

**THE USE OF WEB 2.0 TOOLS IN ENGLISH LANGUAGE TEACHING IN SCHOOL**

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**Abstract:** *In the conditions of informatization and computerization of the life of modern society and the strengthening of the role of information and communication technologies (ICT) in ensuring educational processes, the strategic orientation and priorities of the education system in various subject areas, including a foreign language, are radically changing.*

**Key words:** *innovative forms, pedagogical technologies, global information, integration of tools, complex processes, colossal database, interconnected teaching.*

**Introduction.** The main emphasis is on creating pedagogical conditions conducive to the continuous self-development of a person within the framework of a competence-based approach in education [1] regardless of his place of residence, self-regulation skills and control of autonomous learning activities without the direct participation of a teacher [6], the development of creative and critical thinking, conscientiousness in learning [1, 4, 8, 7,], as well as such key skills as the ability to navigate in the global information and educational space, critically evaluate and effectively process the ever-increasing amount of information coming from everywhere, build an individual learning trajectory in order to acquire the required knowledge, skills and abilities.

**Discussions and results.** To achieve these objectives, a large role is assigned to pedagogical technologies and innovative forms of work based on the integration of tools and the Internet resource base into the educational process [2, 4, 5, 6, 8, 11], representing a unique environment for teaching foreign languages. Special attention in connection with the optimization of technical and functional solutions in terms of the use of the Internet deserves the widespread Internet technologies of the "second generation", united under the capacious name "Web 2.0" [3, 6, 8, 9, 10, 12, 13]. Although there is no consensus on the need to single out Web 2.0 as a new version of the "World Wide Web", Web 2.0 can be considered as a set of technologies and services that provide more complex processes of network communication and information exchange procedures (in real time and in delayed mode) compared to Web 1.0, simplifying the principles of manipulation available on the Internet information, as well as rich opportunities for creating, posting and editing products of individual or joint activities on the web (documents, audiovisual tools, blogs, wikis, etc.).

The main didactic capabilities of Web 2.0 technologies for optimizing foreign language teaching include [3, 6, 8, 12]:

- the presence of a colossal database of information, educational and authentic materials that ensure the individualization and differentiation of the educational process, independence and activity of students, interconnected teaching of various types of speech activity of students taking into account their specific needs, interests and cognitive styles, creative orientation of the educational process;

- availability of means of network communication for the organization of forms of extracurricular work (for example, group work on projects) and foreign language interaction between all participants in the learning process;

- a variety of multifunctional web applications that are easy to master for the selection, development, organization and publication by teachers of updated dynamic curricula and educational resources operating on the basis of hypertext technologies and available at any time through an autonomous resource (educational website, wiki, blog, etc.)

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In connection with the above, currently, in order to enrich the educational process in a foreign language, to ensure its continuity in a limited network of classroom hours, to increase the motivation of students in learning a foreign language and the culture of its native speakers, the active development and use by teachers of modern information technologies, including Web 2.0 technologies, becomes imperative. As our review of the educational materials presented on the web has shown, among them there is a growing number of educational sites created by teachers as an additional supporting resource and aimed at meeting the identified needs of specific groups of students, increasing their level of information competence of students and autonomy in learning, as well as organizing their foreign language activities remotely.

This report examines the experience and principles of creating and using a pilot educational website in the educational process to optimize the teaching of English to students of the first and second courses of a non-linguistic humanitarian university. Particular attention is paid to the content components of the site, in particular weekly web tasks involving independent work with additional thematically organized text and audio-visual materials, selected web resources and thematic lists, ensuring unity and continuity between classroom and extracurricular activities, as well as further activation and application of acquired knowledge and skills in the course of written and oral-speech foreign language activity on the site. Considerable emphasis is placed on the analysis of the features and experience of integrating asynchronous network communication tools into the site (text and voice forums, audio dropbox applications for collecting individual oral responses of students directly from the task web page, Voice Thread web environment), designed to provide access to oral and written speech of the passed language and speech material of non-philological students specialties.

As the results of the intermediate anonymous survey of students showed, the proposed forms of work for many are unusual and innovative, since students had no previous experience of using information technology in the educational process in a foreign language, or had minimal experience in this field. Nevertheless, most of the project participants noted that working with the website as one of the components of their educational activities allows them to re-evaluate the possibilities of using Internet technologies and web resources for learning a foreign language, to increase the degree of autonomy in learning, in particular, in terms of self-control and organization of extracurricular activities. Some project participants described the work with the site as "addictive" and emphasized its potential for activating and retaining lexical material previously studied on the topic, applying creative abilities, developing the skills to find the necessary information to provide detailed and informative statements on discussion tasks in forums. Navigation on the site and familiarization with its sections were not noted as causing difficulties and questions, since detailed instructions were given on the site on how to perform various aspects of the work and use the appropriate web tools. Moreover, most of the students confirmed the need for the teacher to provide a detailed comment on the work they have done, including an assessment and analysis of both the semantic side of the statements and the linguistic design of the products of their oral and written activities.

**Conclusion.** It was also revealed that the web resources offered to students (selected links) for learning English (podcasts, vodcasts, sites for multidimensional teaching of the studied language, grammatical reference books and dictionaries, video sites, etc.) and professionally-oriented materials contained in special sections of the site "English Language Links" and "Psychology-Related Links" have been ignored so far. In our opinion, this may indicate a lack of awareness among students about the purpose and effectiveness of these auxiliary resources to increase their level of communicative competence, or the lack, due to various objective and subjective factors, of motivation and interest in independent study of material that is not subject to direct control and evaluation.

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