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## **APPLICATION OF INFORMATION TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE**

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### **ABSTRACT**

The article discusses the requirements for the personal and professional qualities of future specialists, imposed by modern society, on their development in the process of teaching foreign languages, as well as on the use of digital technologies and Internet resources for this. In particular, it shows the importance of a systematic choice of teaching aids to achieve specific goals set by the teacher.

### **KEYWORDS**

Modern education; computerization; digital technologies; choice of teaching aids

### **INTRODUCTION**

In the era of rapid development of information technologies, society demands that future specialists have the skills and abilities necessary for independent acquisition of knowledge and their application in practice to effectively solve various problems, collect and analyze facts, generalize and make reasoned conclusions, to achieve success it is necessary to be

sociable, work together in various situations, look for a way out from conflict situations; think critically and creatively, finding ways to solve emerging problems using modern information technologies; work independently to improve their own cultural level. The development of the above-mentioned skills and cognitive skills of students in the educational process

is due to active learning technologies. Currently, the main indicator in the selection of teaching tools is the achievement of the final levels of foreign language proficiency developed by the Council of Europe and representing an effective pan-European system of information exchange. "Language learning activities should become an exciting, meaningful activity and a real language creativity. Only in this case, the student will turn from a student into a student, gain autonomy and the desire to develop himself in accordance with the new educational standards." Currently, global computerization has covered all spheres of human activity, including science and education. The development of the Internet and the emergence of many computer programs that simplify the learning process have significantly changed the study of foreign languages, speeding up and facilitating work with authentic sources. Computer training programs have a number of advantages over traditional teaching methods, being, first of all, means of direct audiovisual interactive interaction.

Using them in the classroom together with traditional teaching methods allows you to train various types of speech activity, realize the nature of linguistic phenomena, form linguistic abilities, create communicative situations, automate language and speech skills and ensure the implementation of an individual approach and the intensification of independent work of the student, as well as contributes to improving cognitive activity, motivation and the quality of knowledge of students. Computer communication technologies make it possible to implement methods that activate the creative activity of students in a new way. They can participate in virtual discussions on various educational websites and thematic forums, carry out joint creative projects together with students of various educational institutions. Thus, the use of modern information and

communication technologies in the educational process can be considered as one of the active forms of individualization of learning. The inherent properties of new technologies such as their interactivity, polymodality, multimedia, visualization of content, play an important role in learning. Thus, computer visualization of educational content, especially in a playful, interactive form, develops cognitive thinking styles, creativity and mental activity of students, and also has a positive effect on their psychological and emotional state.

The use of computer technology introduces heuristic novelty into the learning process and creates motivation for productive self-knowledge and self-improvement, and also makes the lesson attractive and truly modern, individualization of learning occurs, control and summing up are objective and timely"

When teachers reflect on the use of digital technologies for educational purposes, they most often focus on the question: "Which applications or computer programs should be used to achieve the best result?". The following pop-up questions are the following: "How to use these technologies?", "What methods of using various applications give the fastest result?", "How to use them during the lesson?", "How to use them for your needs?", "How to update them?", etc. At the same time, the seemingly paramount question is very rarely asked: "Why should we use digital resources?".

It should be noted that if we want the training to be the most effective, we must reverse the order of consideration of these issues and start planning the use of technologies by setting the goal we are striving to achieve, i.e., with the question "Why?". When considering the question "What to use?", we will inevitably encounter a huge number of available digital resources, each of which has a large number of



admirers who prefer it as the most effective or revolutionary.

There are many digital resources, both online and requiring installation on a device, implementing the processes of creating a new one or researching an existing one. These resources can also be presented in the form of various courses (MOOCS, I-tunes Courses), tools (Google Docs, Camtasia, Explain Everything), encyclopedias and other academic sources (Google Search, Wikipedia, offline dictionaries, Microsoft Office) and help to conduct research at various stages: information collection, synthesis, further supervision of the study process and work with the results of the study. As well as the creation process, starting from joining creative groups, planning, and ending with the analysis of the work carried out. The main difficulty in choosing digital technologies, asking first of all, the question: "What to use in the learning process?" and considering all these applications is that we often do not realize the difficulties that arise when using the selected resources directly due to insufficient awareness of how to apply and use them correctly. The teacher may not have enough time or desire to study in detail all the possibilities and rules for using the selected resources beforehand. In order to use applications and programs most effectively, we must, first of all, ask questions: "Why? What is the main purpose of using computer technology in the educational process?".

The reasons may be different:

- improve the understanding of the studied;
- increase learning time by encouraging students to use educational apps and resources outside of the classroom;

– to increase the level of effectiveness of the teacher's work;

- development of students' independence;
- improving the level of computer technology skills;
- development of students' qualities such as determination and purposefulness in achieving results;
- preparing students for the future life;
- increase students' motivation;

– reduction of the number of physical resources used, etc. For example, if we want to improve students' understanding of the material or topic being studied, we should consider those resources that will contribute to the awareness of this topic when planning. To do this, you need to look at this problem from different angles. Currently, the Internet and various online resources offer teachers and students extensive access to expert opinions on many issues. A teacher may not always act as such an expert due to the fact that it is impossible to be fully aware of each area, and also due to the fact that he is often too immersed in the problems and needs of his students to objectively assess a particular issue. Therefore, in order to study a certain topic, it is necessary to get acquainted with the opinion of an expert who has a more complete and modern vision of the subject of research. To get acquainted with the opinion of experts, such Internet resources as youtube.com and ted.com with the platform ed.ted.com, which allows you to create your own lesson based on the proposed video. The teacher can break the video into thematic fragments and work out the discussion of what he saw in class.

The use of Internet resources in teaching foreign languages makes it possible to create conditions for



the development of all necessary and relevant to the realities of modernity competencies of students. Methods of joint acquaintance with modern ideas and trends and their further discussion, widely used by teachers at the present time, also have great motivational power when teaching foreign languages. Along with this, the presence of their own computer and digital devices with Internet access for almost every student greatly facilitates the task of the teacher to involve students in the process of learning a foreign language via the Internet. The main issues when choosing a digital technology teacher are: what to use, how to use and, most importantly, why to use this or that resource. It is necessary, first of all, to determine the main goals and objectives of the lesson itself, and, consequently, the use of computer innovations within the framework of this lesson. Then we should already ask ourselves which resource needs to be used to achieve these goals and objectives most effectively, and finally, how the training tool we have chosen functions. A detailed understanding of the above issues can significantly increase the involvement of students in the educational process and the development of their skills and abilities necessary for the successful implementation of future professional activities

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