TEHNOLOGIA INFORMAȚIEI CA UN INSTRUMENT EFICIENT DE IMPLEMENTARE A UNEI ABORDĂRI ORIENTATE PE PERSONALITATE ÎN PREDAREA LIMBII ENGLEZE BAZAT PE EXEMPLUL DE UTILIZARE A SERVICIULUI GOOGLE CLASSROOM

INFORMATION TECHNOLOGY AS AN EFFECTIVE TOOL OF IMPLEMENTING A PERSONALITY-ORIENTED APPROACH IN TEACHING ENGLISH BASED ON THE EXAMPLE OF USING THE GOOGLE CLASSROOM SERVICE

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Rezumat. *Articolul explorează integrarea tehnologiei informației în predarea limbii engleze, concentrându-se pe utilizarea Google Classroom. Subliniind importanța instrumentelor digitale în implementarea unei abordări centrate pe elev, sala de clasă virtuală din Google Classroom este prezentată ca un spațiu de informare pentru învățarea activă și conștientă. Funcțiile Google Classroom, inclusiv testele inițiale, temele individuale, colaborarea în grup și reprezentarea flexibilă a materialelor subliniază contribuția acestuia la principiile de învățare centrate pe elev. Tragem concluzia că, deși tehnologia favorizează independența elevilor, ea nu înlocuiește profesorul, ci oferă noi posibilități de organizare educațională.*

Cuvinte-cheie: *tehnologia informației, abordare centrată pe elev, funcții Google Classroom, curriculum modernizat, clasă virtuală, individualizare, diferențiere a instruirii.*

According to the modernized curriculum, English learning is designed to ensure the implementation of modern educational goals and standards. Recommendations of the Ministry of education orient us to the fact that "Along with the traditional approach to teaching languages at school, the constant evolution obligates teachers to apply modern methods, which are associated with information and communication technologies (IT-technologies). In this case, the teacher should realize his multiple role in the process of teaching-learning-assessment: knowledge transfer, guide, consultant who is constantly perceiving information from students. The teacher should implement a training activity that will stimulate conscious and active learning using information technologies".

The use of the internet technologies at the lessons gives rather high results. Teachers can use them as a presentation of the new material, as a vocabulary presentation of pictures, as a guide tour through British and American cities. Pupils

can not only watch the pictures, they can also write a quiz after them. Sure, computer technologies is the best way of the phonetic drills, as pupils can listen to the teacher's voice and immediately record their own voices and listen to their records at the same time the whole class.

The quality standards of education in Moldova are approved from the point of view of the school friendly to the child, which gives priority to the development of his abilities, creating the necessary conditions for the development of individual skills of the student.

How to motivate learners is one of the main challenges faced by foreign language teachers. Technology, especially the Internet, can provide access to authentic sources of language that are simply unavailable any other way. When we integrate technology meaningfully, we are supporting them in the development of two essential tools for lifelong learning: skill in the use of another language and the ability to make discerning and effective use of technological tools.

In this regard, the **theme** of my pedagogical research is "Information technology as an effective tool of implementing a personality-oriented approach in teaching English based on the example of using the Google Classroom service".

Relevance. Interest in this problem is caused by many circumstances:
- Modernization of the learning process, the transition to a model based on the competence-oriented approach to education. Digital competence in the field of information and communication technologies is one of the basics, in accordance with the modernized curriculum.
- Approval of a new style of pedagogical thinking. The school should teach the child to study, to learn how to work with information.
- Informatization of society, aimed at the elimination of computer illiteracy, the formation of a culture of information technology, including as a means of education, communication, education, integration into the world space.

Subject of the study is exploring the opportunities provided by the IT-technologies for the implementation of a **student-centered approach** to teaching the English language.

The study aims: generalization and systematization of the experience of using information and communication technologies at the lessons of English and identifying the most effective from the point of view of effectiveness in the implementation of a person-oriented approach.

The use of information technologies allows to solve a number of interrelated tasks: fill the shortage of sources of educational material, develop the skills and abilities of information retrieval activities, objectively evaluate knowledge and skills in a shorter time.

Based on the aims, you can highlight **the significance of the work. The theoretical and practical significance of the work** lies in the fact that the use of information technologies in teaching English helps to realize a student-centered approach to learning, provides for the individualisation and differentiation of teaching, taking into account the abilities of children, their level of learning and aptitudes. It allows the teacher to develop the independence of students in class when studying new topics, the student learns to obtain the necessary information and analyse it.

The novelty of the work lies in the practical application of the knowledge gained in life situations, the personality-oriented interaction of the teacher with the students. To do this, I created a virtual classroom in the Google Classroom service – an information space containing a set of didactic materials, texts, tables, images, videos, presentations, tests corresponding to the topics being studied.

How Google Classroom works. Google Classroom allows teachers to organize a standard educational process via the Internet. The service provides a wide range of opportunities to all participants of the educational process (categories of users).

Table 1. Google Classroom features

Categories of users	Options
Teachers	Create and manage courses, assignments and grades. Fast and convenient grading with the possibility to comment the received work.
Students	Track the activity in courses and receive new study materials. Exchange information and communicate using the built-in messaging or email. Submit the works to the teachers.
Parents	Receive emails with the information about student's academic performance, including overdue work and assessments that are required to be ready soon.
Administrators	Create, view and delete any course in the domain. Add or delete students and teachers in the domain and in the available courses. View works in all courses available in the domain.

The features of Google Classroom described in this table allow teachers to implement the student-centered approach in teaching English. For example:

Table 2. Features of Google Classroom implementing the principles of student-centered approach

Principles of student-centered approach	Features of Google Classroom
Self-actualization principle	Initial Tests. Google Forms used at the beginning of the high school. The student that finished the test receives information about the mistakes made, allowing him to plan his/her work on the new module, keeping in count the problems identified.
Individuality principle	Individual copy of every student's work in the class. There is a possibility to organize individual classes keeping in count the students' capabilities, needs and interests. The teacher can assign tasks of different complexity for different students.

Principle of creativity and success	Collaboration of students working on a group assignment. Students can work remotely on whatever they're doing: a presentation, a table or a presentation.
Principle of choice	Representation of the material in different electronic formats, because Google Classroom is integrated with other free services. Students can choose to between different sources of information as well as its representation format.
Principle of trust and support	The teacher can comment and discuss the student's work individually, advising the student on every step of work on the assignment.

Of course, these features will improve the efficiency of learning only if the teacher has a worked out and well-thought course program as well as presentations, texts and a number of practical assignments contributing to understanding the material. Google Classroom doesn't replace the teacher, it only gives new possibilities to organize the learning process.

Conclusions. The usage of information technologies in teaching English allows the teacher to develop the independence of students in the classroom in the study of new topics. The student is learning to collect the needed information and analyze it. Using the described methods the teacher helps the student to better understand the material and to form his own opinion regarding the subjects studied, without imposing.

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