THE IMPORTANCE OF TEACHING ICT SKILLS FOR ENGLISH TEACHERS

Berdiev Sukhrob Sobirovich

Asisstant Teacher,Department Of English As Integrated Course № 1,Uzbekistan State World Languages University,Tashkent, Republic Of Uzbekistan

ABSTRACT

Article discusses the necessity of digital literacy for English learning and teaching environment and improving quality on ICT (Information and communication technology). The targeted admission focusing on teaching through incorporating ICT into classroom to enhance teaching standards and qualities for rural areas as a proposal form.

KEYWORDS: *ICT skills, software applications, online lessons, super-fast access, non-traditional method, ADP project;*

DISCUSSION

It is obvious that recent years have seen a significant improvement on learning and teaching the English language as the globalization is in its peak point. As a developing country, Uzbekistan government also has been paying attention to the teaching of this language to young generation through the incorporation of information and communication technology (ICT) into schools. ICT has been taken as a vitally important tool of teaching language effectively. Simply, current fast-flowing world urges people to rush in every field of life, surely involving education. In as much as the Internet, in a widely proved sense, can offer users super-fast access as well as endless resources, the tendency to online lessons ,where sharing and obtaining information is nothing but a few steps with least time spent, is considerably rising.

Today's school pupils are growing up in a technology rich world that is increasingly reflected in their learning environments. As a proof for the point, according to the decree "On measures to further improve foreign language learning system». «In order to increase teaching standards in distant rural areas, the higher educational institutions allow targeting admission of people living in distant areas to foreign language programs on the condition that they will oblige themselves to work in the acquired specialty at their residence area for at least 5 years after graduation. Furthermore, ADP project funded for

providing computers and other teaching tools to schools earlier on June 2009 for the purpose of improving quality in ITC sphere in teaching and learning language. The Ministry of Public Education established to software applications, e-books, DVD sets, audiovisual equipment for all public schools providing them a head start.

Schools are provided ICT from the government in many different ways in the classroom. From the use of smart boards to deliver lessons, most school textbooks and workbooks are designed in multi- teaching way and covered mostly listening aspects; however, in most cases being lack of media literacy even some teachers do not have a tiny knowledge how to do it the given task. In this point, I want to highlight those minuses from my personal perspective and experience.

To begin with, the discrepancy between how the learning style used to be and now is gives a birth to a better understanding of the issue stated above. Those so-called "traditional" approaches of teaching do not necessarily meet the requirements of what today's youth need.

According to the Ministry of Public Education three quarter of public schools are provided with ICT facilities which available to entire education sphere, however, it does not mean government projected all the things properly. The crucial thing to manage the implementation of the project in which teachers are obligated to be the knowledgeable person of their

EPRA International Journal of Research and Development (IJRD)

aspect and having been an advanced on ICT skills. Education network have crucial role for self-esteem of the teachers, enlarging their knowledge. Moreover, being able to technically master and select appropriate material are crucial factors teaching English language. In order to keep up the up-to-date technologies pedagogical practices are seen as a solution and experience on a daily basis puts all teachers for the top of improvement. Here it can be seen so many reasons to engage in digital literacy for saving time, to be more efficient of the lesson. On behalf of the standard of foreign language teachers, for each week, they are obligated to attend the methodological seminars and they are free from the lesson on Fridays, however in most cases provided lesson are mostly designed on traditional style, which means being a lack of knowledge on ICT could be obstacle in most cases.

Therefore, I wholeheartedly aimed to conduct research of English teacher as a population role in one district of Tashkent region whose lack of experience on that and how to enhance their ICT literacy in a limited period of time. Through this research, I will provide all the numbers and other findings as a proposal form. As a population role mainly considered English teachers of the district. To be more precise 183 English teachers out of 67 schools. District is consisting of 8 mini-territorial place and two small towns. All the schoolteachers have to attend more class, which is the served to improve their competence deeper. In terms of learning environment for all teachers, need improvement on methods mostly 97 teachers, who were not retrained the last five year periods. The main peculiarities of the project or course we can say

They are:

- Enable to use all skills integrated way
- Knowing the general point of using gadgets
- More focus on student-centered

held once a week in different territory (three separate section because of a great number of teachers and better comprehension) 3 IT experts conduct the lesson 90 minutes for each territory volunteer teachers and provide a master class for those teachers with good explanation. After the conducted lesson, all participants provide their oral and written feedback and organize debate the strength and weakness of the lesson.

The aim of the planned project to consolidate teachers ITC skills while conducting the lesson. The Ministry of Public Education try to introduce new teaching methods designed fully IT system among education standard. Further some special feature to demonstrate main target in potentially:

- To strengthen and enlarge the staff adequate knowledge with IT sphere

- To be awaken interests for language teaching pupils with the help of demonstrating best visual materials rather than traditional GT method
- To develop ICT literacy and assist who are unexperienced teachers, when and where to use this knowledge

Inventory

- Physical training for each week on Fridays are held mostly on the list not in reality
- There is no any commission part for the implementation of the project
- Even though Fridays are methodological day, most English classes scheduled on this day
- Textbooks and workbooks such as "Fly high", "matters" are designed mostly based on listening, however, instructor do not use those speakers, and students could not listen at all

Here main point is controlling and paying more attention of the designed language rooms, in most cases without experiences teachers even do not know how to use it, or mostly rural areas they do not have enough materials, as a consequences pupil could not cover the tasks in order and fully, these leads the pupils to get bored.

Funding

For the implementation of the project 3 months, enough for each group of teachers and appointed one IT master to provide adequate knowledge for conducting lesson with multimedia. For each one 2500000 sum is allocated for per month, here we have three separate group teachers overall 21 000 000 million sum is adequate for teacher training. Then, those schools, which are not designed with IT materials, funded by the Public Ministry of Education and the financial department of the Ministry 50-mln sum.

Recommendations

The primary thing is to get a success it must be designed from the target population, it means in most rural places energy issues will encounter of the teacher that is why in each school they must be extra battery mechanisms to get rid of such situations. In most cases teacher knowledge should not be evaluate properly, then he or she loses their motivation. The Ministry of Public Education should have control the implementation of funding and other small staff. Teachers are obligated to participate and have to complete of the project, it is the proofment whether they are aware of IT competence or not.

Timeline

Actually, these recommendations have been outlined for this upcoming study year in 2020-2021 and anticipation would be following points:

- Language competence will have acquired more easily with the help of master ICT skills;
- Textbook material is covered in detail;
- Conducting lesson system would be more efficient than the traditional style and do not require much time in assessing;
- Teachers and instructors will be high qualified on both language competence and ICT skills;

Target language
- General English
- Classroom-based terminology

Assessment
- Holistic assessment
- Informal assessment
- Summative assessment

Actors

In the field of actors, global comprehension of language planning policy in public education, could earn advantages on academic evaluation of actors at schools (Chua, C. S K., & Baldauf, R.B. (2011). Broadening contribution of the actors in my language planning, I opt for institutional layer, which are included teacher administration, additional staff for the development of their literacy and government officials deal with the improvement for the proposal. That layer includes schools, which appropriate for the mesa level language planning, and frequently effects on language planning policy. Implementation of the current language planning the actor role also vitally important so that among the actor agencies a group of experts has to be involved in the teaching role of those intended audience.

REFERENCES
1. *Kafela, S. The impact report. A review of studies of ICT impact on, (2006), pp 134*
2. *Mayora, C., Integrating Multimedia Technology in a high school EFL program, English Teaching Forum, Volume 44, No 3, 2006.*