The use of web technology in teaching phraseological units of the English language

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Abstrakt:

When writing the work, the works of both domestic and foreign authors were studied, and electronic sources of information were also used (V. A. Krasilnikov, V. V. Bespalov, I. G. Zakharova, O. I. Pashchenko, S. V. Panyukov, N. O. Vetlugina).

The theoretical significance of the work lies in a detailed and structured study of the use of information technology in teaching a foreign language.

The practical value lies in the fact that the materials of this work can be used by foreign language teachers in the educational process.

The work consists of the content, introduction, two chapters, brief conclusions to them, conclusion, list of references and applications. In the first chapter, we reveal the theoretical foundations for the use of information technology (websites and mobile applications) in the process of teaching a foreign language. The second chapter offers an analysis of some websites and mobile applications for learning English, methodological development of a foreign language lesson and a detailed description of the experiment and its results. The conclusion contains brief conclusions based on the results of the work done.

Key Words: education, pedagogical level, methodological level, phraseological, web technology, Internet.

Introduction

Like all approaches, methods and means of teaching a foreign language, the use of websites and mobile applications has its advantages and disadvantages. Let's start with the advantages of using information technology in education.

The use of Internet resources contributes to the development of speech skills and professionally significant competencies. A large number of authentic, constantly updated materials allow students to "be in a virtual language environment" [Voevoda, 2009]: to read, see and hear samples of modern foreign speech and use them in your own speech. Variety of types of authentic texts, such as news feeds, newspaper and magazine articles, blogs, reviews, etc. will allow students to choose the most interesting and relevant materials, as well as introduce students to "various forms of foreign language computer-mediated communication" [Semenova, 2012: 68].

As E. V. Voevoda noted in her article, the Internet provides students with "an opportunity for intercultural communication, which helps to overcome stereotypes and develop students' sociocultural tolerance." Most students positively assess the fact that with the advent of the Internet, the opportunity to communicate with native speakers has increased significantly, which additionally motivates them and ultimately "has a beneficial effect on their language training" [Lesnikova, 2012: 267].

Some of the advantages of using ICT can also be attributed if the study of English is an independent goal of the student. Those. the student is ready to practice and improve their skills and abilities in extracurricular time. For example, a student can find a person whose native language is English to study and communicate together, read and watch the

news, talk about general topics, and discuss books or films of interest.

Methods

According to S. K. Omarova, with the help of mobile learning, a number of problems related to teaching a foreign language can be solved: mobile technologies can provide instant access to all the necessary information, thereby increasing the reading ability of students in a foreign language, and also due to the possibility of listening to the studied material in a foreign language, listening skills are trained without breaking away from the main activity, and portability allows solving the problem of saving the workplace and space.

Another specialist in this problem, O. A. Obdalova, says that "it is possible to more fully realize one's intellectual and creative potential" with the use of computer technologies in the process of learning a foreign language, and at the same time, the teacher can create conditions for the wide use of the interests and inclinations of students in the educational process.

Internet technologies develop skills that are important not only for knowing a foreign language. First of all, it is connected with mental operations: synthesis, analysis, comparison, abstraction, comparison, verbal and semantic forecasting, etc. Thus, "the skills and abilities formed with the help of Internet technologies go beyond the limits of foreign language competence even within the framework of the" language "aspect" [Devterova, 2009].

The Internet develops the social and psychological qualities of students: their self-confidence and their ability to work in a team (if you choose the right means); creates a favorable atmosphere for learning, acting as a "means of an interactive approach" [Ibid.].

Multimedia means can arouse increased interest and a more emotional attitude of students, which has a positive effect on the memorization of educational material, compensates for the lack of attention, and increases the educational aspect of learning.

According to KV Kapranchikova, based on information and reference resources of the Internet, including online encyclopedias, catalogs, Internet media, virtual tours of museums, galleries, theaters, cities. The author proposes to "organize the search and research work of students, develop their cognitive activity, learning skills in cooperation, as well as the skills of independent learning activities."

The interactivity created by ICT not only creates real, life situations, but also "forces you to adequately respond to them through a foreign language" [Ibid.].

The use of information technology, according to N. A. Sharova, promotes the implementation of the principle of "student autonomy", which allows "implementing promising methods", for example, a project methodology.

The use of Internet resources in modern methods of teaching a foreign language is associated with "solving the problems of individualization of learning, its intensification and optimization" [Devterova, 2006].

Individualization in the methodology refers to an approach to learning that takes into account the types of perception, thinking and memory of students. The educational process is intensified due to the organization of favorable conditions for mastering the language, increasing interest in work, individualization of classes, and motivation. Optimization The purpose of learning involves saving time, creating conditions close to the language environment, which is a favorable factor for achieving the goal of learning.

Some researchers believe that information technology has the following didactic capabilities:

• "visibility by expanding the possibilities of presenting educational information" [Vetlugina, 2016: 42]: color, graphics, sound allow you to recreate a real picture of the world. In the case of mobile applications, the student has the opportunity of visual learning anywhere in the world;

• feedback between the user and the program, website or mobile application, which allows the student to choose the material of interest, the amount of information, the method of study, the pace of work, the frequency of classes, etc.;

• simplified system of testing, control or self-control, organization of educational activity management. With the help of Internet

technologies, checking students' knowledge takes a small amount of time and effort on the part of the teacher;

• the possibility of repeating poorly learned material. The student can himself return to the topic or lesson that causes difficulty for him, and quickly, clearly and effectively repeat the topic, which will not force the teacher to dwell on this separately and waste the time of other students;

• the ability to "save, transfer or analyze any amount of data" [Ibid: 42] using modern data collection systems.

Information technologies allow students to "perform synchronous and asynchronous learning" [Vevoda, 2009: 112] by providing tools for creating and delivering courses, lessons, materials, for tracking grades and providing feedback to both individual students and groups.

The presence of visual material, audio and video accompaniment allow students to understand the content of the text without the need to understand each individual word. Thus, the problem of "fear of unknown words, which ... at a certain stage of learning prevails among some students" is solved [Semenova, 2012: 69].

Another area where technology support is very tangible is project work. Teachers always try to motivate students to explore the world around them through language. Engaging students in work on a topic that interests them or topics that are covered by other subjects is a great way to improve their skills and abilities. Information technology makes this possible regardless of the student's location in the world. Educators and students can study online to read or listen to material from different areas of interest to the student, to write or talk about what they have discovered, learned, and tell other students in the group who are located anywhere in the world.

In her work, S.V. Titova argues that mobile technologies (or mobile applications) make it possible to organize both autonomous or independent and group learning in the best way, provided that training courses, programs and tasks are developed in mobile formats. Mobile applications also help to increase the

motivation of students through the use of familiar technical means.

To build a complete picture of the use of information technology, it is necessary to take into account the existing shortcomings of this method of education.

One of the disadvantages of Internet technologies in education is that "it is impossible to predict what phonetic, grammatical, stylistic or semantic mistake a student will make" [Voevoda, 2009]. Such errors will be detected only during an oral conversation with the teacher, or during testing. In both cases, correcting these errors will be much more difficult, since the material has already been fixed in the mind, rather than doing it at the initial stage, at the first mistake made.

Results

Communication on the Internet has a great influence on "changing interpersonal relations between users in the virtual space of local and global networks" [Panyukova, 2010: 180]. So when using the Internet, the educational space is steadily expanding, becoming open. Young people with an unsettled character, a flexible psyche and not fully formed personal qualities can fall under the influence of outright scammers, preachers of newfangled religious sects, etc. This situation is exacerbated when it comes to international communications. In search of something new and exotic, the student may meet and befriend dangerous people who may involve him in dangerous situations.

Let us consider two more negative aspects of the use of Internet resources by students at the university and at home when doing homework. First, the language of most materials written primarily for adult use can be difficult for students to understand on their own. Secondly, there is a potential opportunity for students to find materials on the Internet that are undesirable for them from the point of view of ethics and morality.

Education with the help of computer technology ology can be considered a one-way form of communication as the student works independently while the teacher acts as a

facilitator of learning. Therefore, it is worth dealing with the shortcomings in terms of the form of communication.

The methods of presenting information on the Internet are markedly different from those that a teacher might use in their classes. In most cases, "information (including foreign vocabulary or grammatical forms) is remembered not only due to its memorization, but also due to the conditions for its introduction" [Vetlugina, 2016: 24]. So words entered using pictures or animations are remembered much better than dry text on a computer screen. It is good if the student is aware of the form in which he should look for information, and it is ideal if he knows how to do it. Otherwise, there will be practically no benefit from using Internet resources.

One of the most significant shortcomings of computer technology is "the appearance of conditions for the passivity of students" [Ibid: 25]. In foreign language lessons, from the point of view of a communicative approach, the most important thing is the ability to speak using various skills and knowledge. Until computers, websites and mobile applications can perform the function of an interlocutor (in the full sense of the word), with the help of information technology it will not be possible to teach speaking, which is the main task of a foreign language program.

In cases of independent work of students related to learning writing, understanding audio text or printed text, "disputable points may arise" [Voevoda, 2009]. In such situations, the student does not have the opportunity to ask the teacher about the mistake, as there is no feedback. If the program does not provide an explanation of the controversial points, then gaps in the understanding of the material may accumulate.

It's no secret that situations may arise when a senior teacher, who knows the subject in all aspects and is able to teach any student, is faced with the problem of mastering modern technologies that "would allow them to introduce tasks based on mobile technologies into the traditional form of learning, use already existing educational applications for mobile devices, provide interactive support for the educational process" [Eremin, 2014: 162].

In the course of the research, it turned out that teachers completed the lesson and did not always check whether all students had learned the lesson material. Some educators did not give enough time for students to read or complete the proposed task. So, teachers paid more attention to the presentation slides. During the classes, a certain number of students were observed who actively competed, while the rest were silent and did not cope with the given tasks. Teachers did not pay enough attention to students who read more slowly than their classmates. Therefore, it cannot be unequivocally stated that the additional material was successfully mastered by all students.

The intensification of the educational process, due to "an increase in the informative capacity of classes and an acceleration of the pace of learning activities through the use of the possibilities of information and communication media" [Panyukova, 2010: 180], can lead to an unacceptable increase in the amount of educational information in the classroom. In turn, information overload and related emotional arousal, a deceptive momentary increase in working capacity directly behind the computer screen are dangerous for both the mental and physical health of the student and teacher.

According to the research results, in the process of teaching a foreign language using a tablet as a mobile device, websites and mobile applications, one may encounter the following weaknesses: "unformed scientific and methodological preparation of foreign language teachers for the introduction of mobile learning; shortage of prepared educational mobile applications and programs for students in various areas and educational profiles, ... lack of authentic non-adapted material in the specialty that would correspond to the subject of the working curriculum; entertaining applications distract students during working hours from their main educational activities; small size and relatively small screen resolution

Discussion

In the era of constant development of information technologies and Internet resources, teaching methods are undergoing changes, they are changing, improving and

modernizing. The same applies to teaching a foreign language, as the relevance and demand for knowledge of the English language increases with the globalization of society and the increase in means of communication with the outside world.

In theoretical terms, the work showed that the modern teaching of a foreign language is becoming noticeably easier and more efficient with the use of the latest technologies and means of presenting information. Today, the issue of the need to master a foreign language with the help of modern equipment and its use in the learning process is significant.

The overall result of the practical study showed the feasibility of using websites and mobile applications in teaching a foreign language. The study of domestic and foreign literature on this issue led to the conclusion that the use of websites and mobile applications allows students to receive information in a convenient and interesting format for them and have access to an educational resource in their free time, which contributes to improving the quality of education. An experiment conducted with university students of groups of linguistic and non-linguistic areas showed the technical competence of students to learn a foreign language using ICT, a great interest in the introduction of websites and mobile applications in the educational process at universities and in learning English outside the educational process using suggested resources.

The result of the work is a collection of methodically valuable websites and mobile applications for learning a foreign language, as well as methodological developments using materials from Internet resources that increase students' interest in learning English, broaden their horizons and increase the amount of knowledge and skills.

The practical value of this work lies in the possibility of using in practice methodological developments created on the basis of materials taken on websites and mobile applications, and a promising area for further research in terms of studying this problem.

The prospect of the study is that the methodological developments created using websites and mobile applications can and should be applied in the further study of a foreign language.

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