ACTUALIZATION OF MODERN PEDAGOGICAL TRENDS IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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Cover Page Footnote

Erratum

This article is available in Scientific Bulletin of Namangan State University: https://uzjournals.edu.uz/namdu/vol1/iss5/71
USING NEW INFORMATION TECHNOLOGIES IN THE TEACHING FOREIGN LANGUAGE AT TECHNICAL HIGHER EDUCATION

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Abstract: In this article presents the importance of information technology in the organization of English lessons, in particular, main peculiarities of using modern communication media and computer capabilities in the interests of students in the technical higher education.

Key words: information technology, computer, innovation, foreign language, teaching methods.

ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ В ТЕХНИЧЕСКОМ ВУЗЕ С ИСПОЛЬЗОВАНИЕМ НОВЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

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Аннотация: В данной статье представлена важность информационных технологий в организации уроков английского языка, в частности, основные особенности использования современных средств коммуникации и компьютерные возможности в интересах студентов технических высших учебных заведений.

Ключевые слова: информационные технологии, компьютер, инновации, иностранный язык, методика обучения.

TEXNIKOLIYTA’LIMMUASSASALARIDAXORIJIYTILLARNIO’QITISHDAYANGIA XBOROTTEXNOLOGIYALARIDANFOYDALANISH

Ganixanova Madina Baxriddinovna, o‘qituvchi
Islom Karimov nomidagi Toshkent davlat texnika universiteti

Annotatsiya: Ushbu maqolada ingliz tili darslarini tashkil etishda axborot texnologiyalarining ahamiyati, xususan, texnik yo‘nalishdagi talabalarga ingliz tilini o‘qitishda zamonaviy axborot-kommunikatsiya vositalari va kompyuter inkoniyatlaridan foydalanish kabi masalalar ko‘rsatib berilgan

Kalitso‘zlari: axborot texnologiyalari, kompyuter, innovatsiya, chet tili, o‘qitish metodikasi.

Innovative education in the modern world is a prerequisite for the theoretical rethinking of the educational practice of overcoming a crisis situation through the development of modern methodology and theory of pedagogical education. In recent years, the issue of the application of new information technologies in higher education institutions has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The most striking example is English, which has become the language of international communication. More and more people are beginning to feel the need for the ability to
competently communicate, understand, process and transmit information in a language that is not native to them. But, as you know, learning a foreign language is a long and laborious process. Therefore, at present, the question of the development of new tools, methods and technologies to improve the learning process and increase the speed of processing large streams of information is coming to the fore.

A foreign language is an academic subject which, by its specificity, namely, the creation of an artificial language environment for students due to the lack of a natural one, implies the most flexible and widespread use of various technical means of instruction. Therefore, it is not surprising that in the teaching of a foreign language new opportunities opened up use multimedia, ICT have found the most diverse[1].

The main goal of language training at a technical university is to prepare such a specialist, whose practical knowledge of a foreign language would allow him to work effectively with specialized foreign literature, communicate with colleagues at conferences, discussions and seminars, listen to lectures related to everyday and professional communication problems; to make scientific reports, business letters to a foreign colleague; perform written or oral translations of abstracts and annotations of scientific articles. Naturally, with such high requirements for professional and practical proficiency in a foreign language imposed on a future specialist, the development of modern effective techniques and technologies for teaching foreign languages to students of technical specialties is becoming increasingly important.

The relevance of our article is determined by the rapid development of new computer and information technologies, which allow the future specialist to significantly expand international contacts with foreign colleagues, which, accordingly, led to the need to improve practical knowledge of both spoken and professionally-oriented language. The relevance of our article is due to the increasing requirements for professional language training of students of technical specialties and the selection of educational material for teaching monologue speech to scientific and technical specialists in situations of professionally-oriented communication. The develop a scientifically based and experimentally-proven method of teaching oral monologue in situations of professionally-oriented communication of students of technical specialties, knowledge of a foreign language has become vital. However, the difficulties in mastering a foreign language, in universities, have not diminished. As before, the main ones are: a lack of active oral practice per student in groups. As is known, there are modern pedagogical technologies, “such as language laboratories, multimedia classrooms, and learning styles, as well as individual trainings, co-studies in collaboration at institutes and universities”[2]. The main idea of these technologies and styles is to create conditions for active joint learning activities of students in different learning situations.

Students are different: one quickly "grasps" all the explanations of the teacher, while others need time and additional explanations of the teacher. These children are usually embarrassed to ask questions with the whole group. Therefore, if children are grouped into small groups and given a common task, specifying the role of each in carrying out this task, then a situation arises in which everyone is responsible not only for the result of his
work, but, most importantly, for the result of the whole group. Therefore, weak students try to find out from the strong all the incomprehensible questions.

Thus, joint efforts eliminate problems. Practice shows that learning together is not only easier and more interesting, but also much more effective. But there is another version of modern university education: a student can master subjects without leaving home via the Internet. To do this, each department must have an electronic version of the tasks, and the student has the opportunity to learn the topic via the Internet, solve some tasks and get homework. The existing CDs allow you to display information in the form of text, sound and video. Computer-aided learning gives you the opportunity to organize an independent action for each student. When learning to listen, each student has the opportunity to hear a foreign language speech, while learning to speak, each student can say phrases in a foreign language into a microphone, while learning grammatical phenomena, each student can perform grammar exercises, achieving the right answers[3].

What functions can a computer perform in the process of learning foreign languages? In relation to the student, the computer performs several functions, acting as a teacher; trainee; expert, partner in a particular type of activity; communication partner; means of recreating the conditions of activity; an information and technical support tool; technical means of distance learning. As a tool for the activities of students and teachers, the computer is used in the learning process in foreign languages, primarily to obtain information and technical support. The functions of a computer as an activity tool are based on its ability to accurately record facts, store and transfer large amounts of information, grouping and static data processing.

What is the role of computer in modern communicative technology of teaching foreign languages? When using a computer, verbal communication activities should be considered in three aspects.

First, as the free communication of students in real time through the use of e-mail and information networks, that is, as an authentic dialogue in writing between partners and communication.

Secondly, as an interactive dialogue interaction of the student with the computer, in which the real goals of communication are pursued, that is, as a human-machine dialogue.

Thirdly, as the communication of students in the classroom in the process of working with computer-based training programs, which act as an incentive for communication and a means of recreating the conditions of a communication situation. An interesting feature of the computerized teaching method is that, on the one hand, the computer provides the learner with greater autonomy (physical, social, linguistic and cognitive), and on the other hand, it “sociolizes” the learning process, allowing it to be shared with many stakeholders (by printouts, networking or distribution via telecommunication networks), and also create collective creative works by groups of students not only of one class, but even educational institutions, in different cities and countries[4]. It is also easier for the student and for the teacher. Such technologies are already used abroad, but not with us. In conclusion, we can say that in technical colleges, teaching foreign languages can and should be taught using modern methods and
technology in teaching in collaboration, as well as various games with the group. Since by nature the student is interested in new skills and competes with his classmates. And learning in collaboration forces a student to master or ask a person who has not mastered the topic. The use of these new information technologies makes it possible to single out the following main points:

- the use of information technologies in teaching foreign languages is designed to significantly improve the effectiveness of teaching, the main goal of which is to improve the skills of everyday and professional communication (both directly with native speakers and mediated through the Internet, press and etc.);
- means of new information technologies act as an instrument of education and upbringing of students, development of their communication, cognitive, creative abilities and information culture;
- the use of information teaching tools allows in the absence of a natural language environment to create conditions as close as possible to real-world communication in foreign languages[5].

From experience with information and communication technologies, I can say that they undoubtedly contribute to increasing children's motivation to learn English and the formation of individual, creative, cognitive abilities. It is information technology that can make the learning process for the student personally significant, in which he will be able to fully unleash their creativity, to show their research abilities, imagination, creativity, activity, independence. No wonder this technology belongs to the technologies of the 21st century. It is obvious that in the near future the study of foreign languages with the introduction of new information and communication technologies from the field of research will move into the field of education and will be widely distributed.

References: