# THE USE OF TECHNOLOGY-ENHANCED METHODS TO IMPROVE WRITING SKILLS IN THE FOREIGN LANGUAGE CLASSROOM.

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**Annotation.**

The modern stage of the development of writing skills requires the use of new forms of learning. Their development and implementation is associated with the digital revolution, the use of information technology in the educational process and has a number of advantages. You can diversify the learning process and develop writing skills by using Internet resources. New information technologies are not only new technical means, but also new forms and methods of teaching, a new approach to the process of teaching and upbringing. The use of information technologies, Internet resources allow to implement a personality-oriented approach to learning, provide individualization and differentiation of learning taking into account the abilities of students, their level of learning and interests. Interactive learning based on computer training programs allows you to more fully implement a whole range of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative, allows you to take into account the individual pace of work of each student. The practical use of ICT and Internet resources presupposes a new type of cognitive activity of the student, the result of which is the discovery of new knowledge, the development of cognitive independence of students, the formation of skills to independently replenish knowledge, search and navigate the flow of information.

**Key words:** information technologies, Internet resources, writing skills, technology-enhanced methods**,** educational platforms.

**Introduction.** Modern technology is at the heart of today's education and it is not possible in our modern world to imagine a course without technology being involved both in its design and delivery. Especially using of technology-enhanced methods in second language learning is a feature of today's education. Instructors and institutions need to investigate how students use it in order to ensure that it is productive for them and their students. Modern IT devices and various applications have considerably facilitated language teaching and learning for different purposes. The emergence of different educational tools and software has motivated the teachers to integrate educational technology into their lessons. These methods has fundamentally changed the way we learn, making it more engaging, but also challenging.

**Research Findings**. There is a widespread belief that formal FL (foreign language) teaching is often unsuccessful because learners receive impoverished or insufficient input in the target language. ET can enhance teaching and learning practices, and create an "ideal" learning environment. Therefore teachers and

students are encouraged to use ET, since it can have a great impact on improving student learning and assist development. It can empower teachers and learners, "transforming teaching and learning processes from being highly teacher dominated to student centered". Activities implemented via new technologies are meant to engage and foster the student's own sense of agency. Consequently, the student is not perceived as a passive consumer of knowledge, but rather an active and responsible learner, engaged in collaboration and information sharing in a resource-rich environment within and beyond the classroom. The ability to write is one of the most important skills that develop in students throughout the process of learning foreign language. The task of the teacher in teaching writing is not reduced only to the selection and provision of the necessary materials for organization of the educational process, but also to the removal of psychological and linguistic difficulties through feedback from students and competent organization of the educational process. Nonnative speakers of English also need to be proficient in the written language for professional reasons. It is noted that nonnative students who communicate well in English, both with classmates and teachers, often have considerably lower written skills. One of the most difficult tasks is to motivate such students to work on their written skills because they are less motivated to work at acquiring accurate writing language skills. Despite the availability of language tools and computer programs for language learning, and also of virtual platforms there is evidence that students need to be encouraged to gain confidence and motivation in writing, which is an emotional as well as a cognitive ability. One method that has been suggested for building students' writing confidence and motivation is to engage in social networking within classroom contexts. Although motivation carries equal weight in all four categories of English as a Foreign Language (EFL), listening, speaking, reading, and writing, writing is considered the most difficult skill. Motivation can be subdivided into intrinsic (i.e., a student's own interest in a task), and extrinsic (i.e., external factors such. Motivation and attitude play a vital role in second language learning, with motivated students using more second language writing strategies than others. The various applications used in the construction of blogs, animation creativity, audio materials and interactive games have facilitated and further strengthened the T & L methods. This is said to be so because it can attract more students to use the existing technology in the present time, which is the 21st century. The use of technological media in education is necessary to improve existing methods and approaches in a more systematic and efficient teaching and learning process.

The emergence of different educational tools and software has motivated the teachers to integrate educational technology into their lessons. Technology has fundamentally changed the way we learn, making it more engaging, but also challenging.

We conducted a training experiment using tasks created on Internet platforms to improve students' writing activity. In the control group, classes were held traditionally. During the experiment, I used the Kahoot platform most often. It is a popular learning platform for conducting quizzes, creating tests and educational games. The platform has a web version. The main mode of Kahoot is

the quiz creation mode. Recently, several more functions have been added to it, which can be used with maximum benefit in English lessons and inspire students with self-study and diversify assignments. Kahoot is also suitable for competitive group games. To do this, there are two modes on the platform — Challenge and Host live. Another platform that has also attracted the attention of both teachers and students is Baamboozle. This is a very recently appeared service. He is called the designer of didactic games. He will help the teacher to conduct didactic games in the classroom, where team competitions can be organized. A lot of informative and educational tasks on various topics can be found on the ReadWriteThink website.

During the experiment, the following results were shown (Figure 1).
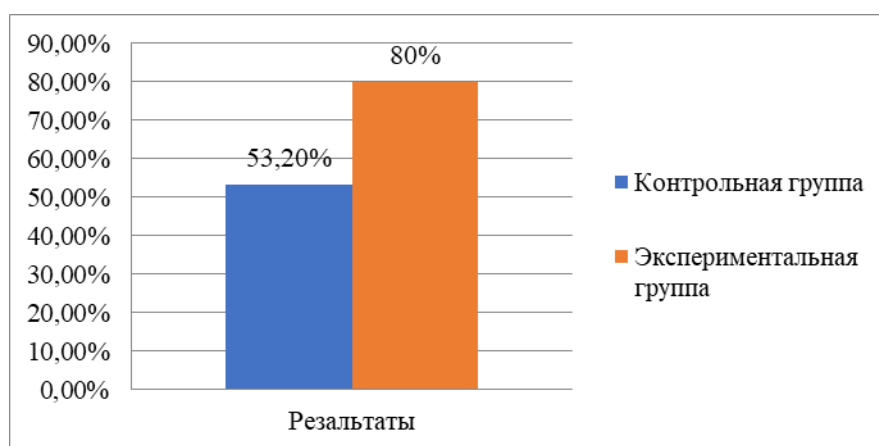


**Figure 1.** The results of the control section of students' knowledge of the control and experimental groups after the educational experiment.

The figure shows that the level of written activity of students in the experimental group has increased markedly compared to the beginning of experimental pedagogical practice: from 57.4% at the ascertaining stage of the experiment to 80% at the formative stage. the stage of the experiment, in the control group - the level of writing activity has not changed.

Positive dynamics of educational achievements of schoolchildren in practice:
- the majority of schoolchildren have formed a positive motivation to study English and literature;
- communication skills are developing more actively, the skill of a creative approach to solving educational tasks is being formed, speech and written development is being improved.

**Conclusion.** We concluded that more research was needed about digital writing tools. Based on the results obtained in the course of experimental pedagogical work on the problem of the development and formation of written activity based on the use of Internet resources, it seems possible to conclude that:
- the use of Internet resources and platforms has a positive effect on the quality and speed of learning;
- the use of websites creates conditions for active mental activity of students, stimulates intellectual activity of students and improves communication skills;

- the use of educational Internet resources when teaching English allows you to optimally organize the lesson and achieve many goals that are set for the discipline "Foreign Language" at the present time;
- with the help of the use of information technologies in the educational process in English, the motivation and creative activity of students has significantly increased, which ultimately led to the effective formation of cognitive activity.

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