

## USE OF INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE LESSONS

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### ABSTRACT:

**In the article, the main goal is to identify the possibilities of information and communication technologies in increasing the effectiveness of training, developing the creative abilities of students in English lessons, realizing the creative potential of each participant in educational activities. In accordance with this goal, the following tasks have been identified as considering the relevance of the use of Information and Communication Technologies (ICT) in English lessons and the use of ICT in English lessons as a means of increasing the effectiveness of learning and the development of creativity.**

**KEYWORDS: information and communication technologies, modern technologies, educational activities, innovative forms of education, increasing efficiency, the formation of independence.**

### INTRODUCTION:

Today it is no longer necessary to convince anyone that teaching a foreign language is impossible without the use of such modern teaching technologies as teaching in collaboration, the project method, and information technology. The relevance of this problem lies in the fact that information and communication technologies are characterized by a high communicative ability and active involvement of students in educational activities, activate the potential of knowledge and skills of speaking and listening skills, effectively develop communicative competence

skills in schoolchildren. This contributes to adaptation to modern social conditions, since society needs people who quickly navigate in the modern world, independent and proactive, who achieve success in their activities. At the heart of any innovation is creativity. Creative activity involves the development of the emotional and intellectual spheres of the individual. This is one of the main tasks of the modern educational process. Educational activity at school requires the use of specific technologies that provide a solution to this problem. These are innovative forms of education: ICT, project method, techniques of critical thinking technology. Therefore, I considered it necessary to work in this direction. The use of information computer technologies provides fundamentally new opportunities to improve the efficiency of the educational process. This is the expansion of access to information in the usual verbal and other forms, an increase in the expressive possibilities of providing information, the combination of its rational and emotional aspects, the inclusion of game elements, the possibility of using models, a wide variability in the choice of methodological means, replication and improvement of teaching materials and simplification of their transmission to distance, new opportunities in the concentration of information, individualization of the educational process and its variability, new opportunities in the organization of intersubject connections, liberation of the teacher from routine work and focusing his attention on

creative moments, increasing interest in gaining knowledge.

#### **MAIN PART:**

The main goals of using ICT in English lessons are:

1. Increasing motivation to learn the language;
2. Development of speech competence: the ability to understand authentic foreign language texts, as well as the ability to convey information in coherent reasoned statements;
3. An increase in the volume of linguistic knowledge;
4. Expanding the volume of knowledge about the socio-cultural specifics of the country of the target language;
5. Development of ability and readiness for independent study of the English language.

Only a textbook and a teacher are not enough for the formation of independent thinking, the ability to reflect (thinking, self-observation, self-esteem). A wide range of information is needed, reflecting different points of view on the same problem, providing students with food for thought, critical analysis, generalizations, independent conclusions and solutions. The modern teacher must reckon with the fact that information and communication technologies of teaching have become firmly established in life. The use of new information technologies expands the scope of the educational process, increases its practical focus, helps to increase the motivation of students in the educational process, the development of intellectual, creative abilities of students, and their ability to independently acquire new knowledge and create conditions for their successful self-realization in the future. ICT teaching in English lessons is an effective pedagogical tool for studying foreign language culture and forming communication skills. It should be noted that the use of ICT contributes to the acceleration of the learning process, the

growth of students' interest in the subject, improves the quality of the assimilation of the material, makes it possible to individualize the learning process and make it possible to avoid the subjectivity of assessment. Foreign language lessons using ICT are distinguished by diversity, increased interest of students in a foreign language, and efficiency. In modern sources, information and communication technologies are a wide range of digital technologies used to create, transfer and disseminate information and provide services (computer equipment, software, telephone lines, cellular communications, e-mail, cellular and satellite technologies, wireless and cable networks communications, multimedia, and the Internet). The modern educational paradigm, based on computer teaching aids, is based not on the transfer of ready-made knowledge, skills and abilities to schoolchildren, but on the imparting of self-education skills to the student. At the same time, the work of students in the lesson has the character of communication with the teacher, mediated with the help of interactive computer programs and audiovisual means.

In most cases it remains possible, firstly, to focus on the linguistic aspects of the material to be studied (for example, by offering students terms as answers, having a similar structure). Secondly, to adapt the task to the level of special training of students (for example, to facilitate it by offering, among others, categorically inappropriate answers, thereby narrowing the range of options. Some methodologists distinguish between a linguistic model and its speech embodiment - speech models. [1] Methodologists distinguish several classifications of ICT tools. In accordance with the first classification, all ICT tools used in the education system can be divided into two types: hardware (computer, printer, scanner, camera, video camera, audio and video recorder, etc.) and software (electronic textbooks, simulators,

test environments, information sites, Internet search engines, etc.). The breakthrough in the field of ICT, which is currently taking place, forces us to reconsider the issues of organizing information support for cognitive activity. The listed ICT tools create favorable opportunities in English lessons and for organizing students' independent work. They help to use computer technologies both for studying certain topics and for self-control of the knowledge gained. Modern programs require the student to concentrate, focus, and stress memory. Not every student is able to work in this mode. Psychological characteristics of character, the type of perception of the child become the reason for failure. At the same time, modern requirements for the level of education do not allow to reduce the amount of information required by the student to master the topic of the lesson.

However, when organizing a lesson using computer programs, information is provided to students colorfully designed, using animation effects, in the form of text, diagrams, graphics, and drawings. All this, in the opinion of modern didactics, makes it possible to more clearly and easily explain the educational material. The computer is loyal to the variety of student answers: it does not accompany the work of students with negative comments, which develops their independence and creates a favorable socio-psychological atmosphere in the lesson, giving them self-confidence - this is not an unimportant factor for the development of their individuality. The use of information and communication technologies in foreign language lessons reveals the enormous potential of a computer as an effective teaching tool. Computer training programs allow you to train various types of speech activity and combine them in different combinations, to understand linguistic phenomena, contribute to the formation of linguistic abilities, create

communicative situations, automate language and speech actions, and also ensure the implementation of an individual approach and the intensification of students' independent work.

The actualization of proficiency in a professional language in the academic environment is due to a number of reasons: the possibility of international professional contacts, internships, tests, international cooperation, and the desire to master professional literature and publish abroad. Students studying a professional language at a university are characterized by a very high degree of motivation, as they see real prospects for using such a language in their professional activities. [2]

There are general educational requirements for using the project method:

1. The presence of a problem (task) that is significant in the research creative plan, requiring integrated knowledge, and research search for its solution;
2. Practical, theoretical, cognitive significance of the expected results;
3. Independent (individual, pair, group) activity of students;
4. Structuring the content of the project (indicating the phased results);
5. Use of research methods; determination of the problem, the research tasks arising from it, hypothesis of their solution, discussion of research methods, registration of final results, analysis of the data obtained, summing up, correction, conclusions.

By the nature of the final product of project activities, the following types of projects in the field of learning a foreign language can be distinguished:

1. Constructive and practical projects: collage, observation diary, game and its description;
2. Game-role projects (acting out, dramatizing or composing a play);

3. Information and research projects;
4. Projects of a specific sociological survey;
5. Publishing projects;
6. Scenario projects;
7. Creative work.

Initial theoretical positions of project learning:

1. The focus is on the student, promoting the development of his creative abilities;
2. The educational process is built not in the logic of the subject, but in the logic of activity that has a personal meaning for the student, which increases his motivation in learning;
3. The individual pace of work on the project ensures that each student reaches his own level of development;
4. An integrated approach to the development of educational projects contributes to the balanced development of the basic psychological and physiological functions of the student. [4]

The development of a training project begins with planning its content. Here the teacher needs:

- Think over the theme of the project. The topic of the project can be suggested by the students themselves. At senior school age, students can quite independently formulate problems and research cognitive tasks, which should be actively encouraged by the teacher and imperceptibly guided by him.
- Formulate the underlying question. Fundamental Questions - The most abstract questions in a chain of questions, serve as an overarching conceptual framework for multiple units or an entire year of study. This question cannot be answered in one sentence. • Formulate the didactic goals of the project.
- Formulate methodological tasks. • Write down the stages of work on the project. [3]

## **CONCLUSION:**

In conclusion, I cannot but touch upon the issue of extracurricular work in a foreign

language. I believe that the most real opportunities for increasing the effectiveness of the teaching and educational process in a foreign language are provided by the creation of a unified system of lesson and extracurricular work. It provides the greatest degree of student activity, which indicates the interest of students in the subject, ensures the development of various types of activity. Extracurricular work enables students to use a foreign language as a means of communication, shows the wide possibilities of using it, and proves the need to study this subject.

It is obvious that the use of ICT tools in English lessons of various types contributes to an increase in students' interest in the subject and the activation of their speech-thinking activity, the development of skills for independent work and work in a team, the effective formation of all types of speech activity. Systematic work with computer tasks forms students' stable skills of independent work, which leads to a reduction in the time for completing standard tasks and allows to increase the time on the basis of creative work. Thus, the use of ICT in the classroom, the cooperation of teachers and students contribute to increasing the motivation of students to learn, organizing an atmosphere of free development for each child, accompanied by joy and a high level of cognitive activity of the student. The materials of this study have not only theoretical, but also practical significance and can be used by English teachers interested in the use of information and communication technologies to improve the foreign language speech skills of schoolchildren.

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