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THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE STUDY OF ENGLISH PHONETICS

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Proficiency of English language in the XXI century is not only an educational but also a cultural necessity. The process of globalization requires knowledge of a foreign language in various spheres of life. Mastering practical skills of a foreign language actively begins with student classes. Modern students belong to the generation of digital natives for whom the everyday use of various means of information and communication technologies is natural, which is associated primarily with the Internet, cellular communication, personal computer, etc. It is known that for the successful acquisition of a foreign language, there should always be an appropriate language environment where the student can not only reproduce language clichés, but also hear the "living" speech of a native speaker.

Researcher N. Godovanets notes that the use of the computer in the process of learning a foreign language contributes to the following tasks.

1. Interest in a foreign language. When working with the curriculum, there is a methodical technique of "transferring" students to a foreign language situation close to real life. Students also develop an interest in working with computers, in particular in various computer programs.

2. Visualization of educational material. With the help of training programs you can combine sensory, auditory and visual components of influence on the perception of the text by students.

3. Expanding students' knowledge on a particular educational topic. Thus, the corresponding CDs provide a lot of interesting and useful illustrated information on topics that are usually not interesting enough in ordinary textbooks. Students also have the opportunity to expand their knowledge through the use of computer technology not only in the subject "foreign language", but also to gain some knowledge and experience of situations close to real.

4. Checking and self-checking of acquired knowledge and skills. Working with the curriculum, students have the opportunity to test themselves by looking at the "results of the lesson". Also in the classroom with the use of a computer very quickly pass testing, performing control exercises [1, c. 49].

In particular, the computer can be effectively used to get acquainted with new lexical material, new samples of statements. At the stage of consolidation and application of the formed knowledge, skills and abilities, the computer can be used in a variety of communicative tasks and situations, taking into account the personal characteristics of students. It can create optimal conditions for successful mastering of the program material, providing sufficient and feasible load for all students.

At English lessons with the help of a computer it is possible to solve a number of didactic tasks, namely

- form reading skills and abilities, using directly Internet materials of different levels of complexity;
- improve listening skills based on authentic sound texts, songs, movie episodes;
- improve the ability of written speech, replenish your vocabulary (both active and passive) with the vocabulary of a modern foreign language, which reflects a certain stage of development of the culture of the people, social and political structure of society.

We share I. Karpa's point of view that podcasts – audio or video recordings that can be viewed on the Internet or downloaded to the appropriate device for offline listening and viewing – are also very helpful in the process of learning English. The term "podcasting" appeared at the end of 2004 thanks to the merger of two words "iPod" and "broadcasting" – a technology that allows anyone to distribute digital, audio and video files on the Internet, provides a worldwide audience for amateur videos. Podcasting, on the other hand, is the downloading of a variety of audio podcasts and video podcasts from the Internet for listening or playback using an iPod, computer, car stereo, tablet, mobile phone or smartphone. They can be from several minutes to hours in length. On the Internet you can find both authentic podcasts created for native speakers (news) and educational podcasts created for educational purposes. The researcher emphasizes that the possibilities of podcasting are considered as a means of: supplying educational materials to pupils and students, obtaining authentic information by language users, disseminating administrative and organizational information, repeating and consolidating the learned educational material, preparing students for lectures and seminars. The

didactic qualities of the podcast include its sound nature, multimedia, effective organization of space and time, interactivity, ease of use and accessibility to users – teachers, students and anyone interested in language learning [2, c. 323].

The use of Internet technologies provides an increase in contacts, makes it possible to exchange socio-cultural values, intensively study a foreign language, overcome the communication barrier, develop creativity

The most popular applications that can be used to implement CT in the classroom are the following:

English Grammar in Use. This is an application that serves to learn grammar. It is suitable for those who have an Intermediate level of knowledge of IM. The program itself consists of six grammar sections that explain the creation of all tenses and their forms, explanations to them and interactive exercises.

English Grammar Test. This is an application that helps in learning grammar for Intermediate and Upper-Intermediate levels. The whole learning process of the platform is divided into two stages-levels, which contain 30 tests-blocks, where each contains 20 exercises.

English Grammar Book. is another application for learning grammar. It covers over 130 topical grammar topics and is presented with explanations, examples and exercises. It is suitable for different levels of knowledge of the language. You can study grammar in two ways: by level or by topic of your choice.

Hello English: LearnEnglish. On this platform, you can find more than 400 interactive lessons with spoken English, grammar learning, etc. The advantage of this resource is that when a pupil / student makes a mistake, they are notified about it and the correct option is immediately highlighted with an explanation. This is an effective way to reinforce GC in pupils/students.

Conclusion. The use of information and communication technologies in learning English makes it possible to work personally with each student, taking into account their abilities, level of knowledge, skills and abilities. With the help of various training programs, students have the opportunity to form grammatical competence, work in the classroom and independently in a non-traditional form to train and test their level of knowledge and skills on a particular topic, identify specific gaps in knowledge, skills and abilities, refine them and complete the proposed tasks several times to improve their results.

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**TECHNOLOGIES FOR ORGANIZATION OF EDUCATIONAL
PROCESS OF FUTURE TEACHERS IN THE CONDITIONS
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**ТЕХНОЛОГІЇ ОРГАНІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ
У МАЙБУТНІХ УЧИТЕЛІВ В УМОВАХ ДИСТАНЦІЙНОГО
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