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INFORMATION TECHNOLOGIES IN ENGLISH LESSONS

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Abstract: Following work is dedicated to the use of information computer technologies in the process of learning English gives students the opportunity to use their knowledge in competitions, Olympiads, quizzes and tests that are held online on the Internet, to take part in various video conferences and communicate with foreign-speaking peers. Students can get all kinds of information about the problem they are studying, which they can learn from literature, world news, articles from newspapers and magazines, as well as linguistic and cultural materials and similar sources. The deepening of the previously acquired knowledge can be carried out through both standard classical and integrated lessons, accompanied by software products, "online" tests and multimedia presentations. It should be noted that Internet resources are most often used in foreign language lessons. The possibilities of using Internet resources are very large.

Keywords: computer technology, media, multimedia presentations, electronic dictionaries, electronic textbooks, internet, distance learning, teaching process, English lessons.

INTRODUCTION

Today, each of the spheres of human activity is filled with electronic resources. Human life is becoming more and more computerized, which, in turn, determines the focus of training on the training of qualified users, without taking into account the professional orientation that future specialists will choose in the future. Along with the skills of reading, counting and writing, the skills of using telecommunications, as well as computer technology, in the subject area can be considered as criteria for general literacy, necessary for the full realization of the educational potential.

Considering computer innovations from the point of view of pedagogy, we can note that the use of information and communication technologies (ICT) in the classroom opens up new opportunities in teaching the subject, since in the process

of working with ICT, the teacher, regardless of his desire, deals with fundamentally new methods and forms of teaching. And, in addition, information and communication technologies also allow teachers to search for undeveloped styles and qualitatively new approaches to the teaching process. Among the most frequently used ICTs in the educational process, first of all, it is necessary to name:

- interactive whiteboards, electronic textbooks and manuals displayed using a computer and a multimedia projector, testing programs and simulators, electronic reference books and encyclopedias, educational resources on the Internet, paintings and illustrations on CD and DVD media, interactive maps and atlases, audio and video components, interactive conferences and competitions, distance learning materials for distance learning, research and projects.

The use of information computer technologies in the process of learning English gives students the opportunity to use their knowledge in competitions, Olympiads, quizzes and tests that are held online on the Internet, to take part in various video conferences and communicate with foreign-speaking peers. Students can get all kinds of information about the problem they are studying, which they can learn from literature, world news, articles from newspapers and magazines, as well as linguistic and cultural materials and similar sources. The deepening of the previously acquired knowledge can be carried out through both standard classical and integrated lessons, accompanied by software products, "online" tests and multimedia presentations.

MATERIALS AND METHODS

It should be noted that Internet resources are most often used in foreign language lessons. The possibilities of using Internet resources are very large, which is confirmed by the research of many scientists: T. L. Gerasimenko, I. V. Grubin, E. I. Lobanova in their collective monograph describe in detail the conditions created by the global Internet network for obtaining any necessary information for students and teachers located anywhere in the world: news, country studies, foreign literature, etc. In English lessons, the Internet helps the teacher to solve a number of didactic tasks: to form reading skills and abilities using the materials of the

global network; to improve the writing skills of schoolchildren; to replenish the vocabulary of students; to form a stable motivation for students to learn English. In addition, working with Internet technologies is very widely used to expand the horizons of students, helping them to establish and maintain business relationships and contacts with their peers in English-speaking countries, which in turn actively contributes to the development of speaking skills and vocabulary in a way that is much easier and more natural for students than if it were happening during traditional training.

In teaching practice, combined lessons are often conducted, where there is both a survey of homework and an explanation of new material. The Power Point presentation development program allows you to prepare materials for the lesson by combining various visual aids, making the most of the advantages of each and leveling the disadvantages. Most often, the following types of lessons are used with the use of presentations in the Power Point program: 1) lectures that have the main purpose not to illustrate, but to visually give complex material for students to write in a convenient form; lessons-illustrations on topics where there is a need for bright visual images for better perception and assimilation of the material by students; lessons-visual aids used as a model for self-creation of similar works by students. Finally, it should be noted that when using slide films and interactive models, the teacher has the opportunity to implement a differentiated and individual approach in working with students who have different degrees of mastering the educational material.

An equally important element of information and communication technologies used in English lessons is an electronic textbook. Among the advantages of electronic textbooks, the following should be highlighted: first, mobility. Having a relatively small size, modern electronic media, which primarily includes smartphones and tablet computers, allow you to store a huge amount of educational, methodological and other literature in compressed formats in internal memory, which greatly simplifies both its transportation and direct use in the classroom. Secondly, accessibility due to the development of computer networks.

Almost any textbook published in printed form is immediately copied or scanned, getting to the Internet, from where it can be downloaded to a computer or tablet by anyone in need. Third, the adequacy of the level of development of modern scientific knowledge. The existence of electronic versions of textbooks makes it much easier to update them due to the latest methodological or linguistic changes.

On the other hand, the creation of electronic textbooks also contributes to the solution of such an important problem as the constant updating of information material. Electronic textbooks can also contain a large number of exercises and examples and illustrate in detail the dynamics of various types of information. In addition, with the help of electronic textbooks, knowledge control is carried out with the help of computer tests.

It is also worth noting such an important information resource as an electronic dictionary, which combines the functions of searching for information of interest, demonstrating language patterns and giving the opportunity to master the educational material with the help of a special system of exercises. All modern electronic dictionaries use the audio means of multimedia personal computers to reproduce pronunciation.

RESULTS AND DISCUSSIONS

Using the information resources of the Internet, the teacher gets the opportunity to integrate them into the educational process and, as a result, more effectively solve a number of didactic tasks in the English lesson. Among such tasks, first of all, are:

a) the formation of reading skills and abilities with the direct use of network materials of varying degrees of complexity;

b) improvement of listening skills on the basis of authentic audio texts on the Internet, also prepared by the teacher accordingly;

c) improving the skills of mono-logical and dialogical utterance on the basis of a problem discussion presented by the teacher or one of the students, the materials of the network;

d) improvement of writing skills in the course of individual or written responses to partners and participation in the preparation of essays, essays and other epistolary products of joint activities of partners;

To summarize our review, we can say that in the modern world it is impossible to do without a computer. The Internet replaces television, phone conversations, personal communication with friends and relatives, trips to the cinema, library, shopping trips to the store, letters and much more.

But there is also a positive side to this fact: the ability to communicate with people with disabilities, information search, distance learning, etc. In modern conditions, for the full implementation of all competencies, the teacher must be able to use the positive opportunities of the computer era. One of the ways is the use of information and communication technologies in English lessons.

Online communities give students the opportunity to improve their knowledge of grammar, vocabulary, listening and writing, and to conduct quick control. This is how students pass online tests, work with grammar reference books, dictionaries, and improve their listening skills. With great pleasure, middle and senior level students participate in quizzes, tournaments, contests and Olympiads, championships and conferences of various levels and topics organized by online communities. Students have the opportunity to submit completed essays, essays, presentations and receive a certificate for publication, thereby not only demonstrating their knowledge in practice, but also adding to their portfolio.

For teachers of foreign languages, online communities offer a wide range of opportunities, ranging from testing knowledge on the methods of teaching a foreign language and ending with joint online lessons with native speakers. Teachers can take part in various competitions, conferences, Olympiads, projects, and, importantly, do it both independently and together with children. Moreover, teachers can organize projects of various levels themselves, correspond with colleagues from the countries of the studied language, publish articles, develop lessons and events, provide their experience and share it with colleagues, take distance courses at home, improving their knowledge and skills. All of the above

advantages make social networks a promising tool for teaching foreign languages, and together with the experience and skills of a teacher, they allow you to create new methods based on them.

The social networks of the Internet appeared relatively recently, but are at the peak of their popularity. Over the past few years, the number of participants in social networks has grown rapidly and very significantly, and now more than two-thirds of the online audience around the world use certain social networks for their needs.

A social network on the Internet is an interactive multi-user website that provides an automated social environment that allows users to communicate, united by common interests. Social networks also include thematic forums. A characteristic feature of social networks is that their content is filled by the network participants themselves and the presence of clearly established links between the participants.

Today, the Internet space is not only a digital means of information exchange, but also a platform for communication between users. Their use is a promising direction for improving the quality of education. These technologies have a significant pedagogical potential, which should be understood by the professional community and implemented in practice. Currently, the mechanisms of social networks are successfully used in business, entertainment, politics, etc., which leads to the formation of sustainable network communities. At the same time, the number of online communities that unite representatives of the pedagogical community is not yet large enough to consider this practice sustainable. It is also necessary to emphasize the fact that a significant part of the teaching staff needs additional activities, such as coursework and seminars, to master the skills of using computers for professional purposes, digital educational tools and resources. This fact is evidence of the lack of a system that would allow you to receive the necessary educational didactic materials, consulting support and methodological assistance, and get acquainted with the experience of colleagues.

In recent years, the world pedagogical community has been discussing the use of social networks in education. Of course, social networks cannot be the only means of online learning, but, nevertheless, their educational opportunities are underestimated. Thus, the methodological capabilities of the Twitter service in the development of writing skills were highlighted in the works of P. V. Sysoev, O. V. Pustovalova. Social networks carry a lot of useful information that can be used in the educational space. Social networks can be used in teaching foreign languages, and can also be a good source in the formation of the following skills: speaking, reading, writing and listening.

Social networks can be a reliable source for developing reading skills. Different types of tasks can be used by teachers to teach reading through social networks. Students can read news, participate in discussions, read various stories, statuses in English. It is also important to read personal messages from foreign peers, since in real communication students need to go beyond the school curriculum and look for the meaning of various phraseological units, text abbreviations, which requires students to self-educate.

Teachers can also use social media to build listening skills. When communicating directly through social networks using a webcam, students are required to make a huge effort, since students need not only to hear, but also to understand the speech of the interlocutor. There are also saved audio recordings in various social media communities that teachers can also use in their work.

Communication in social networks helps you learn the language very well. The most popular social networks have millions of registered users from all over the world. As a rule, it is not difficult to register on a social network and find an English-speaking friend there. You can improve your language by communicating with a friend by correspondence, or through live communication. A lot of people who register on social networks want to communicate on a topic that interests them. Therefore, they are grouped into various interest groups, among which you can find a large number of thematic groups for learning foreign languages. Language learning groups are created with the aim of getting communication in the

language and helping each other learn it. Communicating with native speakers in such groups, you can not only improve spelling, vocabulary, grammar, but also get advice from a teacher. In addition, in such language groups, you can always find information and useful links about where to find the necessary materials, manuals, dictionaries, and video courses for learning the language.

In addition to thematic groups, there are also special networks (sites) dedicated entirely to the study of languages in social networks. On such sites, you can find a lot of materials for learning the language. You can download training materials, watch movies without dubbing, perform exercises, etc. In addition, you can check your level of language proficiency with the help of tests and prepare for the IELTS or TOEFL exam. On the Internet, you can find not only Russian social networks, but also a large number of foreign social networks, where you can register to communicate with native speakers. But to do this, you need to know at least the minimum basics. But communication in English social networks is a real immersion in the language environment, without leaving home.

CONCLUSION

Social networks can be used by teachers to develop listening skills. Actually, live communication through social networks via a webcam requires considerable effort from students, using large amounts of energy and connecting the work of several language competencies at once, since students need not only to hear, but also to understand the speech of the interlocutor. Teachers can also use saved audio recordings of various thematic communities in social networks to work with students, for example: "English", "English GB".

The formation of writing skills can also be carried out through work in social networks. These information and communication technologies have high didactic capabilities, since students can practice writing skills when creating greeting cards, as well as in personal correspondence with foreign-speaking peers from the countries of the language being studied. Also, students get the opportunity to participate in open discussions and comment on the topic under discussion in

English, try their hand at competitions offered by various communities in social networks.

The use of social networks as platforms for teaching reading also seems promising. Teachers can use different types of tasks as a material for teaching reading through social networks. Students get the opportunity to participate in discussions, read news, read user statuses in English, and get acquainted with various stories. Since in live communication, students often have to go beyond the school curriculum and look for the meaning of various text abbreviations and phraseological units, which requires students to be able to self-study, an equally important aspect is also viewing, reading and interpreting personal messages from foreign comrades.

Internet resources have a high didactic value in teaching writing in English. Teachers can use various websites to visually display the written speech of foreign peers. Written speech activity should include reading and writing skills. Through online resources, it becomes possible to select authentic materials for the formation of reading and writing skills. Undoubtedly, the wide informative value of the Internet resources. Students can independently and offline search for information that they are interested in at a given time.

Internet resources can be an acceptable source for teaching oral speech. By speaking, we mean listening and speaking skills. Speaking skills, in turn, are divided into dialogic and monologue speech. Internet resources are able to assist the teacher in teaching this type of speech activity. Internet resources have a wide range of opportunities for learning listening skills, since it is possible to find not only audio recordings, but also videos, podcasts, cartoons, and short films. All of them allow you to develop listening skills. Also, the Internet plays an important role in teaching such language aspects as phonetics, grammar, and vocabulary. The Internet offers a wide variety of tests in the "online" mode, interactive programs that contribute to the formation of grammatical skills, offers information for the study of lexical units. Tongue twisters, images, and applications for viewing video

recordings provide serious support in the correct formulation of the articulatory apparatus, as well as the formation of pronunciation skills.

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