THE IMPORTANCE OF USING DIGITAL TECHNOLOGIES TO TEACH READING COMPREHENSION TO THE ENGLISH LANGUAGE LEARNERS

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Abstract
The use of information and communication technologies in teaching students of technical universities to read authentic texts in English is considered. The purpose of the study was to substantiate the effectiveness of the use of ICT in teaching the reading of English texts, as well as the study of ICT on the example of the domestic iSpring Suite 11 program. Using the method of questioning and observation, as well as systematizing the available data within the framework of our question and based on experience, it was concluded that the use of modern interactive multimedia technologies increases the motivation to learn a foreign language, and also has a positive effect on the results of students.

Keywords: ICT, multimedia, authentic texts, learning to read, multi-level training, non-linguistic specialties.

INTRODUCTION

The digital revolution has turned not only the consciousness of mankind, but also the usual foundations. Today it is impossible to imagine progress in science without a highly qualified specialist in any field of activity who does not speak at least one foreign language.

The English language enjoys global prestige today. The university, as a cradle of future experts, in the context of continuous renovations in the education system, is a space for the active implementation of information and communication technologies. The widespread use of computer technology cultivates the pedagogical community to use multimedia resources in teaching reading skills in English to students of non-linguistic profiles, as a result of which certain difficulties arise in the learning process, which emphasizes the relevance of this study.

MATERIALS AND METHODS

The total orientation of the modern education system towards building an educational process based on ICT is due to the main factor - the integration of Internet technologies into everything connected with the life of a modern person.

Computer linguodidactics, including V.A. Krasilnikova, E.I. Mashbits, I.V. Robert and others, in their works, note the following opportunities among the advantages of ICT:
- continuous acquisition of knowledge, training and advanced training during the entire active period of life;
- no dependence of the educational process on the place and time of training;
- development of personality-oriented courses and training, additional and advanced education;
- development of independence and initiative, as well as the ability to self-organize;
- increasing the level of motivation for learning;
- formation of skills of independent search activity of the student;
- individualization and differentiation of the learning process;
- development of self-reflection among students, etc.;
- creation of conditions for the development of additional skills and strategies [1; 2].

RESULTS AND DISCUSSION
Also, many experts mention the "aging" of the traditional textbook and compare this factor with a wide range of e-learning tools that offer virtually unlimited opportunities in the learning space. The experience of working with students shows that generation Z, being students, when working with dry traditional methods (teacher + textbook + notebook) is equally demotivated to learn the language and to learn a new culture in general.

In continuation of the study of the issues of teaching reading to students of non-linguistic specialties [3], we observe broad prospects for the use of ICT. Based on the theory of competence-based approach (N.I. Almazova, I.A. Zimnyaya, A.V. Khutorskoy, I.V. Robert) (quoted from [4]), theories of teaching foreign languages using modern information and communication Internet technologies (E.S. Polat, P.V. Sysoev and M.N. Evstigneev [2], S.V. Titova), and also according to the concepts personality-oriented approach (I.L. Bim) (quoted from: [5]), distance education (E.S. Polat, Yu.P. Gospodarik, S.A. Kalashnikova), informatization of education (I.V. Robert)7, we outlined the conceptual apparatus of the study.

"Reading" is the most important element associated with the process of establishing interaction with any person who has the necessary information.

One cannot but agree with the opinion of E.I. Passov, who establishes the basis for reading, without which it is unthinkable to study not only a foreign language, but also one's own native language. The scientist found that it is reading that can open up opportunities for students to actively use educational and cognitive materials. This

approach to teaching improves the assimilation of information of lexical and grammatical content.

With existing presentation software, it is possible to create and, if necessary, modify presentations without programming. One of the most popular and effective presentation programs is Microsoft PowerPoint, which ranks second on the list of the 100 most convenient learning devices in the world. A similar program offered by iSpring, a world-famous developer of high-quality distance education programs (e-learning), became the key to our study. The company has several software options in its arsenal, including online versions on the website of the creators, as well as a program for downloading and installing on a PC.

This service helps the teacher himself to create interactive multimedia material for the lesson with optimal time expenditure. The program is relatively simple and does not require any effort from the teacher to master the main features of the program, which will provide an opportunity to master it in the shortest possible time.

After downloading the program to a PC, a simple installation menu opens. After a couple of minutes of installation, a window appears (Fig. 1), in which we get a mention that this program is compatible with more than 150 distance education systems. This aspect is very important, because the system and technical equipment in higher educational institutions varies greatly.
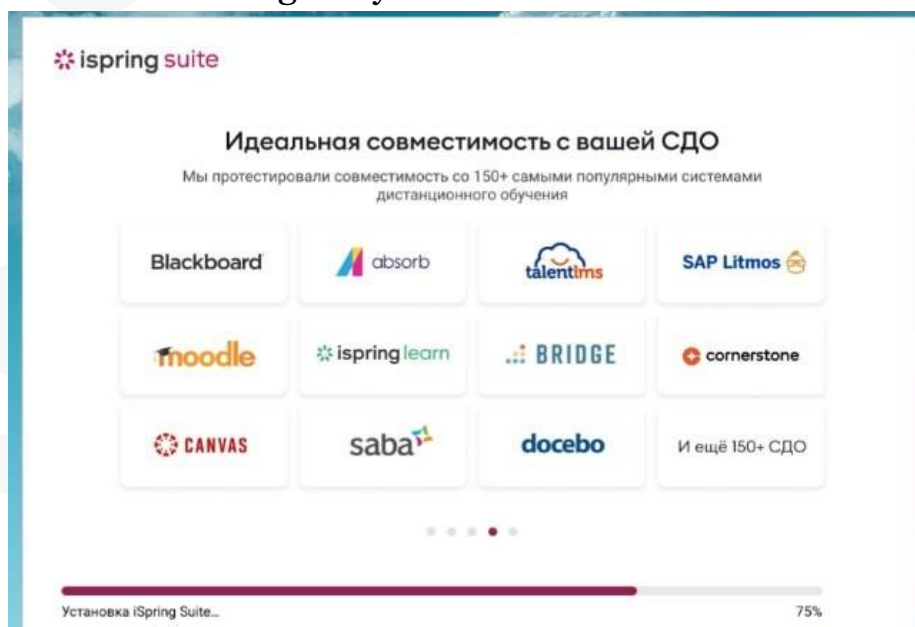

Fig. 1. Welcome window of the program interface

Among the convenience of the constructor, we also highlight the function of loading files of the doc/docx type and PDF to the portal, access to which will also be provided in accordance with the format of the device from which the educational materials are opened.

CONCLUSION

The scientific community today focuses on the problems of reducing the level of cognitive activity among students, unwillingness to work independently and unwillingness to study in general. Methodists emphasize the monotony and offer a solution to this issue with the help of a creative approach with the help of ICT, which provide an opportunity to establish the learning process from the standpoint of individualization in approaches and methods of work. Thus, a student-centered teaching model is set up, which is based on the selection and selection of educational material, the choice of forms and types of activities, as well as the choice of the amount of educational information. ICT plays a significant role in enhancing visual perception, which, in turn, has a positive effect on the activation of cognitive activity.

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