



Modern Technology in Teaching Foreign Languages

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ABSTRACT

Currently, no one denies the need to introduce a computer into the educational process. But computer-assisted learning can exceed the effectiveness of the machine-less method of teaching only when the computer does not act as a simple addition to the traditionally established methods of teaching, but when its use is associated with the restructuring of the structural components of the educational process.

Keywords:

expedient part of knowledge, control of skills and abilities, improve objectivity, situational analysis method, hear the opponent, succinctly state, brain attacks, defend your point of view, solving puzzles, speech actions.

Introduction: Today, the use of a computer in teaching foreign languages contributes to the independent work of students with a computer, where the skills and abilities of students are automatically controlled, and the level of their knowledge is determined. [9] This can free the teacher from doing a lot of work, eliminates subjectivity in assessing students' knowledge, and gives scope for the manifestation of creative abilities. [7]

It is possible to obtain additional information, in particular via the Internet. The task of the teacher in this case is reduced to determining the most appropriate part of the knowledge intended for independent work, and the skills and abilities subject to control. For example, through a computer, a student can receive additional information to the new knowledge gained in the lesson.

Material and Methods:

Modern teaching technologies contribute to the solution of the task. In the practice of teaching foreign languages at the present stage of education, the following technologies are used:

- training in cooperation learning;
 - discussions;
 - brain storming;
 - role-playing games of a problem orientation;
 - method of situational analysis (case-study);
 - method of projects;
 - "student's portfolio" (E-Portfolio);
 - Information Technology. [12]

The above technologies are widely used in teaching English at the courses of the Institute of Foreign Languages. [11] The ability to

conduct a discussion, defend one's point of view, supported by arguments, succinctly express one's thoughts, the ability to listen and hear an opponent are important skills necessary for the formation of communicative and sociocultural competencies.[1].

At the same time, the teacher must carefully select material for independent work of students, think over ways to organize this work, create a scientific and methodological apparatus for compiling effective learning programs for this. [5]

To date, the last task - the creation of effective learning and monitoring programs - is the most problematic, since its solution requires the combined efforts of specialists in various fields of knowledge. [6]

While working on the computer, students can study on the computer after class. This contributes to the development of practical skills in students. It should be noted here that the computer makes it possible to be informed not only within Uzbekistan, but also beyond its borders. Students can correspond in Russian and English via the Internet. [8]

Such correspondence contributes to the development of speech in students. Working on a computer, the teacher can set various types of tasks, training exercises, and educational games on the computer, crossword puzzles and solving puzzles help develop practical skills and abilities. Such forms of assignments attract students more, they become interested, work on themselves more. [10]

To date, most educational institutions already have computer classes. But in many of the schools, computers of outdated models with the simplest text-based control programs with a selective form of answers, they are also considered yesterday's day of computer education. [3]

Results:

The presence of a computer in educational institutions enables teachers to take current, final and boundary controls on a computer. The latest models of computers make it possible to use existing learning systems in the educational process, create new own programs

on their basis, and introduce advanced automated learning systems. [2]

But here the question arises of the availability of educational materials that should correspond to the program and help students gain the knowledge indicated in the program, the forms of tasks should serve to form and develop speech skills and abilities based on them. Educational materials prepared for computers should clearly define the specific educational goal that is communicated to students so that when working with them they have an interest in classes and concentrate their attention.

Discussion:

To do this, it is necessary to develop a schedule for conducting practical classes in a computer class according to the calendar-thematic plan, indicate the timing, frequency of current, midterm and final control. [13] This will allow the teacher to determine the necessary doses of didactic material to be automated for various levels of control, will make it possible to control the level of assimilation of the material by each student specifically, to get an objective picture. The results of the control can be stored in the computer memory, or they can be printed using a printing device.

The computer makes it possible to take into account the time spent on the answer, since the efficiency of performing individual actions that are part of the structure of speech activity is very important. Speech actions that are performed very slowly can become a source of errors in real communication situations, when the speaker's attention is directed not to the form, but to the content of speech.[4]

Conclusion:

It should be noted that regular practical training in a computer class contributes to the development of stable phonetic skills and the development of lexica and grammatical competence. The computer allows you to significantly increase the objectivity of control, unifies the evaluation criteria, thereby

increasing self-control, self-esteem and motivation to improve students' speech skills.

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