector (presentation of slides with assignments to a previously studied text) or assignments taken from the Internet (<http://www.eltgames.com/ESL-jobs-GrEl.htm>).

Working with authentic material by practicing the gained knowledge.

Activities can help students to gain life experience by directly accessing the necessary sources of information at this stage.

- a) filling out questionnaires. Questionnaires are taken from websites <http://www.frsong.ru> / help students fill out their personal data correctly.
- b) working with the train schedule will help you navigate when working with similar tables.
- c) working with the weather forecast map.
- d) independent search for the necessary information on such sites as <http://french-book.net> / helps to develop compensatory, socio-cultural competencies, the ability to organize independent work. Website <http://www.friendsabroad.com> /, recommended for deepening knowledge of the French language, contributes to the development of all types of communicative competencies of students.

Familiarity with the structure of French-language websites in the classroom helps students navigate the Internet, stimulates further interest in working with this site.

Listening training

Software for conducting listening in their work with students using GoogleFr (audiolingva) and (TV5Monde).

The website of LucentTechnologies, its bell-labs division, allows you to hear how any phrase sounds in a foreign language. A speech synthesizer has been developed here that turns printed text into sound.

On the website (http://www.bell_labs.com/project/tts/index.html) you can choose one of seven languages - English, German, French, Italian, Spanish. Then you need to enter something in the selected language in the window. In a few seconds, what is written will be pronounced, albeit somewhat mechanically, but still in a voice. That is, you can voice any phrase from a textbook or any other manual, and online manuals are especially suitable, from where you can easily copy pieces of text without bothering to reprint. You can not just listen to everything you say, but also save it on your disk, so that if necessary, you can return to listening without going online.

Learning to read

The Internet is an excellent tool for getting information about the latest events in the world. Thus, with the help of the Internet, you can turn a classroom into a news agency, and your students into first-class reporters. I use this type of activity in high school, as it includes voluminous reading and the art of interpretation, fluent speech.

Almost all significant newspapers in the world have their own web pages.

Media sites in French: <http://lieucommun.canalblog.com> / -blog dedicated to French poetry: poems for children and adults, arranged by topic.

website www.phosphore.com It is a virtual version of the popular in French-speaking countries youth magazine "Phosphore".

You can invite students to work in twos or threes, research articles covering all aspects of life: editorials, sports, weather, culture... The advantage of such work lies in the full involvement of the entire class, combined with the differentiation of tasks: strong students can do research on more difficult articles, while weaker students can be assigned a report on weather conditions or something from the field of culture.

In addition to working on reading and speaking skills, you can replenish your vocabulary. To do this, it is necessary to invite students to compose dictionary entries based on the information they have read. It is possible to acquire new grammatical skills, examples of which are found in the articles.

The main advantage of such work is that students get access to first-hand information, and not to a week or more old printed publications, and find themselves involved in the thick of world events, personally influencing it.

Learning to write

Communication in virtual reality is carried out using e-mail. It is possible to carry out an international exchange of letters in any class and at any level of language proficiency. In addition to purposefully using the language being studied, establishing friendly contacts and thus studying culture, electronic correspondence has its advantages over paper: it is faster, more convenient and cheaper.

Written homework assignments can also be monitored via e-mail. It is much more interesting for modern youth, for example, to write an essay in electronic form and send it by E-mail to the teacher than to write this essay in a notebook.

Learning to speak

The use of Internet resources to prepare for a statement in the lesson helps to make an informative message, to make a complete answer on a given topic. (For example, posts on the topic "Provinces", "Informal youth movements"). Statements

(monological, dialogical) based on information taken from the web are characterized by a more complete response and increased interest of students in the topic: <http://www.youtube.com/watch?v=Lliff6aHsQM&feature=fvfw>.

Project activities

Project activity allows students to acquire additional knowledge in the subject area of interest to them, to learn how to plan their own cognitive activity, to master the skills of working with the basic software necessary for a modern PC user.

The Internet creates a unique opportunity for foreign language learners to use authentic texts, listen and communicate with native speakers, that is, it creates a natural language environment. Using the information resources of the Internet, it is possible, by integrating them into the educational process, to more effectively solve a number of didactic tasks in the lesson:

- to form reading skills and abilities, directly using the materials of the network of varying degrees of complexity;
- improve listening skills based on authentic audio texts on the Internet;
- improve the ability of monological and dialogical utterance based on the problematic discussion of topics presented by the teacher;
- improve writing skills by writing a response to partners;
- get acquainted with cultural knowledge, including speech etiquette, features of speech behavior, features of culture, traditions of the country of the language being studied;
- to form a stable motivation of foreign language activity of students in the classroom based on the systematic use of "live" materials, discussion of not only questions to the texts of textbooks, but also "hot" problems of interest to everyone.
- The use of multimedia tools helps to implement a personality-oriented approach in teaching, provides individualization and differentiation taking into account the characteristics of students, their level of training.

Multimedia tools are aimed at creating conditions for the formation and development of communicative skills and language skills of students. They make it possible to move from reproductive forms of educational activity to independent, creative types of work, shift the focus to the formation of a communicative culture and the development of skills to work with various types of information and its sources.

Lessons using ICT are, in my opinion, one of the most important results of innovative work at school. Computer technology can be applied to almost any school subject. One thing is important – to find the edge that will make the lesson truly developing and informative. The use of information technology allows me to carry out my plans, to make the lesson modern. The use of computer technologies in the learning process affects the growth of the teacher's professional competence, this contributes to a significant improvement in the quality of education in the context of the implementation of the Federal State Educational Standard.

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