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INTRODUCTION OF INFORMATION TECHNOLOGIES IN THE PROCESS OF TEACHING ENGLISH

Ukraine's integration into the European and global space makes it more important to train a new generation of students who are proficient in modern information technologies. Modernization and information and technological progress of our society have led to the use of information computer technologies in the process of learning a foreign language. This paper aims to prove the productivity and effectiveness of such use.

Nowadays, significant changes are taking place in the field of education due to the introduction of new technologies in the learning process. The use of multimedia tools, Internet resources and training programmes has been actively introduced into the process of teaching foreign languages. However, the process of introducing information technology into the learning process has only recently begun. But the pace at which this process is spreading is extremely rapid. The use of Internet technologies in foreign language classes develops the motivation of higher education students, which is one of the most important factors in the learning process. The prospects for the use of information technology are quite broad today.

There are many publications and studies on the use of modern teaching methods to improve the effectiveness of foreign language learning, including V. Bolotov, O. Hluzman, S. Novikov, E. Polat, T. Polipova, S. Fadiev, L. Tsvetkova, and others.

S. Fadiev in his work «On the use of computers in teaching a foreign language» notes that the development of computer technologies has significantly influenced and displaced traditional teaching methods, and has forced teachers and students to solve problems they did not even know existed [3].

The introduction of information technology into the English language teaching and learning process can have a significant impact on the effectiveness and efficiency of higher education students' learning. Information technology provides a wide range of opportunities to improve the quality of English language learning by encouraging active participation of higher education students and providing access to a variety of resources.

One of the main advantages of using information technology is access to interactive learning resources and software that facilitate the active involvement of students in the learning process. These can be mobile applications, computer programs, websites, e-textbooks, online courses, etc.

These resources may include English language practice exercises, interactive lessons, audio and video materials, online tests, virtual games and simulations that help to summarise and apply the knowledge gained [1].

Information technology also enables communication and collaboration between teachers and students through e-mail, forums, video conferencing, chat rooms, etc. This helps to improve oral and written communication skills in English, develop teamwork and exchange of ideas.

In addition, the use of information technology allows for individualised learning. Learners can work through the materials at their own pace and focus on specific aspects of English that they find most important or challenging. The use of computer software or online platforms also allows you to track learners' progress, analyze their results and provide individualised recommendations for further learning.

In addition, information technology can provide access to authentic materials such as videos, audio recordings, articles and online resources that demonstrate a variety of language situations and the reality of English use. This helps higher education students develop their listening, reading, writing and speaking skills using relevant and engaging materials.

However, when introducing information technology into the English language teaching process, it is important to ensure that teachers and learners are properly prepared to use it. Teachers need to be familiar with different platforms and resources and know how to use them effectively in the classroom. Students should be provided with sufficient support and training to use information technology in their learning activities.

In general, the introduction of information technology into the English language teaching process can improve the accessibility, efficiency and interest of higher education students in learning the language. It helps to engage them more actively in their studies, stimulates their motivation and contributes to the development of their communication skills in English. Information technology can make the learning process more interesting and provide access to a wide range of resources that can help improve various aspects of language [2].

For example, the use of video and audio materials can help higher education students improve their listening comprehension and pronunciation skills. They can work with authentic spoken materials, films or podcasts, which broadens their exposure to different dialects and variants of English.

E-textbooks and interactive exercises allow higher education students to learn and practice grammar rules, vocabulary and phraseology on their own. They can get instant feedback on the correctness of their exercises, which helps them to improve gradually.

It is also important to use interactive web platforms and applications that allow you to engage in dialogues or communicate with native speakers via chat or video conferencing.

This helps to develop oral and written skills, strengthens students' confidence in their communication abilities, and makes learning more practical and realistic.

The introduction of information technology into the English language teaching process is an important step in improving the learning experience. However, there are some factors that need to be taken into account in order to be successful.

First, you need to have the right infrastructure and access to the right equipment. This includes computers, tablets, smartphones, internet access and software to support the learning process. Providing a reliable network and technical support is also important for the smooth operation of information technology.

Secondly, it is necessary to take into account the individual needs and capabilities of higher education students. Some students may be more confident in using new technologies, while others may require additional support and training in the use of information technology. It is important to create a friendly and accessible learning environment that takes into account individual needs and provides equal opportunities for all higher education students.

Thirdly, it is important to ensure the quality and reliability of the learning resources used through information technology. Learning materials should be up-to-date, contain a sufficient number of exercises and tasks for practice, and be relevant to the learning objectives and requirements of the programme [5].

In addition, it is necessary to provide adequate support and training to teachers on the effective use of information technology in the learning process. They also need to have sufficient resources and knowledge to implement interactive methods, create interesting interactive tasks and monitor the progress of students.

It is also necessary to constantly update technologies and learning resources, as information technology is developing rapidly. It is important to keep abreast of new tools, applications and online resources that can improve the learning process in the English language discipline [4].

Finally, it is important to maintain a balance between the use of information technology and traditional teaching methods. While information technology can be a powerful tool, it should not completely replace other forms of learning. Providing a variety of approaches and methods can help meet the needs of different types of learners and create a more balanced learning experience.

Thus, the introduction of information technology into the English language teaching process can significantly improve the quality and effectiveness of learning. They promote greater activity and engagement of learners, provide access to a variety of resources and improve communication skills.

However, successful implementation depends on proper training, access to resources, quality of materials and adequate support for teachers and learners.

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EDUCATIONAL WORK DURING THE POLICE TRAINING IN UKRAINE

For several years now, a new law enforcement body has been operating on the territory of Ukraine - the National Police - whose tasks are to provide police services in the areas of ensuring public safety and order; protection of human rights and freedoms, as well as the interests of society and the state; combating crime; provision of services and assistance to persons who need it for personal, economic, social reasons or as a result of emergency situations. The activities of the employees of the National Police are always carried out in typical and extreme conditions related to the detention of criminals, the use of weapons, ensuring public safety and order during natural disasters and emergency situations, which places high demands on the professional training of police officers, their official and psychological readiness [1].

The Ministry of Internal Affairs of Ukraine, by Order No. 50 dated January 26, 2016, approved the Regulation on the organization of official training of the National Police of Ukraine, which determined the procedure for planning, conducting and recording classes, and monitoring the knowledge, skills and abilities of junior, middle and senior members of the National Police of Ukraine.