

## **The Advantages Of Information Technology In Teaching Foreign Languages**

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*Abstract*

*The role of information technology is significantly important and today it takes the central place in the development of society, its educational system and culture. The education system and science is one of the objects of the informatization process of our society. Informatization in education requires a theoretical rationalization and the choice of information technology. For sure, the desire to actively apply modern information technologies in the field of education should be aimed at improving the level and the quality of conducting a foreign language lesson.*

*Key words: information technology, education, efficiency, electronic media*

Over the past years, the Internet has become a prominent new technology. The influence of such a powerful technological tool has pervaded all aspects of the educational, business, and economic sectors of our world. Regardless of one's familiarity with the Internet, it is frequently made reference to.

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Eady & Lockyer, 2013).

Solanki and Shyamlee<sup>1</sup> (2012) and Pourhosein Gilakjani (2017) supported the view that language teaching method has been changed due to technology. The researchers continued that the application of technology helps learners learn on the basis of their interests. According to Pourhosein Gilakjani (2013), the use of technologies has the great potential to change the existing language teaching methods. Pourhosein Gilakjani and Sabouri (2014) emphasized that through using technology, learners can control their own learning process and have access to

many information over which their teachers cannot control. Technology has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. "If teachers do not use technologies in their teaching they will never be able to keep up with these technologies. Thus, it is very important for teachers to have a full knowledge of these technologies in teaching language skills." [2;145]

The use of the Internet is widespread in numerous fields and domains, without a doubt, it also carries great potential for educational use, specifically second and foreign language education.

Nowadays the computer is an effective assistant and integral part of everyone, which allows to improve the quality of training and the effectiveness of control. Currently, the use of computers in the educational process is very important. We want to focus on the use of computer presentations in the educational process. The use of presentations allows to every teacher to intensify mastering of educational material by students and conduct classes at a qualitatively new level, instead of using a regular blackboard projecting slide films from the computer screen to a large wall-mounted screen or a personal computer (laptop) for each student. Colorfully designed presentations (using animation effects, in the form of text, a diagram, a graphic, a drawing.) solve the problem of using visual material. For example, if you previously cut and paste pictures on the board, then now you can find pictures with the help of Internet and insert them on the slide right away. If there is a lot of pictures, then make a few slides. At the lessons of the introduction of new material, one can use the following educational programs: great help in teaching phonetics, articulation, rhythmic intonation pronunciation skills, to increase the motivation of students to learn English is provided by the program «Professor Higgins. English without an accent» The educational programs provide a large number of exercises for grammar and vocabulary. These programs are very easy to use, you need minimal computer skills, which is very important

when working with a group of students. There are materials for all classes that are divided into modules. “One of the most essential pedagogical principles of language teaching is the study of language in a cultural context. Understanding the culture of the target language enhances understanding of the language. To this end, the Internet is a valuable resource to both language teachers and learners.”[7; 109] In this manner, the Internet facilitates the use of the specific language in an authentic setting. The Internet can also be used to acquire information from language resources for a variety of purposes. For example, students can access current information from countries around the world. They can obtain geographical, historical, social/cultural, economic, and political information from the countries in which the target language is spoken. Students can read web versions of daily newspapers and same-day news reports from sources such as the French Embassy's gopher service, the daily Revue de Press.[2;75] Such experiences can allow learners to participate in the culture of the target language, which in turn can enable them to further learn how cultural background influences one's view of the world.

The Internet also serves as a medium for experiencing and presenting creative works. While students can peruse the information on the Net, they can also use it as a platform for their own work such as essays, poetry, or stories. Numerous public schools, for example, are making use of the World Wide Web for publishing student work which can be accessed by other web users. Students therefore become not only consumers of content, but in fact generate the content.

The Internet also promotes literacy for authentic purposes, as stated previously. In addition to being a supplement to reading materials, especially current information, when students are exploring the Net, they are essentially exploring the real world. Such browsing or exploration can also lead to incidental learning as they encounter a variety of information in this way. Communication with native speakers furthers literacy development for authentic purposes, enables

language learners to compare student perspectives on an issue, and allows them to practice specific skills such as negotiating, persuading, clarifying meaning, requesting information, and engaging in true-life, authentic discussion. Promotion of literacy also occurs within a social context. “The interaction that results from the above situations can lead to cooperative projects and increased communication between students from all over the world, in turn leading to the development of social skills.” [4;64] Finally, use of the Internet can promote computer skills and the technical and conceptual experiences of using a computer.

The Internet provides supplemental language activities which can provide students with additional practice in specific areas of language learning. These include reading tests and comprehension questions, grammar exercises, pronunciation exercises possible through the available multimedia capabilities, cloze tests, vocabulary exercises, and so forth. Students can search the Web for such sites, or teachers may recommend specific sites on the Web. Published lists are also available from various sources. For example, Paramskas offers a list of sites for both language teachers and language learners, some of which relate to issues of language learning, others which use language as a medium for discussion of culture or current affairs, and others which assist in locating native speakers.

Teachers have had a large amount of methods offered at different times. Obviously, some teachers stick on certain methodologies very sternly. Nonetheless, majority of the English language teachers instead of adhering to prescribed trends, follow different ones at different times applicable to their contexts. Besides, they practise different educational technologies to grow academically and professionally. Educational technologies, especially computers and computer-related peripherals, have grown tremendously and have permeated all areas of our lives. It is incomprehensible that anyone today would argue that banks, hospitals, or any industry should use less technology. The Internet in

particular is becoming an increasingly vital tool in our information society. More people are going online to conduct such day-to-day activities as education, business transactions, personal correspondence, research and information-gathering. Information technologies in English language teaching can actually assist with some of these expectations and make teachers and their students be more successful. However, as the world becomes more complex year-to-year instead of the generation-to-generation pace of most of the last century, educational needs continue to shift from teaching and learning isolated skills and information within each content area, to teaching skills that enable students to solve complex problems across many areas. Educators must prepare for a technology-rich future and keep up with change by adopting effective strategies that infuse lessons with appropriate technologies.

Thus, without the use of ICT in the teaching process, it is difficult to imagine modern English lessons. Their use expands the scope of the educational process, increases its practical focus. The use of ICT and Internet resources in the English lesson allows us to more effectively implement a whole range of methodological, pedagogical and psychological principles. The usage of computers in English educational programs increases the effectiveness of solving communicative problems, develops different types of speech activity of students, and forms a stable motivation for students to learn foreign languages.

In this paper, the researchers reviewed some important issues about the use of technology in language teaching. The review revealed that when technology is used appropriately, it can bring about a lot of advantages to teachers and learners. It is a resource that can be used by learners because it helps them solve their learning problems and find methods to use what they have learnt in ways that are effective and meaningful. In addition, the review literature indicated that the use of technologies plays a key role in teaching a foreign language, helps in self-understanding, does not stop interaction with the teacher, and creates high

motivation in learners for the effective learning of language skills. Teachers should be convinced of the usefulness and advantages of technology in improving learners' learning.

Furthermore, the paper represented that learners should use technology to enhance their language skills because it has as a crucial role in developing learners' creativity and provides them with interesting, enjoyable, and exciting alternatives to study the language.

Technology provides interaction between teachers and learners, provides comprehensible input and output, helps learners to develop thinking skills, makes learning and teaching becomes more student-centered, promotes learners' autonomy and helps them feel more confident, and increases learners' motivation to effectively learn a foreign language.

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