



ICT AS AN EFFECTIVE MEANS OF TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS

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ANNOTATION: *This article highlights the problem of learning foreign languages with the help of numerous computer programs.*

Key words: internet, modern tools, programs, learning foreign languages.

The knowledge of a foreign language gives an opportunity to join the world culture, to use the potential of the Internet resources and to work with information and communication technologies and multimedia learning tools. The aim of foreign language teaching is communicative activity of learners that is the practical knowledge of a foreign language. In this context it is important to intensify the activity of every learner in the teaching process and to make up situations developing their creativity and lingo-cultural awareness. Using computer technologies and Internet resources in the English language teaching efficiently helps a teacher in reaching all the above-mentioned aims. The potential of Internet resources is great. The global world-wide web makes favourable conditions for accessing any necessary information for learners and teachers from any place: country-study material, news from the youth life, newspaper and magazine articles, essential literature and the like. The Internet makes possible the collaboration of Uzbek pupils and their foreign coevals from one or several countries, such as lectures, projects, creative discussions

One of the directions of modernization of domestic education involves informatization of both educational institutions and the learning process itself. Informatization of school education includes a whole range of measures from computerization of schools and developing the necessary software before the formation of information-community culture of schoolchildren and skills to use a computer and the Internet for educational purposes. In foreign language linguistic education, the modern teacher faces the problem of finding new pedagogical instruments. In the new conditions,



the serious interest of students with information technology can and should be used as a powerful tool for the development of motivation in the lessons of a foreign language. The computer allows you to qualitatively change the activities of students, while ensuring the flexibility of the curriculum management.

The feeder is to choose computer programs to a specific lesson, determine the necessary didactic material and individual tasks, help students in the process of work, evaluate their knowledge and development. When using a computer, verbal communicative activities should be considered in three aspects [2, p. 35]. First, as the free communication of students in real time through the use of email and information networks, i.e. as an authentic dialogue in writing between communication partners. Secondly, as an interactive dialogue in the student with a computer, in which the real goals of communication are pursued, that is, as a human dialogue and car. Third, as communion of students in the class in the process of working with computer training programs, acting as an incentive for communication and the means of reconstructing the conditions of communication situation.

The active and appropriate application of the computer in a foreign language lesson seems possible and appropriate on the basis of the specifics of the item itself. The leading component of the content of training in a foreign language is to train various types of speech activities: speaking, listening, reading, writing. When learning to audit, each student gets the opportunity to hear foreign language. When teaching speaking, each student can pronounce phrases in a foreign language into a microphone, which contributes to the formation of articulation, rhythmic-intonational utilities. When studying grammatical phenomena, each student can perform grammatical exercises, has the ability to solve

Dynamic informatization of the system of domestic education, including linguistic, also serves proof of the transition to a new paradigm of education. The use of modern information and technical training facilities contributes to the awareness of the idea of "learning throughout life", the development of the skills of independent educational and consistency activities and self-education, the desire to use knowledge, skills and skills [9].

1. The didactic capabilities of modern information and communication technologies allow you to change the structure of the flow of educational material;
2. Foreign language training with ICT can be carried out in remote mode;



3. In the Didactic Plan, the Internet performs two functions at once: informational and communication;

4. ICT make the process of learning foreign languages more intensive and fascinating, increase the desire to learn a foreign language and use it to communicate with foreign language peers;

5. Internet resources (libraries, Web sites, media, etc.) are an alternative to printed books, journals and educational complexes.

6. Internet resources, acting in the quality of the aid, contribute to the formation of sociocultural and communicative competencies, universal academic actions, social adaptation of schoolchildren.

The advantages of information and communication technologies listed above solve a number of didactic tasks. They allow the teacher:

- provide creative, independent and research work of students;
- implement differentiated and individual approaches;
- increase and maintain motivation to study a foreign language;
- improve certain skills and skills, and, therefore, to achieve the goals;
- intensify and intensify the learning process;

The modern level of development of Internet technologies and multimedia opens up broad prospects for the methods of teaching foreign languages. Using a Web to communicate with speakers of the language, exchange information, watching movies and transmissions in a foreign language, including online mode, it becomes an integral part of the educational process and the daily life of the student [4; with. 317] The Internet gives a unique opportunity to a foreign language teacher to use modern authentic resources, immersing students in a genuine-linguistic environment, and is a prerequisite for the organization of language polycultural education.

Thus, integrating the Internet resources into the educational process, the teacher can more effectively solve a number of didactic problems, namely:

- form the skills and reading skills using the materials of the network of different degree of complexity;
- improve the skills of monologic and dialogic oral speech;



- replenish vocabulary both active and passive, vocabulary of a modern foreign language;

- Get acquainted with cultural knowledge, including speech etiquette, the features of the speech behavior of various peoples in the conditions of communication, the features of the culture, the traditions of the country of the studied language [1; with. 22].

So nowadays the informatization of education is one of the goals that the state has an educational institution. Information and communications technologies are actively introduced into the educational process to expand the knowledge and form a number of competencies. The most popular ICT tools remain a computer and the Internet, which, in turn, is our second habitat and the source of authentic information. All this makes it possible to assert that these technology and network resources contribute to the formation of key competencies, and, consequently, the implementation of the main goal of foreign language learning in secondary school.

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