

ICT IN TEACHING FOREIGN LANGUAGES

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Annotation

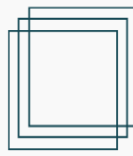
This article considers the feasibility and possibilities of using the latest multimedia tools in teaching foreign languages and identifies the main obstacles to their active implementation in the educational process.

Keywords: multimedia resources, information technology, information and communication technologies, computerized learning.

The education system is constantly being updated. An important factor determining the nature of changes in the education system is scientific and technological progress, which cannot be imagined without information technology. Much attention is paid to the development of ICT standards in education due to the integration of our republic into global educational processes and networks. Information and communication technologies have become an integral part of modern society in a short time. Since society wants to see a comprehensively developed personality, the mastery by students of higher educational institutions of the skills and abilities of self-development and self-improvement of the individual is largely achieved through the use of innovative technologies. Thus, the relevance of the study of the problem of using multimedia teaching aids in the process of learning foreign languages is due to the social needs of specialists with a high level of knowledge of foreign languages. The use of ICT in teaching a foreign language makes it possible to intensify the educational process, accelerate the transfer of knowledge and experience, and also improve the quality of teaching and education. A large number of works are devoted to the problems of development and implementation of innovative techniques in the process of teaching foreign languages.

The latest ICTs open up unlimited opportunities for their creative use for all participants in the educational process. Multimedia programs provide access to a computer representation of linguistic material based on articles, fiction, materials from information sites; a robot with a dictionary, encourage students to learn foreign languages, expand students' motivation to learn, giving them the opportunity to work on the language at their own pace. Researchers define ICT as a range of information technologies that use various technical and software tools in order to most effectively influence the user, because computer learning assimilates a much larger amount of material than traditional learning conditions during the same time.

The objectivity of knowledge control is by 20-25% and educational time is significantly saved, since the knowledge of all students is simultaneously tested. Today, multimedia technologies are one of the most dynamically developing areas of information technology. This is primarily due to the fact that multimedia is the interaction of visual and audio effects under the control of interactive software using modern hardware and



software, they combine text, sound, graphics, photo, video in one digital representation. Since multimedia can be presented in various formats, their use makes it possible to simplify the perception of information by the consumer. The use of multimedia makes it possible to present information not only in text form, but also to accompany it with audio data or a video clip. Various forms of providing information make the consumer interact with the information interactively. Online multimedia is increasingly becoming object-oriented, allowing the consumer to work on information without having specific knowledge. Multimedia foreign language teaching aids in higher education cannot replace the teacher, but they can improve and diversify the teacher's activities, thereby increasing student productivity.

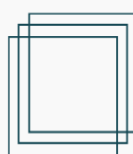
As you know, a person, when studying a foreign language and not only, remembers twenty percent of video information, thirty percent of audio information. If you combine what they see, hear and do at the same time, then the productivity of memorization is eighty percent of the information. Information components that are controlled by one or more special programs called a multimedia system. Information and communication technologies are a set of methods, tools and techniques used for the selection, processing, storage, presentation, transmission of various data and materials necessary to improve the efficiency of various activities. It is thanks to ICT that it is possible to solve a number of problems in an English lesson, for example:

- 1) to form and improve reading skills and abilities, using directly the materials of the Internet network of different levels of complexity, which will allow the student to adapt to himself.
- 2) Based on authentic sound texts, improve listening skills.
- 3) Replenish your vocabulary with the vocabulary of a modern foreign language, improve your writing skills.
- 4) With the help of on-line tests, improve your grammar knowledge.
- 5) Form the skills of global thinking.
- 6) To instill the need to use English for the purpose of real communication.

The results of the lessons using modern computer technologies show that:

- 1) the use of computer technology in universities contributes to a more active and conscious assimilation of knowledge of the English language by students;
- 2) computer programs create a positive attitude of students towards educational material;
- 3) the introduction of computer technologies in the teaching and educational process of a general education school helps to strengthen internal motivation for educational activities;
- 4) educational and control programs, test programs, stimulate students' interest in learning activities, contribute to the formation of logical, creative thinking, the development of students' abilities

Today our country takes an active part in the dissemination of the use of automated



training courses for the study of foreign languages. At the initial stage of acquaintance with the disciplines, students already have the opportunity to: study lexical material; develop reading technique; improve understanding of audio text; train spelling; learn grammar. In practice, this can be applied using such means as:

- ✓ use of electronic simulators;
- ✓ providing distance learning;
- ✓ conducting interactive educational teleconferences;
- ✓ building control systems and testing the knowledge and skills of students;
- ✓ creation and support of educational sites.

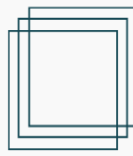
Increasingly, in Uzbek educational institutions, the question arises about the use of the Internet and computer technologies in the process of teaching foreign languages. The distance learning system includes teaching material on the language, developed by the teachers of the department. The program contains dialogues, parallel texts, dictionaries to the original, exercises to consolidate educational material, which is concluded taking into account all stages of mastering a foreign language. For independent work, depending on the individual characteristics of students, the level of language proficiency, it is recommended to use educational computer programs that are available and free on the Internet.

However, there are certain barriers to the use of ICT. These include: insufficient material and technical base, insufficient software and methodological support, limited access to the Internet. Eliminating these problems will allow teachers to improve the quality of teaching foreign languages. Considering the fact that learning a foreign language, which takes place far from the speech environment, always helps to reduce the motivation for learning this language, we believe that one of the effective means of increasing this motivation is to create a personal environment for communication in a foreign language through the widespread use of ICT.

Conclusion

The use of new developments in the study of the English language, based on the use of multimedia technologies, takes the learning process to a qualitatively new level. In the work of a teacher, the use of ICT helps to form and maintain a stable motivation of students to learn a foreign language; to increase the intensity of the educational process; improve quality control of knowledge; broaden the horizons of pupils and students. The use of multimedia interactive technologies significantly improves the quality of presentation and enriches the content of the educational process, makes it possible to work on the language at a pace convenient for students.

However, ICTs are designed primarily to help educators conduct educational activities more effectively, rather than replace them. Computer technologies are only a tool, and the effectiveness of students' assimilation of knowledge of a foreign language depends on how pedagogically and didactically justified their use in the process of educational activities.



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