

DEVELOPMENT AND PRACTICAL APPLICATION OF COMPUTER TECHNOLOGY IN LANGUAGE EDUCATION

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Abstract

The development of computer technologies is becoming widespread in the field of education. Computer technologies are distinguished by the main didactic principles of the educational process. The use of ICT in educational practice is determined by the rapid development of modern society. Their important advantage is the ability to deliver and store information. Smart planning of lessons with the help of a computer; - the teacher should remain the main source of knowledge and information by organizing, directing and controlling the entire educational process.

Keyword: Computer technologies, language teaching, education.

Introduction

Computer technologies have been used in teaching students since the mid-1970s. The modern stage of their use is characterized not only by powerful personal computers, but also by new information and telecommunication technologies. However, in our opinion, when using computer technologies, certain conditions should be taken into account for a more successful implementation of the educational process: - adherence to a certain ratio of computer and traditional pedagogical technologies, that is, a computer course should be an auxiliary tool in the implementation of the educational process; - providing the educational process with appropriate equipment (having at least several computer classes at the faculty); - the teacher, in addition to professional knowledge, must be well versed in computer technologies; - rational planning of lessons using a computer; - the teacher should remain the main source of knowledge and information by organizing, directing and controlling the entire educational process. Computer technologies in teaching foreign languages have a number of advantages:

- contribute to the high-spirited conduct of the educational process; - improve general computer and language culture;
- ensure individualization of education;
- contribute to the emergence of direct feedback;
- improve the professional culture of a specialist;
- allow you to train all types of speech activity;
- form linguistic abilities;
- automate language and speech movements;
- contribute to the manifestation of creative potential;



- create the necessary conditions for the assimilation of large amounts of information; - contribute to saving time;
- provide high-quality education when used correctly.

Computer technologies, of course, have a significant impact on the process of teaching foreign languages. Curriculums, in our opinion, effectively serve to practice pronunciation, study grammar and vocabulary, teach oral speech and writing, while taking into account the level of preparation and abilities of students. According to our experimental studies, the tasks of constructing sentences, using verbs in the correct form, and choosing the correct answer are especially effective. And the use of various tables, diagrams and drawings arouses great interest among students. At the same time, as our research data show, the material is perceived and absorbed easier and faster. Curriculums, of course, provide invaluable assistance to the teacher in teaching foreign languages. This is an abundance of language and regional studies materials, their detailed description, the ability to communicate in a foreign language with a constantly improving level of competence. However, the teacher must not only be able to cope well with many curriculums, but also approach them very responsibly, since, in our opinion, they do not always correspond to the educational goals. Internet resources in foreign language teaching can be divided into two types: communicative and informational. According to our research, students' communicative activities include: - correspondence via e-mail; - participation in conversations (the most popular among students); - participation in competitions and olympiads; - preparation of presentations (students always carefully prepare for them: search, collect, analyze and compare information). During our research, the following topics of the second stage of students were of great interest: "London attractions", "English-speaking countries" and "Members of the Royal Family". All this, of course, helps to develop the general worldview of students, reduce language and cultural barriers, increase the level of knowledge of a foreign language and motivate them to learn it. The information capabilities of the Internet are also very large. They provide a large selection and access to a huge amount of information from different parts of the world and help to effectively master foreign languages in combination with the culture of their speakers.

The desire to create a flexible and effective system of language education in modern conditions is one of the promising directions of higher education. The emergence of new educational standards, the complexity of socio-economic changes in society as a whole, leads to the need to use more advanced tools and methods in teaching a foreign language. The use of such educational tools ensures wider access to language education, increases students' creativity, and generally leads to an increase in the quality of education. One of the most effective tools for achieving the goals set by society for higher education is information and computer technologies (ICT) in the process of teaching a foreign language.

The use of ICT in educational practice is determined by the rapid development of modern society. There are a number of reasons that led to the emergence of such relationships.

Firstly, the use of ICT in the educational process accelerates the transfer of knowledge and skills, as well as contributes to their accumulation. Secondly, modern technologies allow students to more successfully adapt to the educational environment and the changes taking place within it, which generally increases the quality of the educational process. The introduction of



ICT into the educational process allows the teacher to organize various forms of educational and cognitive activity in the classroom, as well as to activate and make students' independent work purposeful. Computer technologies provide access to information, and at the same time are a means of searching for, collecting and working with sources. Their important advantage is that they can successfully use information, which combines auditory, visual and visual-auditory capabilities, can be used both in small groups and in large audiences, and in classes with students. Internet users are limited only by their imagination and creativity. The role of the Internet in teaching English is of paramount importance in modern conditions, when special attention is paid to the development of independence in the learning process.

The content and availability of resources used during training, in particular, their following capabilities are available:

- integration into the curriculum (network materials can be included lesson content);
- independent search for information by students as part of project work;
- independent study, deepening the first or second studied foreign language, eliminating gaps in knowledge, skills and qualifications;
- independent preparation for passing a qualifying external exam;
- systematic study of a separate foreign language course under the guidance of a teacher.

The development of the World Wide Web has led to the emergence of new didactic capabilities of information technologies. Didactic functions - means the external manifestation of the properties of educational tools used in the learning process to solve the problems of education, upbringing and development. The didactic functions of ICT are individualization and differentiation of the learning process, control and self-control of knowledge, detection of errors, consolidation of acquired knowledge in the form of skills and qualifications, as well as the necessary information. The Internet, as the most global information and communication technology, has the following main didactic properties:

- high speed of information transfer;
- interactive communication mode;
- the ability to work with hypertext and multimedia;
- providing a convenient interface for working with complex structured information.

The use of the Internet in educational practice will be more successful if it is based on the interest of project or research participants in the selected topic, the ability to use various databases, as well as the application of the results obtained in practice and general guidelines. However, for effective use of the didactic properties of the Internet, they must be combined with competent modern methods and curricula, as well as clearly defined goals. Any information technology, if in parallel with it various teaching methods and tools, including traditional ones, are used, is organically integrated into the general pedagogical concept and educational process. In teaching the main types of speech activity, ICT is especially used in teaching reading, since it helps to solve two problems at once. First, the formation of reading skills as an independent type of speech activity. Second, the creation of effective tools for the development of related language and speech skills and abilities. The obvious benefit of such support is that students have direct access to information and participate in world news and



events. For example, English-language media websites such as The Washington Post, CNN World News, BBC World Service, etc. The Washington Post website (<http://www.washingtonpost.com/>) is an excellent example of the opportunities for developing reading skills. Everything that can be read in a newspaper appears on the front page, which is a combination of advertising and content. Here are the titles of the most interesting articles, as well as brief excerpts of the main issues raised by the authors.

Like any periodical, web newspapers are divided into sections and sections, that is, they have a convenient interface that allows you to go directly to the desired section and article with the click of a mouse button. The Internet has great potential for teaching listening, where the main task is to understand spoken speech (radio, television news, announcements at the station, the arrival of a train, etc.). In real communication, students need to listen a lot, and this is determined by how correctly and completely they perceive the information received. Real communication situations (conversation with an interlocutor, telephone conversation, etc.) are of particular importance. In this case, the Internet provides many opportunities to improve your skills and abilities. One of the useful Internet resources, which was created by American teachers of English as a second language, is methodologically consistent, covering a large number of listening topics, is the site <http://www.esl-lab.com>. The Internet is a great help to the teacher in teaching writing, as it provides an opportunity to improve the skills of writing various types of business letters, reviews, essays, personal correspondence and blogs. In addition to the formal language experience gained through online correspondence, the opportunity to develop intercultural competence cannot be denied. Today, the use of Internet resources, including e-mail, is the most effective and convenient way to acquire intercultural literacy in real communication. In virtual reality, communication is carried out via e-mail, which can be used to master intercultural competence; For example, to establish friendly correspondence. International correspondence can be carried out in any audience and at any level of language proficiency. In addition to the above, an example of an organic combination of new information and educational technologies is the LMS (Learning Management System). LMS is a learning management system used to develop, manage and share online educational materials. Educational materials are transferred to a visual learning environment, in which the sequence of their study is determined.

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