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ИННОВАЦИОННЫЕ ИКТ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ: МЕТОДЫ ОЦЕНКИ, ПОДДЕРЖКА И ПРЕПОДАВАНИЕ

ЧЕТ ТИЛИНИ ЎҚИТИШДА ИННОВАЦИОН АКТ: БАҲОЛАШ УСУЛЛАРИ, ҚЎЛЛАБ-ҚУВВАТЛАШ ВА ЎҚИТИШ

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Аннотация. В этой статье мы рассмотрим, как ИКТ (информационно-коммуникационные технологии) могут быть использованы в оценке преподавания английского языка. За прошедший период мы выработали лучшее понимание того, как мы могли бы помочь выучить язык, и эти изменения должны быть отражены в нашей оценке. Нам нужно развивать навыки и быть «пользователями» языка. Изменилась и цель оценки: речь идет не об оценке уровня умений студентов, а о мотивации и саморефлексии. В настоящее время ИКТ (информационно-коммуникационные технологии) имеют важнейший аспект в образовании и существенную роль в овладении иностранным языком, а также значительную проблему в современном образовании во всем мире, которая будет способствовать овладению студентами и преподавателями новым методом преподавания и обучения. ИКТ можно охарактеризовать как использование технологии для поддержания усилий по передаче информации и коммуникации главным образом в сфере образования. ИКТ в преподавании английского языка - это мощный инструмент для изменения академических учебных планов и реформ образования. Как подчеркивал Мозли Д., жизненно важная роль компьютеров в обучении и методике преподавания, которая может быть измерена как средний инструмент для облегчения обучения студентов иностранному языку, однако эффективность полностью зависит от самих студентов. Необходимость технологических инноваций привела к коммуникационной революции и быстрому развитию технологического применения в обучении и обучении.

Ключевые слова: технология, иностранный язык, обучение, обучение, эффективность, приобретение, владение, оценка, анализ.

Аннотация. Ушбу мақолада инглиз тили ўқитилишини баҳолашда АКТдан (ахборот-коммуникация технологиялари) қандай фойдаланиш мумкинлигини кўриб чиқамиз. Ўтган давр мобайнида биз тилни ўрганишга қандай ёрдам беришимиз мумкинлигини яхшироқ тушундик ва бу ўзгаришлар бизнинг баҳомизда акс этиши керак. Биз кўникмаларини ривожлантириш ва тил "фойдаланувчилари" бўлиши кераклиги хақида тушунчага эга бўлдик. Баҳолаш мақсади ҳам ўзгарди: талабаларнинг кўникма даражасини баҳолаш ҳақида эмас, балки мотивация ва ўз-ўзини акс эттириш ҳақида ўйлашимиз керак. Ҳозирги кунда АКТ (ахборот-коммуникация технологиялари) таълимда асосий жиҳатга эга бўлиб, чет тилини ўзлаштиришда муҳим ўрин тутади, шунингдек, бутун дунёдаги замонавий таълимда муҳим муаммо бўлиб, у талаба ва ўқитувчиларга янги ўқитиш ва ўрганиш усулини ўзлаштиришга ёрдам беради. АКТни, асосан, таълим соҳасида ахборот-коммуникация ҳаракатларини қўллаб-қувватлаш технологиясидан фойдаланиш, деб таърифлаш мумкин. Инглиз тилини ўқитишда АКТ академик ўқув дастурлари ва таълим ислоҳотларини ўзгартиришнинг кучли воситасидир. Мозли Д. таъкидлаганидек, компютерларнинг таълим ва ўқитиш усулларидаги муҳим роли, бу талабаларнинг чет тилини ўрганишларига кўмаклашиш учун восита сифатида ўлчаниши мумкин, аммо самарадорлик бутунлай талабаларнинг ўзига боғлиқ. Технологик инновацияларга бўлган эҳтиёж коммуникация инқилобига ва ўқитиш, ҳамда ўрганишда технологик қўлланмаларнинг жадал ривожланишига олиб келди.

Калит сўзлар: технология, чет тили, ўқитиш, ўрганиш, самарадорлик, ўзлаштириш, эгаллаш, баҳолаш, таҳлил.

Introduction

The English language teaching is in search for the 'one best method' of teaching the language, despite the focus of teaching has been reading, the grammatical rules and vocabulary of the target language (Grammar Translation Method), speaking (Direct Method, Audio-Lingual Method, The Silent Way, Suggestopedia, Community Language, Communicative Approach), or other issues (The Total Physical Response Method) [9], [10], [11].

Furthermore, the term Information and Communications Technologies comprises technologies in which the computer plays a central role, i.e. Computer Assisted Language Learning (CALL) [3], [5], [8].

English language is a requirement in today's world, whilst information technology has the greatest role in the education improvement, especially English. According to K.M. Culp, V. Honey & E. Mandinach "ICT in education point of view refers to "information and communication Technology such as computers, communications facilities and features that variously support teaching, learning and a range of activities in education. Some of these skills are global and associated with a general performance in using and working with the language and some of them are quite specific. They all need to be assessed if we are to successfully appraise a student's complete verbal communication aptitude. Conversely, it is not only the presence of aptitude and awareness to become the successful language users, however the assessment has changed as well; all these due to the thoughtful of what evaluation is and how to assess efficiently has also changed - the changing is in the nature of appraisal like whom, where, and when. It is well known that the simple mark, score or grade doesn't fully show the exact student's language ability [6].

The most recent technique in foreign language teaching is Computer Assisted Language Learning (CALL). Most professionals support the use of ICT in foreign language learning for improving competence and efficiency of learning that can advance in value of understanding and mastery of the language studied. The use of Computer Assisted- Learning language (CALL) has noticeably increased and the integration of ICT in language learning are the two-side aspects which maintain each other, which can persuade students in learning language and is able to create communication and improve competence or self – learning [2].

The proficiency of any modern language course has changed and because what we understand about the nature of evaluation has also changed due the impact of ICT and the affordances that it offers. The changes taking place in mainstream education and not just language education are also influencing both the way we teach and learn a language, and the way we assess it [4].

The move towards the communicative approach in language learning emerged in the 1960s and over the next 50 years a different scope in mainstream education made an impact on language learning and on evaluation too [7].

The integration of ICT in foreign language teaching and learning process is extremely required and significant for many researchers, including education practitioners. ICT can be applied in three different areas such as: core curriculum, subject, and evaluation methods. Consequently evaluation method has changed and we need to reconsider the influence and the importance of self-learning, learning based on true to life situations, the role self-reflection, peer reflection and self-esteem, and other issues of motivation to develop a clear picture of why evaluation has changed and how we might effectively assess in the 21st Century language class. Within the recent times, the innovative technology occupies the most essential part in English language teaching and learning and help to accomplish the problematical setback [5].

ICT is beneficial in several ways as mentioned by Herington (2002):

(1) technology facilitates experience to real language;

(2) technology provides the access to wider sources of information and varieties of language;

(3) technology gives the opportunity to people to correspond with the outside world;

(4) technology allows centered approach;

(5) technology develops learner's selfsufficiency.

ICT is another area that is having a direct impact on language evaluation and can provide new ways of assessing: can evaluate students in ways that simply were not available before; can video our students interacting in groups or even working on a monologue; can get our students to record pod casts and audio files; can get them to develop their written work [5].

There is an abundance of tools that can be used in evaluation, which broaden the types of evaluating tasks as well as offer quicker and easier ways to conduct. Before we look at why evaluation has changed, we want to cover some of the terminology associated with evaluation, a number of terms like: collective, seminal; wash back effect; peer-evaluation, selfevaluation and reflection.

Collective evaluation is to evaluate how well the student has learned what has been presented at the end of a unit, module, or a whole course. Seminal evaluation is more on gathering data about the student's improvement and using this data to help them to advance and usually take place during a course, module or unit. Nevertheless, the dissimilarity between collective and seminal evaluation is perhaps overstated, the distinction really builds up of how the information from evaluation is used.

1. As the Collective evaluation is the end of the course and consequently the information gathered cannot always be acted upon since the teacher may not continue teaching the class.

2. So far the Seminal evaluation is about product and process: to focus more on the process and helping students to produce better on the final outcome.

3. Both, the collective and seminal evaluations well combined one is at the end of a course, while the other take place during the learning.

Currently there is much more interest in the area of seminal evaluation: we evaluate students at different stages and provide feedback to improve, re-draft or change what they are currently working on, but also to help them into their future learning (often referred to as feed-forward). Assessment is part of the learning cycle for students to improve, they need to take the information from assessments and use it to improve their work; both teachers and students struggle with providing good seminal feedback. The study of process writing and the benefits of seminal evaluations and feedback stated: [6].

(1) Students still valued the grades more than the feedback they received on seminal evaluation;

(2) Teachers worried about the extra time and energy that would be required to provide feedback and conferencing on drafts and re-drafts.

Obviously, teachers provide feedback all the time but providing feedback in various periods of a development can be very time-consuming, although the practicalities of the classroom mean that it is not done as much as one would hope. The well-designed seminal evaluations with practical, and well consideration, will greatly help students in understanding their progress.

The wash back (backwash) effect is the impact that an assessment will have on the teaching and learning: on what a teacher teaches, what the students' revise, how motivated the student feels what skills the students focus on. An evaluation accurately reflects the skills a student needs to be an excellent language learner which will have a positive impact on their learning. E.S. Pianfetti highlights the limitations of the positive impact of wash back if the evaluations are given are too narrowly defined focus too much on accuracy and are time limited. Excellent evaluations, reflect practices in language learning, are likely to have a positive wash back both from the teaching perception and the education perception; in other words good evaluation will actually offer real opportunities for foreign language learning [15].

As the whole process has become much more inclusive the views on evaluation has greatly changed, therefore the significant interest is given to self- evaluating and in building up a picture of their individual foreign language learning. The terms like reflection, peer-evaluation, self-evaluation and self-assessment are used to improve the students' ability in thinking, learning and to be conscious of their personal underperformances and strong points. The main target of evaluation process is to present information, which will be helpful for students in learning foreign languages and to make them more self-determining and hopefully more encouraged too.

The main factors that have influenced the way evaluate has broke down into four areas that in reality often merge.

(1) The changes in foreign language education;

(2) The changes in evaluation understanding;

(3) The impact of ICT;

(4) Other drivers from mainstream education that have also influenced on evaluation.

Evaluation types are structured and built into the academic year as well as more informal types of assessment, which can cover formal exams and tests, both external and internal that teachers undertake as a part

of their day- to-day practice. Nevertheless, the majority of teachers have nothing to do with the evaluation itself since the examination are offered by an institution and are generally set at institutional level or run by external exam bodies, subsequently, our centre of attention are the types of assessments that the teacher can place while conducting a course.

It is our outlook, that these types of evaluations have the significant impact on a student's foreign language learning because the teacher has control over and has a much clearer idea of learners' needs at any point in a course of study and perhaps provide encouragement to teachers who are potentially reserved or anxious about incorporating ICT into the evaluation they do. Through the real-life practice we can build principles.

1. E-evaluation experimental use of internet: a tool that helps to broaden the skillfulness base of their evaluations often starts with videoing a pair work activity or getting the students to keep a blog.

2. Re-development: altering assessment procedures by introducing a technology to expand the foundation, later they might look at recuperating the evaluation criteria and later they might look at the feedback they are providing. The process is normally done in stages with the focus shifting as the teachers get more confident.

3. Experimental: the use of ICT in all area, the first attempt is crucial, but teachers become self-assured when they experiment more and make use of a greater number of tools.

Testing and evaluation has changed over the last 50 years and we consider that most of the changes have been very positive.

Information Technology has played the major role in evaluation for a long time however with the introduction of the Internet, and now mobile technologies, the role of Information Technology is superior to before.

There will be many teachers, who are using technology in their evaluations, but in general the large majority of evaluations are still paper-based and the use of ICT for assessment, just like the use of ICT for teaching, is still at a very experimental stage.

In the period of worldwide competition through innovative ICT-based foreign language learning can grant immense future prospects for students to perfect and encourage proficiency on an international level ICT is a form of advanced science technology must be optimized function, especially in the implementation of learning and evaluation.

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