



USING ICT IN ENGLISH CLASSES AT SCHOOL

Djamila Arislanbayevna Begjanova

Teacher, 5th Secondary School, Takhiatash region, Republic of Karakalpakstan, Uzbekistan
j.b.begjanova1102@mail.ru

ABSTRACT

This article reveals the importance of ICT in teaching English, and also poses the question of possible options for their use, motivation of students and assessment of their activities. The article discusses the modern concept of the lesson with the use of information and communication technologies.

Keywords: *information and communication technology, teaching English, computer technology, teaching methods.*

INTRODUCTION

In modern conditions, the most urgent task of education is the formation of a communicative culture of students. ICT is becoming the most effective means of expanding the educational space of a modern school.

The use of information technology in the educational process significantly increases the effectiveness of student learning. Great results can be achieved by applying these technologies in teaching English in elementary and secondary schools. In high school, the use of information technology allows students to discover the possibilities of creating serious research, design work with multimedia presentations, etc.

MATERIALS AND METHODS

The work is devoted to the issues of training personnel for the computerization of the educational process and the use of interactive teaching methods, new information technologies, the development of creativity with the help of innovative teaching technologies, including the theory and practice of teaching vitagenic technology A.A.Abdukadirov [1], R.H. Dzhuraev [5] N.N. Azizhodzhaeva [2], I.P.Podlasiy [7], E. G. Babaskina [3], U.Begimkulov [4], P.Ja. Gal'perin [6], N.D. Galskova [7], B.S. Gershunskij [8], Dzh. Gilford [9], Makhmudova D. [15, 16], [16], Isyanov R. [11], K.Rustamov [11], H.Sharifhodjaeva [11] N.R.Rustamova [11, 18, 19, 20, 21], U.K.Tolipov [25], GaipovDj.N. [17], D.I.Ruzieva. [22, 23], N.Veraksa [27], Kadirova M. [12, 13], M.Rifati [17], L.S.Vigotskiy [28], I.Ja.Lerner [14], I.N. Ilhamova [10] and others.

Today, one of the directions of modernization of school education is the introduction of computer technology and multimedia. This allows you to activate the analytical activities of students, to reveal the creative abilities of students, to stimulate the development of mental processes, thinking, perception, memory of students.

The emergence of new information, advertising, the use of computer technology on television, the distribution of game consoles, electronic toys and computers have a huge impact on the upbringing of the child and on his perception of the world. Therefore, it is necessary to teach each child to master, transform and use in practice a

large flow of information in a short period of time. It is very important to organize the learning process so that the child actively, with interest and enthusiasm works in the classroom, sees his results and can evaluate them.

A combination of traditional teaching methods and modern information technologies, including computer, can help a teacher solve this difficult task. Using a computer allows you to make the learning process mobile, differentiated and individual.

Purpose of work: to identify the effectiveness of the use of ICT in the English lesson and their influence on increasing the cognitive activity of students.

Tasks:

1. to study theoretical material on ICT technology in the educational process,
2. to consider the features of the use of ICT in an English lesson,
3. to analyze the effectiveness of the use of ICT in their own practical activities,
4. To identify the "pros" and "cons" of using ICTs and Internet resources in the English lesson.

Object of study: the learning process

Subject of research: pedagogical aspects of the optimal use of ICT tools.

Research Methods:

1. The method of projects.
2. Using office suites.
3. The study of literature.
4. Questioning.
5. Monitoring.
6. The study of pedagogical experience.
7. Summarizing your own work experience.

Expected results in my work: to improve my theoretical, scientific and methodological level, professional skills and competency in work, to improve the quality of training using ICT and to teach students how to use them in the process.

DISCUSSION

Pedagogical mastery is based on the unity of knowledge and skills that correspond to the modern level of development of science, technology and their product - information technology.

If we turn to the “Dictionary of Methodological Terms”, we will find the following definition: information technology is a “system of methods and methods for collecting, accumulating, storing, searching, transmitting, processing and issuing information using computers and computer communication lines.”

Currently, you need the ability to receive information from various sources, use it and create it yourself. The widespread use of ICT opens up new opportunities for teachers in teaching a foreign language.

Information technologies, as a rule, are called technologies using such technical means as audio, video, computer, Internet.

In teaching a foreign language, computer technologies are widely used. The specificity of a computer as a learning tool is associated with its characteristics such as complexity, versatility, interactivity. Interactive training based on multimedia programs allows you to more fully realize the whole range of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative. The ability to consider the level of students' language training is the basis for the implementation of the principles of individualization and a differentiated approach to learning. At the same time, the principle of accessibility is respected and the individual pace of each student is considered. Using a computer, you can organize in the lesson an individual, pair and group forms of work. However, it must be remembered that a computer cannot replace a teacher in a lesson. It is necessary to carefully plan the time of work with the computer and use it exactly when it is really needed.

Currently, multimedia technology is widely used. The term “multimedia” means: many environments. Such media are: text, sound, video. Software products that use all these forms of presentation of information are called multimedia.

The use of multimedia teaching aids 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 learner'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 the appropriate technology for its search, create and use adequate models and procedures for studying and information processing etc.

A variety of means of information and communication technologies and the possibilities of their application in the educational process

The use of new information technologies in teaching is one of the most important aspects of improving and optimizing the educational process, enriching the arsenal of methodological tools and techniques, allowing to diversify the forms of work and make the lesson interesting and memorable for students.

In modern science, there are many different approaches to the definition of the term "information and communication technology". According to the dictionary of Pedagogical Everyday Life, information and communication technologies (ICT) are a combination of means and methods of converting information data to obtain new quality information (information product).

In modern sources, information and communication technologies represent a wide range of digital technologies used to create, transmit 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) [21].

The modern educational paradigm, built on computer aids, does not take as a basis the transfer of ready-made knowledge and skills to schoolchildren, but instilling in the student self-education skills. At the same time, the work of students in the lesson is in the nature of communication with the teacher, mediated through interactive computer programs and audiovisual means.

Scientists believe that any teaching method is enriched by the integration of information technology in it. But if in the process of teaching computer science, ICT tools act both as an object of study and as a means of learning, then in the process of teaching general subjects they are only a means of learning.

Let us define the term "ICT tool". Means of information and communication technologies are software, hardware and software and hardware and devices that operate on the basis of microprocessor, computer technology, as well as modern means and systems of information transmission, information exchange, providing operations for the collection, production, accumulation, storage, processing, information transfer and the ability to access the information resources of local and global computer networks [Saikov BP, 15]. This classification of ICT tools is presented in Appendix 1.

The most commonly used ICT tools in the educational process include:

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

electronic encyclopedias and reference books,

simulators and testing programs,

educational resources of the Internet,

DVD and CD discs with pictures and illustrations,

video and audio equipment,

research works and projects.

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 tape recorder, etc.) and software (electronic textbooks, simulators, test environments, information sites, Internet search engines, etc.) [18].

Features of the use of information and communication technologies in the organization of cognitive activity of students

With traditional methods of conducting the lesson, the teacher acts as the main carrier of information for students; he requires the student to concentrate, focus, and exert memory. Not every student is able to work in this mode. The psychological characteristics of the character, the type of perception of the child become the cause of failure. At the same time, modern requirements for the level of education do not allow to reduce the amount of information necessary for 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, graphs, drawings. All this, according to modern didactics, allows you to more clearly and readily than verbally explain the training material. It is also very important that in such lessons the student can work in an individual mode, moving forward in comprehending new material at his own pace, returning to the incomprehensible, if necessary, or looking ahead.

The computer is loyal to the variety of student answers: it does not accompany students' work with laudatory or reproachful comments, which develops their independence and creates a favorable socio-psychological atmosphere in the lesson, giving them self-confidence, this is an important factor for the development of their personality.

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Thus, speaking about the advantages of working with students with a computer, its indisputable advantages should be called:

- general cultural development of students;
- improving computer skills;
- improving the language level;
- creating a favorable psychological climate;
- increasing the motivation of students and their interest in the subject;
- self-affirmation of students;
- the possibility of implementing individualization of training;
- implementation of the feedback principle;

- great opportunities for visual presentation of material;
- exception of time for writing material on the board;
- savings in teacher spending;
- improving the process of verification of student work;
- increasing the authority of the teacher;
- a combination of control and self-control; objective and timely assessment of student actions;
- activation of independent work skills.

Using modern pedagogical technologies allows you to switch:

- from learning as a function of memorization to learning as a process of mental development;
- from a static model of knowledge to a dynamic system of mental actions;
- from focusing on the average student to differentiated and individual training programs;

from external motivation for learning to internal moral-volitional regulation.

Today, new techniques using ICTs are contrasted with traditional teaching of foreign languages. This form of organization of lessons is the most accessible for the teacher's work and its application in the lessons at the school.

CONCLUSION

The use of information and communication technologies in foreign language lessons reveals the enormous potential of a computer as an effective means of learning. Computer training programs allow you to train different types of speech activity and combine them in different combinations, to understand language 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.

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