

## APPLICATION OF COMPUTER TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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### Abstract

The article is devoted to the issue of using various computer technologies in teaching a foreign language. The advantages and disadvantages of modern computer technologies are characterized; describes the experience of using computer technology in the process of teaching a foreign language to students of natural sciences. Recently, there has been a tendency to reduce the interest of students of higher educational institutions in foreign language classes. Traditional forms of education drastically lag behind the modern perception of information: students study the necessary material abstractly, preferring to furtively browse the news on social networks during class. In the process of traditional education, students often do not have the opportunity to realize their needs for self-expression, self-knowledge. The practical lesson is aimed mainly at the passive assimilation of the material offered by the teacher, memorizing the rules, without the abilities, inclinations, and interests of students. We believe that in the modern educational process it is necessary to apply interesting, non-standard forms of education, which, in our opinion, will allow us to return students' lost interest in learning a foreign language. The teacher needs to move away from the standard practical lesson to some extent, introduce something new into it that could attract attention, activate students' activity encourage them to act, think and search.

**Keywords:** English, computer technology, Internet, foreign language teaching, methodology.

### 1. INTRODUCTION

Recently, there has been a tendency to reduce the interest of students of higher educational institutions in foreign language classes. Traditional forms of education drastically lag behind the modern perception of information: students study the necessary material abstractly, preferring to stealthily browse the news on social networks during class. In the process of traditional education, students often do not have the opportunity to realize their needs for self-expression, self-knowledge. The practical lesson is mainly aimed at passive assimilation of the material offered by the teacher, memorization of the rules, without taking into account the abilities, inclinations, interests of students. We believe that in the modern educational process it is necessary to use interesting, non-standard forms of education, which, in our opinion, will allow to return students' lost interest in learning a foreign language. The teacher needs to move away from the standard practical lesson to some extent, introduce something new into it that could attract the attention, intensify the activity of students, encourage them to act, think, search.

## **2. LITERATURE ANALYSIS AND METHODS**

The use of new information technologies makes it possible to implement a student-centered approach in teaching English. The relevance of the application of new information technologies is dictated, first of all, by the pedagogical needs to increase the effectiveness of developmental education, in particular, the need to form students' skills for independent learning activities, the development of research and creative competencies. The increasing variety of Internet resources, the emergence of a large number of educational materials on CDs - all this poses the task of conducting comprehensive studies of the possibilities and features of using these teaching aids in the educational process.

## **3. DISCUSSION AND RESULTS**

In teaching, the problem of the patterns of cognitive processes is of particular relevance. In this regard, before building educational activities in a new way, it is necessary to diagnose the cognitive processes of students. From the point of view of cognitive processes in teaching a foreign language, the peculiarities of students' perception of information play an important role. On this basis, students are conditionally divided into auditory, visual and kinesthetic learners. An auditory person is a person who best perceives information through hearing. The visual perceives most of the information through vision. Kinesthetic person is a person who perceives information through other sensations (smell, touch, etc.) and with the help of movements. The test by B.A. Lewis and F. Pukelik.

Why is it important to know how the learner perceives information? In a practical lesson, the teacher can present information using all channels of perception: vision, hearing, and the kinesthetic channel. Then each of the trainees has a chance to learn at least part of these messages. This is exactly what usually happens. This chance increases significantly if, for example, both the teacher and the student are visual (or auditory). The mastering of many important skills, for example, reading or writing skills, depends on which channel the student is leading. Features of mental work of representatives of different types of personalities differ significantly (for example, the level of distractibility, features of memorization, etc.). Using computer technology, the teacher will be able to take into account these characteristics of students and provide information in the form in which it will be better absorbed by them.

Computer technologies were used by the author of this work when teaching English to students of the Faculty of Translation theory and practice of Samarkand State Institute of Foreign Languages. In the classroom, information was presented to students simultaneously in two formats. The first half of the lesson was held in the traditional form - according to textbooks, with an explanation of the theoretical foundations. In the second half of the lesson, students mastered the information received in practice: watching and listening to video and audio materials (with and without captions), studying the content of English-language Internet sites, reviewing materials prepared by both the teacher and students in a presentation form using MS Power Point. After each listening and viewing of the materials, the students commented on the information received, and, remarkably, memorizing the translation of words during such work did not require mechanical memorization. Thanks to the use of audio-video materials, Internet sites, some students associate the translation with the image, others with the sound similar in Russian, and others remember the moments when they met the given word in other situations. We have found that students of natural sciences are most inclined to visual perception of information in combination with an audio stream and titles, i.e. excerpts from popular films. With this mode of work, the teacher rarely returns to remind the material covered. Some students (as it turned out, keen on online shopping) were in demand for practical classes on translating texts from English-language Internet sites. For them, the creative part of their homework included translating texts of their choice. Thus, as a rule, students become naturally involved in the process of learning English, interested in work. The computer can be used at all stages of the learning process: when explaining new material, when reinforcing, repeating, controlling.

The computerization of education has a significant impact on all components of the modern educational system and, in particular, on the discipline "Foreign Language": its goals, objectives, content, methods, technology. Learning a foreign language using a computer has a number of advantages:

- provide individualization of training;
- students' interest in the computer leads to a high motivation of the learning process;
- students willingly conduct a dialogue with a computer, their general,
- computer and language culture increases;
- there is an opportunity to provide direct feedback;

- the computer does not show negative emotions when repeating mistakes;
- the mark is more objective;
- effective performance of exercises and trainings is provided [1.p.143]. Computer-assisted learning also has its drawbacks:
- abuse of computer effects, redundancy of colors;
- Ready-made educational computer programs on the subject are very difficult to adapt to a traditional lesson, since they do not always correspond to the work program of the discipline, methodological goals and didactic principles in teaching.

The specificity of the subject "Foreign language" lies in the fact that the leading component of the content of education here is not the basics of science, but methods of activity - teaching various types of speech activity. It is possible to teach speech activity only in live communication, and for this you need a partner. A computer program, a CD, however interactive, can only provide communication with the machine. The exception is telecommunications, when a student enters into a live dialogue (written or oral) with a real partner - a native speaker. Computer programs should be used on a par with traditional materials and methods. Working with a computer, the teacher inevitably changes the entire structure of the lesson and its purpose. It is necessary to specifically determine the appropriate role and place of the computer in the educational process, to clarify and determine the basic concepts, to introduce methodological and technical aspects.

When building an educational process using computer training programs, you should select a specific section from the work program; design a set of tasks; choose software for the selection of tasks; conduct an examination of selected computer tasks; develop methodological recommendations for the student. Working with a computer not only contributes to an increase in interest in learning, but also makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, as well as to encourage correct solutions. In addition, the computer allows you to completely eliminate one of the most important causes of a negative attitude to learning - failure due to a lack of understanding of the material or a problem in knowledge. It is this aspect that is provided by the authors of many computer training programs. The student is given the opportunity to use various reference manuals and dictionaries that can be called up on the screen with just one click of the mouse. Working on a computer, the student gets the opportunity to complete the solution of the problem, relying on the necessary assistance [2.p. 38].

An important feature of a computer in the educational process in a foreign language is that it can be a student's "interlocutor", i.e., work in a communicatively oriented dialog mode and in a certain way, for example, from graphic tools, a speech analyzer and synthesizer make up for the absence of a natural interlocutor by modeling and imitating his non-verbal and verbal behavior. The computer allows you to present on the display screen elements of a country-specific nature, to demonstrate the features of the environment and the situation, which can be used as a background for the formation of students' speech activity in a foreign language. The computer has great potential for constructing color images that can be transformed within the given limits. The noted capabilities of the computer make it an excellent technical tool for various kinds of explanations and generalizations of the phenomena of language, speech, and speech activity. Nowadays, there is a wide variety of modern multimedia programs, where you can find enough exercises for students of all ages and different levels of knowledge. For example, the Bridge to English - Doki English program is a cartoon world where you can learn English in a playful way. Movie talk. English. The Interactive Video Course will help you improve your English listening comprehension. English in action. The royal family" is a computer course based on video materials from the life of the British royal family.

Computer training programs have huge databases, provide high manufacturability of individual training exercises, make it possible to most optimally combine methods of analysis and simulation based on consciousness, orient the student to a free pace of learning, individual logic of cognition. The computerization of our society leads to the emergence of an increasing number of people who are willing and able to use these smart machines in their daily lives. Computers make life easier and more interesting. After all, if with the help of this machine within an hour or two you can attend training courses on the Internet on any subject, see the world in its current state and diversity, communicate with a huge mass of very different people and gain access to libraries, museums and exhibitions, about which one can only dream, then there really is no better means for self-development and individual education and self-education.

Teaching a language means teaching communication, transmission and perception of information. There are three areas where the Internet can take English language learning to the next level. These are communication, information and publication. Communication is carried out using e-mail, huge layers of information are enclosed in the World Wide Web, publication can be carried out by creating your own page

on the Internet [3. S. 36].

So, the simplest use of the Internet is to use it as a source of additional materials for the teacher in preparation for the lesson. Materials can be printed out and used later during the traditional session. Of course, in this case, only part of the possibilities of the Internet is realized. But even with this use of the Internet, teaching a foreign language is changing: the Internet user gets access to relevant and authentic information that is difficult to select from other sources [4. S. 41]. The Internet can also be your assistant when teaching students how to write. A pen pal with a native speaker is ideal for this purpose. Moreover, you can improve your pronunciation skills by talking to a foreign friend using Skype. Communicating in virtual reality, the student uses his foreign language skills, establishes friendly contacts and thus learns the culture of another country. It should be noted that learning through computer telecommunication networks provides student immersion in a real language environment and thereby significantly weakens the traditional language barrier of the practical use of a foreign language in this environment, since information is exchanged between peers, the content of materials includes thoughts, feelings, ideas, situations, interesting for students and meaningful in their lives. The possibilities of using Internet resources are enormous. The global Internet creates the conditions for obtaining any information necessary for a student and teacher, located anywhere in the world: regional studies material, articles from newspapers and magazines, necessary literature, etc. Students can take part in testing, competitions, olympiads, conducted via the Internet, correspond with peers from other countries, participate in chats, video conferences, etc. Students can receive information on the problem they are currently working on as part of the project. This may be a joint work of Uzbek students and their foreign peers from one or more countries.

Using the information resources of the Internet, it is possible, by integrating them into the educational process, to more effectively solve a number of didactic tasks in a practical lesson:

- to form reading skills and abilities, directly using the materials of the network of varying degrees of complexity;
- improve the skills of monologue and dialogic oral speech;
- replenish the vocabulary, both active and passive, with the vocabulary of a modern foreign language;
- get acquainted with cultural knowledge, including speech etiquette, peculiarities of speech behavior of various peoples in terms of communication, cultural features, traditions of the country of the language being studied [5.p.22]. So, computer technology helps: attract passive listeners;
- make practical exercises more visual;
- provide the educational process with new, previously inaccessible materials that help students to show their creative abilities;
- accustom students to independent work with the material; provide instant feedback;
- objectively assess the actions of students;
- to implement personality-oriented and differentiated approaches in teaching;
- remove such a negative psychological factor as fear of an answer; increase the level of development of psychological mechanisms (imagination, attention, memory).

#### **4. CONCLUSION**

Summing up, it should be noted that the undoubted advantage of using computer technology is the transition to the methods of search and creative activity of the teacher and student. This helps to influence the formation and development of the language competence of students, the skills of listening, speaking, reading, the improvement of written speech, the education of a creative, socially active personality.

The use of computer technology provides an opportunity to free the teacher from a significant part of the routine work, such as checking the performance of individual exercises, frontal questioning, and presenting a large amount of language material. The use of computer technology makes the lesson attractive and truly modern, individualization of training takes place, control and summing up are carried out objectively and in a timely manner. In modern conditions, increasingly high requirements are placed on the process of teaching foreign languages. The volumes of information are growing rapidly, and modern methods of their storage, transmission and processing are no longer effective. And computer technologies present a wide range of opportunities for increasing the productivity of learning.

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