

NEW INFORMATION TECHNOLOGIES IN TEACHING ENGLISH SPEAKING SKILLS
FOR PUPILS

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Abstract. *This article is dedicated to the new opportunities offered by multimedia devices have been used in various fields of activity. Multimedia methods, of course, play a leading role here. These technologies are used in language teaching in various forms of organization of students' activities, such as: classroom work; extracurricular work; distance learning and mixed or combined learning, containing elements of classroom and remote control. It is worth noting that blended learning is currently considered the most promising form of teaching foreign languages. With a competent approach, it allows you to combine direct communication with the teacher and the group and the use of digital technologies in classroom classes in order to organize independent work and additional communication using electronic means of communication. However, in secondary school, the main forms of organizing educational activities using multimedia and digital technologies will be classroom (before total) and extracurricular activities.*

Keywords: *digital, technology, secondary school, mixed, approach, foreign language, speaking skills.*

Today, most researchers recognize that multimedia and digital technologies have enormous didactic and methodological potential. Within the framework of the currently dominant competence-based approach to learning, the main goal of learning a foreign language is the development of communicative competence and its components (in particular, information and communication/digital competence).

The means to achieve this goal is the development of foreign language skills (grammar, lexical, phonetic) and skills (reading, writing, speaking, listening, general learning).

Digital and multimedia resources used in linguodidactics today include: electronic dictionaries, including educational ones (explanatory, translated, terminological, reference, illustrated, interactive); authentic materials in the language being studied (in text, graphic, video, audio, and game formats); special educational resources for teaching AI (electronic textbooks and printed assignments created using a computer, shell programs; interactive MIND); application programs (MS Word, MS PowerPoint, web browsers); means of electronic synchronous (chats, messengers, video conferences) and asynchronous (e-mail, forums, study groups in social networks. networks)

communications; educational Internet resources (hotlist, multimedia scrapbook, treasure hunt, subject sample, web quest).

These technologies are used in language teaching in various forms of organization of students' activities, such as: classroom work; extracurricular work; distance learning and mixed or combined learning, containing elements of classroom and remote control. It is worth noting that blended learning is currently considered the most promising form of teaching foreign languages. With a competent approach, it allows you to combine direct communication with the teacher and the group and the use of digital technologies in classroom classes in order to organize independent work and additional communication using electronic means of communication. However, in secondary school, the main forms of organizing educational activities using multimedia and digital technologies will be classroom (before total) and extracurricular activities.

According to the access mode, multimedia and digital resources are usually divided into those available on a separate computer (offline resources), on a local network or on the Internet (online resources). Multimedia and digital learning resources can perform the following functions: educational (used for the presentation of language material); training (used to practice skills and develop communication skills); controlling (used to control the formation of skills and abilities); combined (combines the elements of the specified above). When planning a lesson / fragment, lesson / series of lessons using digital and multimedia technologies, you should use the general patterns of lesson planning, that is, organize the work in three stages: pre-text (tasks that precede the use of digital technologies); text (using CT); post-text (tasks performed after completing work with CT). Of course, such tasks should be organically integrated into the course of both a specific lesson and a series of classes (training course).

When planning a class, it is also extremely important to identify the initial level of training of students in the field of PC proficiency, for example, through entrance testing. Before using digital resources during a foreign language lesson, students must have general and academic computer skills at a certain level (depending on the degree of study).

The organizational forms of work in the classroom using ICT remain the same: individual, group and pair work. English is an academic subject that, due to its own specifics, implies a more flexible and extensive the introduction of various technical means of study. As a result, it is not surprising, in fact, that in teaching a foreign language.

New opportunities offered by multimedia devices have been used in various fields of activity. Multimedia methods, of course, play a leading role here. But first, we would like to consider the use of simple multimedia documents in the lesson, which the teacher himself can create in the Microsoft Word program, and demonstrations (PowerPoint). They are simple to implement and use, but their role is to intensify the lesson and increase in its emotional influence on the students is great.

The advantage of Word documents is considered to be their relatively small capacity and ease of creation. The teacher has the opportunity to develop them for a specific topic and group, infinitely diversifying the options. At the same time, these documents do not lose the positive qualities of multimedia: they are bright, provide an opportunity for students to work in the mode in which they are comfortable and expand their work opportunities.

So, for example, the electronic form of the test provides students with the opportunity to move objects within the boundaries of the document, placing them to the right places, delete them, combine them according to the requirements, etc.

As a rule, only some computer science teachers have programming knowledge, teachers of other disciplines have knowledge of working on a PC, but most of them are only at the level of an average amateur user. However, some simple skills will provide an opportunity to create components of self-control in the verification test. For example, students are given a test that consists of spaces or tables in which they are required to type their own answers.

The completed task is printed on the printer or it is “reset” to a floppy disk for evaluation by the teacher, after which students are invited to click on the “non-printable characters” button and compare their own answers with the keys written immediately in the mode “hidden text”. Naturally, such a method should not be used every day, but in another task, it is possible to “password-lock” the entrance to the keys, telling the password, only after the independent work has already been submitted for verification, etc.

The value of the demonstrations compiled by the teacher is that, actually, the material in them is provided to students compactly, in the necessary sequence, there is nothing useless in it. It “works” to achieve the goals and objectives of a certain lesson, unlike ready-made films and slides. When watching the demo again, the text can be disabled, and students will be given the task to voice the slides themselves. Thus, the teacher gets rid of the need to prepare a text for students and spend precious time. The lesson on “noise” information, in fact, which is literally inevitable when using ready-made presentations, the demonstration material will be precisely timed.

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