

THE EFFECTIVENESS OF THE USAGE OF ICT AND ELECTRONIC RESOURCES IN THE INDEPENDENT STUDY OF A FOREIGN LANGUAGE IN HIGH EDUCATIONAL INSTITUTIONS

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ABSTRACT

this article discusses the study of a foreign language using ICTs and electronic resources for independent language learning, the formation and improvement of lexical and communicative competence, the development of student attention and memory, and the improvement of language skills.

Keywords: Computer, smartphone, tablet, Internet resources, electronic resources, presentation, audio-video materials (video-tutors), multimedia, electronic books, dictionaries, encyclopedias, tests, games, templates, online training, electronic training courses, educational mobile applications, independent work, self-control, language skills.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Nowadays, the development and improvement significantly affected the scope of training, teaching, pedagogy, teaching methods, and pedagogical technologies. ICTs have such unique results as complexity, universality, and interactivity, which allows for a more complete implementation of a number of a number of methodological, pedagogical and psychological principles. [1]

ICT and educational e-resources are powerful assistants in organizing the educational process and help to make it more interesting, informative and diverse.

There are many e-resources for offline learning. However, it should be noted that with self-training, the teacher should definitely control the process and order, and the most important is the compilation of a road map to obtain the expected result.

To resolve emerging issues, most often teachers use different methods and systems of language teaching, organizing individual, pair, group forms of work in the lesson, in the same way it is necessary to organize independent work of students in individual or autonomous learning using modern information technologies.

While using various methods of teaching a foreign language, the ICT application system is also used. The ICT application system in high education institutions can be divided into the following stages:

Stage 1: Identification of educational material that requires a specific presentation, analysis of the educational program, analysis of thematic planning, choice of topics, choice of the type of lesson, identification of the features of the material of the lesson of this type;

Stage 2: Selection and creation of information products, selection of ready-made educational media resources, creation of our own product (presentation, training, training or monitoring);

Stage 3: The usage of IT products, different types of lessons, outside class work, the use of students in the management of research activities.

Stage 4: Analysis of the effectiveness of the usage of ICT, the study of the dynamics of the results, the study of the rating on the subject.

There are different types of ICTs, which are used in classrooms designed to teach foreign languages. Among them, the main and active tools of the educational process are a computer, an interactive (white) board, a multimedia projector, wireless devices, mobile devices (smartphones and tablets), the Internet and various electronic resources.

All ICT tools used in the education system can be divided into two types: hardware and software.

1) **Hardware:**

- Computer - a universal IT device.
- The printer allows you to record on paper information found and created by students or a teacher for students.
- The projector increases the level of visibility in the work of the teacher, as well as the ability to present students the results of their work to the whole class.
- The telecommunications unit provides access to national and world information resources, and allows distance learning.
- Devices for entering textual information and manipulating screen objects - keyboard and mouse.
- Devices for recording (inputting) visual and audio information - a scanner, a camera, a video camera, an audio and video recorder make it possible to directly include information images of the surrounding world in the educational process.
- Computer-controlled devices enable students of various levels of ability to master the principles and technologies of automatic control.
- The internal network allows more efficient use of the available information, technical and temporary (human) resources, provides general access to the global information network.
- Audio-video tools provide an effective communication environment.

2) **Software:**

- General purpose and hardware-related (drivers, etc.) make it possible to work with all types of information.
- Sources of information - organized information arrays of the encyclopedia on CDs, information sites and searching systems, including specialized ones for educational applications.
- Virtual designers allow you to create visual and symbolic models of mathematical and physical reality and conduct experiments with these models.
- Simulators allow you to practice automatic skills of working with information objects: entering text, operating with graphic objects on the screen, etc.
- Test environments allow you to design and apply automated tests in which the student receives the task in whole or in part through a computer, and the result of the task is also fully or partially evaluated by the computer.
- Comprehensive training packages (electronic textbooks) - a combination of software tools of the types listed above - that automate the learning process in its traditional forms to the greatest extent, the most time-consuming to create, the most limiting the independence of the teacher and student.
- Information management systems ensure the passage of information flows between all participants in the educational process.
- Expert systems - a software system that uses the knowledge of a specialist expert effectively solves problems in any subject area, also in the language.

The concept of “electronic resources” has become very popular. It includes quite a few different concepts.

The term "e-resources" includes electronic copies of books, electronic dictionaries, encyclopedias, magazines, various visual materials (audio or video materials), presentations, online resources and more. Among information computer technologies, special attention can be paid to mobile technologies, which, along with ICTs, have entered the field of education and are of great interest to young people studying different foreign languages. These mobile technologies are very convenient and practical for self-study and self-assessment of language skills. With the help of mobile applications, learners can improve language skills, grammar and phonetic competencies, you can also prepare for various tests that determine the level of knowledge of the language, such test systems as IELTS and TOEFL online.

The use of ICT in foreign language lessons. Only textbooks and teachers for the formation of independent thinking, the ability to reflection (reflection, self-observation, self-estimation) is not enough to study foreign language. A wide range of information needed to reflecting different points of view on the same problem, providing students with material for thinking, critical analysis, generalizations, independent conclusions and solutions.

The teacher’s task is to enhance the student’s cognitive activity in the process of teaching foreign languages. Modern methods such as training in cooperation, a project methodology using new information and communication technologies and Internet resources help to implement a personality-oriented approach to learning, provide individualization and differentiation of training taking into account children's abilities, their level of education, interests. After all, a modern student is a person who is interested in everything. Learners want to know about the culture of other countries, he travels and communicates a lot, strives to be comprehensively developed, and, therefore, the student gets access to the cultural values of his new country, expanding his horizons.

The main goals of applying ICTs in foreign language classes are:

- increasing motivation to learn a language;
- development of speech competence: the ability to understand authentic foreign language texts, as well as the ability to transmit information in coherent reasoned statements;
- increase in the volume of linguistic knowledge;
- expanding the volume of knowledge about the sociocultural specifics of the country of the language being studied;
- development of the ability and readiness for independent study of the English language.

There are a number of didactic tasks those are solved in the process of teaching foreign languages using ICT:

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Consider the five main areas of ICT usage in the classroom (according to the classification of Voitko S.A.):

1. The usage of off-the-shelf multimedia products and computer training systems.

2. Designing multimedia and educational programs.
3. Designing multimedia presentations.
4. ICT usage in the classroom.
5. The usage of Internet resources.

The usage of off-line shelf multimedia products and computer training systems.

This area is the most common in the field of teaching foreign languages through ICT. The number of computer programs created for learning English already exceeds the number of “ordinary” textbooks, but their quality is still unsatisfactory. All of them are based on the usage of ready-made multimedia training courses that offer exercises to consolidate the studied phonetic, grammatical and lexical materials.

The material of these educational “manuals” are presented in the form of interactive exercises and often consists of theoretical and practical sections on various aspects included in the compulsory minimum of the content of education in the English language. This part of the program can be used as additional work in the lesson. The program can also provide feedback when performing certain operations by the user: the success of the learner is noted, if necessary, prompt messages are issued. Computer training is recommended for using at all stages of training in the formation and improvement of grammar, phonetic and lexical skills. However, analysis of existing software products showed that most of them are ineffective, since all types of exercises come down only to choosing the right answer and filling in the blanks.

Another important drawback of such programs is the inability to change the content of the program, update and expand the database of training texts, supplement and change exercises, taking into account the level of knowledge of students of a particular lexical material or in accordance with the curriculum of a particular educational institution or a particular teacher. In this regard, the full and systematic use of computer training programs and systems in the framework of teaching a foreign language in educational institutions is not possible. Teachers have the opportunity to use only fragments of the program at certain stages of lessons on some topics that only partially coincide with the material proposed for study in the textbook. To date, the most popular programs to use are Essential Grammar in Use, Britannica, Macmillan English Dictionary, Bridge to English.

Design private multimedia and educational programs. As it's known, a computer has the ability to store and use a large amount of information that can be used in educational activities: various texts, exercises, audio and multimedia information. In the process of using this information can be changed, supplemented, converted into a new form. Obsolete materials can be replaced by new exercises and texts can be presented in different versions. The possibilities of presenting educational information are greatly expanded when using a computer. However, in order to realize all these advantages of using ICT, it is necessary to compose and creating computer training program. Any program can be set according to a specific scenario, invented by a teacher or compiled in accordance with the educational methodological complex used in training. All components of a computer-based training program should, first of all, be adequate to the goals of teaching the English language. In designing of the software it is necessary to distinguish the main components as: a section of textual information (for presenting and editing educational thematic text, which the teacher can change and supplement at his discretion), a section of tasks and exercises aimed at consolidating the studied material, grammatical constructions and lexical units, reference a section that includes both help on working with the program, and various dictionaries and grammar directories. In the program being created, it is advisable to think over the section for testing student knowledge (testing and automatic processing of results), as well as the section for statistical information, which displays the

dynamics of the student's work, the texts he has read, the assignment, the level of formation of certain knowledge expressed in numerical indicators. Thus, the teacher creates a program specifically for himself and for his students, a program according to which it is convenient for him to work, which helps to achieve the goals set by the teacher and achieve high results in teaching English. Most often, teachers resort to using various software tools to create a training program: HTML editors, Macromedia Flash software packages, object programming systems: Borland Delphi, Visual Basic.

Creating private multimedia presentations. Teachers often complain that it is quite difficult, and sometimes completely impossible, to choose the necessary visualization for the lesson. The presentations created by the teacher just allow learner to quickly and effectively solve this problem. Creating tables, including text, audio and video information is just a small list of what can be included in the presentation. Animation of objects allows learners to visually highlight the most significant components, which will allow students to further focus on them. Using presentations is possible at any stage of the lesson. When studying new lexical units, it is advisable to use pictures and photographs that allow the implementation of the non-translating method for presenting vocabulary. When studying grammar, it is possible to animatedly highlight the most complex or important information (for example, when studying issues, organize the mutual movement of the subject and predicate). To consolidate the studied material, it is possible to present previously created exercises (for example, with gaps). If there is an electronic board in the classroom, you can call students to it, who will independently perform various tasks. At the same time, a large amount of time is saved, which during the usual lesson is spent on unnecessarily rewriting tasks. When creating multimedia support for a lesson, it is necessary to clearly define its goals, taking into account the introduction of ICT. One of the main goals of this lesson is to increase the motivation of students to learn a foreign language. ICTs allow the teacher to show the material being studied with the most vivid and important aspect for students, to arouse interest in this issue. The use of various resources, a combination of various elements allow the student to gain more complete and deeper knowledge, to form their own visual or auditory images that will contribute to better assimilation of the material. Thus, ICTs today are becoming indispensable assistants in increasing students' interest in the problems studied. The most popular among educators and the easiest to learn and use is the Microsoft PowerPoint program, which comes with the Microsoft Office software package. The student can use online multimedia or video materials (online media materials) such as United Streaming or Teachers Tube to improve individualization of instruction and the development of motivated speech activity. [3] When using films in a foreign language lesson, two types of motivation develops: the motivation itself, when the film is interesting in itself, and the motivation that is achieved by the student becoming aware that he can understand the language he is learning. This will bring satisfaction and give confidence in one's strength and desire for further improvement of language skills. It should be noted that the desire to receive satisfaction from watching a film, a student who learns precisely through understanding the language, have a special result.

Thus, the effective impact of online educational multimedia, video materials and videos, online learning games and tests on students will contribute to the intensification of the educational process and create favorable conditions for the formation of students' communicative competence.

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