ZAMONAVIY AXBOROT TEXNOLOGIYALARI CHET TILLARNI O‘RGANISH VOSITASI SIFATIDA

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Annotatsiya. Ushbu maqolada hozirgi kunda katta e’tibor qaratilib kelinayotgan raqamli texnologiyalar, axborot texnologiyalar orqali yurtimizda talab darajasiga aylangan biror xorijiy jahon tillarini o‘rganishni muhokama qilinadi. Shuningdek, zamonaviy axborot texnologiyalari chet tillarni o‘rganish vositasi sifatida foydalanishning bir qancha usullari ko‘rsatib o‘tilgan. Ushbu maqolada Williams R. V. and Mackley C. kabi xorijiy tarjibalarga boy insonlar fikri va tajribasi bilan ham tanishishingiz mumkin.

Kalit so‘zlar: chet tillarini o‘rganish, Internet, faoliyat, Williams R. V., Mackley C., o‘ziga ishonch, ingliz tili, muloqot, o‘qish qobiliyati, yozish qobiliyati, nutq qobiliyati.

СОВРЕМЕННЫЕ ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ КАК СРЕДСТВО ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация. В данной статье рассматривается изучение иностранных языков мира, вышедших на уровень востребованности в нашей стране благодаря цифровым технологиям и информационным технологиям, которым в настоящее время уделяется большое внимание. Также в статье показано несколько способов использования современных информационных технологий как средства изучения иностранных языков. В этой статье вы можете получить больше информации о мнении и опыте людей, богатых зарубежным опытом, таких как Уильямс Р. В. и Масклей С.

Ключевые слова: изучение иностранных языков, Интернет, деятельность, Уильямс Р. В., Масклей С., уверенность в себе, английский язык, общение, умение читать, писать, говорить.

MODERN INFORMATION TECHNOLOGIES AS A MEANS OF LEARNING FOREIGN LANGUAGES

Annotation. This article discusses the study of foreign world languages, which has become a demand level in our country through digital technologies and information technologies, which are currently receiving great attention. Moreover, several ways of using modern information technologies as a means of learning

foreign languages have been shown in the article. In this article, you can get more information about the opinion and experience of people rich in foreign experience, such as Williams R. V. and Mackley C.

Keywords: learning foreign languages, Internet, activities, Williams R. V., Mackley C., self-confidence, English, communication, reading, writing, speaking.

Introduction. The main duty of teachers is to create the situations of practical learning language for each student to choose such methods and ways of training that would enable every student to show their activity, their creativity. The task of the teacher is to increase student's cognitive activities in learning foreign languages [1]. Modern educational technologies and innovations such as cooperative learning, project methods, the use of new information technologies, the Internet help to implement student-centered approach to training, provide individualized and differentiated learning, taking into account the capacities of children, their level, inclinations and stuff.

Relevance of the topic. New modern information technologies in teaching foreign languages are one of the most revolutionary advances in recent decades, which greatly influenced on the educational process throughout the world, was the creation of the global computer network known as the Internet, which literally means "international network" (England, international net). The use of cyberspace for training purposes is a totally new direction and method in general didactics and private methodic, because the changes affect all aspects of the educational process, from choosing the technique and style of the work, ending with the changing of requirements to the academic level of their students.

Material and research methods. The possibilities of using the Internet resources are enormous. The Internet creates the conditions for obtaining all necessary information for students and teachers held anywhere in the world: cross-cultural material, news from the lives of young people, articles from newspapers and magazines, necessary literature and so on. In this article, the main goal is to bring the methodology of teaching foreign languages in schools according to the development of modem information technologies [2]. At foreign language lessons using the Internet, we can solve a number of the following teaching tasks:

- to form the skills and abilities of reading, using material from the global network to improve the skills of writing of the students;
- to improve the vocabulary of the students;
- to form schoolchildren' s sustained motivation to the learning of English language;
- to expand and broaden student's horizons;
- to develop and maintain the business relationships and contacts with their peers of other countries.

Moreover, students can participate in testing, in quizzes, tests, contests and competitions held over the Internet, to correspond with peers from other countries, participate in chat rooms, video conferencing and stuff. Students can obtain the

information on the issue, on which they can work at this moment with their project. This may be the joint work of schoolchildren and their foreign counterparts from one or more countries.

Forms of work with computer training programs for foreign language lessons include:

- learning vocabulary;
- pronunciation;
- training dialogical and monological speech;
- teaching writing;
- refinement of grammatical phenomena.

Comprehensive basis of mass computerization of education stems from the fact that the modem computer is an effective means of optimizing the conditions of intellectual work in general, in any form. Williams and Mackley wrote in their article: “There is one peculiarity of the computer, which is revealed when using it as a device to train others, and as an assistant in the acquisition of knowledge, it is his in animation. The machine can "friendly" chat with the user and in some moments “support’’ it, but it will never show the signs of irritability, and will not make feel that it was bored. In this meaning, the use of computers is perhaps the most useful for the individualization of certain aspects of teaching” [3; p. 38].

Communicating in real language environment provided by the Internet, students find themselves in not only real life long situations but also some specially conditions [4; p. 537-540]. Involved into the solution of a wide range of meaningful, realistic, interesting and achievable objectives, the students learn spontaneously and adequately respond to them, which stimulate the creation of original expressions, but not a manipulation of linguistic expressions.

Mastery of communicative and intercultural competence is impossible without the practice of communication and the use of Internet resources on foreign language lessons. It is simply irreplaceable: virtual environment Internet allows going beyond the temporal and spatial scope, giving its users the opportunity to authentic communication with real relevance to the interlocutors on both sides of the topic. [5; p. 215]. Nowadays, the priority is given to communication, interactivity, authenticity of the communication, the study of language in cultural context, autonomy and humane of education. These principles make it possible to develop intercultural competence as a component of communicative ability [6; p. 60]. The final goal of learning foreign languages is the learning of free orientation in the foreign language environment and the ability to react in different situations, for example, communication. New views on the results of learning contributed to the emergence of new technologies and refusal from outdated ones. Nowadays, new methods of using net resources are opposed to the traditional foreign language instruction.

The concept of “traditional” is associated primarily with memorizing the rules and implementation of language exercises, for example, “with talk about language instead of communication in language”. Many teachers are still convinced that “the vocabulary useful structures = language”, and it lies at the heart of the learning

process. To teach communication in a foreign language, you must create a real life situations (for instance, what is called the principle of authenticity of communication), which will stimulate the study of material and develop adequate behavior. The new modern information technologies, particularly the Internet is trying to correct this mistake.

The communicative approach - a strategy that models communication, aimed at creating a psychological and linguistic readiness to communicate on a conscious understanding of the material and methods of action with him, as well as on the awareness of the requirements for effectiveness of expression. For the user, the implementation of the communicative approach in the Internet is not particularly difficult. Communicative task must offer students a problem or question for discussion, and students do not just share information but also evaluate it. It is important that such task makes possible the flexible use of knowledge and skills of students. The basic criterion that allows distinguishing this approach from other types of training activities is that students choose their own language units to process their thoughts. They have the opportunity to express themselves and their experiences through language as a person, namely a person placed in the center of theories of education for the future. The communicative approach is used largely at the student, answering the basic criteria of modem didactics.

Using the Internet in the communicative approach is the best motivated: its aim is to interest students in learning a foreign language through the accumulation and expansion their knowledge and experience. [7; 173-193 p.] The students should be prepared to use the language for real communication outside the classroom, for example, during visits to the country the language is spoken, during the reception of foreign guests at home, correspondence, the exchange of audio and video tapes, the results of assignments, etc. with schools or friends in the target language country. [8; p. 14]. The term communication skills shouldn’t be understood narrowly pragmatic. We can’t disagree with Bim I. L. those communication skills "is not reducible only to the establishment by speaking of social contacts, to mastering the language of tourism. This is the communication of the individual to the spiritual values of other cultures - through personal contact and through reading. "This approach, implemented in the Internet, attracting students by focusing on topics that interest them and allowing them to choose texts and tasks to achieve the objectives of the program. Communicative ability of students is developed through the Internet namely, through their involvement in a wide range of meaningful, realistic, having the sense and achievable objectives, the successful completion of which gives satisfaction and enhances their self-confidence”.

Communicative language teaching through the Internet emphasizes the importance of development students’ ability and their desire to use foreign language for effective communication [9; P 96.]. The primary main importance is attached to understanding, to transfer of content and expression of meaning, and the study of structure and vocabulary of a foreign language serves this purpose. In addition to the communicative needs, the students need to master the technique of the Internet to be more responsible for their own learning. They need to develop the ability to cope

with a situation where their language resources are not enough adequate, to have good study skills, the ability to evaluate their own speech and successes, as well as the ability to identify and solve educational problems. The development of the youth independence through a global network is a gradual process that must be constantly encouraged. Perhaps the most important task facing language teachers is to find the best ways to lead students to a gradually increasing independence. [10; p. 45].

We need time to create the communication through Internet. It is necessary to maintain the socio-psychological atmosphere in which the student is involved, the confidence that he/she is respected as a person with his/her own views, interests, strengths and weaknesses, and preferred for Pego learning style. The atmosphere is characterized by this spirit of mutual assistance, in which foreign language learning through the Internet is a socially - conditioned experience.

Teaching of the original language, the Internet helps form the skills of speaking, as well as in teaching vocabulary and grammar, providing a genuine interest and, consequently, efficiency.

Moreover, the Internet develops skills that are important not only for foreign language. This is primarily due to the mental operations: analysis, synthesis, abstraction, identification, comparison, verbal and semantic prediction and preemption, etc. Additional, skills and abilities that are generated using net technologies are beyond the foreign language competence, even in the “language” aspect. Internet develops social and psychological characteristics of students: their self-confidence and their ability to work as a team, creating a favorable atmosphere for teaching speaking as a means of an interactive approach [11; p. 38].

Conclusion. Interactivity does not simply create a real-life situation, but it also forces students to respond adequately to them through the foreign language. Moreover, when it starts to get, we can speak of language competence. Even in the presence of errors. The main skill spontaneously, harmoniously respond to the statements of others, expressing their feelings and emotions, we can consider interactivity as a way of self-development through the Internet: the ability to watch and copy the use of language, skills, behavior patterns of partners, retrieve the new values issues during their joint discussions.

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