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EFFICIENCY OF COMPUTER TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

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This article discusses the benefits of using computer technology in teaching foreign languages, as well as the need to broaden the content of technology for developing students' learning abilities. The use of modern means of computer, multimedia, internet, distance learning, a unique information environment and information and communication technologies has been yielding good results in high-quality educational process.

Keywords: information, education, environment, vision, innovation, pedagogy, technology, learning process, modernization, computer.

INTRODUCTION. Currently, in the educational system of the Republic Uzbekistan, young people are taught to think independently, have a broader understanding of independence, take care of the future and independence of their homeland, protect and defend themselves and their people, as well as the dignity and honor of the homeland. At the same time, improving the quality of education is one of the most important issues.

The huge changes taking place in our country have an impact on all areas, including the process of higher education. Creative, active, independent thinkers, radical changes and reforms in higher education are vital to the education and personal development. Therefore, the fundamental task of a number of disciplines is radical changes in education, the creation of active, creative, smart, intelligent, educated specialists who will enrich the future with new innovative ideas.

The better the knowledge, the more the student's worldview and intellectual potential develop and grow. Currently, information literacy of students and teachers is an important prerequisite for improving the effectiveness of education. Successful solution of these problems requires the use of modern teaching technologies in the learning process.

The use of advanced pedagogical and information technologies at all levels of education to improve the modern education system creates favorable conditions for students to reveal their spiritual strengths and abilities. Information and communication technologies, which are constantly developing in the education system, help to improve the quality of the educational process. Of course, it is advisable to use modern methods to make the learning process more meaningful. The use of modern computer, multimedia, Internet, distance learning, a single information environment and information and communication technologies gives tangible results.

One of the most important tasks is the implementation of state policy in the field of education, the improvement of the educational process in accordance with the unified requirements for training personnel, the provision of educational literature, the expansion of the database created for science, and the constant methodological service of teachers.

LITERATURE REVIEW. As a result of consistent reforms in the country to create the conditions for the full development and prosperity of the person, their interests, to bring the quality and effectiveness of education to a new level, opportunities for the development of students' foreign language skills are being expanded. There is also a need to expand the technology of developing students' learning skills in teaching foreign languages. The Strategy of actions for further development of the Republic of Uzbekistan identifies priority tasks such as "further improving the system of continuous education, enhancing opportunities for quality education services, supporting and implementing the creative and intellectual potential of the younger generation" to determine the criteria for logical thinking, to the intellectual development of students and to their own abilities and inclinations. It is important to develop recommendations on appropriate skills acquisition [1].

The educational process of methodological literature in recent years many new concepts are being introduced, such as "Innovative pedagogy", "Innovative technologies", "New pedagogical technologies", "Interactive methods and methods". Russian scientists V.I. Zagvezinsky, V.P. Bepalko, V.A. Slastinin, as well as B. Ziyomammedov, L.V. Golish, N.H.Aliklikulov, N.Saidhmedov, A.Kosimov, U. Tolipov and F. Kholikova have detailed theoretical and practical views on modernization of the educational process, new pedagogical technologies and their pedagogical and psychological bases. In almost all of the aforementioned studies, the innovative ideas proposed are characterized by their application in the teaching of social sciences and humanities. In addition, any student who does not have the skills of communication in a foreign language can never participate in "brainstorming" technology, such as on-topic trainings. This means that students need to be able to speak a foreign language first, to learn how to express their thoughts without hesitation, to develop communication skills,

to be able to respond to information. The strengthening of such skills and competencies is based on the proposed new information technologies [3]. Pedagogical literature describes the concept of "innovation" as a pedagogical reality, which leads to emerging theory and practice of new methods and techniques in teaching.

The most promising area in the use of information technology in education is the organization of independent work of students. An independent student work program is based on the use of electronic textbooks, integrated dictionaries, a library of educational and methodical literature that interact in the field of computer technology.

RESEARCH METHODOLOGY. One of the important conditions for the implementation of the innovative pedagogical process in teaching foreign languages is the learner's ability to self-control and motivation in mastering speech activity. One of its most important conditions is the formation and development of the communicative and cognitive functioning of students on the basis of communicative, functional, emotional and cognitive principles, which leads to the formation and development of students' communicative competence. In this process, the teacher creates the conditions for the formation and development of students' intellectual abilities, the ability to communicate in a foreign language, increases their interest and at the same time serves as a leader. The student becomes the main figure in the learning process. Interactive methods are part of the lesson content, enabling the creation of a team, group or pair for learning communication materials, that is, the learning process is organized through the joint educational activities of teachers and students. Each lesson has a specific subject technology, that is, pedagogical technology in the learning process is an active learning process that focuses on a specific, pre-designed and guaranteed result based on the student's communicative needs. New pedagogical technologies advance the learning process designing. In this case, the specificity of the teacher's teaching material in its explanation and in the process of independent work strengthens students' communication skills [10].

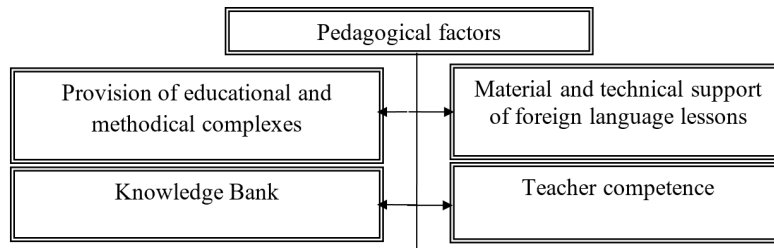
Students are treated differently in the learning process. The use of pedagogical technologies and modern methods of independent, free thinking, research, a creative approach to each issue, analysis and effective use of scientific literature in itself increases their interest in their chosen profession. There is a need for a new approach to the design of the educational process based on the new educational system, the content, the curriculum, the textbooks.

When using computer technology, it can perform numerous tasks. Computer technology with active access has the following main objectives:

- 1) to increase students' interest in learning using multimedia technologies;
- 2) to enhance students' thinking abilities through interactive teaching and increase the effectiveness of learning material;
- 3) to allow modeling and visualizing processes;
- 4) to make learning materials effective not only in terms of their level, but also the level of logic and perception of students;
- 5) to provide distance education not only for undergraduate students or the Internet, but also for students who missed classes;
- 6) to provide students with the opportunity to carry out specific research activities by searching for material through independent research and finding answers to problematic issues;
- 7) to promote students' performance in reading, coursework, writing and graduation, self-study materials, selection and analysis of information and data [9].

Non-traditional educational technologies are primarily innovative technologies aimed at organizing and managing students' collaborative learning activities, teaching communication skills, ensuring reproduction of learning, consecutive formation and improvement of skills, and independent research. This activity is done by working in pairs and in groups modeling, designing and using different games.

Over the past decade, much has been said about changing the concept of education, developing innovative teaching methods, and applying new technologies in the learning process. The Resolution of the First President of the Republic of Uzbekistan "On measures to further improve the system of studying foreign languages" dated December 10, 2012 No. PP-1875 contains an analysis of the existing system for organizing the study of foreign languages, which shows that educational standards, curricula and textbooks do not fully comply with modern requirements, especially regarding the use of advanced information and media technologies, training is conducted mainly by traditional methods. Currently, teachers have ample opportunities for teaching theoretical and practical disciplines using various technical means. Many educational institutions have language laboratories, multimedia classes, and video rooms. In the classes, audio and video equipment, computer technologies, including the Internet, projectors of various types (digital projectors, etc.), interactive whiteboards [4] are actively used.



Among the problems theoretically and experimentally solved using the methodology of foreign languages, communicative competence and methods for achieving it are among the most relevant. Mastering the communicative competence in French without being in the country of the language being studied is a very difficult question. Therefore, an important task of a teacher is to create real and imaginary situations of communication in a foreign language lesson, using various working methods (role-playing games, discussions, creative projects, etc.). No less important is the task of acquainting students with the cultural values of people - native speakers. For these purposes, the use of authentic materials (drawings, texts, sound recordings, etc.) is of great importance. Acquaintance with the life of French-speaking countries takes place mainly through the text and illustrations to it. It is especially important to give students a visual representation of the life, traditions, linguistic realities of French-speaking countries. Educational video programs can serve this purpose, the use of which contributes to the implementation of the most important requirements of a communicative methodology. Moreover, the use of video in the classroom contributes to the individualization of instruction and the development of motivation for students' speech activity. It should be noted that the use of video in the lesson is the use of another source of information. In recent years, the question arose of the use of new information technologies both in higher and secondary specialized educational institutions, and in secondary schools. This is not only new technical means, but also new forms and methods of training, a new approach to the learning process. The main purpose of teaching foreign languages is the formation and development of a communicative culture of students, training in practical mastery of a foreign language. The teacher's task is to create conditions for the practical mastery of the language for each student, to choose such teaching methods that would allow each student to show their activity and creativity [7,8].

The teacher's task is to increase the student's cognitive activity in the process of teaching foreign languages. Modern pedagogical technologies, such as training in cooperation, the project methodology, the use of new information technologies, Internet resources, help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students, their level of training, inclinations, etc. A variety of topics, activities, and the fascination of computer programs are of great interest to students. Existing CDs today allow you to display information in the form of text, sound and video. Computer training makes it possible to organize the independent actions of each student. When learning to listen, each student gets the opportunity to hear speech in a foreign language, and during learning to speak, each student can pronounce phrases in a foreign language into the microphone, while studying grammatical phenomena - each student can perform grammar exercises, reaching the correct answers, etc. Computer training programs in foreign languages currently available for sale do not always meet the basic requirements of the programs; they are intended mainly for individual lessons, for independent study of foreign languages. And at the same time, without an experienced teacher, this way of learning a language is ineffective. It takes a long time to study computer programs for teaching a foreign language and to choose the material suitable for these programs. These lessons are distinguished by diversity, increased interest of students in a foreign language, and efficiency. Each student, even the weakest, demonstrates his skills, the excitement of competition makes him achieve better results. There are concerns that technology may crowd out teachers. Some teachers are skeptical of this technique: "Why is this needed?"

There are many new teaching aids, audio and video programs, and no one will teach a teacher better than himself. Perhaps they are right. But no one talks about replacing a "living teacher with an electronic one." As an aid in teaching a foreign language, computer programs have their advantages. They allow you to individually approach students, computers cope with each as much as necessary. Multimedia tools allow the teacher to adjust the curriculum taking into account the interests and capabilities of individual students. Students can use multimedia elements in their homework, transferring them electronically to a diskette or via the Internet. [4].

To achieve maximum effect, it is necessary to use a wide range of innovative, including, of course, a variety of media educational technologies in the educational process. Also create Power Point multimedia presentations. Using computer presentations in the lessons allows us to introduce new lexical, geographic materials in the most

fascinating way, the principle of visualization is implemented, which contributes to the sustainable assimilation of information. Students' independent creative work on creating computer presentations is the best way to expand the active vocabulary. The tasks of modernization of education cannot be solved without the optimal implementation of information technology, which gives impetus to the development of new forms and contents of traditional types of student activity, which leads to their implementation at a higher level. Work with a computer should be organized in such a way that from the first lessons of the initial stage of training, it becomes a powerful psychological and pedagogical tool for generating students' motivation needs, a means of maintaining and further developing their interest in the topic. Properly organized work of students with a computer can contribute, in particular, to the growth of their cognitive and communicative interest, which in turn will contribute to the activation and expansion of opportunities for students to work independently in mastering foreign languages, both in the lesson and outside school hours [5].

South Korea is the country that most widely uses information and communication technologies in education, and currently these technologies are widely used in each class. For students, educational resources for smartphones have been created that can be used in the classroom, outside the classroom, and at home. There is also an active e-learning system with more than 700 e-learning companies.

In the Russian Federation, a lot of research has been carried out to develop education informatization and its use in the educational process. As a first step, the Russian national network of science and education runnet.ru was created within the framework of state programs of the Russian universities, uniting universities, large scientific and educational institutions. In the period 2001-2005, several educational portals were designed to create a single information and educational environment, more than 10,000 educational resources were uploaded to these portals, and 42 regional distance learning centers were provided with information and communication tools for learning via the Internet [6].

ANALYSIS AND RESULTS. Information and communication technologies, which are constantly developing in the education system, serve to raise the level of the educational process. Of course, it is advisable to use modern methods and techniques to make the learning process more meaningful. The use of modern means of computer, multimedia, Internet, distance learning, a single information environment and information and communication technologies has been yielding tangible results.

The success of the pedagogical experiment indicates the need to take into account its organizational and pedagogical aspects. Therefore, special attention was paid to these aspects. The organization of experimental work was carried out taking into account the views and comments of the faculty of Navoi State Pedagogical Institute.

During the experiment, discussions and observations were held with professors and students of computer sciences on key features of the information and educational environment. According to a student survey, 45% of teachers believe that e-learning resources should be used in the learning process in the classroom, 40.3% believe that it is advisable to use them independently, 14.4% can use them for teaching complex subjects, and 0.3% do not contribute to the acquisition of knowledge.

Summary of the experimental stage: the results of a number of data obtained in 2019 were analyzed and summarized, and a mathematical-statistical analysis was performed based on the Student-Fisher test to verify its reliability. It was found that the average score in the experimental group was higher than in the control group, which is 11.7% higher.

CONCLUSION. In conclusion, where there is no communication, the effectiveness in learning a foreign language is increased through the use of innovative technologies. Using the methods described above in pedagogical technology, we concluded that they contribute to creativity, hard work, perseverance, and independent thinking.

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