

USE OF MODERN TECHNOLOGIES IN TEACHING ENGLISH

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ABSTRACT

This article provides information on teaching English using modern technology. There are opinions about the use of these technologies, their effectiveness.

Key words: ICT, Zoom technology, CD-ROM, World Wide Web (WWW), CALL, PLATO, Case – technology,

The construction of the educational process in the classroom and in extracurricular activities entails the active use of modern educational technologies, taking into account modern requirements for the quality of education, for the level of formation of educational activities.

The traditional education system is paving the way for new information and communication technologies (ICT). Today, knowledge of one or more foreign languages is one of the priorities of modern education. Knowledge of foreign languages, mastery of modern information technologies helps to become an intellectual, highly educated member of society, so knowledge and mastery of ICT for the younger generation and teachers - in mastering the culture of a foreign language remains mandatory for the most effective organization of the learning process.

In the educational process, the computer is becoming an integral tool in the development, teaching and formation of students' communication skills.

The purpose of teaching a foreign language is the communicative activity of students, i.e. practical knowledge of a foreign language. The task of the teacher is to activate the activity of each student, to create situations for their creative activity in the learning process. The use of new information technologies not only enlivens and diversifies the educational process, but also opens up great opportunities for expanding the educational framework, undoubtedly carries a huge motivational potential and contributes to the principles of individualization of learning. Project activity allows students to act as authors, creators, increases creativity, expands not only the general outlook, but also contributes to the expansion of language knowledge. [1.234]

Following, we will discuss some modern technologies to teach English language.

Zoom technology. Recently, communication in zoom has become very popular, this service allows you to quickly and easily connect with relatives and friends, share free video calls, discuss news in a conversation.

Zoom conferences with students (teachers) from other countries are conducted in English, create real conditions for communication, help to remove the language barrier and encourage language use.

Zoom - In the process of communication, students from different countries who are learning English as a foreign language (or as a mother tongue) communicate with each other on different topics.

The use of zoom technology for communication is widely known, but its use in schools is complicated by several factors. Both objective and subjective difficulties can arise when organizing zoom conferences.

It is important to conduct a test call and determine the noise level and specific features of the conference organization so that the zoom conference does not end in disappointment due to hardware problems: use a computer and display the image on a large screen or simply on a laptop screen. If the connection level allows, then output video and audio, or only audio if the connection quality is poor.

The placement of students during the conference should be comfortable for the speaker and it should be easy for the speakers to switch places and the audience should be organized so that both sides can hear and see well.

Thus, the use of zoom in the learning process helps to create conditions for students to communicate in English, to develop communicative competence, to be ready to conduct effective foreign interlingual and intercultural communication.

Generally speaking, multimedia is the combination of text, sound, pictures, animation, and video. Typical set-ups include CD-ROM, CD-ROM player, sound equipment, and special hardware, which allow the display of sophisticated graphics. With the rapid development of the internet, which has become a powerful medium for it provides a number of services including “e-mail, the World Wide Web (WWW), newsgroups, voice and video conferencing, file transfer and exchange and numerous corporate services delivered through specialized programs”. In the context of teaching, multimedia can be called an integrated media, which consists of various media forms such as text, graphic, animation, audio, etc. to browse, query, select, link and use information to meet pupils’ requirement. Smith and Woody defined multimedia as “the use of both visual aids and verbal descriptions to illustrate concepts” [5.2204]

Modular learning technology.

The main tasks of the school are: to teach self-selection and use of necessary information. One of the learning tools that can solve these problems is modular training. Its essence is that the student independently achieves the goals of learning activities in the process of working on a module that combines learning objectives, learning materials that reflect the tasks, recommendations for the implementation of these tasks. A module is a purposeful functional unit that combines learning content and learning activity methods to master content.

The modular course allows students to work independently, communicate and help each other, evaluate their own work and the work of a friend. Each student needs to understand the purpose of the lesson, what they are learning, and where to focus their attention. The role of the teacher in modular teaching stems from the management of student work. By organizing such work, teachers have the opportunity to communicate with almost every student, help the weak, and encourage strong students. The possibilities of modular teaching technology are enormous, because with its help the student takes a central place in the "teacher-student" system, and the teacher manages his teaching - encourages, regulates, advises, supervises.

According to Mudge, Multimedia applied in English teaching may include four stages. The original stage can be dated back to the 1950s when only a few foreign language institutes started to employ phonograph, broadcast, movie, tape recorder and other current media in foreign language teaching. During that time, audio and video were once considered a significant revolution to the teaching of foreign language. Following in the 70s and 80s, audio and video developed dramatically with the advancement of electronic technology. Electronic taping, slide projectors, videocassette players, language labs and other electronic devices were included in this era. By the turn of 90s, multimedia technology was becoming increasingly available in foreign language instruction because of the development of computer technology and the coming of the digital revolution. In the early 2000’s, the internet became a powerful medium for the delivery of computer-aided learning materials. The internet provides a worldwide means to get information, lighten the work load, and communicate with each other at any time and at any place. CALL which is Computer Assisted Language Learning came into play during the later part of the 20th century. Warschauer divided the history of CALL into three stages: behavioristic CALL, communicative CALL, and integrative CALL. Behavioristic CALL applied in 1960s and 1970s was based on the behaviorist learning and

featured repetitive language drills. The computer was regarded as a mechanical tutor to deliver the materials to the pupils. An example of a behavioristic CALL strategy is PLATO. [6.110]

Case - technology.

This is a teaching method known as “case study” - a method of case analysis (interactive technology). Its essence is that students are asked to understand a real-life situation, the description of which at the same time reflects not only any practical problem, but also a certain set of knowledge that needs to be studied in solving this problem. Moreover, the problem itself does not have clear solutions. This method was first used in 1924 at Harvard Business School.

Examples of business topics:

One dinner for a normal family.

1. Create a menu for dinner.
2. Discuss the list of foods to buy for dinner.
3. Prepare a festive meal for dinner. Specify the ingredients.

These tasks are commonly referred to as language support boxes, where useful words and phrases on a topic are collected.

In fact, the work style can be used as a whole lesson and in one of its stages. For example, in English lessons, new lexical material is in the activation phase, i.e. at the end of the lesson.

PLATO (Programmed Logic for Automatic Teaching Operations), the best-known tutorial system, is a special hardware consisting of extensive drills, grammatical explanations, and translation tests at various intervals. The next stage, communicative CALL, appeared in the late 1970s and early 1980s. It focused on the communicative teaching method and encouraged pupils to generate original utterances through the process of discovery, expression and development rather than just repeat the prefabricated language. Pupils were supposed to make use of the computer or the hardware to assist them in language learning. What they actually work with is not the computer but their classmates or teachers. In this model, the computer is viewed as stimulus or tool. Popular CALL software developed in this period included word processors, spelling and grammar checkers. Following this stage is the third stage, integrative CALL which included the development of multimedia computers and the Internet. This model not only integrates various skills (e.g. listening, writing, speaking and reading) but also bonds different technologies serving as effective and comprehensive tools for language learning and teaching. With integrative CALL, teachers were moving away from communicative perspective of teaching to a more social way, which emphasizes the language use in authentic social environments. Applying this multimedia networked computer in the language class provides pupils a more effective means to learn English. For instance, pupils can have rapid access to the background, grammatical or vocabulary explanations, pronunciation information while the main lesson is in the foreground. Besides, pupils under this model are usually encouraged to engage in their own language development rather than learn in a passive way. The history of CALL suggests that multimedia can serve a variety of purposes for language teaching. It can serve as a tutor to offer language drills or a stimulus to stir pupils to think. With the advent of the advanced technology and internet, computer usage in language teaching provides an authentic environment for pupils to communicate with native speakers in an inexpensive means. [7.120].

In conclusion, using the above new technologies will help teachers to conduct quality lessons

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