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METHODS OF TEACHING ENGLISH WITHIN THE FRAMEWORK OF DIGITAL CLASSES

Introduction. As part of the development of digital technologies and the spread of their application, there is a need to modernize both the provision of educational services in general and the methods of teaching individual subjects separately. It should be mentioned that nowadays, the application of digital technologies in the foreign languages classes is very actual because they are an important element in the process of foreign languages teaching and they may be often used as an alternative to real form of communication. Nowadays, the use of the digital tools in the foreign languages classes is an integral component of teaching.

Main part. It is advisable firstly to determine the basic conceptual and terminological apparatus and theoretical data that are closely related to the information that will be presented in the given work.

The method of training is an ordered set of didactic techniques and means by which the goals of training and education are realized. Teaching methods are interconnected ways of purposeful activity of teachers and students. Teaching methods are understood as sequential alternation of ways of interaction between teachers and students aimed at achieving a certain didactic goal. "Method" — in Greek — "path to something" — a way to achieve the goal. Learning method — a way to acquire knowledge.

Any method of training involves a goal, a system of actions, means of training and the intended result. The object and subject of the teaching method is the student.

It is very rare that any one teaching method is used in its pure form. Usually the teacher combines different teaching methods. Methods in their pure form are used only for specially planned educational or research purposes.

The teaching method is a historical category. Throughout the history of pedagogy, the problem of teaching methods has been resolved from various points of view: through forms of activity; through logical structures and functions of forms of activity; through the nature of cognitive activity. Today, there are various approaches to the modern theory of teaching methods.

The new content of education gives rise to new methods in teaching mathematics. We need a comprehensive approach to the application of training methods, their flexibility and dynamism.

Pedagogical classification of teaching methods separates teaching methods and methods of study (teaching), which in turn are represented by scientific and educational methods of studying mathematics.

Teaching methods — tools and techniques, methods of information, management and control of students' cognitive activity.

It is worth considering the reasons for creating digital classes instead of implementing e-courses.

If digital classes are integrated into the learning process, the appropriate digital resources for the lesson will always be at hand. In the digital classroom, digital resources are already linked to the lessons of the thematic plan. The "knowledge Cloud" contains 20 thematic plans for the main UMS from the Federal list, including a plan for the English language. Now the teacher gets access to digital content through the prism of thematic planning to the textbook on which he works at school.

Digital content is not only linked to the thematic plan, but also grouped by genre: interactive presentations, laboratory and practical work, tasks for independent work (including homework), tests that the teacher can assign as educational activities in the classroom and homework.

Significantly increase the effectiveness of training. Most services are limited to a General mark for work or show the points scored for individual tasks. In the online service "knowledge Cloud", each task, each scene of laboratory work is linked to two rubricators — CES (content elements) and UUD (types of educational activities). The types of learning activities are repeated from module to module — and the teacher, observing the result in different modules, can see the progress (or non-progress) of the child not only within individual topics, but also by universal elements (for example, "analyze", or "give examples", or "search for the information"). As a result,

a large number of statistics is accumulated, which eliminates the random irregularities of individual topics and allows you to accurately determine not only the "gaps" in the topics, but also the universal actions that are the worst for students (or an entire class).

Secondly, the service provides the school Director with information on the use of digital content and tools for working with it: you can see which classes are not actively using certain EOR; perhaps the teacher needs technical or methodological assistance, and after it is provided, it will become more active.

It is difficult to imagine teaching using the Internet without depending on the Internet connection itself. As soon as we talk about the exchange of results, about lists of students, about the assignment of works, the Internet, of course, is necessary. However, a unique feature of the online service "knowledge Cloud" is the ability to partially work offline — within a single educational activity. You can download the necessary content to your device in advance, and then you can do the work without the Internet. Sometime later, you will need to connect to the Internet so that the results of the child's work will go to the "cloud". This is especially convenient when doing homework: in the subway, at the dacha (country house), or on vacations, where the Internet is expensive or unstable.

One of the main widespread problems that arise in the teaching process is cheating. Several mechanisms have been implemented to solve the problem of cheating in the knowledge Cloud. First, it is forbidden to demonstrate the solution, answer or even the fact that the task was completed correctly before a certain moment. Moreover, the teacher can choose this moment — during the task, immediately after the completion of the task after the entire class has finished, or never at all. Sometimes it is necessary to test the child's knowledge on "clean" materials, and sometimes it is more important to train and be able to repeat the decision.

Second, it is a "mixture" of elements that are sensitive to cheating (in tasks for choosing a variant, for ordering, for classification — wherever the answer can be passed by a sequence of element numbers); each child will have its own sequence.

Third, some tasks have parametric algorithms that give each student their own set of numerical data. It is clear that this approach only works in the exact Sciences (mathematics, computer science, physics, chemistry); in the Humanities, one of a set of similar tasks is randomly offered in suitable places.

The most critical modules to write off (for example, test papers or variants of the CIM exam) are given in several different author's versions (the same in terms of labor intensity, CES and UUD, but different in terms of the tasks available there).

It was worth starting to try new formats for conducting the lesson long ago. In the "knowledge Cloud" it is possible to create technological maps of lessons based on models of mixed learning, which involve the division of the class into groups. This is a unique feature of the service: after all, the teacher of each group must create their own trajectory, which they will follow in the lesson, and each trajectory can be linked to their own lessons. Without automation, this would be difficult. Now you can effectively organize lessons on blended learning models — in particular, "inverted class" and "changing work zones".

But even if you do not use mixed learning methods, technology maps can be useful in that they record the timing of the lesson using EOR: you can see at what point you are lagging behind or on the contrary, you are rushing forward. In simple cases, process maps can be generated automatically based on the EOR linked to the lesson.

It is very important to reduce the amount of time spent by teaching staff on various types of routine, but not to reduce the quality of teaching itself. Verification of assigned home, laboratory, and practical control works is performed automatically. Tasks with a detailed response are checked by the teacher according to the criteria.

In the "knowledge Cloud", a single electronic journal is created for each class in its subject, which "adds up" all the marks received by students for homework, laboratory work, and control activities. The teacher now has access to all the results of their class from a single page.

Conclusion. Thus, in comparison with e-courses, the presence of a digital classroom will simplify the process of teaching and learning within the framework of educational training, which will increase the efficiency of studying the material in the process of English language learning. Digital tools are the effective means of forming basic and professional language knowledge in the sphere of the English language and they also ensure the development of common cultural and professional competencies of students.

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CRITICAL TARGETS OF JAFAR RAMZI'S SATIRICAL POEMS

Introduction. Satire is the exposure of uglinesses reigning in society and the realities of life through artistic laughter. Allusion and irony stands on the basis of each satirical work. It is an allusion and irony that distinguishes it from other examples of poetry, including from pamphlet. The opposing party may not accept the pamphlet, but