



NEW IT TECHNOLOGIES IN TEACHING ENGLISH IN SECONDARY SCHOOLS

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ANNOTATION

The aim of present paper is to make a methodology of teaching English language at school in accordance with development of the modern IT-technologies. It is possible to solve a variety of didactic problems at English lessons by means of the Internet: to form skills and abilities of reading using materials of the global network, to improve pupils' skills of writing, to widen vocabulary and to create a sustainable motivation in studying English language.

KEYWORDS: *IT, technology, distance learning, innovations, effectively, teaching.*

NEW IT TECHNOLOGIES IN TEACHING ENGLISH AS A SECOND LANGUAGE

One of the most revolutionary achievements for last decades that has considerably affected educational process all over the world became the creation of the world computer network which have received the name the Internet that literally "the international network" (English international net) means.

The internet is seen by many as one of the most powerful innovations ever invented, and with good reason. The internet figures increasingly in our lives that practically no aspect is untouched by it. One such area that the internet has had phenomenal impact is on education. Because it enables people to reach out across cultures, the possibilities it opens up for the teaching profession has become boundless.

The internet's authenticity is also a factor. It enables students to gain access to real information and real-life experiences. They are no longer limited to using textbooks as their source of information as the internet offers an assortment of resources on a variety of topics.

The internet also makes learning practical. Students are empowered by the Net because it enables them to study independently. They have access to information round the clock and they can choose which information to take in. This promotes learning because students are active participants,

learning how to do things themselves. They don't really need to wait for the teacher to give them the go signal as they can even access the internet when they are at home.

Interaction is enhanced considerably when using the internet for teaching. It enables students and teachers belonging to different parts of the world to talk to each other and it allows students to talk to other students from different countries. It can also promote interaction within the classroom.

Computers and the internet have become very popular among children over the years, and since student interest is already there.

As you can see, the internet is an empowering tool both for the teacher and his students. If used effectively and in accordance with learning goals, there is no reason it shouldn't continue to be a powerful educating tool. As for students, their learning is no longer passive because the internet really does offer numerous activities for them to apply what they have been taught.

The machine can "friendly" communicate with the user and "support" him at any moment, however it never will show signs of irritability and will not let the user know that it has become bored.

Communicating in the true language environment, provided by the Internet, pupils appear in the present life situations. Involved in the decision of the wide circle of significant, realistic, interesting and achievable problems, pupils are taught spontaneously and adequately to react on these



situations. All of this stimulates creation of original statements, instead of sample manipulation with the language formulas.

The development of education is organically connected today with level of its information potential. This characteristic line in many respects defines both a direction of evolution of the formation, and the future of all society. For the most successful orientation in the world information field it is necessary that the pupils receive both information and computer-screen culture and the priority in information search is more given to the Internet.

As the information system, the Internet offers the users a great variety of the information and resources. The base set of services can include the following:

- e-mail;
- teleconferences (usenet);
- videoconferences;
- possibility of the publication of own information, creation of own homepage and its placing on a Web-server;
- access to information resources:
- help catalogues (Yahoo!, InfoSeek/UltraSmart, LookSmart, Galaxy);
- search systems (Alta Vista, HotBob, Open Text, WebCrawler, Excite);
- conversation in a network (Chat).

These resources can be actively used at a lesson.

USING THE INTERNET IN TEACHING AUDING, READING AND WRITING

The site of Lucent Technologies Company, its division Bell Labs, allows to hear the pronunciation of any phrase in a foreign language.

On a site <http://www.bell-labs.com/project/tts/index.html> it is possible to choose one of seven languages - English, German, French, Italian, Spanish. Then it is necessary to type something in the window related to the chosen language. In some seconds the written will be pronounced in a little mechanical way but still a voice one. It is possible to sound any phrase from the textbook or any other source and on-line sources will be especially useful as pupils will not have to interrupt themselves by retyping of the text. All texts that were pronounced are not simply to be heard but can be also saved to a disk and available to be listened through not entering Internet every time.

The Internet is an excellent means for getting the information on the latest events in the world. Thus, it is possible to transform the Internet with the help the class room into the news agency, and the pupils into perfect class "reporters".

Practically all significant newspapers in the world have their web-pages. To find out where and what newspapers exist it is recommended to offer the pupils to visit MEDIA LINKS page offering references to set editions.

Media sites in English:

Let us have a look at The Washington Post page. Everything what it is possible to read about in the newspaper is visible on the first page as it represents a combination of the advertising poster and the contents. Here are the names of the most important articles with endurances from them which are presented according to authors; those ones should draw attention of readers to the core issues that are discussed in the articles. As any periodicals edition, web -newspapers are divided into headings and subheadings, i.e. have a friendly interface addressed to the user allowing pressing of the button of the mouse to pass directly to the necessary section and an interesting article. The Washington Post has 5 basic headings: news, style of a life, sports, advertisements and market news.

BBC World Service, The Washington Times, The New York Times - all these and others news agencies have similar user-friendly structure of a tree references. The name and quantity of headings can vary from publishing house to to publishing house, however all of them cover the basic spheres of ability to live person.

BBC World Service (<http://www.bbc.co.uk/worldservice>) gives the possibility not only to read but also to listen to the news in many languages and it is possible even to choose a suitable level of possession of English and to listen to news in mode LEARNING ENGLISH.

It is possible to suggest for pupils to work in groups of two or three to investigate articles covering all aspects of life: leading articles, sports, weather, culture. Advantage of such work consists in a full involvement of all class in a combination to differentiation of tasks: strong pupils can be engaged in research of more difficult articles, while to weaker ones it is possible to charge the report on weather conditions or something from area of cultures.

In addition to work on skills of reading and speaking it is possible to fill up pupils' vocabulary. For this purpose it is necessary to suggest to pupils to make the dictionary articles based on the read information. Acquisition of the new is possible with grammatical skills examples of which are met in articles.

The Internet can and should be used not only passively but also actively. Pupils can test in a role as not only consumers and suppliers of the information. Site THE YOUNG VOICES OF THE WORLD is the open forum representing a certain publishing house where interested persons can publish their works having made their property of a millions-strong



audience and having stated for discussion of the opinion. All works are accompanied by the electronic address of their founder that realisation of a feedback and to setting of discussions allows to.

Authors of article Language Learning Activities for the World Wide Web

mark huge possibilities of WWW on use and creation of the two-language pages providing optimum results of integration the Internet in the process of the lesson for both participating parties (a class studying English in Russia and a class, studying Russian in the USA or England). Here are only some of the possible discussed themes: the review of books, fairy tales, newspaper articles, telecasts, citations and sayings, statements, jokes and riddles, local recipes, the menu, folk remedies, folklore, sports, school and its problems etc.

Dialogue in a virtual reality is carried out by means of the electronic mails.

The international exchange of letters can be carried out in any class and on any level of a language. Besides purposeful use of studied language establishes friendly contacts and studying the culture; electronic correspondence has the advantages in comparison with the paper: it faster, more conveniently and more cheaply.

For reception of optimum results of such kind of activity it is necessary to stop on some problems which can arise in the teaching course.

Not all the letters are being answered and that creates the deepest disappointment. To prevent it, it is possible to suggest for pupils to communicate with several partners at the same time (in the same group or in parallel, in other city and even the country).

Besides the formal language experience got with the help of telecommunications, it is impossible to deny the development of the intercultural competence.

Moreover, it is possible to assert safely, that for today use of Internet resources, including e-mail, the most effective and accessible way to manage cross-cultural skilld is by literacy in the conditions of a real dialogue.

As mentioned above, for increase of efficiency use it was already marked that e-mail process should be purposeful. The set of tasks can be the following:

advertise search of friends on different sites on correspondence;

write the information on;

send some messages, for example, 2-3 in a week;

to receive the answer, set in the end of the message questions interesting to you;

accept not less than three answers to the messages;

give the full report on the done work: that you have made, that from it it has turned out, what new facts you have learnt, how you estimate the task. Include in the report the letters and answers to them.

Pupils do not simply share the information with partners from the different ends of the globe but they work on one project in cooperation: identify the topic, develop research methods, design the stand where the received results are located. The project theme can be chosen from already offered ones by someone on a sheet-server or to place there the and to wait a reciprocal contacts. Page Email Project Home Page offers to research the following problems: drugs, stress, a food, the power, influence of advertisements on the person, health, comparison of the prices for the goods in different regions, national medicine and many other things.

INTERNET AS MEANS OF COMMUNICATION

Now the priority is given to communicativeness, interactivities, authenticities of dialogue, to language studying in the cultural context, autonomy and a training humanisation.

Today new techniques with use of Internet resources are opposed to traditional teaching of foreign languages.

Teachers are convinced till now, that "vocabulary + necessary structures = language".

The intelligence will not take effect without certain motivation and it is rare functions without an element of emotions, namely these components often are not included into methodical material. To learn to dialogue in the foreign language it is necessary to create real, present life situations which will stimulate studying of a material and to develop adequate behaviour. This error tries to correct new technologies, in particular does the Internet.

Use of knowledge is known also as skills, abilities are based on carrying over, and carrying over depends first of all on what teaching conditions are and how adequate the pupils are to those conditions. Hence, to prepare the pupil to participation in process of dialogue speaking in another language it is necessary to create appropriate conditions in class. It also defines the essence of communicative teaching which considers that teaching process is the model of process of dialogue.

Internet use in the communicative approach is motivated as well as possible: its purpose concludes in the interest of the pupils in studying of a foreign language by means of accumulation and expansion of their knowledge and experience. Pupils should be ready to use language for the real communications out of employment, for example, during visitings of the country of the studied language, during reception of foreign visitors of the



house, at correspondence, at an exchange of audio- and videocassettes, results of tasks, etc. with schools or friends in the country of studied language. Thus the term communicativeness should not be understood narrowly, purely pragmatically. This approach is realised on the Internet, it involves pupils by concentrations on their interesting themes and texts of possibility by its choice of texts and problems for achievement of the purposes of the program.

Communicative training to language by means of the Internet underlines the importance of development of ability of pupils and their desire it is exact and to a place to use a studied foreign language for effective dialogue.

Teaching in original language the Internet helps with formation of abilities and skills of informal conversation, and also in teaching of vocabulary and grammar providing original interest and, hence, efficiency.

Moreover, the Internet develops skills, important not only for the foreign language. First of all it is connected with cognitive operations: the analysis, synthesis, abstraction, identifications, comparisons, verbal and semantic forecasting and anticipation etc. The Internet develops social and psychological qualities of the pupils: their self-confidence and their ability to work in collective; creates favorable for teaching atmosphere, acting as means of the interactive approach.

Interactivity not simply creates real situations from a life, but also

Forces pupils to react adequately to them by means of the foreign

Language. And when it starts to turn out, it is possible to speak about the language

The competence. Let even in the presence of errors. The main ability is spontaneous,

Harmoniously to react to statements of others, expressing the feelings and

Emotions, being arranged and being reconstructed on the move i.e. we can consider

Interactivity as a way of self-development through the Internet: possibility

To observe and copy language use, skills, samples of behaviour

Partners; to take new values of problems during their joint Discussions.

The Internet can undoubtedly be used as the effective appendices for development of grammatical, lexical skills and abilities. Here are presented some possible lexical, grammatical, phonetic exercises, tests for reading, grammar, IQ - Tests etc. Teachers or pupils can find such sites on WWW.

WEB- SITES DEVELOPING KNOWLEDGE OF ENGLISH LANGUAGE

World Wide Web with a large quantity of sites and homepages giving the information on all tastes is a boundless field of activity in respect of use at the lesson of a foreign language for development of the intercultural competence.

Site «Virtual reality» is a meeting of linguistic and non linguistic original materials collected on a web-server. Its importance and motivation consists of the fact that it directly brings slices of true culture of the country of studied language in a class room.

City Net Site does possible travel to the different countries, visiting parks, monuments and any other sights. Here it is possible to find all about the chosen country – from photos of monuments to the full report on natural resources and art in studied language. City Net is an excellent navigator. It is possible to suggest for pupils to travel as tourists or Guides. They can pack luggage and recommend necessary things to the clients to call by contact phone of airlines and hotels for reception of the information on presence of tickets and empty seats to fill forms on visa and passport reception. As the report about the done work it can be suggested for pupils to create a picture album or a diary of their journey.

Site Metro Link (the Underground <http://www.subwaynavigator.com>) is a site that will allow to make travel on the largest cities of the world by the underground, to study them by routes and to learn how to get there from certain parts of a city. Necessary instructions are offered in English.

It is possible to make a route or to travel at random. Names of stops are given in a route chart, and the program itself calculates approximate time of movement, remembers all used routes and stations. Pupils can be suggested to create the report including a route of travelling, the description of the sights which they have met in a city station, spent time. For example, if you travel to Berlin, it is possible to go from metro station Charlottenhof and to go to stops Area Roenthaler. The program defines that 50 minutes are required approximately for this and shows what stations will be on the way and what sights can you get to if to stay there in a city.

On this route it is possible to get to the Charlottenburgsky palace and in Egyptian Museum, in Grunevald for those who loves wood, and in the Zoo. The report can have the form of a diary of travelling and album of photos, the guidebook for visitors of the city which will mark interesting places of a city and the nearest to them metro stations.

Site WILD-e offers the consideration of aspects of managing and problem of being a teacher of foreign languages. Here it is possible to read actual



statements and to share them, to investigate the world of metaphors, to give the variants of answers in to heading "Tell, why?" (Can you tell me why?) on interesting questions, as "Why to a writing of theoretical treatises on pedagogics suppose the people who do not have anything general with practice of teaching? (" Why are there so many things about teaching and educational administration that are so pointless and stupid? ") to share experience of last lesson etc.

America's homepage offers travelling on states and cities, acquaintance to history, culture, a way of life Americans.

Thus, using information resources of a network the Internet, it is possible to integrate them into educational process to solve variety of didactic problems more effectively at a lesson of English language. The following materials were used in this course paper to achieve the aim of research.

Materials of a network of different degree of complexity were used to form skills and abilities, to improve abilities of auditing on the basis of the authentic sound the following network texts from the Internet were used, to improve abilities monologic and dialogical statements on the basis of the problem discussion, presented by the teacher or someone from pupils, network materials; to improve abilities of written speech, individually or in writing making answers to partners, participating in preparation of abstracts, compositions, other epistolary products of joint activity of partners; to fill up the vocabulary, both active, and passive, lexics of the modern English language reflecting a certain stage of culture development, social and society political system; to get acquainted with culture aspects including speech etiquette, features of speech behaviour of the various people in dialogue conditions, features of culture, traditions of the country of studied language; to form steady motivation of activity of pupils speaking another language on the basis of regular use of "live" materials, discussions and not only questions to textbook texts, but also actual problems that are interesting to all and everyone.

During work with computer technologies the role of the teacher varies as well, and its primary goal is to support and direct development of the pupils' personality, their creativeness in search.

In these conditions it is inevitable revision of the organizational forms which have developed today of study: the increase in independent individual and group work in pupils, increase in volume of practical and creative works of search and research character. In the given kind of cooperation the Internet and the lesson design form the educational activity that is often used.

The project assumes independent research work of pupils where the process of children search is for the decision of some complex problem.

The cybernetic space contains huge cultural and didactic potential which is already used in teaching all over the world.

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