



THE ROLE OF USING ICT IN THE TEACHING FOREIGN LANGUAGE

Sadikova Salima Zohidovna
Teacher

Alimova Ezoza
Teacher
Namangan State University

ANNOTATION

It is known that education is one of the main institutions of socialization of the individual. The main goal of education is to form a free, responsible, humane person capable of further self-development. An educated person who easily navigates a changing society, quickly learns new areas of activity, has a high level of tolerance, is able to analyze any situation, evaluate it and make an appropriate decision - this is an open society citizen. In this article highlights of the role of using ICT in the teaching foreign language.

KEY WORDS: *ICT, foreign language, education, innovation, effectiveness, lesson, pedagogical technology, pedagogical skill.*

DISCUSSION

The use of new information technologies in the educational process allows teachers to implement their pedagogical ideas, present them to colleagues and get a prompt response, and gives students the opportunity to independently choose the educational trajectory-the sequence and pace of studying topics, the system of training tasks and tasks, and ways to control knowledge. This is how the most important requirement of modern education is realized – the development of an individual style of activity, a culture of self-determination for the subjects of the educational process, and their personal development.

The modern period of development of a civilized society characterizes the process of Informatization. Informatization of society is a global social process, the peculiarity of which is that the dominant activity in the sphere of public production is the collection, accumulation, processing, storage, transmission and use of information, carried out on the basis of modern computer technology, as well as on the basis of various means of information exchange. The rapid development of computer technology and the expansion of its functionality makes it possible to widely use computers at all stages of the educational process: during lectures, practical and laboratory classes, during self-training and for monitoring and self-monitoring the degree of assimilation of educational material. The use of computer technologies has significantly expanded the possibilities of the lecture experiment, allowing you to model various processes and phenomena, the full-scale demonstration of which in the laboratory is technically very difficult or simply impossible.

The possibilities of using computer-based learning tools in mastering aspects of language, forming skills and abilities in various types of speech activity are great. I use them when teaching phonetics: With the help of ICT, the technique of visualizing pronunciation is often used. Multimedia features allow you to listen to speech in the language you are learning, adapting it according to your level of perception, and adjusting the speed of sound allows you to split phrases into separate words, while simultaneously comparing the pronunciation and spelling of words. Using a microphone and automatic pronunciation control allows you to adjust your phonetic skills. The computer offers a list of words for translation and phonetic processing. You can record a spoken word or phrase of the student for the purpose of control, self-control and correction.

When teaching grammar: using ICT in a grammar lesson is possible when studying almost any topic. If the material is correctly positioned, color-coded, using diagrams and tables, and is accompanied by voice (pronunciation of examples in a foreign language), it will be easier and faster for students to perceive the material, since most of the receptors will be involved. The time spent on the lesson will also be reduced - the need to write material on the blackboard will disappear. And it's more interesting with the help of ICT you can monitor the level of grammatical skills based on test programs and provide reference and information support (automated grammar reference books, systems for detecting grammatical errors at the morphological and syntactic levels).



When teaching vocabulary: based on test and game computer programs using visual visibility; expanding the passive and potential dictionaries of students; providing reference and information support (automatic dictionaries, programs for selecting synonyms and antonyms). Exercises for mastering vocabulary, grammar, and syntax. I use such types of work as: exercises for filling in gaps. If the answer is incorrect, the following scenarios are possible:

1) Prohibiting the student from moving on to the next task or sentence;

2) The transition of the student to the next task or sentence with their subsequent correction, namely, highlighting the correct answer in a different color or putting a cross sign, meaning an incorrect answer;

3) Exercises in the form of crosswords, where when writing a word, the wrong letter is highlighted in gray, not black;

4) Exercises in the form of a game for making sentences, during which the student hovers the cursor over the necessary word, which then moves to the sentence being made and becomes the last word moved.

5) Exercises in the form of a game-hunter—, which can be in the following variants:

a) The shot is made after listening to the word for the desired definition;

b) The shot is fired after the word is written.

c) The student is asked to correlate two lists of foreign words and set pairs of synonyms or antonyms;

d) The student is offered a list of foreign words and a list of definitions of these words.

Advantages of using ICT in teaching the subject " Foreign language»

1. Internet Explorer benefits such as:

• the largest, constantly updated and updated information resource in the world;

• high-speed manipulation of huge data arrays;

• access to information available on the Network does not depend on the geographical location of databases and users, as well as the time of day;

• search for data required by a specific user;

• access to modern research in many fields of science;

• the ability to transmit various types of text, images, and sounds will help you:

• increase cognitive activity and motivation of learning;

• formation of research skills and skills to work with information;

• expansion and deepening of knowledge, skills, and skills in mastering foreign language communication activities;

• stimulating students' interest in the subject;

• development of speech-thinking activity, Outlook and emotional-sensory sphere of students through music, animation screensavers, photos and pictures;

• reduce fatigue;

• Increase the individualization of training.

2. Advantages of training CDS and DVDs: they allow

• you to individualize the learning process;

• allow students to work at their own pace;

• speed up the learning process;

• improve the quality of material assimilation;

• enhance the processes of memorizing the visual image of lexical units;

• stimulate students' activity, for example, applause for the correct answer;

• provide an opportunity to work out any type of speech activity;

• they form a positive motivation for learning;

• Develop initiative speech.

3. Advantages of the Microsoft Power Point program :

• it leads to better assimilation of the material, namely: the ability to animate, change the most significant elements using color, font, adding diagrams, tables, photos;

• The visualization of the material increases (the concentration of students' attention on the input material is approaching 100 %);

• increases the speed and quality of mastering the topic;

• allows you to repeat a particular stage of the lesson;

• Personal-oriented training is carried out (the teacher creates presentations, taking into account specific students and their abilities).

4. The advantages of Microsoft Word:

• enhances the process of memorizing the visual image of lexical units;

• allows you to create templates for checking any type of activity and easily change them;

• allows you to include tables, text fragments, and illustrations prepared in other Windows applications in the document;

• Modifies and formats the document as a whole (automatic compilation of the table of contents and various indexes), as well as pages.

5. Benefits of Microsoft Excel:

• helps you prepare and process spreadsheets;

• it is a multi-window program that allows you to open several documents at the same time, and some of them can be ready-made files, and some-blanks;

• allows you to split a table window into two or four subwindows and simultaneously work with different parts of the same table;



- helps you create drawn objects and charts;
- A variety of Windows application integration tools are provided: object communication and embedding technology, and a mechanism for dynamic data exchange between Excel and other Windows applications.

6. Advantages of the Microsoft Publisher program:

- simplifies and speeds up the work of the editorial office, allowing you to change and add materials and sections of the site;

- each message can have additional attributes ("new", "sensation") and others defined by the system administrator;

- Allows you to set page display templates for each section.

Thus, the majority of teachers and psychologists note that modern information technologies, including multimedia, give students access to non-traditional sources of information, allow them to implement fundamentally new forms and methods of teaching using conceptual and mathematical modeling of phenomena and processes that can improve the effectiveness of learning.

Education based on multimedia learning tools is the process of forming a media culture of a person who has a developed ability to perceive and assimilate basic knowledge, skills, to create, analyze, evaluate media texts, to understand the socio-cultural and political context of multimedia functioning in the modern world.

When learning to read: ICT allows you to improve your technical skills reading through the use of such techniques as varying the field of perception and the rate of presentation, changing the location of the text, etc.; fixing receptive lexical and grammatical reading skills; mastering the ability to extract semantic information of various types from the text (main, secondary, clarifying, etc.); training in various types of text analysis; forming the ability to independently overcome language difficulties; providing reference and information support by providing language or extralinguistic information (through the use of automatic dictionaries, electronic encyclopedias); monitoring the correctness and depth of understanding of the read text.

When learning to listen: formation of phonetic listening skills; control of the correct understanding of the listened text.

When learning to speak: formation of phonetic speaking skills; organization of communication in pairs and small groups using role-playing games based on simulation programs.

In conclusion, we can say that the use of modern information technologies, multimedia technologies in education allows active - activity forms of training and improves the efficiency of learning and quality of knowledge of pupils,

development of cognitive activity, increase interest to the subject, the development of analytical thinking, formation of skills computer skills teamwork skills self-study. I believe that subject-oriented pedagogical and information technologies in education are a necessary condition for training highly qualified specialists.

In general, since information technology is a set of methods and tools for the collection, storage, transmission, processing of information, computer programs (Power Point), multimedia and technical tools (electronic textbooks, codoscopes, pinboard and flipchart whiteboards) in the educational process serve to visualize the course, facilitate the mastering of the teaching material and increase the motivation of the educators. The folk phrase "preferred", which we see once, than a hundred times said, is an obvious example of this. Didactic principles, such as visual acuity, intelligibility and the use of example-samples, respond to this expression. Because the essence of the use of these tools is an expression from the formation of knowledge in educators visually and as close to the real life as possible

REFERENCES

1. Фарходжонова Н. Ф. Проблемы применения инновационных технологий в образовательном процессе на международном уровне //Иновационные тенденции, социально-экономические и правовые проблемы взаимодействия в международном пространстве. – 2016. – С. 58-61.
2. Парпиев О. Т. Построение учебного процесса в системе повышения квалификации педагогических кадров //Молодой ученый. – 2015. – №. 21. – С. 822-823.
3. Farhodjonova N.F., Akramova D. S. Globalization: meaning and essence //Теория и практика современной науки. – 2017. – №. 4. – С. 8-11.
4. Numonjonov S. D. Innovative methods of professional training //ISJ Theoretical & Applied Science, 01 (81). – 2020. – С. 747-750.
5. Farhodzhonova N.F. The influence of ideological processes on the national idea in the conditions of globalization //The World of Science and Education. – 2016. – №. 2. – С. 6.
6. Farxodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational process in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 4. – С. 621-626.
7. Парпиев О. Т. Построение учебного процесса в системе повышения квалификации педагогических кадров //Молодой ученый. – 2015. – №. 21. – С. 822-823.
8. Karimov U. et al. USING NEW INFORMATION TECHNOLOGIES IN



*DISTANCE LEARNING SYSTEM //НОВАЯ
ПРОМЫШЛЕННАЯ РЕВОЛЮЦИЯ В
ЗЕРКАЛЕ СОВРЕМЕННОЙ НАУКИ. – 2018.
– С. 9-11.*

9. *Butaboev M. T., Karimov U. U. «ЗЕЛЁНАЯ
ЭКОНОМИКА». МИРОВОЙ ОПЫТ И
ОСОБЕННОСТИ РАЗВИТИЯ В
УЗБЕКИСТАНЕ //Theoretical & Applied
Science. – 2020. – №. 2. – С. 704-710.*