The principles of using computer technologies in the formation and development of students' language skills

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Abstract

According to various scientific experiments, many language learners have difficulties in learning pronunciation, they have problems explaining their speech to others while speaking English, and they have problems in understanding others' speech. To eliminate and prevent these, we must use effective methods and tools in teaching pronunciation. The role of technical means is incomparable in this. Technical means can be understood as phonograms, videos, audio-video programs and television, video device, computer, as well as projector, dictaphone and many other language teaching tools that allow their use. These tools can be used independently and in the classroom. Since English language is needed for personnel in all fields, it is becoming important to teach the language at the level of modern requirements and using technologies. While learning English, we should master it fluently and without various mistakes, especially without pronunciation defects. The reason is that language is a communicative tool, and if we make typical mistakes in its use, it can lead to misunderstandings between the speaker and the interlocutor. If the speaker does not have the skills of correct pronunciation, his careful mastery of words and grammar seems insignificant and he cannot show his knowledge and skills to everyone.

Keywords: English language, lesson, method, tool, technical tool, phonogram, video, audio-video, computer, projector, Dictaphone, teaching, acquisition, communicative tool, word, grammar, knowledge, qualification.

INTRODUCTION

Analysis of the opinions of psychologists, methodologists and phoneticians shows that there are different approaches to teaching pronunciation. For example, some phoneticians, including N.D. Klimov, put forward the idea that students should first be taught to perceive articulatory movements, and then to pronounce them. According to the supporters of this direction, students should perform silent speech gymnastics in order to be able to feel the movement of speech organs and control them. Including breathing and exhaling, articulation exercises of the tongue, lips, and jaw. Such exercises include opening your mouth and moving the tip of your tongue along your lips first from left to right and then in a circle while looking at the mirror, and various other mouth movement exercises.

Another approach to the process of teaching pronunciation is based on the natural law of language teaching. It is known that a child learns his mother tongue by imitation in natural conditions. He listens to the words many times before he can pronounce them. The child gradually develops the ability to listen to speech. Accordingly, it is recommended that students first develop the ability to listen to speech, and then develop pronunciation skills and abilities. However, it should be taken into account that the pronunciation of sounds is based on the interrelated movement of the mechanisms of speech and listening. For example, we hear these words in the process of pronouncing words, that is, we pronounce them with listening control. We correct the error and deficiency in our pronunciation with the help of listening control. Pronunciation of words is not only a speech act, but also a listening act at the same time.

On the other hand, as N.I. Jinkin said, listening perception requires the cooperation of listening, speaking and visual senses. It is impossible to listen without speaking.

According to S.I. Bernstein, we hear correctly only those sounds that we can pronounce correctly. Inadequately formed articulatory skills lead to incorrect hearing. As a result, the student does not notice the mistakes in his pronunciation, does not understand the difference between his pronunciation and the model speech of the reader or speaker. When teaching pronunciation, it is necessary to teach the student to be able to perceive this difference.

In the process of teaching pronunciation to a student, it is necessary to form and develop his ability to listen to speech. "The ability to listen to speech consists of three components:

1. Phonemic listening ability

2. Phonetic listening ability

3. Intonational listening ability"

The ability of phonemic listening serves to distinguish the meaningful features of speech sounds. For example: longness - shortness, lipped - not lipped.

Phonetic listening ability serves to distinguish phonetic (non-meaningful) features of speech sounds. For example: the pronunciation of explosive sounds p, t, k with percussion, with hard percussion of vowels at the beginning of the word.

Intonational listening ability consists in distinguishing the intonation structure of the sentence and connecting it with the intonation pattern of the language, entering into communication.

In higher education institutions, it is necessary to develop phonemic and intonation listening skills of students. Because without these abilities it is impossible to understand and pronounce speech. Inadequate development of this ability causes phonological and intonation errors in students' speech. For example: they do not distinguish between longness and shortness, as a result, the meaning of the word is misunderstood.

Teaching pronunciation depends on the nature of pronunciation materials. Accordingly, various methods have been developed.

Method 1. Imitation.

The method of teaching by listening to the pronunciation of the sound and returning it to oneself, i.e. by imitation. It consists of the following steps:

a) A new sound is pronounced by the teacher in a word or speech sample;

b) The teacher isolates the sound and shows it on the blackboard through letters or transcription;

c) The teacher demonstrates the pronunciation of the sound and pronounces it several times;

d) The sound is imitated by the student and students, accompanied together or pronounced individually;

e) Students pronounce the words and sentences with the sounds they are learning;

f) They use the studied sounds and sound combinations in speech activity. Imitation can be conscious or unconscious. Conscious imitation is through analysis-synthesis.

Method 2. Explanation method.

The explanation method is mainly used to teach sounds that are partially similar to the sounds of the native language, but not at all. Here, the teacher explains and shows the place and features of pronouncing a sound before pronouncing it. Then he pronounces, students and students imitate and pronounce individually. Explanation and imitation complement each other, but they are two different methods.

Which methods to use in the process of teaching pronunciation depends on the audience. For this, it is necessary to take into account the English language and the students' mother tongue. In order to determine which of the methods of teaching pronunciation to use, it is necessary to compare the system of sounds of the language being studied with the system of sounds of the native language of the learner.

It is known that as a result of comparative study of a foreign language and a native language, the sounds of a foreign language are divided into groups according to educational goals:

Group 1 includes sounds that are articulatory and acoustically close to the sounds of the native language. There is no special work to introduce them to students. Students learn these sounds by imitating the teacher or announcer

Group 2 includes sounds that are similar to the sounds of the native language in general characteristics, but differ from the sounds of the native language in important aspects. These sounds are imitated by students in their native language. That's why it's important to introduce students to the sounds that belong to this group

it is necessary to use methods, that is, to describe the articulation, to compare with the sounds of the foreign language and the native language, to show, to imitate, etc.

Group 3 includes sounds that are articulatory and acoustically dissimilar in the native language. In the process of working with these sounds, it is necessary to create a new articulatory base in students. So, teaching pronunciation depends on the level of ease or difficulty of the sound. For example, depending on the student's mother tongue or language experience, the following units can be distinguished:

- Similar

- Close

- Unlike

Pronunciation can be taught on the basis of speech samples, sentences, words or by working on certain sounds. In connection with the necessity of teaching pronunciation in the modern methodology to be externalized on the basis of teaching speech activity, working with speech samples gives effective results. There are two ways to teach pronunciation based on speech samples. Which way to choose depends on the sound groups mentioned above.

The first group - when working with sounds close to native language sounds, they cannot be separated from the speech sample. Students learn these sounds by imitating them.

It is necessary to work separately on the sounds belonging to the second and third groups - which differ from the sound of the native language and are absent in the native language. A specific sound is organized by the teacher, and when the students understand these patterns, the sound is extracted from the pattern. The isolated sound is analyzed, articulation is explained and serious practice is done based on imitation. Then it is added back to the sample and trained. Then the main work is done on intonation, in particular, sentence stress, pause and tone as follows:

1) Demonstration of sound;

2) Explain the pronunciation method;

3) Exercise on differentiation;

4) Students pronounce a new sound;

Demonstration requires the teacher to pronounce a concrete sound separately, in a word, in a sentence. There are two ways here. The teacher can move from a single sound to a sentence or from a sentence to a single sound. The teacher pronounces the

sentence. He pronounces the words involved in the sentence with imitation, then separates the sound and pronounces it individually. The teacher explains to the students the state and movement of the speech organs in sound pronunciation.

The explanation of the way the sound is pronounced depends on the characteristics of the particular sound. The teacher should compare the position and movement of the speech organ in the pronunciation of the studied sound with the similar sound in the native language. This comparison should be simple, understandable and short for the student. It is effective to rely on visual, auditory, and motor (speech) senses when teaching the pronunciation of sounds.

Differentiation exercises help the student to better understand the difference between the sound he is learning and other sounds. The teacher pronounces the studied sound with English and mother tongue sounds, which are most often confused by the students, and shows the difference.

Then the students repeat these sounds. With this, students move to the practice stage. Before starting the exercise, the teacher once again mentions the characteristic of the sound and the students repeat in unison. Finally, students take turns pronouncing separately.

These activities are carried out by switching from sounds to syllables, words, phrases, sentences. Tools for teaching English pronunciation

Tools that ensure the effective implementation of the goals and tasks of the educational process are called educational tools. There are different teaching tools for teaching a foreign language. The English language teacher uses them to teach, explain, and develop skills and abilities to students. If they are missing or absent, it will be difficult to give students full knowledge of the English language. The use of tools helps to quickly understand, consciously master, and memorize. We can use different tools to teach English pronunciation. These tools are divided into the following types:

1. Auxiliary tools

2. Non-technical means

3. Technical means

Auxiliary tools. All materials that serve to increase the effectiveness of the goals and tasks of the educational process by spending less time and less effort constitute auxiliary means of education. With their help, they get acquainted with language material, including lexical, phonetic, grammatical, topics and texts. They master them and form and master skills and competences in the types of speech activities.

Educational aids

- Listening, auditory aids

- Vision, visual tools

- Includes sight-hearing, audio-visual aids and textbooks and manuals.

All educational aids are divided into two groups:

1. Non-technical means of education

2. Technical means of education

Non-technical tools include textbooks, manuals, maps, pictures, tables, drawings, postcards, flannelographs, various objects.

Textbook. In foreign language education, there are separate textbooks for teaching oral and written speech, as well as textbooks that simultaneously teach the written form of speech activity, as well as language materials, including pronunciation, grammar

and lexis. . The textbook is a guide for the student, a tool for practical work and the main tool for the implementation of the task set before the teacher. G. V. Rogova defines textbooks as the main tool for teaching English to students and teachers.

According to I. L. Beam, the current textbook is a micromodel of the educational system. It describes all the components of the education system. Most often, a textbook is understood as a model of teaching or education, and a teacher's book is understood as a model of implementation of education. In the educational process, the textbook is a source of knowledge for the student. The content of the textbook is made up of exercises. Textbooks for higher education institutions were reviewed based on the principle of a comprehensive approach. These include exercises for teaching pronunciation, transcription of sounds. However, the textbook does not include live audio. That's why phonograms are prepared as attachments to textbooks.

Magnetic board. Through this blackboard, the teacher can organize the lesson by showing different pictures, words, and cards to the students. He temporarily sticks the exhibits to it with a small magnet and uses them during the lesson. For example: writing the transcription of the words on the card attached to the magnetic board or, if the transcription is given, writing it in letters and then pronouncing them.

Pictures. (photography, portrait, series of paintings, flannelographs)

Pictures depict the real appearance of objects and events. Therefore, they serve to establish a connection between the English word, grammatical event, transcription and the corresponding concept, facilitate the use of language material, and because of the presence of visual support, the student remembers this language event easily. With the help of pictures, you can create situations that encourage speech.

Pictures are widely used to introduce language materials, to strengthen it, to form photographic skills, to develop speaking and writing skills, and to exercise control. used for N.V. Yelukhina offers the following exercises with the help of pictures:

Name the objects depicted in the pictures, show the picture of the named object, describe the object with or without keywords, quickly find the name of the thought-out objects by looking at the pictures, etc.

Teaching pronunciation is carried out together with lexicon and grammar, and when the student performs the above exercises, attention is also paid to his pronunciation and his mistakes are corrected. The words given in this picture are pronounced: singly and singly. A series of pictures depicting an event is used to introduce grammatical, lexical, phonetic material and perform exercises related to them. Such pictures are widely used to improve speaking and writing skills.

Schemes, tables, drawings, maps serve to systematize the studied phonetic and grammatical materials, to introduce the phonetic material (sound - intonation).

Technical tools used in teaching English pronunciation. Technical tools play an important role in teaching English pronunciation. Through them, the teacher listens to students, pronounces English sounds, words, sound combinations, and teaches them to find mistakes. When we use technical tools in classes, we create an artificial language environment, demonstrate English, teach listening comprehension, and enliven, activate, and make the educational process interesting.

The technical tools used in teaching English pronunciation include: Real player, dictaphone, radio projector, projector (slide, slide), filmoscope (slide film), film device for silent film, VCR, television. Also, today's frequently used language cabinet, DVD, various educational discs, computers, netbooks and laptops, as well as technical tools produced by various companies of the world, including mobile devices, video games, Invetek Besta CD-785 electronics we can enter devices.

Phonogram - such tools include real player, tape recorder, dictaphone, radio projector. We can divide phonograms into 8 types: 1) listening comprehension, 2) teaching speech materials, 3) teaching dialogue, 4) teaching natural dialogue, 5) teaching language materials, 6) teaching speaking , 7) teaching to speak in the form of a dialogue, 8) we can perform speech exercises

Using phonograms, we can practice phonetics, oral speech training, imitation, listening, and recognition of grammatical structures in speech.

It is known that a language environment is necessary for the development of oral speech skills and competences. The teacher is unable to create a language environment without phonograms. Because in order to have a language environment, the student

must listen to the speech of others. The use of real player, video recorder creates this opportunity. There are video tapes, discs with performances, performances of actors, speeches of scientists. The content of such tools prepared for higher education institutions consists of a part of the textbook material (dialogues, exercises) and many other materials (poems, songs, quick sayings). It is also widely used in teaching English pronunciation, intonation, lexicon, grammar, listening comprehension, and speaking skills. with their help, exercises are performed on the basis of various materials, for example, sounds, syllables, words, phrases, sentences, microtexts, poems, songs. These can be listening exercises, listening - analogy, listening - differentiating exercises. From the phonogram, it is possible to listen to the speech of different people, for example, male and female, thin and thick voice, young or old voice, slow, medium and fast speech. Completing such exercises prepares the student for the natural treatment process.

A tape recorder is one of the tools that can be used in the educational process, but nowadays we use more DVDs instead. Using this technical tool does not cause any difficulties. Recording voice on a tape recorder is done in a very easy way. All you need is a tape recorder and magnetic tape. Recording can be done by the student or the teacher.

The student can record his speech for the purpose of control and work independently with the tape recorder without the participation of the teacher. This opportunity facilitates the formation of speaking skills and abilities, correcting pronunciation. The tape recorder allows individualization of the educational process. All types of tape language material are widely used in working with phonetics, lexicon, grammar, and are used at all stages of education: introduction to language material, practice and speech practice.

The tape recorder can be used in the auditorium, laboratory and at home. According to M.V. Lyakhovsky, the following preparatory exercises can be successfully performed when teaching pronunciation with a tape recorder:

1) Listening and repetition exercises for forming acoustic and articulatory skills, memorizing words and grammatical events;

2) Finding, selecting and showing exercises related to recognizing phonetic, lexical, grammatical events;

3) Exercises on synonyms, antonyms, homonyms, paronyms (homophones) related to the development of lexical and phonetic skills.

In addition, speech exercises are performed with the help of a tape recorder. In such exercises, stories, dialogues, various speeches, etc. are played to students from a tape recorder or DVD, especially for the development of listening and speaking skills. As a result of hearing more, the student's pronunciation gradually improves. It is not advisable to have a written text while doing the exercises. The reason for this is that the organ of sight can receive six and a half times more information in one second than the organ of hearing. Therefore, if the text is in front of the student while listening, the student may read the text quickly or lag behind and may not pay attention to the exact pronunciation of the words. However, having hard-to-understand names, names, dates, and hard-to-pronounce words in front of the student's eyes in writing increases the effectiveness of teaching listening comprehension. Then it becomes easier for the student to learn even difficult words.

Films and films are used to teach students to express their thoughts orally and in writing. In higher education institutions, special educational slide films are used to create material related to the topic and are an additional resource for certain textbooks. Most slides are produced without sound. When such slides are used, the teacher describes the frames or the image of the frames is recorded on a magnetic tape in advance. Such tools serve to introduce and strengthen language materials: phonetic, lexical and grammatical phenomena. Students see an object or reality and listen to a sample of sentences that could be said in this situation. This gives students an opportunity to imitate. They can do the following exercises. For example: imitating the announcer, repeating the names of objects, actions, speech samples, changing the place of objects, changing the place of the speech sample given by the announcer, answering questions depending on the change of the image, etc.

Movies. Students learn how language is used in practice with the help of films. Through the film, the student gets acquainted with the use of speech patterns in a certain situation, how to behave, the paralinguistic features of a native speaker, as well as the pronunciation of words and the tone of sentences. In the process of watching the film, the perception of seeing and hearing is combined, and through these two channels, the student becomes aware of the history, geography, culture, life traditions, etc. of the country being studied. Watching the movie arouses interest in the language. It has an emotional impact. All this serves to increase the effectiveness of education.

With the development of technology, electronic equipment manufacturers are now creating various devices and programs for English language learners. Among these, we can include electronic dictionaries, programs such as Tell me more, My ET, ESL podcast, and video games. Electronic dictionaries have the ability to hear American and British pronunciations of words. After entering a word, press the search function and double-click the left side of the mouse button on the AmE or BE symbols, and it will pronounce the word we entered. Fonix Speech, Inc. is developing a voice recognition program called Fonix VoiceIn in addition to the CD-875 Invetec Besta electronic tool.

Invetec Besta CD-875. This tool is provided to students learning English as a foreign language and professionals. CD-875 includes all functions of electronic dictionary and PDA. It makes it easier for students, students and language learners to master the pronunciation of English words, phrases, and sentences. In addition to the CD-875, the development of the Voicein device allows users to directly practice the pronunciation of spoken words and phrases and compare them with the pronunciation of a native speaker presented in this electronic device. The user selects a word or phrase, listens to a sample, and then pronounces it himself, and Fonix VoiceIn analyzes his pronunciation and provides key content that confirms the accuracy of the pronunciation.

Technical tools are effective in teaching English pronunciation. With their help, sound, pronunciation of words, intonation are learned easily and quickly. Since technical tools are one of the components of a complex educational system, their importance is high.

G.V. Rogova spoke about the use of teaching tools and teaching materials and described it as follows:

By the use of teaching aids or their use, we mean various types of devices that we use to present English language material to students, to reinforce it in their minds, to form their skills and abilities, and to check them. It includes a tape recorder, a radio, a record player, a film strip projector, an overhead projector, a television, and teaching machines. , includes language laboratories. In his opinion, the tape recorder and radio can be used to broadcast the pronunciation of English words, read the text, and write student speeches.

Among the technical tools listed above, we can include DVDs, computers and programs that can be used with their help, and dictaphones available in mobile phones. Using these tools, we can teach English pronunciation and other language and speech materials to students in schools.

Phonetic exercises are conducted to develop students' pronunciation skills and abilities, that is, students pronounce English sounds correctly with the help of these exercises. In each lesson, a few minutes should be set aside for students to practice sounds that are difficult for them. In this case, previously studied sounds, sound combinations, words, word combinations, examples, names and place names can be taken. The teacher can write the words in which the sound combination is involved and then pronounce them individually. The obtained phonetic material complements the key material, the stage of the lesson, and helps to conduct the lesson. For example: we want to repeat the pronunciation with the sound. The teacher writes sounds, words on the board as follows, or the announcer's pronunciation is heard using technical means:

| First | word | birthday | thirteen |
| Girl | work | Thursday | thirty |

First, one student pronounces the words, then the students pronounce the words together, if they make a mistake, the teacher corrects them. Pronunciation is taught together with vocabulary and grammar. When students are learning the Past Simple, the teacher teaches how to pronounce the correct verbs when adding -d, -ed. These words are divided into three groups:

Teaching pronunciation is an important and complex task. The use of technical tools increases students' enthusiasm for the language they are learning, and allows them to conduct new types of exercises. It eases the work of both the teacher and the student.

Phonograms are often widely used in teaching English pronunciation. They are broadcasted through tape recorders, DVDs, as well as technical equipment in the language room, and various exercises are performed based on them. The following exercises can be performed when teaching pronunciation using technical means:

1. Listen, learn. Sounds are given in words, the student must learn and find the sound he is studying. For example, in the words bad, bed, bird, it is necessary to find that the sound [e] is in the word aqysi.

2. Listen - pay attention. During the listening process, students should pay attention to certain sounds, sound combinations, intonation, etc.

3. Listen - understand. More students are given and listened to sentences, poems, songs and excerpts of texts, they are required to hear the sounds in them and understand the content.

4. Listen - distinguish. To distinguish sounds and sound combinations, they are given separately and in words and sentences. For example: man - men, bad - bed, the sounds [ ] and [e] should be distinguished.

5. Listen - remember. Students try to remember their pronunciation by listening to sounds and sound combination words.

6. Listen - repeat. In this case, only the combination of sound and sound is given. Students listen to them and repeat them by imitation.

When performing exercises to use technical means in teaching English pronunciation, the teacher must first listen to sounds, sound combinations, words, pronounce them correctly, prepare a phanagram, listen to it, and then listen to the students. , performs the exercises. Various exercises can be developed in this. For example:

Students are given the text of the song and told to replace the dots with the necessary letters and words. Students will have to listen to the song and fill in the dots at the same time. If the students' answers are different, or if they make a mistake, the song will be played again. Then the teacher gives the correct answer and the students correct their mistakes.

During this exercise, students should pay attention not only to the pronunciation of the word, but also to its correct spelling. In this way, listening and pronouncing correctly, being able to write the words heard correctly, reading correctly, paying attention to pronunciation in oral speech also helps a lot. We currently have a wide range of language classrooms, which are available in many educational institutions, academic lyceums and some schools, but these opportunities are not fully used everywhere. Its full use increases the quality of education.

A student who has the ability to read and pronounce English freely and fluently will have the opportunity to study this language independently in the future. To form this skill and teach correct pronunciation in an easy way, we use the technical tools available in the linguistic office or higher education institutions. To do this, first of all, we will select pronunciation materials according to the order in which they were distributed. They are taught using a language device. The content of the material is aimed at eliminating the defects that occur in students' pronunciation activities.

The accurate pronunciation of the sound ensures the correct pronunciation of words and sentences, as a result, the speech is understandable. The following exercises serve this purpose and are mastered using the language tool. Along with listening to the material being mastered, the student observes the graphic image written on the board by the teacher. The educational process is intensified due to the fact that the English language material is taught with the help of seeing and hearing at the same time:

Acceptance and memorization of the taught materials by students can be at different levels depending on the used method, methods, tools, and conditions. Scientists say that usually we remember only 10% of the read text, 20% when we listen to it, and 30% when we watch it. If we both see and listen, we remember 50% of the lesson, 70% if we talk about it ourselves, and 90% if we do this work.

If we analyze the above, the level of students' learning in the first three cases is quite passive, and in the remaining three cases, the level of understanding is quite active. Taking all of this into account, if lessons are conducted and organized using modern information technologies, multimedia methods, computers, and various technical tools, it is possible to achieve a relatively perfect lesson.

It is not difficult to evaluate the multimedia method, the system's support for students in teaching English. Multimedia provides the following simultaneously on the screen and from the computer recorder:

a) Graphics - the effect of the object itself;

b) Text - in the studied language and its translation in the native language;

c) Sound - pronunciation of the text in English;

d) Repositioning - the ability to perform various operations with the object using the "mouse";

e) Animation - the ability to observe the object in motion.

All of the above can be conducted by the student himself, being a participant and performer of the multimedia lesson.

In recent times, the widespread use of modern computer technologies in the course of the lesson, together with the issues of using multimedia systems and distance learning tools in teaching English, remains extremely important.

We can also use audio, video, electronic materials, i.e. audio cassettes or discs, video cassettes or discs, television and radio broadcasts in teaching English.

Nowadays, there are various educational audio and video CDs for learning and teaching English. As mentioned above, through these CDs, you can learn English grammar, vocabulary, pronunciation, and English speaking, reading, writing, and listening comprehension. Such CDs include CDs containing a collection of lessons developed by native English speakers, CDs of various movies and cartoons in English (with subtitles), English and American countries, their geography, economic, political and social spheres, history, literature and it is possible to insert video program discs that provide information about the people, customs, and holidays in English. Students, students and language learners can use these discs independently. Tell Me More, Accelerated Reader Tests, Top Tips for Academic English, My ET, ESL podcast, Lingvo are among them.

Elmo Projector. The main purpose of this projector is to display slide documents and objects. Using this technical tool, showing a slide of tables and diagrams showing grammar, correct reading rules to the whole class and them. you can take lessons based on it. The language lab is used for listening comprehension and speaking. Here, students perform various exercises and take oral tests. Tape recorders provide all the functions required for using this language laboratory. In addition to phonograms, videograms can also be used in individual and group work.

"Language lab ensures that the whole class is engaged in working and learning during the lesson and allows the teacher to teach English more effectively."

No matter what technical means are used in language teaching, the teacher must know about all of them, be able to use them, and teach them to students. Also, when using these tools, it is necessary to know how to prepare for classes and prepare materials.

Higher education institutions have technical tools for teaching English. Each lesson should have equipment for using projector, phonograph, videograms, for example, TV and video equipment, DVD or computer.

The main purpose of using technical tools in lessons is to make it easier to speak English clearly, fluently and without mistakes.

As a final point, I can say that today technical tools are an effective and widely used tool for teaching English communication, and technological tools are widely used not only in language teaching methods, but also in the main sectors of society, such as business, economy, politics.

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