

THE ROLE AND FEATURES OF THE USE OF INFORMATION TECHNOLOGY IN TEACHING A FOREIGN LANGUAGE

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,

Zoirova G.S.

Razzoqova S. M.

Bakhtiyorova M. A.

Students of Karshi State University

Abstract: the article reveals the role and place of information and communication technologies in teaching a foreign language. The importance in the development of students' communicative abilities is considered.

Key words: information technologies, digital technologies, teaching methods, multimedia technologies, development of competencies.

The capabilities of information technologies when used in teaching can be directly related to the processes of teaching a foreign language. Thanks to the use of computers, the involvement of Internet resources in the educational process, and the use of multimedia textbooks, the educational space of foreign language lessons at school is significantly expanded, the prerequisites are

created for mastering a large amount of information, carrying out its high-quality analysis, sorting and assimilation.

One of the undoubted advantages of using information technology in the process of learning a foreign language is improving student motivation and creating a situation that promotes an increase in the level of cognitive activity.

In order for the use of information technologies in the learning process to be high-quality and effective, an integrated and comprehensive approach is required, the definition of methodological foundations and clear didactic principles for the use of information technologies in the process of learning a foreign language and, in particular, teaching speaking.

The competent use of information technology in the process of learning a foreign language allows you to create the most effective conditions for the formation and development of communicative competence skills, which is one of the most important prerequisites for the development of speaking skills. Thanks to the use of computers, a foreign language teacher can create the conditions necessary for the development of communication skills, individualization and differentiation of education, the formation of a sufficient vocabulary, mastery of grammatical skills and assimilation of grammatical patterns and phenomena, increasing reserves for improving the quality of language training, transferring language material to other areas direct speech activity.

As a result of working with a computer, the child's interest in mastering knowledge increases, allowing the teacher to regulate the specifics of solving educational problems in accordance with the degree of complexity and individual capabilities of the child, and the pace of his assimilation of certain educational material. As a result of the use of information technologies, one of the most problematic aspects of organizing foreign language teaching is also being solved - the reaction of children to situations of failure: numerous

computer programs not only check the level of development of certain knowledge and skills, but allow them to be trained, allowing the possibility of accessing reference materials included in the composition of such programs. As a result of accessing the relevant sections of the program, the student can fill gaps in knowledge, completing the task based on data from reference materials.

At the same time, the use of information technology makes it possible to combine various working methods, alternate the use of textbook materials and reference literature materials with audio and video materials, and display materials from dictionary entries on the computer screen. Students can also pronounce phrases and sentences in English by recording their voice and subsequently working with this recording in order to correct their pronunciation. Also, audio materials can be used to show students exemplary pronunciation options, reading texts, and organizing listening comprehension. In this way, children are introduced to new texts and examples of speech utterances. Dialogues can be organized in a foreign language, including to practice skills on new topics.

No less useful is the use of information technology as a way to broadcast information about the country of the language being studied: regional information about culture, economy, and characteristics of social development. The capabilities of the Internet make it possible to present children with real video materials about life in the country of the language being studied, and to form an idea of speech activity in the language being studied.

The use of information technology in the process of learning a foreign language is possible at several levels:

- 1) use of information technology in educational activities;
- 2) the use of information technology in the process of organizing extracurricular activities;

3) development by the teacher of his own electronic educational resources, which can be used in the process of explaining the material, forming and consolidating the necessary skills;

4) increasing the level of pedagogical skills of foreign language teachers;

5) organizing the exchange of experience with teachers in the district, city and region.

The use of information technologies in the process of organizing educational activities includes the following areas of their potential use:

- the use of ready-made computer programs and software solutions in the process of learning a foreign language aimed at developing lexical and grammatical skills and sociocultural competence;

- creation by the teacher of his own computer programs, tests, and other digital resources;

- use of Internet materials in lessons;

- conducting tests online;

- use of Internet materials and websites for holding competitions, olympiads, and seminars held remotely.

To organize the use of information technology in foreign language lessons, there is currently a significant amount of appropriate resources: domestic and authentic foreign language training programs.

The sequence of presentation of materials intended for the formation of certain skills and abilities and their consolidation corresponds to lesson and thematic planning, which makes it possible to include multimedia materials in the content of any of the lessons. Thus, as a result of this structure of applications, they can be used both in the process of organizing lesson activities, and directly as a basis for independent work of schoolchildren at home.

Multimedia technologies make it possible, using various technical hardware, to freely choose the logic of familiarization with information from the

knowledge base, to combine information with sound, video and film fragments, with animation and animation. At the same time, they create the opportunity to create various didactic and educational games, computer games, educational and developmental programs. Consequently, the capabilities of information technologies are very diverse and the effectiveness of their use in teaching foreign languages depends on the teacher, his information and professional competence.

The systematic use of ICT opens up great opportunities for using various materials, techniques and teaching aids in foreign language classes, which allows you to intensify the learning process, become a participant in role-playing games, and group discussions.

Thus, a generalization of the features and possibilities of using ICT in the process of learning a foreign language in secondary school allows us to draw the following conclusions. One of the main tasks of studying a foreign language is, first of all, to create the conditions and prerequisites necessary for the development of the communicative culture of schoolchildren, their mastery of a foreign language at a practical level, and overcoming barriers that interfere with direct communication and communicative interaction with native speakers. It is the use of information technology that makes it possible to create appropriate conditions and activate the cognitive activity of each student.

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