

APPLICATION OF MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING ENGLISH

Daminova B.E.

Assistant professor of Karshi State University Orchid Number: 0009-0001-
4211-6082,

Bozorova I.J.

PhD of Karshi State University
Orcid Number: 0009-0009-0699-0125,

Mannonova S.A.

Sohibova Sh. Sh.

Aralova D. S.

Students of Karshi State University

Annotation. The article discusses the need to use digital technologies in teaching a foreign language and increasing motivation among students.

Key words: modern digital technologies, foreign language, motivation, pedagogical technologies in teaching.

Information and communication technologies are increasingly penetrating various spheres of life in modern society. It becomes obvious that in connection with the introduction of information technology into the educational process, the use of a computer would help increase interest in learning English and help organize intercultural communication in the classroom.

The problem of motivation in learning remains relevant today. It is actively studied in such sciences as psychology and pedagogy. There are many factors that influence student motivation.

The current stage of development of society is characterized by the process of informatization, i.e. the use of information as a social product, ensuring the intensification and intellectualization of the main spheres of human activity, the acceleration of the scientific and technological process and the democratization of society. A person who skillfully and effectively masters technology and information has a different, new style of thinking, and has a different approach to assessing the problem that has arisen and to organizing his activities.

One of the directions of informatization of society is the process of informatization of education.

It should also be noted that the use of ICT in English lessons has its positive aspects:

- English lessons that use multimedia applications can motivate students to further learn the language.
- The use of ICT allows students to learn more independently, and thereby increases self-esteem and self-confidence.
- The use of ICT enhances student interaction, verbalization and engagement in collaborative group learning.

Thus, the learning process using information and communication technologies helps to increase motivation for language learning; ICT increases interest in the subject, as the teacher provides various presentations, video and audio materials, thereby increasing students' desire to learn and learn a foreign language.

It should also be noted that, thanks to ICT, it is possible to solve various problems in teaching all types of speech activities. Using various multimedia tools, you can improve the ability to listen to texts for educational purposes to train the perception and understanding of their content by ear.

The use of ICT along with other methods allows students to feel more confident in discussions, while they have the opportunity to expand their vocabulary and achieve good results in their ability to communicate in English.

Modern information technologies open up great opportunities to expand the educational framework in each school subject, and a foreign language is no exception. Learning English today is a creative process. In the study of English, the multimedia potential of new information technologies is used, which shows the high efficiency of using the didactic capabilities of computer technologies.

The use of ICT contributes to the effective solution of the following didactic tasks of teaching English:

- developing skills and abilities to read foreign texts;
- improving listening skills;
- improving reading skills;
- improving the skills of constructing monologue and dialogic statements;
- improving writing skills when preparing various kinds of essays, retellings, abstracts;
- replenishment of vocabulary with vocabulary of modern foreign languages;
- formation of sustainable motivation for foreign language activities with the help of operational materials on the Internet, e-mail, and search engine results.

The computer best influences the structure of the educational process, most fully satisfies didactic requirements and brings the process of teaching English as close as possible to real conditions. Computers can perceive new information, process it in a certain way and make decisions, can remember the necessary data, reproduce moving images, and control the operation of such technical teaching aids as speech synthesizers, video recorders, and tape recorders.

The computer also provides comprehensive control of the educational process. Control, as is known, is an integral part of the educational process and serves as feedback between the student and the teacher. When using a computer to control the quality of students' knowledge, greater objectivity in the assessment is achieved.

Thus, multimedia products can be a powerful motivational factor and attract people to learning. At the same time, the role of the teacher will not become less significant. No amount of the latest technology can replace a teacher in the classroom. The most important thing in a lesson is live communication. The role of the teacher in the educational process is leading, therefore the mechanism of using information technology in learning a foreign language will require increased efforts of the teacher. The effective use of ICT directly depends on the information culture and computer literacy of the teacher. The teacher cannot and should not lag behind the achievements of science and technology; he is called upon to ensure that technical capabilities serve the development of the human soul. Therefore, every teacher is simply obliged to constantly look for new options for conducting a lesson, strive to make each lesson more interesting and exciting so that the lesson material is retained in the students' memory for a long time. One of the ways to achieve this goal is the use of ICT at the stages of preparing and conducting lessons.

The use of ICT in English language learning and teaching is an area that has not yet been fully explored. Both students and teachers can gain a lot from using them. Every aspect of ICT, be it online reading, programs aimed at expanding vocabulary, or computer-assisted speech that improves literacy, provides invaluable knowledge to students of our time. Moreover, we should not lose sight of the motivational value of ICT for students, as well as the fact that ICT is flexible in its use. It is important that teachers know how to use ICT in their classrooms so that they regularly incorporate it into their teaching practices.

It should be noted that the use of ICT saves time. The teacher can plan more work during the lesson. Finally, we will always see ICT as a means by which our students will experience the world, broadening their horizons and understanding that since English is now seen as the language of international communication, they will be able to communicate not only with people from English-speaking countries, but and with the whole world.

The possibilities for using computer technology are endless. They make the teacher's work easier and arouse great interest among students, offer simple and convenient tools for solving a wide range of problems, and provide students with an additional incentive in learning a foreign language.

The use of information technology gives impetus to the development of new forms and content of traditional activities of students, which leads to their implementation at a higher level

The results of using ICT are: improved quality of education, high cognitive activity of students, individualization of learning, development of a creative approach when performing educational tasks. Today, information and communication technologies can be considered a new way of transferring knowledge that corresponds to a qualitatively new content of child learning and development.

The use of new ICT helps to implement a person-centered approach to learning, promotes individualization and differentiation of learning, taking into account the abilities of children, their level of training, intensifying independent work of students, increasing cognitive activity and motivation, increasing the volume of completed tasks, and the opportunity to show creativity.

References:

1. Маматмурадова М. У., Бозорова И. Ж., Кодиров Ф. Э. ПРОБЛЕМЫ СОВРЕМЕННЫХ ПРОГРАММНЫХ И КОМПЬЮТЕРНО-ИНЖЕНЕРНЫХ ТЕХНОЛОГИЙ И СОВРЕМЕННЫЕ ТЕХНОЛОГИИ

СОЗДАНИЯ ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ //Иновации в технологиях и образовании. – 2019. – С. 294-297.

2. Esanovna D. B. et al. ELECTRONIC TEXTBOOK AS A BASIS FOR INNOVATIVE TEACHING //MAVZUSIDAGI XALQARO ILMIY-AMALIY ANJUMAN. – С. 660.

3. Student M. D. et al. THE ROLE OF MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING LESSONS IN MATHEMATICS AND COMPUTER SCIENCE //Экономика и социум. – 2024. – №. 2-2 (117). – С. 88-93.

4. Даминова Б. Э. и др. ОБРАБОТКА ВИДЕОМАТЕРИАЛОВ ПРИ РАЗРАБОТКЕ ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ //Экономика и социум. – 2024. – №. 2-2 (117). – С. 435-443.

5. Ergash o'g'li Q. F., Jumanazarovna B. I. METHODS OF DISPLAYING MAIN MEMORY ON CACHE //Ответственный редактор. – 2020. – С. 6.

6. Benzerara M. et al. Advanced Strengthening of Steel Structures: Investigating GFRP Reinforcement for Floor Beams with Trapezoidal Web Openings //E3S Web of Conferences. – EDP Sciences, 2024. – Т. 497. – С. 02013.

7. Бозорова И. Ж. МЕСТО И РОЛЬ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ЭКОНОМИЧЕСКИХ ПРОЦЕССАХ //Экономика и социум. – 2024. – №. 2-1 (117). – С. 910-915.

8. Daminova B. E. GAUSS AND ITERATION METHODS FOR SOLVING A SYSTEM OF LINEAR ALGEBRAIC EQUATIONS //Экономика и социум. – 2024. – №. 2 (117)-1. – С. 235-239.

9. Nurfahasdi M. et al. Optimization of Efficiency Mercury (Hg) Removal with Electrocoagulation Using Zinc (Zn) Electrode by RSM Methods //E3S Web of Conferences. – EDP Sciences, 2024. – Т. 497. – С. 01002.

10. Daminova B. E., Oripova M. O. METHODS OF USING MODERN METHODS BY TEACHERS OF MATHEMATICS AND INFORMATION

TECHNOLOGIES IN THE CLASSROOM //Экономика и социум. – 2024. – №. 2 (117)-1. – С. 256-261.

11. Bozorova I. J. METHODS OF PROCESSING AND ANALYSIS OF BIO SIGNALS IN ELECTROCARDIOGRAPHY //ПРОБЛЕМЫ СОВРЕМЕННЫХ ИНТЕГРАЦИОННЫХ ПРОЦЕССОВ И ПОИСК ИННОВАЦИОННЫХ РЕШЕНИЙ. – 2020. – С. 97-99.

12. Даминова Б. Э. ПРИНЦИПЫ И ТРЕБОВАНИЯ АДАПТАЦИИ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ В ИЗМЕНЯЮЩИХСЯ СОЦИАЛЬНО-ЭКОНОМИЧЕСКИХ УСЛОВИЯХ //Yosh mutaxassislar. – 2023. – Т. 1. – №. 8. – С. 31-36.

13. Bozorova I. J., Sh M. F., Rustamov M. A. NEURAL NETWORKS. NEURAL NETWORKS: TYPES, PRINCIPLE OF OPERATION AND FIELDS OF APPLICATION //РОЛЬ ИННОВАЦИЙ В ТРАНСФОРМАЦИИ И УСТОЙЧИВОМ РАЗВИТИИ СОВРЕМЕННОЙ. – 2020. – Т. 130.

14. Даминова Б. Э. СОДЕРЖАНИЕ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ И ТЕНДЕНЦИИ ЕГО ИЗМЕНЕНИЯ ПОД ВЛИЯНИЕМ НОВЫХ СОЦИАЛЬНО-ЭКОНОМИЧЕСКИХ УСЛОВИЙ //Yosh mutaxassislar. – 2023. – Т. 1. – №. 8. – С. 72-77.

15. Bozorova I. J., Zoxidov J. B., Turdiyeva M. A. STORAGE OF BIOMEDICAL SIGNALS AND FORMATS OF BIOSIGNALS //СОВЕРШЕНСТВОВАНИЕ МЕТОДОЛОГИИ И ОРГАНИЗАЦИИ НАУЧНЫХ. – 2020. – Т. 116.

16. Daminova B. FORMATION OF THE MANAGEMENT STRUCTURE OF EDUCATIONAL PROCESSES IN THE HIGHER EDUCATION SYSTEM //Science and innovation. – 2023. – Т. 2. – №. A6. – С. 317-325.