



The Use of Information Technologies for the Development of Foreign Language Speech of Students

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ABSTRACT

The article discusses the use of modern information and communication technologies in the teaching of language disciplines at the university. Information competence, which has become one of the main indicators of quality education, is one of the main conditions of modern education, and its formation directly depends on the active activity of students in an open information and educational environment.

Keywords:

Informatization Of Education, Information Technology, Language and Speech Competence, Computer Literacy.

Introduction

The current period of development of society is characterized by cardinal changes in the sphere of interaction between man and information. For the first time in the history of mankind, information and knowledge have taken a dominant position in relation to such important categories as matter and energy. This marked the transition from industrial to information civilization. Building an information society is rightfully one of the priorities of humanity. The development of the information society is inextricably linked with the increasing need of every citizen for continuous professional development, updating knowledge, mastering new types of activities.

This trend has led to the question of changing the paradigm and model of education itself. There was a need to ensure the adequacy of education to the dynamic changes taking place in nature and society, the entire human environment, the increased volume of information, the rapid development of information technologies. The entry of humanity into the era of the information

society has caused the change of the established motto "education for life" with a new motto – "education for life". Qualitatively new features characterizing the innovative paradigm of education are orientation to a developing personality, transition from a reproductive model of education to a productive, humanistic, culturally oriented one; diversity and variability, the activity nature of education.

The progressiveness of learning using modern information technology is proved by the fact that, firstly, their inclusion in the educational process significantly accelerates the continuity of social experience and knowledge from generation to generation; secondly, IT contributes to a more mobile and successful adaptation of students to changes taking place in the social sphere; thirdly, the use of IT in the system education allows you to update and "modernize" education in accordance with the social order of society. In addition, the chosen subject area is mastered by students at various levels, skills and abilities for solving typical practical tasks are developed, the speed of decision-making in

non-standard problem situations, abilities for certain types of activities are developed. [1]

Material and Methods

The process of informatization of higher education in the republic is carried out with the help of electronic educational resources, information systems. In the analysis of methodological literature [2], the following advantages of using ICT tools in teaching Russian (foreign) are identified language: improving the quality and efficiency of the educational process; increasing the activity of cognitive activity among students; implementation of interdisciplinary connections; increasing the volume and optimization of the search for necessary information; creating a unified information and educational environment for students, taking into account their level and individual learning trajectory.

It is known that ICT tools are used in teaching language disciplines in a non-linguistic university in fragments, forming and developing individual skills (lexical, grammatical, phonetic) or skills (speaking, reading, writing, listening), while there is a tendency to implement multiplatform courses [3], when the teacher creates and simultaneously uses many sites. The disadvantage of fragmentary application of technologies is a violation of the conceptual approach to teaching Russian (foreign) the language, since all the author's developments are not used comprehensively.

The article attempts to analyze the scientific and pedagogical literature on the use of ICT tools for teaching a foreign language (in particular, Russian as a foreign language) language. The analysis showed that the main technological features of ICT tools that have opened up wide opportunities for the use of information and communication technologies for the formation and development of foreign language communicative competence are:

- interactivity (changing the content or the way of communication),
- publicity (organization of remote online communication and publication in open access),

- multimedia (use of materials of different formats: text, audio, photo, video materials);

- hypertext structure (creating hyperlinks and clicking on active links). [2]

To create an information and educational environment in the learning process, one or more information systems (LMS, MOOC) are used, which operate on the basis of ICT. At the same time, information systems have the following pedagogical capabilities:

- availability of the entire volume of educational material at any time, anywhere, independent extraction of knowledge;
- variability of forms of presentation of educational material (creation of files, links, hyperlinks to text, audio or video material; creation of intermediate and control tests for working out grammatical structures and lexical material; creation of interactive homework and simulators for independent work of students);
- interactive informational interaction between students and the teacher for feedback, between students and ICT tools for testing and monitoring results, between students to create a single research project;
- providing systematic teacher support for all levels of students, including in remote groups.
- Information systems used for teaching a foreign language have the following didactic capabilities:
- individualization and differentiation of the learning process (step-by-step formation and development of all system-forming language skills and development of speech skills of the Russian language for the professional activities of students);
- providing access to the information network;
- visualization of educational information (replacing text content with audio-visual);

- unlimited execution of training tests in the process of mastering educational material and self-preparation of students;
- development of communication skills (formation of writing and speaking skills for professional activity);
- intensification of all levels of the educational process; deepening of interdisciplinary connections;
- improvement of information and methodological support of pedagogical activity (high rate of updating of information);
- structuring of information in accordance with the selected educational program. [2]

Способы повышения эффективности организации образовательного процесса при условии привлечения информационно-коммуникационных технологий, определяют основные направления оптимизации обучения иностранному языку в неязыковом вузе на базе ИКТ. [4]

The first direction of optimizing the teaching of the Russian language on the basis of ICT is the creation and use of an information and educational environment.

In the conditions of informatization of education, an information and educational environment (IOS) is being created at the university and conditions for: providing access to databases, including the electronic scientific library of the university; various online courses, the authors of which are teachers of this educational institution, searching for the necessary information, developing educational information interaction between the teacher, students and the media ICT; formation of cognitive activity of students during the training course in the chosen discipline.

At the same time, the information and educational environment implements such opportunities as the use of an individual and differentiated approach in teaching (the diversity of tasks in terms of complexity, level of independence), the use of variable forms and methods of teaching; the use of continuous monitoring of learning. IOS also creates conditions for information interaction (teacher,

student and ICT tools), for the organization and management of the educational process.

• **The second direction of optimizing foreign language teaching based on ICT in a non-linguistic university is the implementation of content design (LMS or MOOC).** The use of LMS in designing the content of an information system for language teaching carries out step-by-step teaching of the specialty language, depending on the level of proficiency in the language being studied; automated control of knowledge and evaluation of results (entrance, intermediate and final testing) and self-control; training and self-preparation of students; timely addition and updating of the material, which increases the relevance and novelty of the educational material. It is important to note that the use of ICT in the process of language learning helps to free up educational time by performing tasks for training grammatical and lexical structures, working out professional terminology, performing reading and listening tasks in the conditions of using ICT tools.

The third direction of optimization of teaching a foreign language on the basis of ICT is the implementation of interdisciplinary connections when integrating a foreign language with a student's specialization on the basis of ICT tools, the formation of independence. Integration of teaching foreign language skills and abilities with the content of professional training of students using ICT means includes the creation of pedagogical technologies (a set of tools, methods and forms to achieve the goal with consistent and systematic use of subject content in teaching a foreign language based on ICT) aimed at developing and forming students' skills independently and systematically acquire knowledge for professional activity.

One of the tasks of modern education is the formation of an independent student involved in the planning of their own educational activities, able to take responsibility for their studies.[6] A modern student has the opportunity to influence his own educational trajectory, independently select disciplines and courses that are of value

to this particular student, in accordance with his own needs, talents and interests.

In practical classes in a foreign language, the principle of interdisciplinary connections is implemented in the process of solving practical problems in the specialty. At the same time, ICT tools allow: to integrate topics in the specialty of students individually and selectively use diagnostic, training and testing programs, as well as electronic educational resources; to use hypertext representation of subject information; to provide search, analysis, generalization of professionally relevant information, etc.

Thus, it is possible to define theoretical and practical interdisciplinary connections. At the same time, theoretical subject connections are realized through the knowledge of students from different fields and fields. While practical interdisciplinary connections are manifested through the formation and development of the skills of speech activity of the Russian language: listening and speaking skills, reading skills and writing and speech skills

The fourth direction of optimizing foreign language teaching based on ICT is the implementation of a variety of forms of control and evaluation. Information and communication technologies significantly expand the possibilities of monitoring and evaluating students' achievements.

Results

From a methodological point of view, ICTs make it possible to implement a formative or formative assessment, when the assessment is carried out in the process of completing a task by a student in order to stimulate self-control and self-correction and promote better assimilation of the material. It is very important to be able to organize students' mutual appreciation of each other's work, for example, when teaching writing and speech skills [6].

Conclusion

In conclusion, we note that a methodically well-organized educational process involves an optimal combination of information technology and traditional

teaching methods at all stages of learning. The use of ICT makes it possible to improve and differentiate training, take into account the individual characteristics of students and encourage them to further independent work.

The use of information systems that are focused on the formation and development of all the fundamental skills and abilities of foreign language speech activity, contribute to the process of optimizing the system of teaching Russian (foreign) language at the university.

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