

USING OF ADVANCED TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

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Abstract: *The aim of the article is to express how advanced technologies play an important role in the English language teaching. It also discusses how information and communication technologies are used to teach foreign languages, the fundamentals of information and communication technologies, their function in modernizing education, and a classification of emerging information technologies that can be used in foreign language instruction.*

Keywords: *foreign language, ICT, computer science, computer technology, information technology, education, textbooks.*

In the current world, learning a foreign language is one of the most significant aspects of a successful person's life. Learning a foreign language is not only desirable, but also required [1, 25]. There are more and more people today who desire to learn a foreign language, so there is a need for quality foreign language training.

The current information society in which we live is distinguished above all by the dominance of information and the unusually rapid growth of methods of processing it - information and communication technologies (ICT). Significant breakthroughs in computer science have resulted in the adoption of computer technology tools into various sectors of human life. To date, the prerequisites for effective ICT use have already been established in system education.

Scientists believe that any teaching method is enriched by integration into him information technology. But if in the process of learning computer science ICT tools act both as an object of study and as a learning tool, then in the process of teaching a foreign language, they are only a means of learning. ICT means should be understood as software, hardware and software technical means and devices operating on the basis of a microprocessor, computer technology, as well as modern means and broadcasting systems information, information exchange, providing operations for the collection, production, accumulation, storage, processing, transmission of information and the ability to access information resources of local and global computer networks [2, 52]. To the most frequently used in the educational process ICT tools include:

- electronic textbooks and manuals demonstrated using a computer and multimedia projector,
- electronic encyclopedias and reference books,
- simulators and testing programs,
- educational resources of the Internet,

- DVD and CD discs with pictures and illustrations,
- video and audio equipment,
- research work and projects [3, 7].

The practical use of ICT indicates a new type of cognitive activity for students, leading to the discovery of new knowledge, the growth of students' cognitive independence, and the development of their ability to autonomously refill knowledge, search for information, and manage information flow. ICT tools make it possible to differentiate learning to a high degree, to better control student knowledge, skills, and abilities, to rationally organize the educational process, to increase the effectiveness of classes, to develop the skills of a truly research activity, and to provide access to various reference systems, electronic libraries, and other information resources. When teaching a foreign language, using computer programs lets you make educational material more accessible and understandable.

Additionally, it is crucial that the student be able to work independently for the duration of the lesson, understanding new material at their own pace and going back to previously misunderstood material if necessary.

The main goal of teaching foreign languages (FL) is the formation and development of the communicative culture of students, training in practical mastery of a foreign language. Master communication skills English, not being in the country of the language being studied, is a very difficult matter. The best way to achieve this goal is to use information technologies in teaching a foreign language. The main goals of using ICT in the classroom English are:

- increasing motivation to learn the language;
- development of speech competence;
- increase in the volume of linguistic knowledge;
- expanding knowledge about the country of the language being studied;
- development of the ability to independently study a foreign language.

Computer-based learning programs have many advantages over traditional teaching methods:

- they allow you to train various types of speech activity and combine them in different combinations;
- help to understand linguistic phenomena, form linguistic capabilities,
- create communicative situations;
- automate language and speech actions;
- provide the ability to take into account the leading representative system,
- implementation of an individual approach and intensification of independent work student.
- computer training has a huge motivational potential.

The use of new information technologies in teaching English language and helps us choose methodological tools and techniques that allow you to diversify the forms of work and make the lesson interesting and memorable for students.

They also make it possible to fundamentally 115 the how the teaching of children is organized and to foster systemic thinking. I frequently employ a range of technological tools in my work, including interactive examinations, multimedia programs, and content from the Internet. They educate kids how to use a variety of modern technology and make classes exciting and varied. You may discover the information you need for your projects online, including information about national holidays, museums, tourist attractions, and current happenings in various countries and regions of the world.

Additionally, in the process of intercultural communication, these materials serve as "real cultural carriers." In addition, it is my responsibility as an English instructor to adjust them to the students' language proficiency and the course's requirements, as well as the topic being studied. Utilizing ICT releases:

- 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 orientation on the average student to differentiated and individual training programs;
- from external motivation of learning to internal moral and volitional regulation.

Practice demonstrates that teachers can save up to 30% more study time when using multimedia support classes than when using a chalkboard [4, 88]. He shouldn't worry that he won't have enough room on the board or that the chalk isn't clear enough for everything to be understood.

By using the time saved, the teacher can make the lecture denser and include additional material. The teacher can employ subject collections (illustrations, pictures, portraits, reproductions of paintings by the artists being studied, video tours, and video clips) to introduce new content in class.

Interactive models, dynamic tables and charts, and large-screen design are all examples. The teacher comments on the information that shows on the screen, if necessary, complemented by more explanations and examples. At the same time, the technology of explanation undergoes major development.

It is acceptable to state that effective ICT use in the classroom helps students' intercultural communication skills grow qualitatively.

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