

Interactive Learning Environment in the English Language Teaching with the help of Computer Technology

Norbekova Gulruh¹,Safarova Dildora²,Bazarov Bunyod³,Yakubov Fazliddin⁴

¹English language teacher, ^{2,3,4}Senior English language teacher

^{1,2}Jizzakh state pedagogical institute, Uzbekistan^{3,4}Jizzakh polytechnical institute, Uzbekistan

Abstract—In current education sphere it is easy to develop interactive learning environment to encourage our students to learn something with great interest as advanced information and communication technology enables to create a number of new ways to teach foreign languages. As Wasson says interactive learning environment has an important role in teaching and learning and will also have in the future. Specifically, interactive learning environment always supports to discover, create, think critically, convey something in different way than it is expected to be or used to be. In this article we focus on the ways of how to create interactive learning environment and supportive learning conditions in language teaching using computer technology. We argue that as pedagogical institute students our learners can use the same way when they face in real teaching process in the future where they go to teach

I. INTRODUCTION

Recently, there has been a tendency towards a decrease in the interest by students at higher educational institutions in foreign language classes. Traditional forms of education are fundamentally behind the modern perception of information: students study the necessary material abstractly, preferring to sneak through news on social networks in class. The practical lesson is mainly aimed at passive assimilation of the material proposed by the teacher, memorization of the rules, without taking into account the abilities, interests of students. We believe that in the modern educational process it is necessary to apply interesting, non-standard forms of training, which will allow, in our opinion, to return the students' lost ambition to learn foreign languages. From this point of view, when teachers use computer technologies to create interactive learning environment, they provide their students with a large amount of information which is organized in some patterns and forms which in turn let them use with great interest as it has attractive visual view rather than abstract image of teachers' speech. Actually, information technology is a method or means of collecting, processing, storing, organizing, presenting, transferring the information which is gained by the knowledge of people. Using this, students are able to develop their chances to arrange and control technical processes. The technology, which is interactive, is considered to be a unique tool that forms a chance to create a real language case and environment, where the language functions directly: to form and regulate the thoughts. It is a kind of teaching process, where the attention is focused not only on the problem, but also on the foreign language activity of another culture.

II. LITERATURE REVIEW.

As G.L. Saltovskaya noted in her article named "Theoretical basis of new technologies in foreign language teaching" that the main goal of modern linguistic didactics is the formation of a new type of linguistic

personality. This is a person who is able and ready to carry out intercultural communication in different forms of speech-producing and socio-cultural activities in the conditions of active social interaction with representatives of other cultures [8, p. 195]. T.A. Polilova and O.I. Rudenko-Morgun state that using interactive learning technologies in education starts with the introduction of computer technology [6, p. 34]. Other specialists such as E.V. Yakushina, E.G. Azimov on the current theme say that teaching methods always work with informative resources based on the Internet data [1, p. 96]. Founders of educational student-centered approach to teaching insist on using "aid dosage", "hint system", that show the positions and points by V.V. Davydov [3, p. 29]. Interactive learning environment is believed to be a learner-centered approach in teaching methodology. It means that learning becomes an active process rather than teaching involving participation in lessons based on self-motivation. The role of the teacher is a guide or mentor who functions as a facilitator. Representatives of this direction such as I.V. Kaspin and M.M. Segal argue and discuss about the extensive teaching principles which are human do not expand the use of advanced learning technologies. Using an innovative approach in teaching was furtherly developed by A.M. Gerasimov and A.M. Loginov [4, p. 64]. The new information technologies in teaching foreign languages was illustrated by L.P. Vladimirova [9, p. 3]. Special attention by V.I. Zagvyazinsky was aid to the methodology of didactic teaching principles which serve to develop personal qualities of each learner including to improve thinking, memory, imagination, abilities and interests [11, p. 83]. Jonassen claims that teachers who want learning environments need an appropriate set of design tools and methods which consist of the fundamental assumptions of those environments for analyzing learning outcomes.

III. MATERIALS AND METHODS.

Our purpose and the objectives of this research include identifying didactic teaching environment in learning foreign languages with the help of interactive technologies, developing the system and the arrangement of interactive learning and using them in teaching foreign languages using interactive teaching methods, to give factual information on the experiment of the current research and utilize its results in practice. The methods that we used in this work are as follows:

- *Theoretical and empirical methods* which usually deal with the solution to the problems with the help of analysis, comparison, matching, generalization of the special standards such as pedagogical, methodological, psychological documents on the basis of national education and implementation of interactive learning technologies in language teaching.
- *Logical and comparative methods* have been used to study national experience in interactive learning technologies in this sphere.
- *Empirical methods* which usually include survey, experiment on pedagogy, observation, generalization, interviews, students' self-evaluation.

IV. RESULTS.

On studying any academic data including economic, environmental, political, historical is usually carried out according to the students' need of studying with various opportunities and resources on the Internet to use for educational purposes. Searching for the correct and appropriate information on any subject makes students use virtual sources, various information and educational servers which serve as time-saving solution to the tasks they want to do. At higher educational place, institute, where we work has a good supply of computer technology that can be used at any time needed. In this regard, if we would like to organize an interactive lesson with technical tools unlike those which used to be without them, there is always a possibility to arrange

classes constructively; sometimes home assignments are given to do with the help of computer technology as it makes students to control and use them properly for their jobs in the future.

At the same time, A. A. Valeeva, L. A. Latypova state that computer teaching facilities are identified according to the following criteria:

- Students' personal development, preparing an experienced employee in the information society.
- Esthetic education: ability of how to utilize computer graphics, multimedia technologies.
- Developing communicative abilities in different conditions such as conferences and seminars, skills to make the best decision or offer solutions in a difficult situation using computer to optimize the activities on decision-making.
- Formation of information culture which enables to be able to carry out information processing. [2, p. 1776]
- Taking those above into consideration, real model of interactive learning technology is based on the following assumptions:
 - learning a foreign language using computers is only one of the technical tools;
 - computer is regularly used in the learning process with different levels of students;
 - computer training technology is used by teachers as much as they need to meet the standards;
 - pedagogical tools do not have to avoid traditional methods of teaching.

V. DISCUSSION.

Here we discussed some matters on information technology tools that are really helpful in creating interactive environment while teaching foreign languages.

From our teaching experience, we can state that using interactive technology in English language classroom allows to do the following findings:

- Systematic work with interactive whiteboard provides learning materials which give students opportunity to manifest independence, as in the choice of tests, in the ways of completing assignments, creating optimal conditions for self-control which contributes to the increase of motivation.
- A computer can be used at all stages of learning process when explaining new material, while revising, controlling. Teaching with computers has a significant impact on creating interactive environment for language learners as it has all components of modern education such as tasks, contents, samples, patterns, methods. Teaching a foreign language with a computer is distinguished by a number of property: individual training is provided namely a teacher can accept the tasks virtually; students' interest in computers leads to high motivation of learning process which means that students have more potential to do the tasks with the computers rather than traditional learning aids. There is always possibility of providing direct feedback, it doesn't show negative emotions when repeating errors.
- Teaching a language means teaching communication, transmission and perception of information. There are three areas in which the Internet can take English language learning to a new level. This is communication, information and publication. So, the simplest application of the Internet is to use it as a source of additional materials for the teacher in preparation for the lesson. Materials can be printed and then used during a traditional lesson. Even with this use of the Internet, teaching a foreign language changes: an Internet user gets access to relevant and authentic information that is difficult to select from other sources.
 - Using computer technology in foreign languages classes contribute to solve following problems:
 - It identifies multiple intelligence of students, sorts out interest types and abilities, develops practical experience in different spheres based on computer technology.

- It provides psychological and educational assistance that ensures success in future activities related to foreign languages.
- It enables to create ability to make right decisions in taking future professional opportunities.

VI. CONCLUSION.

According to the conditions of the requirements of new standards of teaching foreign languages in Uzbekistan, the teaching should be considered to be moved to a fundamentally new stage. Because innovation in this sphere is always actual and important for the formation of new linguistic methodology. The volumes of information are growing rapidly, and modern methods of their storage, transmission and processing are no longer effective and computer technology provides a wide range of opportunities to increase learning productivity. In order to reach these objectives, learning process should be arranged in the way that a student becomes the subject of this process and is always ready to learn with great interest. Therefore, utilizing interactive methods in order to create interactive environment in foreign languages lessons has always an undeniable advantage. In conclusion, using interactive learning technologies in teaching foreign languages might be expected to solve the methodological problems than traditional teaching aids do. However with the help of computer technology, it is done faster as they have following facilities: they have a significant amount of memory and high speed; they provide an opportunity to analyze the responses and requests of students that are very important to work independently. As a result, interactive learning technology assists students to do self-education, and teachers to improve their way of approaching to an individual learner and to the class. Furthermore, interactive learning technologies which contain cultural and didactic potential are currently used on a worldwide scale. However, for the efficient and effective use of interactive learning technologies in teaching foreign languages scientific research is required to be done, the results of which allow us to define general and specific trends to control material selection, as well as significantly update methodological tools and methods of instruction. All of the above is aimed at the fact that foreign languages are studied as an instrument of information exchange, cooperation between national cultures, mastering the individual human values, and therefore, increasing the country's need for specialists who are capable of speaking foreign languages for effective communication on different topics. In this regard, we concluded that most important tasks any teacher does is to use interactive learning technologies for the following purposes of teaching: creating conditions for practical language learning for students; selection of such teaching methods that make each student show his activity and creativity while learning; developing student's educational activity in the process of learning a foreign language. Overall, innovative educational technology in foreign language learning requires teachers to use a student-centered approach which has already been proved to be an actual part of educational psychology.

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