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USING NEW INFORMATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE

Annotation: This article highlights one of the current issues importance of learning English, and the role of using new information technologies in teaching English.

Key words: information technology, teaching, learning, foreign language, education system, ICT,

In the modern education system, a situation has arisen in which established methods, methods and forms of instruction require comprehension, correction and new pedagogical decisions. This is due, above all, the widespread introduction and wide use of information and communication technologies.

Our rapid century is the age of information technology. We often have to deal with information presented in various forms. And therefore, an important role in the education of schoolchildren is played by information competence, i.e. the ability to find the right information and convey its contents.

Each teacher dreams of attaching his students to the study of their subject, wants to see them more developed and inquisitive. Everyone knows how difficult it is to educate students about the need to learn a foreign language, to convince each student that they need to know this subject, and to maintain interest in it.

Computer technologies are widely used in teaching a foreign language. The specifics of the computer as a learning tool are related to its characteristics such as complexity, versatility, and interactivity. Interactive training based on multimedia programs allows you to more fully implement a whole set of methodological, didactic, pedagogical and psychological principles, makes the

learning process more interesting and creative. The ability to take into account the level of language training of students is the basis for the implementation of the principles of individualization and differentiated approach in teaching. At the same time, the principle of accessibility is observed and the individual pace of work of each student is taken into account. Using a computer, you can organize individual, pair and group forms of work in the lesson. However, keep in mind that a computer cannot replace a teacher in a lesson. You need to plan your computer time carefully and use it when you really need it.

Currently, multimedia technologies are widely used. The term “multimedia” means: many environments. Such information media are: text, sound, and video. Software products that use all these forms of information representation are called multimedia. The use of multimedia teaching tools is a natural stage in the development of pedagogical technologies.

The use of information and communication technologies (ICT) in foreign language lessons is quite relevant for the development of the student's personality and the formation of the following competencies in students: the ability to compare the advantages and disadvantages of various sources of information, choose appropriate search technologies, create and use adequate models and procedures for studying and processing information, etc.

The use of new information technologies in the teaching of English and helps us to select methodological tools and techniques that allow us to diversify the forms of work and make the lesson interesting and memorable for students, as well as contribute to a deeper and more conscious learning of the material being studied, save time, . They also allow to fundamentally change the organization of the process of teaching children, to form their system thinking.

On the Internet we find various information necessary for projects: about museums, sights, about current events in different countries, about the ecological situation in different parts of the world, about national holidays, etc. For us teachers, the Internet is just a lot of useful information! Here we can find

a rich language and regional materials, as well as a description of the latest teaching technologies, the ability to constantly improve one's own level of language proficiency, communicate in English, and introduce their students to it.

The purpose of teaching a foreign language is the communicative activity of students, that is, the practical knowledge of a foreign language. The tasks of the teacher are to intensify the activities of each student in the learning process, create situations for their creative activity. And how to achieve this - use rich illustrative, sound and interactive computer capabilities that create a favorable emotional background in the classroom, contributing to the development of the student. Children not only receive important and necessary information, but also experience very strong positive emotions, such as surprise, delight, joy, excitement, which promotes the development of speech activity, attention, imagination, creativity, and most importantly, the growth of positive motivation for learning the subject.

The effectiveness of the use of ICT tools in the field of teaching foreign languages depends on the ways and forms of application of these technologies, on how well the teacher has a methodology of working with them, on the electronic resources used by him.

It is obvious that the use of ICT tools in English classes of various types contributes to the interest of students in the subject and activation of their speech activity, the development of skills of independent work and work in the team, the effective formation of all types of speech activity.

The most frequently used ICT tools in the educational process are:

electronic textbooks and manuals displayed using a computer and multimedia projector,

electronic encyclopedias and reference books,

simulators and testing programs,

Internet educational resources,

DVDs and CDS with paintings and illustrations,

video and audio equipment,
research works and projects.

Methodologists distinguish several classifications of ICT tools. According to 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.) Noting all the positive aspects of the use of information technology, I want to emphasize, however, that no the most advanced technologies can replace the teacher in the lesson.

The computer does not replace the teacher, but only complements it. And the use of information technology should be considered as one of the effective ways of organizing the educational process, and one of the basic requirements for the professional activity of the teacher is information competence.

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