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**THEORETICAL AND METHODOLOGICAL BASIS OF
USING MULTIMEDIA TECHNOLOGIES IN TEACHING
FOREIGN LANGUAGES**

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Abstract: The requirements for a foreign language teacher in the field of using computer technologies are much higher than the requirements for teachers of other subject disciplines, since the language teaching software includes a very wide range of software tools and teaching materials focused on different levels, stages, aspects and profiles of learning. A modern teacher needs to be able to use computer technologies in all their diversity at the modern methodological level.

Key words: security problems, computer, network, Internet, development, information technologies, system.

A distinctive feature of the modern era is the accelerating pace of development of new information technologies every year. Society is entering the informatization phase.

An information society is a society in which socio-economic development depends primarily on the production, processing, storage, and dissemination of information among members of society.

The information society differs from the previous ones in that the main factor in it is not material, but ideal factors - knowledge and information. The distinctive features of such a society are:

- increasing the role of information in the life of society;
- an increase in the share of information communications, products and services in people's lives;
- creation of a global information space.

Informatization of society means a set of interrelated political, socio-economic, scientific factors that provide free access to every member of society to any sources of information, except legally secret. The goal of informatization of society is to improve the quality of life of people by simultaneously increasing productivity and facilitating working conditions.

Since education is located between production and science, it must correspond to both the level of development of social production and the state of science. In the second half of the 20th century, production and science developed rapidly, while education evolved very slowly. As a result, very deep contradictions have matured between production and science, on the one hand, and education, on the other.

With the appearance in the education process of such a component as informatization, it became expedient to revise its tasks. The main ones are:

- improving the quality of training of specialists through the use of modern information technologies in the educational process;
- the use of active teaching methods and, as a result, an increase in the creative and intellectual components of educational activities;
- integration of various types of educational activities (educational, research, etc.);

- adaptation of information technologies of teaching to the individual characteristics of the student;
- ensuring continuity and consistency in learning;
- development of information technologies for distance learning;
- improving the software and methodological support of the educational process.

The most important task of informatization of the education sector should be to outstrip the informatization of other branches of human activity, since the knowledge and skills acquired in the process of education are the basis of all types of human activity.

Using computer tools, students:

- they enter new text information using the keyboard or use already prepared materials by scanning them or entering them into new files from floppy disks;
- get access to extensive information in their native and foreign languages, thanks to reference and information systems and networks, using machine translation systems, if necessary;
- prepare, edit and improve written works using programs such as "text editor", spellers and document templates;
- work with interactive programs for generating texts and systems for automatic text processing (abstracting annotations, etc.);
- systematize and supplement textual information with tables, graphs, diagrams and pictures.

Let us consider the main types of linguodidactic problems that can be solved with the help of a computer, that is, the linguo-methodological possibilities of using computer teaching aids in mastering aspects of the language, forming

When teaching grammar:

- the formation of receptive grammatical reading and listening skills;
- the formation of productive grammatical skills mainly in writing;
- control of the level of formation of grammatical skills based on test programs;
- providing reference and information support.

When teaching vocabulary:

- the formation of receptive lexical reading and listening skills;
- the formation of productive lexical skills mainly in writing;
- control of the level of formation of lexical skills based on test and game computer programs using visual clarity;
- expanding the passive and potential vocabularies of learners.

When teaching to read:

- the formation of skills in establishing sound-letter correspondences;
- teaching the technique of reading aloud;
- improving the skills of reading technique through the use of such techniques as varying the field of perception and the rate of presentation, changing the location of the text, etc .;
- consolidation of receptive lexical and grammatical reading skills;
- teaching various types of text analysis;
- the formation of the ability to independently overcome language difficulties;
- provision of reference and information support by providing linguistic or extra linguistic information (through the use of automatic dictionaries, electronic encyclopedias);

When teaching listening:

- the formation of phonetic listening skills;
- control of the correct understanding of the text heard.

When teaching speaking:

- the formation of phonetic speaking skills;
- organization of communication in pairs and small groups using role-based simulations.

When teaching translation:

- the formation of lexical and grammatical translation skills;
- control of the correctness of the translation;
- mastering the ability to edit translation texts using text editors and machine translation systems.

At present, when our society is entering the era of informatization, education must correspond to the level of developing social production every year.

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