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**ACTUAL PROBLEMS OF THE METHODS OF TEACHING
FOREIGN LANGUAGES**

Annotation: The article is devoted to the problem of usage of information technologies in teaching foreign languages. The author considers theoretical approaches to teaching by means of new information technologies. The teaching paradigms are presented in detail. The role of the internet in the educational environment is specified. The influence of the internet technology on the process of foreign language teaching is presented.

Keywords: multimedia technologies, information technologies, teaching paradigms, communication in the network.

It should be clarified that to understand the Internet as a complex, multi-level phenomenon, there is only one single right approach, be it constructivism or pragmatism. But any theory is just a horizon line for practice. It is necessary to show how theoretical approaches contribute to intellectual orientation in the network of practical activities. After the signing of the Bologna declaration by Russia, aimed at the formation of a European space for higher education, there is an urgent need for students to learn foreign languages using the Internet and new communication technologies. This prepares the basis for the development and testing of joint European student projects at senior courses. It should be said that students already need both theoretical and practical knowledge in the field of applying new technologies. In addition, their training must meet modern requirements, so that they can independently improve their professional level. Thus, the textbooks of the German publishing house "Bertelsman Stiftung", "Klett" for the last few years contain tasks and links to the Internet, and with them our

students need to work on the curriculum. In addition, the student must contact German universities in order to discuss methodological problems and improve the level of knowledge of the German language.

There is a need to determine the impact of new technologies and the Internet on changes that already occur in the system of teaching foreign languages. We are talking about changes in the content of the methodical training of future teachers of foreign languages by incorporating in it the knowledge and skills necessary for using Internet technologies in teaching foreign languages for interactive interaction in information and communication networks. All the knowledge and skills that the student receives at the university help him to see and understand, and then correctly determine what opportunities new technologies for learning a language and teaching this subject have. Teachers and students of pedagogical faculties especially need methodological materials for the analysis of the Internet, which in the future will help to form the preconditions for the orientation of future teachers in the virtual space www and in the materials of the Internet, which they will use in their professional activities.

Introduction of Internet technologies in teaching foreign languages, especially information and communication tools, is viewed as a combination of methods and techniques for obtaining, organizing, storing, processing, transmitting and presenting information that enhances people's knowledge and developing their ability to manage technical and social processes . The task of searching and extracting information of a given type from the text, constructing a psycholinguistic model of understanding hypertexts, is devoted to modern scientific research. In addition, the interactive network itself is already a powerful public request. The idea of reflecting the meaning of text as a base of text files is based on the fact that a text file is both a unit of semantic representation of the text, and a ready block for entering the knowledge base of a particular subject area.

Mastering communicative competence in the www network is built on the basis of working with current hypertext materials, ideas on how to study and understand them from a historical, cultural point of view. In the future, students as

young teachers will teach their students to search for and process various types of hypertext in the network, overcoming difficulties in how to write, conduct dialogues on the basis of written texts, communicate in the network, etc. We prepare students for intercultural communication, which requires knowledge of formal, structural and grammatical aspects, since future teachers of foreign languages will also learn the language using the most relevant and thematically different material of the www network, forming communicatively th competence, which is built on socio-cultural and sociolinguistic competencies. Communicative competence is connected with regional studies, with literature and art. The student should know how to search for material, for example, about the author of a literary work, using virtual libraries and literary archives.

We must show the principles of action, and the student himself "uses" this sociolinguistic component at the level of dialogues, official and everyday. But just learning or learning a little, it's about learning, that is, a student must discover, analyze, draw conclusions, make examples of teaching exercises and tasks. In addition, the student must have a good command of the language and literature in the language of study. He should be familiar with the methodology of using the literature of foreign linguodidactics. The Internet makes it possible (as the only technical tool to date) to "see" how a student's publication appears and to influence this process in the most active way. For example, many home pages of German professors "hang" for a long time in the network, they are constantly updated - they replace parts, they "erase" something, something, on the contrary, adds. This entire process gives the student an opportunity to be an invisible observer when hypertext information arises, to participate and make comments and at the same time to create his own image. For classes, the possibility of publishing plays a huge role. The student has the opportunity to create an individual information page in order to compare it with the work of other students.

But the wide use of hypertext materials on the www network is hampered by the undeveloped methodology and its "scenarios" in conducting classes using hypertext materials. Students do not have the opportunity to select the information

they need and compose it at their own discretion. And the teacher can not offer a set of tasks (both training and diagnostic), focused on non-standard ways of doing them. The teacher does not offer various types of educational activities, orienting the student to gain experience for solving life, everyday problems on the basis of knowledge and skills mastered within the studied subject. The teacher can not provide the organization of educational activities that offer extensive use of forms of independent group and individual research activities, forms and methods of project organization of the educational process in the network. But today the student, the future teacher of a foreign language, should be able to conduct an electronic summary of lectures, as the use of new hypertext technologies greatly intensifies the educational process, increases the creative activity of students and provides the necessary conditions for their effective independent work. In fact, we are talking about a new, basic tool for managing the process of learning and learning in a virtual audience, where students and teachers from all over the world live.

Availability of authentic hypertext materials allows saving lecture time, as students get acquainted with interactive, hypertext materials before classes in the classroom. It can be a home computer for organizing students' independent work while studying the theoretical positions of the discipline under consideration, taking into account the tendencies to reduce the amount of classroom activities.

Traditional pedagogics in the university can be conceived as a specific, independent source of students' experience of working with authentic www materials in a foreign language and in virtual communities of teachers of the German language (teacher-to-teacher) for preparing their own foreign language lessons. This virtual practice (that is, connecting to virtual pedagogical seminars and teachers' communities in other countries) is a special microenvironment that sets a new, social context that provides not only professional but also personal formation of students as future teachers of foreign languages. Virtual modeling of lessons of a foreign language is a kind of "form of existence of the individual, as" otherness "for the educator" (SL Rubinshtein, 1958). This gives the student the

opportunity to change the social "role" - from passive work at lectures and seminars within the walls of the university to move to the position of a "specialist" in his field, which in the future will ensure the formation of an accountability for the results of his work. In the www network, the student must learn to "present" himself, that is, be able to express himself the entire set of professional skills as a student of a language university, as well as social, social relations. When a student "presents" himself in the www network in his chosen social role, it can be viewed as a kind of transition of the subject of the learning process through virtual activity in the EVR to a new life content, the formation of a different image of the world, according to AA Leontiev (2001). The work of students with the original texts of the world's classics, which are in the materials of the www hypertexts, allows you to master the skills of thematic, functional-stylistic analysis of a foreign language in its text presentation, in the field of literary and historical literary studies.

Of course, immediately the question arises when using Internet tasks from an open network - this is a matter of diagnosing skills. It is clear that the traditional forms of control will not be completely correct and even powerless, that is, the student must know and understand all the multimedia components of any such task. If in the same type of interactive texts this problem is completely solvable, then in a more complicated and variable form its solution causes difficulties. In linear texts, each of the following tasks, proposed to the student, depends on how he performed the previous task. In interactive tasks, one should take into account their plasticity, invariance and, most importantly, their visibility, that is, the student performing the task gets a full, clear idea of the work done, the screen shows where and what he made the mistake or chose the wrong search path and what an assessment all the students of the training group deserve. The task is estimated by points, and with different points, as well as the tasks themselves, because the interactive technologies of the www network are unconventional, therefore, the scores received by the students are heterogeneous. Here we are talking about the lability of the set of tasks. This situation can be commented on by an example when for some tasks students are required to have abstract thinking skills, for

others - the ability to quickly analyze when reading from the screen. Thus, the picture of learning is a visual "field of knowledge and skills" for a particular topic. At the same time, objective assessment of knowledge; the opportunity to identify the leader in school; permanent assessment of knowledge and skills; nurturing the students' desire for success.

The more students exchange tasks and materials on academic topics with each other, the more fully and intensely they master it. Students learn to find various hypertext structures to solve problems that are organized by various information sources. In addition, they have their own notions of thematic content in hypertexts. But most importantly, social, interpersonal, interpersonal contacts are formed through the Internet.

Thus, knowledge is not packed into text, but is modeled in it in a discursive, and therefore simplified, form. The hope that it will be adequately perceived by the addressee is based on the belief in the creative abilities of the latter - that he will perceive the text not as a literal instruction, but as a "hint", allowing to recreate the architecture of simulated knowledge. Building knowledge base can be carried out on the basis of various models of knowledge representation, for example, logical, product, network, frame, or their combinations. Each of these models, being an instrument used in the technological approach to knowledge, is associated with certain views on the structure of knowledge as such.

Having formulated the basic requirements to the set of tasks-tasks, we obtained: 1) the availability of their network solution; 2) integrity (since the situation contained in the task forms with the network www something closed, relatively independent); 3) feasibility (assignments have an internal meaning for students, resulting from their previous experience); 4) the problematic (the structure of the situation represented in the task is set so that it can be seen from various positions, use the full potential of the network, passing various hypertext paths to the goal of solving the task).

All the information necessary to complete the tasks is contained in the network space. The success of understanding depends more on what the student

has prior knowledge. For example, to understand any text, one must first of all know the words that are in the text, be able to use the online slang. It is not necessary to know everything in advance - you can learn directly in the process, mastering background knowledge, implementing complex and simple projects on various topics, while getting acquainted with the planning processes, mastering the algorithm of step-by-step execution of tasks. In the course of working with hypertexts, a student acquires declarative knowledge in the process of studying foreign languages and corresponding cultures in the field of interpersonal relations, a system of values, beliefs, etiquette of national stereotypes, as well as procedural knowledge that presupposes the ability to establish contact with different cultures and existential competences, assuming openness to new cultures, a willingness to move away from stereotypes, change the perception of different and own cultures and own value system th, as well as "network identity". It can be said that the theatricality of the vision of network conversations is not the specificity of the www network, this form of interaction on the www network, hypertext communication with the imaginary play of "masks", where the person acts as the author of the text, the director, the playwright, the director and the actor.

Formation of the European space of higher education is through the connection to the European space of scientific research. In the higher educational institutions there is a process of reorientation of teaching from the subject approach (classification and the phenomenon of facts and phenomena) on competence, related to teaching foreign languages and cultures, with the formation of certain skills and competences in specific areas of productive and receptive types of speech activity.

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