

MODERN METHODS OF USING INFORMATION TECHNOLOGIES IN LESSONS

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Abstract: In the work, it was found out that a teacher working in a modern school needs not only to know the nomenclature of available means and their didactic purpose. But also effectively use each of the funds. Since only fully using not only basic, but also auxiliary teaching tools can you achieve the goals of teaching a foreign language.

Key words: methods, ICT, tools, computer, educational process, students, teacher.

Foreign language teachers, like other subject teachers, face certain difficulties in their work. First of all, this is the growing inefficiency of traditional teaching methods, which do not allow the teacher to qualitatively solve the following tasks:

- involvement of students in the educational process;
- the success of each student in the lesson, regardless of the level of their abilities;
- formation of General academic skills and abilities;
- formation of ICT competencies;
- increasing students ' interest in the subject of a foreign language;
- involvement of the child's emotional sphere in the educational process.

When using information technologies in teaching a foreign language children acquire the following skills and abilities:

- search and highlight the necessary information;
- structuring of information;

- analysis and synthesis of information;
- integration of information from different branches of knowledge;
- ability to relate different types of information, such as text and graphics;
- ability to explore available information and apply it creatively;
- ability to work independently and organize yourself;
- ability to work in a team;
- ability to speak to an audience;
- computer skills;
- a sense of artistic taste, measure, knowledge of the basics of design art.

The role of the teacher can be very different, because information technologies make it possible to organize a variety of work options. The teacher can act as a

- a lecturer when explaining new material through a presentation;
- the organizer of group, pair or individual work;
- a consultant, and the consultation may be technical, scientific or creative in nature.

Use of ICT technologies, you need at least one computer on which you can show a presentation or other digital resource in front. It is better if you have a media projector and screen. It is even better if there are several computers with headphones for organizing group, pair or individual work of students. The ideal option is to have a special ICT room equipped with computer and multiplication equipment and access to the Internet. The teacher can always choose the appropriate form of work based on real technical capabilities.

If the teacher needs to print out abstracts of lectures or assignments for students, you will also need a multiplication technique.

In modern pedagogical practice, many methods of using information technologies in lessons have been developed. Practice shows that the most

common and accepted by teachers is the use of presentations. And here usually the teacher uses only two methods:

- The teacher explains the topic frontally using a presentation.
- Students prepare a message on the topic using a presentation that is independently created or provided by the teacher.

The author offers various options for organizing activities with presentations:

1. Students use fragments of the presentation when repeating what they have learned.
2. Students receive a presentation in which the slides are mixed. Task: study the material and arrange the slides in the desired order.
3. Students receive a presentation and a question that addresses only a small part of the topic. Task: remove all the extra slides, and use the remaining slides to answer the question.
4. Students receive a presentation and a broader and more voluminous question. Task: complete the presentation using any sources and answer the question.
5. Task: from a large presentation, you need to isolate subthemes and create several small presentations for which to prepare messages.
6. Find additional information about historical figures, events, authors of paintings presented in the presentation, etc.

Another great opportunity is the use of video lectures, animations, audio and video clips, thematic sites, etc. They can be used to conduct virtual tours, see places of historical events, and access the largest libraries and materials available in them. The teacher has a real opportunity to choose different tasks (not only in terms of content, but also by type), taking into account the psychological characteristics of students. What does it mean? Usually in the lesson, the student works with text information, less often with illustrations. Moreover, the quality of illustrations in textbooks is extremely low. It is very rare for a student to work with

audio or video. Using a computer gives you tremendous opportunities to create a variety of tasks:

- view a video segment and answer questions about it;
- self-study of the topic using educational flash animation;
- explore the topic using a "live", i.e. animated map;
- analysis of illustrations, portraits, paintings and other visual materials;
- writing questions for video clips, animations, and so on...

Creative teachers can always find their own ways of working with digital material, creating questions and tasks of various levels and directions – from reproductive to creative and research.

The proposed forms of work can be used at different stages of the lesson: when learning new material, fixing, repeating, organizing control and independent work, or in extracurricular work on the subject and in integration with other subjects.

The use of modern information and communication technologies allows us to significantly diversify the educational process and successfully solve emerging problems. Using a computer in lessons makes it possible to organize any form of work of children – front, group, pair, individual. This becomes especially valuable when organizing work on an individually oriented training system. The excessive amount of digital materials at the teacher's disposal makes it possible to choose individual tasks so that each student becomes successful. There are opportunities for students to choose the level of tasks and the pace of study.

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