USING SMART TECHNOLOGIES IN THE PROCESS OF TRAINING FUTURE ENGLISH TEACHERS

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Abstract: *This article discusses the use of SMART technologies in the process of training future English language teachers, as well as the importance of modern technologies in increasing the effectiveness of the lesson.*
Key words: *Smart, English, teacher, student, modern technology.*

Humanity lives in the modern world - in the age of information technology. Currently, it is difficult to imagine your life without phones, computers and other gadgets that help and simplify people's lives every day. Every person has a gadget that he carries with him wherever he goes. All this greatly simplifies a person's life. You no longer need to go to the post office, stand in line for a huge amount of time, fill out paperwork to send a letter to relatives in another city. Now, you just need to pick up your smartphone, write a message, select a recipient and press the "send" button. Also, information technologies are used for scientific purposes. A huge number of books are stored in electronic format, and a person can get the necessary information by simply writing the author of the book on the Internet. Information technologies are widely used in the linguistic sphere. Dictionaries, translators, forums and a huge number of sites that are aimed at improving knowledge of the English language - all this helps people who learn a foreign language to quickly understand and master what they do not understand. In the classroom, the most common tool for learning a foreign language is a textbook. The use of IT in foreign language lessons can help complement and diversify the learning process. There are various types of IT, the use of which helps to intensify educational activities, improve the quality of the material being studied and implement the principle of clarity. Nowadays, the most popular types of IT are ready-made electronic products, presentations, interactive whiteboards and various Internet resources. One of the most popular types of IT is presentation. A presentation is a form of demonstrating material using slides, which can show tables, diagrams, drawings, photos and videos. N.V. Makhankova and L.V. Mokrushina identify the following principles that determine the effectiveness of presentation in the

process of learning a foreign language: The principle of innovation. It implies the coordination of the foreign language educational process with the formation in a person of readiness to accept and implement new strategies and trends in the development of pedagogical science. The principle of active educational and creative activity. This principle is characterized by the unity of the predominant role of the teacher and the creative independence of students based on the image of creative educational activity, and presupposes the unity of learning and creativity of students in the learning process. As a result of such learning, students demonstrate curiosity, improvisation and the need for creativity.[1]

However, the feeling that the traditional "teacher-student" paradigm is gradually transforming into a "student-teacher" does not work. At least In the world of gadgets, we can barely keep up with them. Informatization is radically transforming all spheres of society, including education. It's clear that our students want to learn in the most comfortable educational environment for them with using the technologies to which they, not us, are accustomed.

In such a situation, when trainees outperform their teachers in information literacy, enough It is difficult to choose the right method of teaching the discipline. Using methods such as audiovisual, design methods, business and role-playing games, presentations and reports, "round table", theatrical performance, etc. have become commonplace. Combined with traditional teaching methods, this is still has a positive effect. "Brainstorm", case study, distance learning, interactive techniques can no longer be called the latest technologies. Universities are generally equipped computer classes, video projectors, screens, smart boards. Educational electronic publications are actively used and electronic textbooks, multimedia. What's next? Foreign specialists have already referred to as "technologies of the past".

In particular, K. Osgood highlights "technologies of the past" (audiovisual media, film fragments, slides, educational television programs, video clips, videodiscs, teleconferences, CD-ROMs) and "moderntechnology" (the Internet, which stores organized training content, communication programs, training environment on the WWW, knowledge management systems that facilitate access to information and establishing relationships). We understand very well that today the Internet has opened an inexhaustible source of language material, resources and opportunities for learning and teaching languages. Huge a number of authentic materials are in the public domain. Never before has there been such unfettered access to information of various kinds, including linguistic.

Question is what to do with it and how to take advantage of it this situation? The teacher not only needs to acquire skills to navigate the "network", but also teach students critically evaluate information, pragmatically select valuable and effective for their benefit.[3]

An important stage in the integration of ST into training is the selection of applications, sites, resources from the point of view of their methodological and didactic values. Availability of authentic multimedia information on the site or regularly updating applications does not mean they are suitable for implementation in the learning process. Students can get lost in the ever-growing flow of information, doing often unnecessary tasks. Actions with the material being studied. The teacher at this stage acts as an expert and censor, evaluating digital teaching materials in relation to their content, ease of use of this content (graphics, color scheme, unambiguity of tools in the menu) and quality structural organization of the resource (information architecture). More One important selection criterion is the correspondence of the language material presented on the website, in the application, to the content of the training at each specific stage of training. [2]

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