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# INFORMATION TECHNOLOGY AS A MEANS OF TEACHING FOREIGN LANGUAGES

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## Abstract:

This article describes the role and importance of information technology in education. It also discusses such issues as the choice of materials for language classes and issues related to effective information and communication technologies.

## Keywords

Mental activity, distance learning, information technology, information search, information and communication technologies.

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## Introduction

Currently, in the implementation of general education standards, information and communication technologies are actively being introduced into the learning process, especially in teaching foreign languages. All types of modern technological teaching aids contribute to the modernization of the educational process, activate the mental activity of students, promote the development of creativity of teachers, allow for distance learning, develop a system of continuous education, thereby increasing the efficiency of the educational process.

Today, computerization of the educational process is considered as one of the relevant factors in organizing training in a particular subject. The latest information technologies in education make it possible to more actively use the scientific and educational potential of leading universities and institutes, attract the best teachers to create distance learning courses, and expand the audience of students.

The use of ICT in education is almost limitless. Having a computer connected to the Internet contributes to significant elaboration of any topic. Systematic study of various disciplines is impossible without visual teaching aids. Until now, the most common means for visualizing new information were (often and still are the majority) blackboard and chalk, posters and maps, and various didactic drawings. A computer, especially one connected to the Internet, connects various types of visual aids, allows you to update didactic materials, as well as optimize and diversify the educational process.

Basic mastery of the skills of handling e-mail, searching for information on the Internet using various search engines, the ability to use programs for online communication, competent use of elements of Web design and Web design are necessary not only for the student, but also, first of all, for the teacher. To do this, he should constantly improve his level of computer literacy and orientation in the Internet space, always being one step ahead of students. But here we should express our firm belief that a computer, even at the present

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stage of technology development, should not and cannot take on the functions of a teacher. In our opinion, the correct organization of professional training of a specialist at a university involves the use of information and communication technologies as only an auxiliary teaching aid, ensuring both optimization of the cognition process and the formation of an individual style of professional activity. At the same time, as noted above, the role of the teacher in the context of the use of information and communication technologies remains not only leading, but also becomes even more complex.

He selects educational material, develops structures and algorithms for the interaction of students with computer teaching aids, forms criteria for managing the actions of students, etc. University teachers in modern conditions are looking for and putting into practice new methods, using information technology in teaching foreign languages. Increasingly, when preparing and conducting classes, foreign language teachers use educational and reference websites, text, voice and video communication programs (e-mail, Skype, Telegram, Viber), and create various tasks for students to independently work on finding additional information on the topics covered. in the Internet.

For example, information educational resources used in the educational process make it possible to present teaching materials on a foreign language in text and hypertext, as well as graphic, audio, and video formats, automate the system for monitoring and assessing students' knowledge, increase interest in learning the language, organize independent work more effectively.

Correspondence in special services, as well as by e-mail, creates a beneficial environment for using a foreign language in everyday life, makes it possible to apply and consolidate acquired language knowledge in situations of real communication in writing, and, importantly, accelerates the acquisition of intercultural competence. The use of computer presentations in the educational process makes it possible to speed up and facilitate the learning of new material.

The visual richness and clarity of educational material contribute to a more complete understanding and disclosure of various topics, for example, when studying with students the linguistic and cultural component of teaching a foreign language.

Computer presentations focus students' attention on significant points of information. Using a presentation can increase student motivation, for example, through the use of a large number of illustrations, multimedia, and the use of Internet sources as sources of information about the country of the language being studied and an additional source of information.

All this serves to deepen the involvement of students in the independent learning process. University students are increasingly being asked to prepare reports in the form of computer presentations for presentation to a group in class, followed by collective discussion. Also, one of the fundamental conditions for the effective use of information and communication technologies is the personal interest of the teacher in its use.

This means that the teacher must verify from his own experience how this technology helps

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him more effectively solve some pedagogical and didactic teaching tasks (for example, to reveal the significance of the educational material being studied, to increase the intensity of its assimilation, to develop and consolidate practical work skills, to manage educational activities and etc.). The activities of a teacher in the context of the use of information and communication technologies become immeasurably more complicated. This is due to the fact that the teacher carries it out in a new pedagogical environment and with new teaching tools. He gets the opportunity to influence students indirectly via the Internet.

Under these conditions, the teacher has to implement a number of functions that are absent in traditional teaching. From the above it follows that the computer culture of the teacher is a decisive condition for the successful use of information and communication technologies. Thus, one of the important factors in improving the system of training professional personnel in higher education is the active use of modern ICT in the educational process.

**References**

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