



Teaching Foreign Languages with the Help of its Technology

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ABSTRACT

The article reveals the process of using multimedia technologies and results in teaching foreign languages. Effective methods are analyzed that lead to a clear perception of information in a foreign language. This article also discusses a motivational approach for the effective achievement of the goal.

Keywords:

Computer technology, knowledge, visual, multimedia tool, interactive lesson, academic subject.

Computer technologies enable the teacher to use various approaches to collective learning in the classroom, which contribute to a conscious approach to the assimilation of information in a foreign language. This learning process is efficient and technically tailored. Naturally, in this learning process there are costs that cannot be avoided, but the most important thing is motivation - the interest of students, creativity and a constant thirst for new knowledge and a sense of independence. Lessons become diverse, not similar to each other and differ in their individuality.

The interactivity of the lesson affects the level of consciousness and subconsciousness, and also stimulates the cognitive activity of students. The visual perception of information is the most powerful push among the means in the field of education. In the process of learning a foreign language, more and more attention is paid to computer technologies [1, 88-94]. In the leading universities of our country, the computerization process, which is widely used in other countries, has gained wide popularity and demand. The use of computer technology contributes to the opening of broad prospects for both students and teachers. However, there

is such an abundance of information on the Internet, so it is necessary to have sufficient skills to extract useful data without spending a lot of time and effort.

Every year the volume of information grows, the volume of the teaching load increases, all this contributes to the use of computers in the educational process, because it makes the job a lot easier. The use of new information technologies in everyday life, and in particular in the pedagogical practice of teaching foreign languages, is an urgent problem of modern didactics. Information technology is currently considered to be "multimedia". Multimedia means "multi" a lot, "media" environment, while in this environment an active role is assigned to the user. Our well-known multimedia training programs combine various forms of information presentation. With the help of multimedia, the illusion of reality is reproduced on the screen, which includes the dialogue speech of the characters, with sound and visual accompaniment.

Multimedia technologies effectively influence the organs of perception of students. For example, modern computer language

training programs are created on the basis of multimedia technologies that simultaneously affect the visual and sound information channels of the student. This method allows you to better understand and assimilate the educational material. In addition to all of the above, the interactive method allows the student to choose the pace and level of learning, as well as exercise control over the learned material. More and more on the creation of electronic dictionaries, tutorials, glossaries, etc. preference is given to color and animated videos with musical accompaniment. For example, in foreign language lessons, according to the topic being studied, students have the opportunity to watch video clips with a dialogue combination, as well as listen to the speech of a native speaker.

Currently, no branch of mankind can do without multimedia. In addition to encyclopedias, interactive linguistic courses, Internet applications and much more are multimedia tools. A computer is the main multimedia tool through which a student studying a foreign language can have access to the Internet [2, 102-155]. With this tool, a student can use electronic dictionaries, textbooks, reference books, as well as read electronic magazines and newspapers online. With the advent of the Internet, we got such an opportunity as the study of authentic literature and other authentic materials, the studied foreign language.

The use of this material enhances reading, comprehension and speaking skills. While teaching students to listen, it is necessary to use electronic authentic records of the spoken language of native speakers of a particular foreign language, which they use in everyday life. These can be various dialogues on everyday topics, interviews on television, a recording of an answering machine robot, etc. The exercises performed online are checked and calculated by the computer, as a rule, they develop the student's writing skills.

Nowadays, it is considered important and necessary to use multimedia technologies in the course of the curriculum. Various innovations are taking place in the field of education, which require the retraining of the

teaching staff for the successful application of information technologies in the education process. The communicative method in education, as a fundamentally new methodological approach, requires the systematic use of multimedia in the course of the lesson. In modern schools, interactive multimedia technologies are presented on the basis of Internet networks, using satellite and wireless communications, as well as various CDs and other media that combine text, sound, graphics, photos and videos in one digital mode. In the course of the educational process, the widespread use of multimedia technologies is one of the promising information areas. Teachers from remote parts of the country can share experiences, various audio and video files of open foreign language lessons using multimedia programs such as Skype, Viber or Watsup via the Internet.

The modern stage of teaching a foreign language with the help of multimedia includes the use of projectors and interactive whiteboards. An interactive whiteboard, sometimes referred to as "white" or "improved", feels natural. Technically, an interactive whiteboard with a digital touch device includes four elements: a computer, a video projector, software, and a touch board controlled by touching fingers or a stylus. A whiteboard connected to a computer via a network or wireless connection transmits information through a projector, which projects everything onto the board. Conversely, thanks to the software, the data entered on the board is transferred to the computer via connections. Boards can be fixed or mobile. The user can thus perform actions on the board (using the stylus or moving a finger) as on a computer screen using a mouse. "The interactive whiteboard is the same personal computer that we use every day, but it is used collectively in the classroom center for everyone's purposes." The main issue on the agenda is the use of an interactive whiteboard in the lessons of teaching foreign languages as a pedagogical potential. In fact, the interactive whiteboard was originally created as a means of disseminating information. Learning includes a progressive construction of knowledge that is acquired through speech

activity. This perspective puts the student at the center of learning, which is based on the communicative method, which is an integral part of teaching a foreign language.

Multimedia is an active motivation of students, contributing to an increase in the student's interest in the material being studied [3, 71-75]. According to a certain level of the student, the training program can be adapted and contain a multi-stage bank of tasks and tests. It is advisable to use various methods of conducting a lesson in a teaching process, for example, brainstorming, a round table, an aquarium, a zigzag, etc. The use of the project method, within which work with the public is carried out, develops a sense of responsibility of working in a team. Each lesson should be based on the motivation of a multifaceted perception, integration of communication with other disciplines and a systematic analysis of the material covered. The combination of visual information along with verbal information contributes to actual motivated learning. The use of multimedia tools in the course of the lesson allows you to save time spent on preparing the lesson through the use of very simple and accessible tools for each student.

The visual perception of information is the most powerful push among the means in the field of education. Therefore, a lot of lessons and educational programs based on visual material are being developed. When using multimedia tools, the efficiency of assimilation of the material increases significantly. After all, it is not for nothing that there is a proverb "It is better to see once than hear a hundred times." Using the keyboard and mouse at the same time in manual exercises enhances the development of the student's memory. Based on this material, it is considered appropriate to identify the coefficient of assimilated material when using multimedia technologies, which can reach high rates. The studies of most linguists in the field of using the latest technologies in foreign language lessons show that this method increases the activity of students, motivates the learning process, forms logical thinking and contributes to the development of group work. The teacher is given a wide choice in creative activity, based on the results obtained.

Lessons using multimedia can be implemented in both spoken and written form of education. The language and colloquial speech that the student sees, hears and reads is communicative in nature. The role of the student in this process is to understand this message, to be able to respond to it. For this, communication tasks are set before him. Students are the spectator, collaborator, and finally the actor of their own learning. Thus, the teacher should create such tasks where the student will act as an actor in the learning process. While the student assumes an active role, the teacher plays the role of a consultant, a competent provider of information through multimedia tools. He is also the organizer of training, directs and evaluates students, using the materials at hand. The teacher must be aware of the student's level of knowledge in order to avoid automatic mistakes in the learning process. He must also have his own strategies in teaching the language. His educational practice should have a certain familiarity with the new technology and be able to integrate it into the learning process.

It is important to emphasize the role of new computer technologies that allow presenting authentic material in the context of learning a foreign language. This extra-linguistic aspect develops and improves the perception of the student's communicative competence.

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