

Methods Of Increasing The Activity Of Students In Teaching Information Technologies

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Annotation: *The most important factor to consider when using the latest information and telecommunications technologies in the education system (and upbringing) is the person. Since it serves as the basis for the functioning and development of society, the fundamental principle of education is the position that it is necessary to create conditions for the development of the individual's potential.*

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The Internet gives students the opportunity to access resources that have not been used before (or have been used to a small extent) in training, such as fresh business information, political and other news, results of online surveys, various unpublished statistics and financial reports of companies and organizations, online maps, digitized images, video and audio files, resources of news groups and mailing lists, training programs, etc.

The Internet is becoming an indispensable channel and resource for getting really modern education and is already widely used in Russian universities. Open and free access to information allows each user to develop their personal qualities as much as possible and get the necessary information quickly. The main principles of effective selection and use of technologies in the educational process are the following:

- In the educational process, it is not information technology itself that is important, but how much its use serves to achieve the actual educational goals;

- More expensive and more modern technologies do not necessarily provide the best educational result;

- The result of training depends not on the type of communication and information technologies, but on the quality of development and delivery of courses;

When choosing technologies, it is necessary to take into account the greatest compliance of certain technologies with the characteristics of the trainees, specific features of specific subject areas, and the prevailing types of training tasks and exercises;

- The most effective approach in choosing technologies is multimedia, in which it is necessary to strive for the complementarity of different technologies and the synergistic effect of their interaction;

In the course of our experimental work we have classified the use of information technologies in teaching foreign languages in four main areas:

- As a means of explaining and explaining new material;
- As a tool for enriching the educational process;
- As a medium for searching for information;
- As a medium for organizing communication.

The experimental work was based on the results obtained in the course of theoretical research, on the basis of which the ways, conditions and methods of increasing the educational activity of University students by means of ICT in foreign language classes were built and implemented. The purpose of the experimental work was to determine the rational conditions for using ICT to increase the educational activity of students of non-linguistic specialties.

Information and communication technologies have been successfully used by us for group and individual (independent) work as a means to explain and consolidate new material. In the process of experimental work, we have systematized and used a huge number of materials on SAT and DWD media, as well as on the Internet

when connecting online. They contain a theoretical presentation of the phenomenon being studied, exercises for mastering and forming skills for different language levels, and materials for testing. ICT make it possible to find any information ranging from the latest news from anywhere in the world in any language, and information is available not only as text but also view the video that gives you the opportunity not only to read but also to perceive foreign speech at the hearing.

The use of Internet technologies for organizing communication is of particular interest in conditions where the language is not studied as a second language in the country, but as a foreign language, that is, where the environment is not educational. In the classroom, we introduced e-mail, chat and messenger communication in online mode, which is an effective means of imitating the language-the howling of the environment. Multimedia, hypertext, hypemedia, and telecommunications technologies were widely used to develop reading, writing, listening, and speaking skills, and to communicate with native speakers of the language in written and oral forms.

The information obtained via the Internet (various texts, audio, and video materials in the language being studied) for the experimental work program was used as additional materials on the topics being studied and as basic materials for specific tasks and independent work. One of the important results of this work can be considered the formation of students' skills for purposeful selection of information for independent work in a foreign language, taking into account the fact that the Internet resources are extremely extensive and constantly updated.

As can be seen, the experimental work carried out to increase the educational activity of students in learning English by means of ICT has yielded positive results: in all indicators, the quality of learning English of students in the experimental group is significantly higher than in the control group, where students studied a foreign language according to the traditional scheme. The reliability of

the results was censured by the thoroughness of the experiment organization, the representativeness of the sample of subjects, the variety of methods used, and the validity and reliability of the method used.

Answering the questionnaire questions, students noted that when using computer training programs in the educational process, they increased their interest in classes and desire to constantly work with electronic training programs. This indicates that there have been positive changes in the attitude of subjects to learning a foreign language, which is affected by the use of information and communication technologies.

The lessons we conduct in the control group on traditional methods and means of training, as shown by our experience, are directed rather than managed. One of the disadvantages of the traditional training system is the weak impact of the results of current learning on the course of further training and the relative passivity of students in the conditions of explanatory and illustrative teaching methods. ICT allows you to connect the processes of learning, consolidation and control of learning material, which in traditional training are often broken and make it possible to more individualize the learning process, reducing the front types of work and increasing the share of individual group forms and methods of training.

It should be noted a number of characteristics that are inherent only in computer training materials: interactivity, the use of a set of tools for providing information, adaptability, non-linear representation of information, individual design, the need for special training of the user to work with the program.

Summarizing the above, it can be noted that the introduction of information and communication technologies leads not only to an increase in the effectiveness of training, but, what is also important, increases the interest of students in self-knowledge, motivation to learn a foreign language, and contributes to the development of skills of independent work of students.

These ICT tools make it possible to activate educational and cognitive activity of students; provide positive motivation for learning through interactive hypertext; provide a high degree of differentiation of learning; improve the control of knowledge, skills and abilities; rationally organize the learning process, improve the effectiveness of classes; develop skills for genuine research activities; provide access to various reference systems, electronic libraries, and other information resources.

The computer develops students' independence and creates a favorable social and psychological atmosphere in the classroom, giving them self-confidence, which is an important factor for the development of students' individuality.

Thus, speaking about the advantages of working with a computer for students, we should mention its indisputable advantages:

- * General cultural development of students;
- * improving computer skills;
- * improving the language level;
- * creating a favorable psychological climate;
- * increasing students' motivation and interest in the subject;
- Ability to implement individualization of training;
- * Implementation of the feedback principle;
- Great opportunities for visual presentation of the material;
- * Combination of control and self-control; objective and timely assessment of students' actions;
- * Activation of students' independent work skills.

The computer can be effectively used for familiarization, training and consolidation of new language knowledge, skills, and also at the stage of their control.

The use of modern pedagogical technologies allows us to move from learning as a function of memorization to learning as a process of mental development; from a

static model of knowledge to a dynamic system of mental actions; from external motivation of learning to internal moral and volitional regulation. The use of information and communication technologies in the process of teaching a foreign language reveals the huge possibilities of the computer as an effective learning tool. Computer training programs allow you to train different types of speech activity and combine them in different combinations, to be aware of language phenomena, contribute to the formation of linguistic abilities, create communicative situations, automate language and speech actions, as well as ensure the implementation of an individual approach and the intensification of independent work of students.

A wide variety of ICT training tools makes it possible to use them effectively when teaching a foreign language. In the practice of our teaching activities, we widely use multimedia abstracts created specifically for specific classes-presentations containing a short text on the specialty, basic language formulas, clichés for abstracting and annotating articles and texts on the specialty, etc. Having such an opportunity as interactivity, computer presentations allow us to effectively adapt the training material based on the individual characteristics of students. Increased interactivity leads to more intensive participation in the learning process of the student, which helps to improve the efficiency of perception and memorization of educational material. Currently, computer support for a foreign language course has been developed. Without replacing a textbook or other teaching AIDS, electronic publications have their own didactic functions.

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