



The Use of Ict in English Lessons

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ABSTRACT

Today, one of the areas of modernization of school education is the introduction of computer technology and multimedia. This allows you to activate the analytical activity of students, reveal the creative possibilities of students, stimulate the development of mental processes, thinking, perception, memory of students. The article discusses identifying the effectiveness of the use of ICT in the English lesson and their impact on increasing the cognitive activity of students.

Keywords:

ICT, computer technologies, information technologies, self-control, multimedia, CD-, DVD-disks, Flash-disks, Internet, e-mail, ICQ, Skype, MailAgent.

In modern conditions, the most urgent task of education is the formation of a communicative culture of students. ICT is becoming the most effective tool for expanding the educational space of the modern school. The use of information technology in the educational process significantly increases the efficiency of learning material by students [1]. Great results can be achieved by applying these technologies in teaching English in primary and secondary schools. In high school, the use of information technology makes it possible to reveal the possibilities of students in creating serious research, design work with multimedia presentations, etc.

Pedagogical excellence is based on the unity of knowledge and skills corresponding to the current level of development of science, technology and their product - information technology. If we turn to the "Dictionary of methodological terms" (authors: E.G. Azimov, A.N. Shchukin), then we will find the following definition: information technology is "a system of methods and ways of collecting, accumulating, storing, searching, transferring,

processing and issuing information with the help of computers and computer communication lines" [2].

At present, it is necessary to be able to receive information from different sources, use it and create it yourself. The widespread use of ICT opens up new opportunities for teachers in teaching a foreign language. Information technologies, as a rule, are called technologies that use such technical means as audio, video, computer, Internet [3].

Computer technologies are widely used in foreign language teaching. The specificity of the computer as a learning tool is associated with its characteristics such as complexity, versatility, interactivity. Interactive learning based on multimedia programs allows you to more fully implement a whole range of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative [4]. Opportunities to take into account the levels of language training of students are the basis for the implementation of the principles of individualization and a differentiated approach

to teaching. At the same time, the principle of accessibility is respected and the individual pace of work of each student is taken into account [5]. Using a computer, you can organize individual, pair and group forms of work in the lesson. However, it must be remembered that a computer cannot replace a teacher in a lesson. It is necessary to carefully plan the time of working with the computer and use it exactly when it is really needed. Currently, multimedia technologies are widely used. The term "multimedia" means: many media. Such information media are: text, sound, video [8]. Software products that use all these forms of information presentation are called multimedia. The use of multimedia teaching aids is a natural stage in the development of pedagogical technologies. The use of information and communication technologies (ICT) in foreign language lessons is quite relevant for the development of the personality of the student and the formation of the following competencies in students: the ability to compare the advantages and disadvantages of various sources of information, choose the appropriate technologies for its search, create and use adequate models and procedures for studying and information processing, etc [9].

The use of new information technologies in teaching is one of the most important aspects of improving and optimizing the educational process, enriching the arsenal of methodological tools and techniques that allow diversifying the forms of work and making the lesson interesting and memorable for students [10].

In modern science, there are many different approaches to the definition of the term "information and communication technologies". According to the pedagogical vocabulary, information and communication technologies (ICT) are a set of means and methods for converting information data to obtain information of a new quality (information product) [17].

In modern sources, information and communication technologies are a wide range of digital technologies used to create, transmit and distribute information and provide services (computer equipment, software,

telephone lines, cellular communications, e-mail, cellular and satellite technologies, wireless and cable networks). communications, multimedia, and the Internet) [8].

Electronic textbooks and manuals demonstrated using a computer and a multimedia projector, electronic encyclopedias and reference books, simulators and testing programs, educational Internet resources, DVDs and CDs with pictures and illustrations, video and audio equipment, research papers and projects.

Methodists distinguish several classifications of ICT tools. In accordance with the first classification, all ICT tools used in the education system can be divided into two types: hardware (computer, printer, scanner, camera, video camera, audio and video recorder, etc.) and software (electronic textbooks, simulators, test environments, information sites, Internet search engines, etc.) [18].

The breakthrough in the field of ICT, which is currently taking place, forces us to reconsider the issues of organizing information support for cognitive activity. Thus, the second classification of ICT tools allows us to consider the possibilities of using information technologies in educational activities [8]: to search for literature on the Internet using browsers such as Internet Explorer, Mozilla Firefox, etc., various search engines (Yandex.ru, Rambler.ru, Mail.ru, Google.ru, Yahoo.com, etc.) and work with it (abstracting, note-taking, annotation, citation, etc.); to work with texts using the Microsoft Office package of basic application programs: Microsoft Word allows you to create and edit texts with graphic design; Microsoft PowerPoint allows you to create presentation slides for a more colorful presentation of the material; Microsoft Excel to perform calculations, analyze and visualize data, and work with lists in tables and on web pages; Microsoft Office Publisher allows you to create and modify booklets, brochures, and more:

-for automatic translation of texts using translator programs (PROMTXT) and electronic dictionaries (AbbyLingvo7.0);

-for storage and accumulation of information (CD-, DVD-disks, Flash-disks);
-for communication (Internet, e-mail, ICQ, Skype, MailAgent, etc.);
-for processing and playing graphics and sound (MicrosoftMediaPlayer, WinAmp, WinDVD, zplayer, ACDSee, PhotoShop, CorelDraw image viewers, programs for creating diagrams, drawings and graphs Visio), etc.;

The listed ICT tools create favorable opportunities in English lessons for organizing independent work of students. They can use computer technologies both for studying individual topics and for self-control of the acquired knowledge. Moreover, the computer is the most patient teacher, capable of repeating any tasks as much as necessary, achieving the correct answer and, ultimately, automating the practiced skill.

With traditional methods of conducting a lesson, the main carrier of information for students is the teacher, he requires the student to concentrate, focus, and memory tension. Not every student is able to work in this mode. Psychological features of character, the type of perception of the child become the cause of failure. At the same time, modern requirements for the level of education do not allow reducing the amount of information a student needs to master the topic of the lesson.

However, when organizing a lesson using computer programs, information is provided to students in a colorful way, using animation effects, in the form of text, diagrams, graphics, drawings. All this, according to modern didacticists, makes it possible to explain the educational material more clearly and accessible than orally. It is also very important that in such lessons the student can work individually, advancing in the comprehension of new material at his own pace, returning to the incomprehensible, if necessary, or looking ahead.

The computer is loyal to the variety of student answers: it does not accompany the work of students with laudatory or disapproving comments, which develops their independence and creates a favorable socio-psychological atmosphere in the classroom, giving them self-confidence, this is an

important factor for the development of their individuality.

Thus, speaking about the advantages of students working with a computer, one should name its indisputable advantages: general cultural development of students; improving computer skills; improving the language level; creation of a favorable psychological climate; increasing the motivation of students and their interest in the subject; student self-assertion; the possibility of implementing individualization of training; implementation of the feedback principle; great opportunities for visual presentation of the material; exclusion of time for writing material on the board; savings in the use of materials by the teacher; improving the process of checking students' work; increasing the authority of the teacher; combination of control and self-control; objective and timely assessment of students' actions; activation of independent work skills. The use of modern pedagogical technologies allows to go: from learning as a function of memorization to learning as a process of mental development; from a static model of knowledge to a dynamic system of mental actions; from focusing on the average student to differentiated and individual training programs; from external motivation of learning to internal moral and volitional regulation.

Today, new methods using ICT tools are opposed to traditional teaching of foreign languages. This form of organization of lessons is the most accessible for the work of the teacher and its application in the lessons in the Russian school.

The use of information and communication technologies in foreign language lessons reveals the enormous potential of the computer as an effective learning tool. Computer training programs allow you to train various types of speech activity and combine them in different combinations, to understand language phenomena, contribute to the formation of linguistic abilities, create communicative situations, automate language and speech actions, and also ensure the implementation of an individual approach and intensification of students' independent work.

New information technologies attract students and are one of their main interests. Therefore, the use of information technology in the educational process contributes to the formation of positive motivation. The advantage of using a computer is that it allows you to improve the professional level of teachers. Acquaintance with new ICT is striking in its opportunities that open up for improving the educational process and the education system as a whole. New information technologies introduced in education contribute to its rise to a qualitatively new level.

Now I can't imagine my work without using a computer. It is necessary when compiling calendar and thematic planning, preparing for lessons, printing handouts for lessons (cards, tables, diagrams, tests), visual material for lessons, designing projects, etc. I monitor the educational process, fix the performance of students in the subject, the results of the entrance and exit testing. All my students in grades 5-9 perform project assignments, slide presentations in English on electronic media. The presentation helps to illustrate any presentation. Presentation is a new didactic tool for organizing the educational process. Thus, there are several main forms of using computer presentations in the classroom: - CP for illustrating and demonstrating educational material, - CP for students' independent work, - CP for knowledge control. ICT is aimed at - the development of interest, motivation, - the activity of the subject of learning, - interactivity, - increasing the independence of schoolchildren, - developing creativity, - self-realization and socialization of students, - preventing their overload.

And I am convinced that only a creatively working teacher can educate a creatively working student. This is my pedagogical credo!

From the experience of working with information and communication technologies, we can say that they undoubtedly contribute to increasing children's motivation to learn English and the formation of individual, creative, cognitive abilities. It is information

technologies that can make the educational process personally significant for a student, in which he can fully reveal his creative potential, show his research abilities, imagination, creativity, activity, independence. No wonder this technology belongs to the technologies of the 21st century. Obviously, in the near future, the study of foreign languages with the introduction of new information and communication technologies will move from the field of research into the field of education and become widespread.

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- ИНТЕРПРЕТАЦИЯ СЛОВА НА АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 8(8). http://journal.buxdu.uz/index.php/journals_buxdu/article/view/4344.
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