INCORPORATING ICT TO ENGLISH LANGUAGE TEACHING IN UZBEKISTAN

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ABSTRACT

The article emphasizes the relevance of the use of modern means of multimedia in teaching English in the changing social and cultural milieu. Multilevel social inquiry and practice of modern education necessitated comprehensive study and the special project of the educational process of learning the English language with the use of ICT. The analysis of monographic and methodological literature and dissertations research results have revealed some features of the present stage of the use of ICT in English language teaching.

Keywords: *competence; educational technology; educational resources; media education; information and communication technologies (ICT).*

АННОТАЦИЯ

В статье подчеркивается актуальность использования современных средств мультимедиа в обучении английскому языку в меняющейся социальной и культурной среде. Многоуровневое социальное исследование и практика современного образования обусловили необходимость комплексного изучения и специального проекта образовательного процесса изучения английского языка с использованием ИКТ. Анализ монографо-методической литературы и результатов исследования диссертаций позволил выявить некоторые особенности современного этапа использования ИКТ в обучении английскому языку.

Ключевые слова: *компетентность; образовательные технологии; образовательные ресурсы; медиаобразование; информационно-коммуникационные технологии (ИКТ).*

INTRODUCTION

Today, a characteristic feature of the development of modern society is the increasing importance of information, which is becoming a comprehensive and integral resource. Work with information has become the main content of almost any kind of activity, including the field of education. Intercultural communication and the widespread use of ICT in the educational process should be an integral condition in achieving the modern professional quality of training specialists with high spiritual, cultural, creative, search and social activity. which are reflected in the "National Ttraining Program" of the Republic of Uzbekistan. [3, p.21]

DISCUSSION AND RESULTS

Modern development of world education indicates the fact that the concept of media literacy has become a necessary constant for the formation of highly intelligent and highly qualified specialists on the modern stage of the development of educational technologies.

The influence of media culture on the formation of personality, personal qualities of a student, taking into account the educational aspect, according to N.B. Kirillova, who understands media culture as information and communication means, as well as material and intellectual values in the aggregate, that determines the formation of socio-political consciousness in the developing of society. [2, p.8] Thus, in modern linguodidactics the concept of information competence, information literacy is replaced by the term media literacy, considered by N.B. Chicherina - as one of the fundamental competences necessary for any professional in the effective functioning of the so-called information environment. [6, p.19]

In our opinion, media literacy is the process of preparing a media-literate person with information competence, due to the understanding of the socio-cultural, socio-political and intercultural context of the functioning of media culture in the modern world, code and representation systems, or, in other words, the ability to "see" not only explicit but also implicit information embedded in the media text, to decode certain images, symbols and associations, including the ability to learn, translate, i.e. transmission of adequate, logically correct and axiological information, interpret/analyze. This process is the most important and goal-setting, as a semantic analysis of the complexities in the interaction with each aspect. Each reader brings about changes and supplements the meaning that lies in implicit basis of a media text. [4, p.85] Scientists of linguodidactic sphere realized the need for new approaches in teaching foreign languages. The idea of introducing them into the learning process of

the competence-oriented approach reflects the need to improve the efficiency of the learning process, the quality of education through the use of modern methods and forms of education, formation and development of competence and taking into account the peculiarities of development of personality. One such approach is the use of multimedia and information and communication technologies (ICT). The meaning of the term "technology" is still being clarified, this term is used in a fairly broad context. In practice, there are also terms such as pedagogical technology, educational technology, innovative technology.

In modern didactics, the term "pedagogical technology" is more common in many methodological works. Stages of development of the concept of "pedagogical technology" can be identified: the use of visual aids in the educational process (40s – mid-50s), programmed training (mid-50s - 60s), pre-designed educational processes that ensure the achievement of clearly defined goals (up to 70s), computer and information technology training (from the beginning of 80s).

Indeed, "new pedagogical technologies come into practice in education." The need for this due to the changing demands of society and the internal needs of the educational system [1, p.15]. Today, students usually have some experience with different multimedia tools of processing, transmission, storage and presentation of information. It is obvious that there should be such a model in the educational process, which would provide not only the formation of effective use of computer skills during the preparation and processing of the necessary educational information, but also the development of personal qualities, values of the members of the information society.

The study of practical experience showed that the use of ICT in teaching English is not a mass phenomenon. Among the reasons there are not only organizational, pedagogical problems, but also the lack of readiness of the teacher to solve problems related to the computerization of the educational process. The reason, according to many researchers, is the lack of clear ideas on how ICT helps to achieve the planned results of learning English, which should be changed in the content, forms of organization, methods and principles of training. [5, p. 36]

However, scientists have studied successful implementation of certain types of incorporating of information and communication technology: development and application of electronic educational resources, including distance learning in their professional activities; in teaching English as a foreign language. Analysis of monographic and methodological literature, the results of dissertation research revealed the following level of knowledge of the problem: pedagogical science shows

the positive impact of modern multimedia technologies for the development of communication skills and learning English language in Uzbekistan.

There is a need for a deeper theoretical and methodological justification of the use of ICT in teaching English in the field of professional and business communication, based on the introduction of educational opportunities of modern multimedia, such as differentiated learning, focused on the intellectual and personal development of students in the formation of key competencies, the education of the individual living in the information society. Thus, today's new approach to teaching English is the use of information and technology.

There are many terms for definition related to media education, computer training in Uzbek and foreign linguistics. A review of currently existing approaches to media education has shown a common definition of the term media education as "the process of personal development with the help and material from the media, in order to form a culture of communication with the media, creativity, communication skills, critical thinking skills for perception, interpretation, analysis and evaluation of the media, training in various forms of expression using existing technologies." [4, p.45] In our opinion, these goals should be considered as one of the main ones if we take into account the influence and constant influence of the media on the learning process of EFL students.

Different concepts define three main uses of ICT in education, namely:

- organization and management of the educational process;

- training in the broadest sense of the word – training under the guidance of a teacher (stationary and remote) to the use of computer technology for self-training;

- study of specific subjects.

In practice, the use of ICT in teaching foreign language, since the mid-80s of the last century began to use a variety of applications - text editors, spell checking, electronic dictionaries, as well as spreadsheets, desktop publishing, encyclopedias, games, and other programs. The second stage of incorporating ICT to ELT began in 90s, and it is associated with a qualitative change in the technical capabilities of computers and the diffusion of ICT in the learning process. Features such as hypertext, which creates a cross-reference system in the text, combining hypertext and multimedia capabilities, allow you to use ICT to work on improving all types of speech activities (listening, reading, writing, speaking, including aspects like pronunciation and intonation) and for real communication in writing and oral form. The next stage (the beginning of the 21th century) is the development of ICT training using virtual reality. In the "virtual " classroom – laboratory, students have the

opportunity to work in the conditions of modeling the diversity of speech situations, it will undoubtedly expand the opportunity to improve speech and cognitive skills, create optimal conditions for the formation of communicative and socio-cultural competence.

The main feature of the modern stage of ICT use is the mass and purposeful use of the Internet space, professional computer programs of various types: actual training, applications, telecommunications tool-in order to create a unified environment of computer learning, through which the communicative competence of students is more effectively developed. In modern research, the importance of the Internet for the study of English in higher education is emphasized by the fact that Internet resources provide teachers and students with information on various aspects of scientific theoretical studies of the English language. For example, for the university teachers and students, Internet resources may be of great interest, because they are specialized on the basis of electronic libraries, search engines, providing search opportunities for the subject area (projects, lesson plans, systematic links, interactive exercises) and professional features of students; portals that allow you to participate in discussions, get acquainted with advanced methodological and pedagogical practices.

One of the main problems associated with the teaching of English is the problem of trust, scientific and educational value of the content and importance of information. It is obvious that the genre specifics of sites (news sites, personal pages, information materials, scientific publications, etc.) suggests their different content, in this case, teachers and students should have the skills to critically perceive the information posted on the Internet to which they refer.

The effective use of modern ICT in teaching foreign language depends on many factors, among which the leading ones are:

- provision of computer equipment and Internet access;
- availability of specialized training materials and the necessary set of programs of various types;
- educational quality of multimedia learning tools used;
- adequate level of general computer literacy (media literacy) of students and teachers;
- special training of teachers in computer linguistics;
- special organization of the educational process.

With the obvious significance of all these factors, we believe that a key figure in the integration of ICT in the learning process is the teacher, who has the necessary qualifications and applies them in practice.

CONCLUSION

Taking into account the fact that the majority of trainees who are currently working in educational institutions of various levels are not able to obtain the necessary training in the application of modern ICT in English language teaching a system of training and information and methodological support of teachers in the field of computer linguodidactics should be organized.

Summing up, we note that the growth of media culture products in the process of English language training and training of highly qualified personnel on a systematic basis is a promising direction of modernization and goal-setting of the content of vocational education in modern integrative conditions.

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