УДК 378.14

Katayeva M., Kariyeva M.
Катаева М., Кариева М.
Namangan Engineering Construction Institute
Uzbekistan, Namangan
Наманганского инженерно-строительного института
Узбекистан, Наманган

NEW INFORMATION TECHNOLOGIES IN TRAINING ENGLISH LANGUAGE

Abstract: *In this article, we reflect on information technology in teaching English. ICT-system of methods and methods for collecting, storing, searching, transmitting, processing and issuing information using computers and computer communication lines*

Keywords: *Information technology, educational process, teacher pedagogical skills, foreign language, multimedia*

НОВЫЕ ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация: *В этой статье мы рассматриваем информационные технологии в обучении английскому языку. ИКТ –система методов и способов сбора, накопления, хранения, поиска, передачи, обработки и выдачи информации с помощью компьютеров и компьютерных линий связи*

Ключевые слова: *Информационные технологии, учебный процесс, педагогическое мастерство учителя иностранного языка, мультимедия*

At the present time, new information technologies, such as the use of Internet resources, educational computer programs, have been intensively introduced into the educational process.

Such researchers as Polat ES, Dmitrieva EI, Novikov SV, Polilova TA, Tsvetkova LA are actively engaged in the development and introduction of new information technologies into the educational process. Etc.

So Rudenko-Morgun O.I. In his article Computer technology as a new form of learning writes, we live in the age of an information, computer revolution that began in the mid-80s and is still continuing to grow. Here are its main milestones: the emergence of a personal computer, the invention of multimedia technology, the introduction into our life of the global information computer network Internet. All these innovations easily and imperceptibly entered into life: they are widely used in almost all professional spheres and in everyday life.

The system of education, according to many researchers, can not be independent of the public and political structure of the state, it has always responded to the social order. It is for this reason that the policy of the state has recently been aimed at introducing information technologies in schools and universities, turning a spontaneous process, as it was mainly for a number of years, into a controlled and controlled one, involving specialists in the work on new teaching materials In subject areas, to stimulate computer firms to create electronic training products for Russian students and students.

It is necessary that every teacher understands a simple idea: the computer in the educational process is not a mechanical teacher, not a substitute or analogue of the teacher, but a means for teaching children that enhances and enhances the possibilities of his teaching activity. What the teacher wants to receive as a result of using the machine, it must be programmed.

Computers significantly expand the capabilities of teachers in the individualization of learning and the activation of cognitive activity of students in teaching English, make it possible to adapt the learning process to the individual characteristics of students as much as possible. Each student has the opportunity to work in his rhythm, i.e. Choosing for themselves the optimal

volume and speed of mastering the material. At the disposal of the modern English teacher there are software, firmware, hardware and devices that provide collection, accumulation, preservation, processing of information and provide access to information resources of computer networks. The main thing is to distinguish really high-quality and easy-to-use information products that allow you to track the effectiveness of their application. Now the teacher has a lot of educational programs on CD-ROMs with simulators, simulating and controlling tests, training exercises. To work on computers with similar training discs, pupils show genuine and lively interest, which it is advisable to use in the teaching and educational process. The introduction of the element of novelty contributes to the strengthening of the external and internal motivation of schoolchildren's education, allows one to prove himself to those who, possessing computer technology at the level of an advanced user, were indifferent to the foreign language. The organizational models of learning interaction between the trainee and the instructor are also changing. In terms of informatization they are:

• A class-lesson model.

• Project-group model.

• Model of individual activity.

Communication in education is an evolving field of research, which includes interpersonal, personal, group and cultural modes of communication in classrooms. She studies both verbal and non-verbal communication in the classroom. Attention is also paid to such difficulties of communication between students as communicative understanding, lack of listening skills and problems of self-expression.

The use of computers in English classes significantly increases the intensity of the learning process. With computer training, much more material is learned than it was done at the same time in the conditions of traditional training. In addition, the material is digested more firmly when using a computer.

The computer provides a comprehensive (current, boundary, final) control of the educational process. Control is known to be an integral part of the learning process and serves as a feedback function between the student and the teacher. When using a computer to control the quality of students' knowledge, more objective evaluation is achieved. In addition, computer control can save a lot of study time, as a simultaneous test of knowledge of all students. This allows the teacher to pay more attention to the creative aspects of working with students.

It should be noted that the computer removes such a negative psychological factor, as a response. Favorable opportunities are created by computers and for the organization of independent work of pupils in English lessons. Students can use the computer both for studying specific topics and for self-monitoring of acquired knowledge. And the computer is the most patient teacher, able to repeat any task as many times as possible, achieving the right answer and, ultimately, automating the skill being learned.

However, having told about the advantages of computers, Nosenko E.L. There are some shortcomings. The dialectic nature of pedagogical phenomena consists in the fact that, whatever, the positive in itself property or quality of a holistic educational process turns into its opposite and becomes extremely undesirable in an immoderate, hypertrophied manifestation that suppresses other equally important properties. This observation has the most direct relation to the individualization of instruction, especially as in conditions of computerization the conditions for interaction between the teacher and students, as well as students with each other, change substantially.

Already at the first stage of teaching English, in the process of setting goals and tasks for the forthcoming cognitive activity of students, the teacher participates indirectly. Direct presentation of tasks to the student is carried out by the computer. Of course, the teacher must take an active part in the development of training programs that determine the sequence of the student's

actions in solving a particular problem. But in the realization of the most important psychological and pedagogical function of teaching-the presentation and acceptance by students of the goals and tasks of educational and cognitive activity-under conditions of computerization, there is an acute shortage of direct communication between the teacher and the student, the living word of the teacher.

Although the transfer of all the functions of the teacher to the machine in principle is possible, the idea of complete automation of training, as rightly pointed out at the All-Russian Conference, dedicated to the psychological problems of the creation and use of the computer, B.F. Lomov, can hardly be regarded as practically realizable and humane. Training is unthinkable without the educator's influence on the learner's personality, and for this, their direct contact is necessary.

Used sources:

1. Polat E.S. Training in cooperation [Text] / E.C. Polat-Moscow, 2000. 16. Polat E.S. The method of projects at foreign language lessons [Text] / E.S. Polat - Moscow, 2000.

2. Polat E.S. New pedagogical and information technologies in the education system [Text] / E.S. Polat Moscow, 2000.- C.3-10.

3. Polylova, TA Introduction of computer technologies in the teaching of foreign languages [Text] / T.A. Polylova // Inostr. Languages at school. - 1997. - N6. - C.2-7

4. Rafikova N.N. Use of video technology in foreign language lessons [Text] // N.N.Rafikova // Language. Speech. Communication. - 2000. - Issue 4. - P.84-90.