

УДК: 08.00.14

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APPLICATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH LANGUAGE LESSONS

Annotation: This article discusses the features of the use of ICT in English class

Keywords: Education, English, material, vocabulary, lesson, technology, assessment, didactic materials

ПРИМЕНЕНИЕ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В данной статье рассматриваются особенности использования ИКТ в уроках английского языка.

Ключевые слова: образование, английский, материал, лексика, урок, технология, оценка, дидактические материалы.

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 the modern school.

The use of information technology in the educational process significantly increases the efficiency of student learning. Great results can be achieved by applying these technologies in teaching English in primary and secondary schools. In high school, the use of information technologies makes it possible to reveal the possibilities of students in creating serious research and design works with multimedia presentations, etc.

Pedagogical skills are based on the unity of knowledge and skills corresponding to the modern level of development of science, technology and their product - information technology.

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

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

Computer technology is widely used in foreign language teaching. The specificity of a computer as a means of learning is associated with its characteristics such as complexity, versatility, interactivity. Interactive learning based on multimedia programs allows you to more fully realize the whole complex of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative. Opportunities to take into account the levels of language training of students are 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 observed and the individual pace of work of each student is taken into account. Using a computer, you can organize in class individual, steam room and group forms of work. However, it must be remembered that the computer can not replace the teacher in the classroom. It is necessary to carefully plan the time of working with a computer and use it exactly when it is really necessary.

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

The use of multimedia teaching aids is a logical stage in the development of pedagogical technologies.

Let us define the concept of “ICT tools”. Means of information and communication technologies are software, software and hardware and technical

means and devices operating on the basis of microprocessor, computing technology, as well as modern means and systems for information broadcasting, information exchange, providing operations for collecting, producing, storing, storing, processing, information transfer and access to information resources of local and global computer networks

The development of lexical skills for their subsequent inclusion in the speech activity of students is the main task in mastering vocabulary. The use of computer technology in the formation of lexical skills greatly enhances the effectiveness of this process.

To work out the meaning of a word, I suggest students, for example, an exercise on word distribution by subject groups (school: chalk, desk, teacher. Family: mother, sister, aunt).

To practice using words with a computer, I suggest students make a sentence of these words: is, a, big, there, window, bedroom, in, my (There is a window in my bedroom).

At the stage of training and the use of vocabulary for productive activities, the operations on word joining will be decisive, based on the content of the utterance. In order to form productive lexical skills, I use a computer to train students in a combination of lexical units. For example, an exercise for training: - say what the listed items can be: house, room, sofa, carpet. In another column there are adjectives: big, old, white, beautiful. The student must correctly make phrases from these adjectives and nouns, moving them from the corresponding columns to the lines below. In this case, the number of blank lines prompts the student that there are other possible phrases that he has not yet compiled. The student who compiled the phrases more than others receives a greater number of points.

In order to form a productive skill, an exercise is performed to fill in the skip in the utterance. The indicator of correctness in this case is the correspondence of the semantic meaning of the substituted lexical unit of that

with which it is combined. For example, I suggest that students fill in the gaps in the dialogues with suitable lexical units. Or, for example, I give the task to choose a phrase to answer the question.

Would you like some tea?

- a) You are welcome
- b) Yes, please
- c) Help yourself

The quick implementation of such exercises makes it possible to increase the amount of vocabulary being studied due to the time saved. The computer also allows to intensify the process of learning vocabulary based on the children's performance of different, but equal in complexity tasks.

Let us give an example of an exercise on the use of lexical units in speech activity: guys should create a holistic dialogue from disparate replicas.

- Yes, yes. Take it, please.
- Would you like fruit and ham?
- Help yourself.
- Yes, please. May I have five apples, please?
- Thank you! I like oranges. May I have an orange?

Students who made up the same dialogues are paired up. They read and memorize role dialogues. After that, the dialogues are played in front of the whole class. In this case, children who listen to the dialogue, formed receptive lexical skills.

The conducted work on the formation of lexical skills allows you to move on to the formation of speech skills of dialogic speech. The use of computer programs in shaping the skills of students in the classroom showed that computer technology training fully meet the goals set in teaching the vocabulary of a foreign language.

Computer technologies were used along with traditional teaching aids. However, the practice of using computer programs shows that computer

technologies have many advantages over traditional teaching methods. Among them are the individualization and intensification of students' independence, the increase in cognitive activity and motivation, the intensification of training and the creation of a comfortable learning environment.

Learning phonetics and reading is the main task. Therefore, teachers of the English language try to find such methods and forms of work that would give them the opportunity to perform this task with the greatest efficiency. Here we are also helped by methods of work with the use of ICT.

The use of computer technology in teaching, in particular, foreign languages has significantly changed the approach to the development of educational materials in the English language. ICT makes it possible to more fully realize the whole complex of methodological, didactic, pedagogical and psychological principles, makes the process of cognition more interesting and creative, and allows to take into account the individual pace of work of each student. Practical use of ICT implies a new kind of cognitive activity of a student, the result of which is the discovery of new knowledge, the development of cognitive independence of students, the formation of skills to independently replenish knowledge, search and navigate in the flow of information.

The introduction of ICT contributes to the achievement of the main goal of education modernization - improving the quality of education, increasing accessibility of education, ensuring the harmonious development of an individual oriented in the information space, associated with the information and communication capabilities of modern technologies and possessing an information culture.

The use of information and communication technologies in English lessons contributes to enhancing students' motivation and enhancing their speech and thinking activities, efficiently learning the material, forming an integrated system of knowledge, allows increasing the pace of work in the classroom without prejudice to students' learning.

These technologies open up broad opportunities for teachers who are looking for additional tools in these technologies to solve their professional problems. The newest information technologies in training allow using more actively the scientific and educational potential of leading universities and institutes, attracting the best teachers to creating distance learning courses, and expanding the audience of students.

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