# THE IMPLEMENTATION OF MODERN PEDAGOGICAL TECHNOLOGIES AND VIEWS OF ORIENTAL THINKERS ON ENHANCING LANGUAGE LEARNING AND TEACHING

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## ABSTRACT

The article deals with information and communication technologies as methods of increasing of study activity of students in the process of learning English language. Implementation of information and communication technologies in study process leads to improvement of academic effectiveness, increase of students' interest in self-knowledge, their motivation and comfort in the study process. It also helps to build-up students self-work. Information and communication technology is already changing education, as online schools allow students to earn degrees through only online courses. Online classes can use Computer-Based Trainings in place of lectures. Computer-Based Trainings are self-paced activities on a computer that present content to a user. As well as, the views of oriental thinkers on language learning language and the pedagogical principles, guidelines, instructions and advice, requirements and recommendations of the thinkers are provided. The trainings often include assessments that can be immediately scored, providing quick feedback to the user. The trainings allow media such as videos and pictures to be used in conjunction with text. Online schools are also developing online collaboration tools to allow students to work and learn collaboratively online.

**Keywords:** Multimedia, self-education, Internet, information and communication technology, language learning, learning environment, technology-supported learning activities, professional development, self-knowledge, foreign language teaching.

## INTRODUCTION

Learning using information and communication technology is a must in the 21' "digital" century. Many of us will say that the technology can be used inappropriately in schools and can be harmful for the young children and for also for the students that are leaving behind the old models of learning and approach new methods. The thesis is also available for the teachers. The answer is that the technologies have given humanity unbounded access to information which can be turned into knowledge. Appropriately used-interactively arid with guidance-the new technologies and the information have become tools for the development of higher order thinking skills.

The process of learning a second language may be structured in different ways – in a classroom or at home, with or without a teacher, emphasizing or minimizing grammar, gradually exposing the student to native speakers or prompt immersion. No matter where and how the learning occurs, information and communication technologies are powerful tools to improve the teaching/learning process.

Information and communication technology is evolving at an astonishing rate. It has dramatically changed the ways we work, learn, interact, and spend our leisure time. Computers

and information technologies have visibly revolutionized nearly every aspect of daily life—how and where we get our news, how we order goods and services, and how we communicate. It is both reasonable and expected that technology should also help lead the way to improve teaching and learning in our schools.

Information and communication technology should be a tool to help educators meet the educational needs of all students. As such, technologies cannot function as solutions in isolation but must be thought of as key ingredients in making it possible for schools to address core educational challenges. [1]

However, technology and equity are not inevitable partners. Simply providing access does not ensure that technology will effectively enhance teaching and learning and result in improved achievement. Nor does providing access imply that all teachers and students will make optimal use of the technology.

## LITERATURE REVIEW

Language teachers should update their skills with training on the use of technology, including computers, multimedia, and smart boards in the language-learning classroom. Viewed in terms of teaching, many recommend that teachers should have basic technology skills and be able to:
- Use technology for personal productivity.
- Use technology to support learning in a subject area.
- Design or adapt technology-supported learning activities.
- Manage student-centered, technology-supported activities.
- Assess student skills within the context of technology-supported activities. [2]

Information and communication technology offers new ways of teaching and learning, and provides new ways for all involved in education to be openly accountable to parents, communities, and students. Technology is an integral part of our educational system, and it is a daunting task to separate the effects of technology from the effects of other factors that influence teaching and learning English language. Studying the pedagogical views of al-Khorezmi, al-Farobi, al-Beruni, ibn Sina, Omar Khayyam, Saadi, Abdurahman Jami, Alisher Navoi, Zakhiriddin Babur, Yusuf Balasaguni, Mahmudhadzhi Behbudi, Abdullah Kawashgari, Mahmud and others in teaching foreign languages and philosophizing about man, personality, upbringing and teaching of the younger generation, attached great importance to work, knowledge, mind, the art of speech, high moral qualities. The pedagogical principles, guidelines, instructions and advice, requirements and recommendations of the thinkers of the East are still relevant and in demand. Thus, the following pedagogical views of the great thinkers of the medieval East are taken as the basis for the training of pedagogical personnel in the system of the higher pedagogical school.

Information and communication technology is already changing education, as online schools allow students to earn degrees through only online courses. Online classes can use Computer-Based Trainings in place of lectures. Computer-Based Trainings are self-paced activities on a computer that present content to a user. The trainings often include assessments that can be immediately scored, providing quick feedback to the user. The trainings allow media such as

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[1] Bajcsy, R. [2009]. Technology and learning. In Visions 2020: Transforming education and training through advanced technologies. Washington, DC: U.S. Department of Commerce.

[2] Means, B. [2000]. Accountability in preparing teachers to use technology. In Council of Chief State School Officers, 2000 State Educational Technology Conference Papers. Washington, DC: Council of Chief State School Officers.

videos and pictures to be used in conjunction with text. Online schools are also developing online collaboration tools to allow students to work and learn collaboratively online.

New information and communication technologies and ways of learning could significantly change education of the future. The Internet allows people to search through digital knowledge and connect people to teachers and experts. Textbooks can become interactive and can easily include updates and corrections. Students will likely be able to get coursework from whichever university they choose, and courses will likely be collaborative and public. These changes will allow universities to teach anyone willing to learn, rather than only a select few in a classroom.[3] In the future, we can expect that new information and communication technology technologies will emerge, and they will be increasingly useful for educational purposes. As technology changes, the way we learn will change, and educational systems will be forced to change to accommodate students' learning styles.

Likely, collaborative, to-the-point, easily-accessible information systems will win out over research journals and books, despite their higher level of accuracy. Students will be flooded with information from various technologies. It's up to the educational system to recognize that students are turning to technologies for education, and to teach students how to evaluate the information they find through technology.

Students are using the computers and many helpful applications to learn, practice and testing the gained acknowledgements and these new tools are not so different from workbooks. Teachers can use multimedia technology to give more colorful, stimulating lectures. The current emphasis is ensuring that technology is used effectively to create new opportunities for learning and to promote students achievement. Educational Technology can be defined as an array of tools that might prove helpful in advancing student learning. When a student wanted to look up information, they headed to the library. Now, calculators and Internet access are old news, and students today are looking to learn from brand new technologies such as Twitter, Face book, and smart phones.

**DISCUSSION**

Social networking sites allow students to explore their interests on a global scale and discuss their interests with a wider range of people. This has huge implications for self-learning, as information and resources are much more available than they were previously. However, for students that aren't skilled at evaluating different content, it can be hard for them to sort through various resources to find accurate and useful information. Through all of these technological changes, students today learn in much different ways than students of the past. Websites like Twitter may result in students having lower attention spans. Students expect that they can learn about anything they want almost instantaneously. While this is often true, it's problematic for subjects that require more in-depth research or prolonged thinking.

The Internet enhances students' knowledge acquisition by facilitating students' access to resources from the outside world including experts in the field, as well as interacting directly with them. Thus exposure to real life contexts of the external world trains the students to face the-uncertainties of the ever-changing outside world. In providing tools for communication, the Internet is a remarkable tool for rapid communication. Such communication can-be both

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[3] Bennett, D., Culp, K. M., Honey, M., Tally, B., & Spielvogel, B. [2008]. It all depends: Strategies for designing technologies for educational change. Paper presented at the International Conference on Learning Technology, Philadelphia, PA.

synchronous and asynchronous and takes on many forms such as e-mail, mailing lists, newsgroups, chat and videoconferencing. Such interaction involves communication with students and professionals in distant places, cultures and traditions as well as facilitating teachers to be in-touch with other teachers.

The use of information and communication technology cannot be underestimated in language teaching and learning process because emerging technologies make it pertinent and practical to approach learning in ways that have been advocated by scientists, theorists and educational psychologists. It is imperative for modern day teachers and learners to keep abreast of the modern trend at improving teaching and learning of English Language through the use of Information and Communication Technology. Suffice it to say that information and communication technology has revolutionized society globally, including how language instruction is taught and delivered.

It is important to remember that information and communication technology does not just mean computers – it covers a broad range of learning technologies found in schools, from digital cameras and programmable roamers to interactive whiteboards. Information and communication technology resources are often expensive and you will need to bear in mind how much any new equipment will actually contribute to positive learning. For example, programmes and resources should meet criteria such as the following:
- allow students to be in control and encourages independent thought rather than 'leading' them to a specific conclusion;
- encourage students' interests, for example in English;
- allow students to be creative and use their own ideas;
- are not violent or aggressive;
- avoid stereotyping.[4]

Uzbekistan's society always sees its future in an educated, healthy and harmonically developed generation. For the years of independence education sector has been brought into the foreground of development and modernization of the country; its full reformation has become a priority direction of the government policy. By the present the republic has created modern conditions not only for successful education on all the phases of education, but also for effective work of teachers. The authority of the mentor, prestige of teacher's profession are high now, and criteria of worthy assessment and reward of teacher's work has become professionalism, loyalty to upbringing and education matter, creativity and innovation.

The decree of the First President of the Republic of Uzbekistan Islam Karimov "On measures for further improvement of foreign language learning" from December 10, 2012 is an important factor in improving teaching of foreign languages to a new level. Extensive works on the continuous learning of foreign languages at all stages of the education system, professional development of teachers to provide educational institutions with modern teaching materials are conducted for effective implementation of the tasks, set out in the document.

In this direction systematic measures to improve access of educational institutions to sources of international education through «ZiyoNet» public information and education network, fill the network with multimedia resources, developing applications for personal computers and mobile gadgets. Introducing new technologies for fast, easy and independent student learning

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[4] Hartoyo [2008]. Individual Differences in Computer-Assisted Language Learning. Semarang: Pelita Insani Semarang

experience has become the demand of time. Consequently, teaching materials on English language on the «ZiyoNet» public information and education network play an important role in self-improvement of teachers, enriching their knowledge and skills.

Getting education in such a friendly atmosphere, the students obtain skills and knowledge, allowing them to become competitive specialists in fast-changing world, market conditions. New requirements to teachers introduced new technology to have its rigid place in study process. Having come to the aid, it required corresponding skills of teachers, education of corresponding specialists, possessing knowledge on information communication technology. The ways that technologies are being used in educational institutions change the teacher's role from that of technology-as-teacher to technology-as-partner in the learning process. As students increasingly use technologies as learning tools, they will produce technology-based artifacts - student-constructed knowledge bases. These knowledge bases are rich, multi-modal indicators of what students have learned. Moreover, as learning becomes more meaningful, so it becomes more authentic and more complex. [5]

Unfortunately, not too many teachers have acquired the competencies to conduct authentic assessments for student learning, using learning portfolios and rubrics for performance evaluation. The need for such learning assessment competency becomes even more urgent as educators move away from the behaviourist and objectivist perspective of learning to that of a more constructivist view.[6]

Language teachers should update their skills with training on the use of technology, including computers, multimedia, and smart boards in the language-learning classroom. Changed educational institutions, modernized educational process changed the treatment of study of students, teachers say. Students are striving to get more knowledge, realizing the fact that mental furniture got for the years of study is the basis of their future. Along with that, the changes that came with the issues brought in another important requirement to teachers, which is self-improvement. Experts say it is one of the main demands of the modern world, where there is more and more information day by day.

**CONCLUSION**

In our imaginations, we enjoy and value all the benefits of education on-demand. We wish the future was here already because deep down inside, we all are lifelong learners. We just want learning to be easy, personalized. This vision is inviting, yet we must live and work in present time. And today, the reality stays apart from the dream. The challenge to educators is clear. We must also establish rigorous standards of quality in the products, services, and solutions we offer to our youth. We must learn how to prepare all of our students for lives that are becoming more and more complex. We must prepare our students to master change.

Information and communication technology is become more and more popular in English teaching. It is one of the best means to motivate vocational students' interests in their English learning. It also allows English teachers flexibly to present their curriculum in an innovative manner. However, when English teachers are using multimedia in their teaching, they should

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[5] Subhadra Ramachandran, "Integrating New Technologies into Language Teaching: Two Activities for EAP Classroom," TESL Canada Journal/Revue TESL du Canada, vol. 22, no. 1 [2004].
[6] Hartoyo [2008]. Individual Differences in Computer-Assisted Language Learning. Semarang: Pelita Insani Semarang

pay attention to the main principles mentioned in this article. Only if they draw close attention to these principles can the teaching efficiency be achieved.

Information and communication technology is a form of advanced science technology must be optimized function, especially in the implementation of learning. Information and communication technology provides opportunities for students in the era of global competition needs to obtain adequate supplies. Through innovative information and communication technology - based learning can provide vast opportunities for students to hone and promote competence on an international scale. On the other hand, mental attitude and self-reliance in accessing any information necessary learning independently influence the value teaching student's character it does not always depends with others. Mastering current tick is necessity for every human being inedible age. as well as in education, innovative learning, especially learning can be done by using the Internet to generate device-based learning information and communication technology.

The goal of the new information and communication technologies used in learning and teaching process is that each country of the world can access professional learning systems and make school development plans and strategies. There may be expectations that technology will solve all the university's problems with student learning and achievement. To be effective, however, technology must be used to promote new learning goals and teaching strategies that are student-centered, collaborative, engaging, authentic, self-directed, and based on development of higher-order thinking skills.

Finally, it may be concluded, the information and communication technology used in learning and teaching process represents the future of our humanity, and the purpose is to develop a knowledge based society.

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