ROLE AND FEATURES OF TECHNOLOGY IN LANGUAGE TEACHING AND TEACHER QUALIFICATIONS

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ABSTRACT

The article mainly discusses about the effectiveness and its disadvantages in the use and operation of technological tools in the education system, which is becoming more and more popular today. The most frequently used program is a collection of websites and WIKI links, as well as reviews of phone applications.

Keywords: Teacher, language, WIKI links, websites.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Nowadays, technologies are considered as a powerful tool for improving curricula and play an important role in educational achievements, participation and motivation of students. This changes the way students think and store information (California Teachers Registration Commission, 2000; Gartvayt&Veller, 2005; Bebell&Kay, 2010). Advances in technology have created new roles for both classroom teachers and students. Students are more self-taught, and teachers, in turn, are changing the way they give their personal knowledge to help the process. Students use collaboration, collaborative learning, project-based learning, and other solutions to promote critical thinking, and problems. A new role for teachers is to use technology to provide a unique education so that each student has the experience to meet their language learning needs.

As the demand for personal computers working at home and for different purposes is growing, schools are putting pressure on young people to teach them how to use new technologies. If schools do not train our generation, it will cause inconvenience to the labour market in the fastest growing technological age. Technology should not only be a place in education, but also a driving force that gives our students a good chance to achieve great results in their careers in the future. Technology will be a powerful tool to enhance student achievement, learning, curriculum and instruction in education. The level of education increases the availability of technology in each classroom.

Professional development has always been an important tool for teachers, and in the past there was a greater need for educational technology. Previously, many employees believed that development in educational institutions could help teachers to gain knowledge, and the administration's curriculum was also facilitated by worksheets and books.

Technology has changed the face of classrooms and, with all new types of media, affects both society and education. Professional development is also seen as determining the success of teachers in using technology. Not only teachers now face difficulties in preparing lessons using different media, but teachers need to master technology programmes that are mainly responsible for assessment and continuation. All these tools can be difficult to learn and plan cycles and one of the reasons for administrative assistance related to technology, and this is very important. According to UylonHanlon (2007), in pilot classrooms with additional

professions, teachers said they would be more skilled in developing notebook-based mathematics teaching. The students who studied mathematics using technology were much better than before because the younger generation is very interested in the technology, no matter what field they are in.

Currently, private schools in Samarkand support individual initiative using various devices: MacBooks, PC laptops, netbooks, Chromebook, iPad, Android tablets and Windows. The initiative provides schools with test objects that each student can use during the school year. The initiative aims to improve student performance through technologies that help reduce the digital divide. The digital divide means that those who own the technology and cannot use it have the knowledge made freely available and the skills gained from these technological interactions. "This gap may be due to socio-economic, geographical, educational, generational or physical constraints. One initiative helps identify the unequal opportunities for technology for families in low-income villages, low literacy rates, etc. In addition to minimizing the digital divide, growing technological resources also support schools in preparing their students for success in the 21st century. There is a growing demand for technological skills to succeed in life and in any profession. English language learning in this field is yielding results in the use of various pages and websites.

WIKI, for example, is "a freely extensible set of interconnected web pages, a hyperlink for storing and modifying data-database, where any user with web forms can easily edit each page in a browser's Internet client" (LeufandCanningem, 2001, p. 14). Wikis are primarily about modifying content, editing and/or deleting, or interpreting or extending existing content designed to encourage collaboration, as they allow their users to add new contributions from other users. Content can be in the form of text, photographs or multimedia. Wiki users can add links to external links by opening sites or extending wikis, creating additional web pages. "Changelog" is a feature that allows users to track and compare different versions of a wiki, which is common to many wikis. These features make using a wiki very suitable for learning options; Wheeleretal. (2008) provides complete information on how wikis can be used to promote collaboration, and general information on how they learn by supporting content created by students themselves. In particular, there have been opportunities for wikis to learn and learn foreign languages through a number of studies, such as Kessler (2009). As learning a foreign language through mobile technology becomes a new field of education, it has some features that differ from traditional teaching methods. The analysis and use of these features will help teachers to better target the mobile education of learners.

The learning environment for portable learning is variable and it can always change when we call it a flow of physical context. Portable learning can usually be in different places that are not planned in advance, and this may be the case. From home to office, outside the classroom, etc. This creates an opportunity to get information about the movement, which requires its communicative mobility. A variable learning environment can offer students more opportunities and especially more opportunities for EFL (learning English as a foreign language). Actual places of learning can always facilitate learning. For example, in a country where the language being studied is the mother tongue, it carries a mobile phone or laptop. When a shop is hesitant to advertise or street signs, it uses the camera functions of its mobile phone or laptop, and the image recognition and automatic translation software installed on these devices, if the camera is focused on an advertising target or a sign, the corresponding translation in the native language appears on the screen and they can store these words on the mobile phone for further consideration. Reinders' supporters argue that mobile technology, such as a cell phone, is a social tool for developing original language communication that

supports its theory of learning - this makes it the best tool to support. The theory argues that if information is relevant to a situation and can be used immediately, it is easy to learn. These examples suggest the use of technology, but it is natural that the success of students learning in the old system reflects this. This portable learning even includes the use of applications available in telephones. Not surprisingly, we expect applications that are becoming more and more common in telephone equipment to be very visible in students' lives, as the number of students currently learning English, German and French through a telephone-connected application is increasing day by day. Especially since the number of people who download the phone application for the dictionary is several millions: shows the list of downloaders of playmarket and applestore applications. Considering the phone as a technological device, this device also has its advantages and disadvantages in terms of application to the learning process. Unofficial research causes problems for accurate information than an official academic environment. In this study, we have collected information on mobile device ownership among students who use different samples from different universities. We also studied the practice of language learning in a student mobile application. The results show that students should have better access to academic learning. Devices such as tablets and additional support for mobile integration can be used as technologies for language learning purposes. We believe that the findings will also help shape the future. We believe that teachers should bring these innovations together and promote strategies to attract and evaluate advanced technologies in the curriculum, as well as mobile student practice.

There is no doubt that mobile technologies have begun to feel their presence in education. With the rapid development of mobile technologies in recent years, the prices of mobile technologies are declining and the popularity of various mobile technologies is growing among students. These mobile technologies have become an indispensable thing for students and are gradually changing their learning and lifestyle. For example, mobile phones are causing a revolution in communication, the portable MP3/4 multimedia player is changing entertainment, and notebooks have changed the way students work and read. Activities are no longer limited to the time and place in students' daily lives. For example, traditional education is required in the classroom, but mobile learning will be easier, and network access will be available anytime, anywhere. The impact of mobile technology on language learning has become an interesting topic for students and teachers. Other researchers argue that learning English through mobile technologies has become a new stage in the development of e-learning.

There are many different opinions about mobile technologies that help students learn, but the fact that we see modern technology as a means of learning increases the vocabulary of students studying English. Research is being done in the classroom to confirm that mobile technology is useful for researchers to understand English and learn vocabulary. Vocabulary learning with mobile technology is divided into three parts. The first is dictionary learning and mobile technology as a teaching and learning tool that complements the gap between extracurricular and independent education. The second is to explore the impact of mobile technology on student motivation and engagement in English. The third proposed mobile technology can create a student-centered learning environment that has led to greater autonomy for students, which we use even during the lesson.

The fact is that this type of technology tool only improves learning skills, which is very interesting for all 21st century students who are used to this technology. It can be a very exciting time to learn and change in any system of achievement, but it is very important. The key to success simply continues to grow in the use of technology in the classroom; because the more you work with technology in your class, the more qualified you become.

If we don't know if we will be able to use these learning approaches because we haven't learned the method, they naturally find our activities outdated. Many students claim that they use a keyboard more than a pen or pencil. We believe that children and teenagers will look online, avoiding the simplicity of classes, recreational and informational needs.

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