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THE ROLE OF MODERN EDUCATIONAL TECHNOLOGIES IN TEACHING ENGLISH

The development of students' English language communicative competence is based on the use of modern teaching technologies. These are the careful structuring of lesson content, the selection and application of appropriate teaching methods, techniques, resources.

Considering modern teaching technologies used in the educational process for learning English, according to the next classification [1]:

1. Information technologies. The term 'information technologies in education' refers to all technologies that use special technical information tools. Any educational technology is an information technology, since the technological process of learning is based on information and its transformation. The educational process is always accompanied by the exchange of information between teachers and students. However, in the modern sense, information technology in education refers to the use of specific methods, software and technical tools for working with information [2]. Essentially, the digitalisation of higher education involves creating favourable conditions for teachers and students to access educational information freely using devices on which any information system is based. These include computers, laptops, tablets, smartphones and so on.

The use of information technology in developing students' English language communication competence makes it possible to diversify the learning process, stimulate interest and motivate students to learn the foreign language, and help them retain the learning material more effectively. Rather than simply memorising mechanically without grasping the essence, and automatically completing exercises and tasks, students should consciously and thoroughly acquire knowledge, master skills, and develop foreign language communication skills.

2. E-learning technologies. E-learning technologies refer to the educational process where students study independently according to the designed program, physically separated from the teacher in terms of space/time, but able to communicate remotely by video conferencing. All existing e-learning technologies can be broadly divided into three categories:

- 1) non-interactive – printed materials, audio and video media;
- 2) interactive computer-based learning technologies – electronic textbooks, assessment methods, multimedia tools;
- 3) video conferencing – modern means of video communication through audio/video channels and computer networks [2].

E-learning technologies used in foreign language teaching are the most popular. These allow students to access educational content without being physically present in the class, due to various personal circumstances.

3. Module-based technologies. Module-based learning is the teaching method designed for enable learners to work independently with personalized programs that provide them with the database of information and guidance how to complete various tasks. The methodology of the module-based learning system is grounded in the idea that every lesson should incorporate the methods for acquiring new information and techniques for developing skills and abilities needed to process that information.

The lesson aim is not only to acquire knowledge, but also to develop specific skills for working with that knowledge/with the received educational information. In the module-based learning system, priority is given to students' independent, creative activity focused on specific goals, their organization of self-monitoring and reflection [1].

4. Research technologies. The use of research-based learning techniques is aimed at helping students develop the ability to independently search for new knowledge and apply it in creative contexts. The aim of research-based learning is to acquire research skills and develop into active and creative individuals. The teacher's role is to encourage students for:

- 1) considering the problem generally;
- 2) creating conditions for the creative research;
- 3) organizing the independent research.

The research technologies require the teacher to clearly identify those topics within the curriculum where conducting experiments will achieve the best results. The most valuable aspect of lessons, using the research technologies, is students' ability to independently draw correct scientific conclusions based on the obtained results.

5. Growth-oriented technologies. Growth-oriented learning is the process of educational activity where students, either independently or with the teacher's help, assimilate the learning material, apply it creatively in non-standard situations and consciously retain it for future learning. This process promotes self-improvement

and self-expression among students. The main aim is to shape individuals with flexible minds and to develop students' active, independent and creative thinking.

Based on the provided information, we can conclude that any educational process involving the study of English makes use of growth-oriented technologies.

6. Simulation technologies. Simulation-based learning technologies are most often referred to as 'active learning' technologies, which facilitate practical learning, the organization of team activities, and the use of the classroom as the mechanism for students' personal development.

Simulation technologies allow training to be structured not around ready-made solutions, but around problem-solving within the group activities context. As the specific problem is discussed within the group, it becomes more meaningful and easier to understand for everyone. These technologies include: game-based technologies, socio-psychological training, discussion-based technologies, and collaborative learning.

Consequently, when organizing the educational process for learning English, the wide range of modern teaching technologies is used.

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