MODERN INFORMATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES USED IN HIGHER EDUCATION.

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Annotation

This article is devoted to the study of role of modern information technologies in teaching foreign languages used in higher education. Information technology (IT) is the application of computers and telecommunications systems to create, process, store, retrieve, and transmit information and data. It encompasses the hardware (like computers and networks), software (applications and programs), and data management systems (such as databases and cloud services) that enable digital operations, communication, and the management of data within businesses and everyday life. A foreign language is a language that is not someone's native tongue or the dominant language in their country. It must be learned through conscious effort, such as by taking classes or self-studying. While definitions vary, languages like Russian, Uzbek, Spanish, French, or Japanese are commonly considered foreign languages in places where English is the native or dominant language.

Key words

information technology, teaching foreign languages, computers, telecommunications, systems to create, process, store, retrieve, and transmit information and data, encompass, computers and networks, applications and programs, foreign language.

СОВРЕМЕННЫЕ ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ.

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Аннотация

Статья посвящена исследованию роли современных информационных технологий в преподавании иностранных языков в высших учебных заведениях. Информационные технологии (ИТ) – это применение компьютеров и телекоммуникационных систем для создания, обработки, хранения, поиска и передачи информации и данных. Они охватывают аппаратное обеспечение (компьютеры и сети), программное обеспечение (приложения и программы) и системы управления данными (базы данных и облачные сервисы), которые обеспечивают цифровые операции, коммуникацию и управление данными в бизнесе и повседневной жизни. Иностранный язык – это язык, который не является родным языком человека или доминирующим языком в его стране. Его изучение требует осознанных усилий, например, на занятиях или самостоятельно. Хотя определения различаются, такие языки, как русский, узбекский, испанский, французский или японский, обычно считаются иностранными в тех местах, где английский является родным или доминирующим языком.

Ключевые слова

информационные технологии, обучение иностранным языкам, компьютеры, телекоммуникации, системы для создания, обработки, хранения, поиска и передачи информации и данных, охватывают, компьютеры и сети, приложения и программы, иностранный язык.

OLIY TA'LIM MASSASALARIDA CHET TILI O'QITISHDA ZAMONAVIY AXBOROT TEXNOLOGIYALARI

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Annotatsiya

Maqola oliy ta'lim muassasalarida xorijiy tillarni o'qitishda zamonaviy axborot texnologiyalarining rolini o'rganishga bag'ishlangan. Axborot texnologiyalari (IT) - bu axborot va ma'lumotlarni yaratish, qayta ishlash, saqlash, qidirish va uzatish uchun kompyuterlar va telekommunikatsiya tizimlaridan foydalanish. U biznes va kundalik hayotda raqamli tranzaktsiyalar, aloqa va ma'lumotlarni boshqarish imkonini beruvchi apparat (kompyuterlar va tarmoqlar), dasturiy ta'minot (ilovalar va dasturlar) va ma'lumotlarni boshqarish tizimlarini (ma'lumotlar bazalari va bulutli xizmatlar) qamrab oladi. Chet tili - bu insonning ona tili yoki uning mamlakatidagi hukmron tili bo'lmagan til. Uni o'rganish ongli

harakatni talab qiladi, masalan, sinfda yoki mustaqil. Ta'riflar turlicha bo'lsa-da, rus, o'zbek, ispan, frantsuz yoki yapon kabi tillar odatda ingliz tili ona yoki dominant til bo'lgan joylarda chet til hisoblanadi.

Kalit so'zlar

axborot texnologiyalari, chet tillarini o'qitish, kompyuterlar, telekommunikatsiyalar, axborot va ma'lumotlarni yaratish, qayta ishlash, saqlash, qidirish va uzatish tizimlari, kompyuterlar va tarmoqlar, amaliy dasturlar va dasturlar, chet tili.

In recent years, the issue of using new information technologies (IT) in higher education has been increasingly raised. Information technologies include not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of students' communicative culture, teaching practical mastery of a foreign language. A foreign language is increasingly acquiring the status of a socio-economic and political mechanism of understanding between different representatives of the world community in various spheres of their life.

Many researchers are actively involved in the development and implementation of new IT in the educational process. We live in the age of the information, computer revolution, which began in the mid-80s and continues to gain momentum. Here are its main milestones: the advent of the personal computer, the invention of multimedia technology, the introduction of the global information computer network Internet into our lives. In the 21st century, new IT is beginning to play an increasingly important role in all areas of activity, including education.

Numerous studies have shown that IT helps to increase motivation for learning a foreign language and improve students' knowledge and culture, and under certain conditions can be effectively used in the educational process. Currently, IT has begun to be intensively introduced into the educational process, which indicates a significant transformation in higher education. At the same time, it is necessary to remember the constantly developing potential of the computer environment. Computers have rapidly entered our lives and the process of teaching foreign languages, somewhat displacing traditional methods and forcing foreign language teachers to solve problems, the existence of which not a single linguist even suspected several decades ago. It is not surprising that not all teachers were ready for the widespread introduction of computers into such a non-traditional area as teaching foreign languages.

The education system, according to many researchers, cannot be independent from the public political structure of the state; it has always responded to the social order. It is for this reason that the state policy has recently been aimed at introducing IT into higher education institutions, attracting specialists in subject areas to work on new educational materials, and stimulating computer companies to create electronic products for students. It is necessary for each teacher to understand the idea: a computer in the educational process is not a mechanical teacher, not a substitute or analogue of a teacher, but a means for teaching students, enhancing and expanding the possibilities of their educational activities. What the teacher wants to get as a result of using the machine must be programmed into it; the computer takes on the lion's share of the teacher's routine work, freeing up his time for creative activity, which at the current stage of technology development cannot be given to a computer.

The computer does not determine the content of training, which is adequately included in the process of both learning a foreign language and in the general educational process. Therefore, the development of methodological foundations for teaching foreign languages via computer should be based on a deep analysis of didactic and methodological capabilities that facilitate the implementation of the main goal in teaching foreign languages - the formation of skills and abilities of communicative competence. It follows that the computer allows you to simulate the conditions of communicative activity; master lexical and grammatical skills; individualize and differentiate training; increase motivation; increase the volume of language training; promote the development of self-esteem of students; ensure the transfer of language material to other types of speech activity.

The teacher's task is to create conditions for practical language acquisition for each student, to choose such teaching methods that would allow each student to show their activity and creativity. The teacher's task is to activate the student's cognitive activity in the process of learning foreign languages. Modern pedagogical technologies such as collaborative learning, project methods, the use of new information technologies, Internet resources help to implement a personality-oriented approach to teaching, taking into account the students' abilities, their level of training, inclinations, etc.

Forms of work with computer training programs in foreign language classes include: learning vocabulary, practicing pronunciation; teaching dialogic and monologue speech; teaching writing; practicing grammatical phenomena.

In English classes, a number of didactic tasks can be solved with the help of a computer: developing reading skills and abilities using materials from the global network; improving students' writing skills; expanding their vocabulary; forming

students' motivation to study a foreign language. Thus, the relevance of this topic can be argued by the importance of the problem in higher education.

Automated training systems belong to the so-called combined technical means of training. They are intended for the implementation, with the help of a computer operating in a dialog mode, of the functions of presenting educational information in a form convenient for perception, individualized management of educational activities during programmed, problem-based learning; knowledge control, as well as for providing access to computing, information, reference and other computer resources. As is known, the suitability of technical means of training and control for use in foreign language classes is determined by the following criteria:

- firstly, they should contribute to increasing labor productivity and the effectiveness of the educational process;

- secondly, provide immediate and constant reinforcement of the correctness of each student's educational actions;

- thirdly, increase awareness and interest in learning the language;

- fourthly, provide prompt feedback and step-by-step control of the actions of all students;

- fifthly, have the ability to quickly enter answers without additional coding and encryption.

As practice shows, of all existing teaching aids, a computer best "fits" into the structure of the educational process, most fully satisfies didactic requirements and brings the process of learning a foreign language as close as possible to real conditions. Computers can perceive new information, process it in a certain way and make decisions, can memorize the necessary data, reproduce moving images, control the operation of such technical teaching aids as a speech synthesizer, video recorders, tape recorders.

A computer significantly expands the capabilities of teachers to individualize learning and activate the cognitive activity of students, allows for maximum adaptation of the learning process to the individual characteristics of students. Each student gets the opportunity to work at their own pace, i.e. choosing the optimal volume and speed of learning the material. The computer also provides comprehensive (current, midterm, final) control of the educational process. Control is an integral part of the educational process and serves as a feedback function between the student and the teacher.

When using a computer to control the quality of knowledge, greater objectivity of assessment is achieved. Another advantage of a computer is the ability to accumulate statistical information during the educational process. Analyzing statistical data (the number of errors, correct and incorrect answers,

requests for help, time spent on completing individual tasks, etc.), the teacher judges the degree and quality of students' knowledge. It should be noted that a computer removes such a negative psychological factor as "answer anxiety".

During traditional classroom lessons, various factors (pronunciation defects, fear of making a mistake, inability to formulate their thoughts out loud, etc.) prevent many students from demonstrating their real knowledge. When left "alone" with a display, a student, as a rule, does not feel constrained and tries to demonstrate the maximum of his knowledge. Computers also create favorable opportunities for organizing students' independent work in class. Students can use a computer both to study individual topics and for self-monitoring of the knowledge they have gained. Moreover, the computer is the most patient "teacher", capable of repeating any tasks as much as necessary, achieving the correct answer and, ultimately, the automation of the skill being practiced.

In conclusion, I would like to say about the need to use innovative technologies in the process of teaching English. Teachers who use the latest techniques and technologies, changing their approach to work, certainly win.

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