

TEACHING FOREIGN LANGUAGES WITH TECHNOLOGY

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Annotation.

Technology lends itself very well to personalized and independent learning where students can work at their own pace, complete interactive exercises rigorously in class or at home and receive feedback. Gaining points for their efforts and being able to compare their scores with their classmates is motivating for them too.

Keywords:

Technology, traditional methods, multimedia, electronic dictionaries, electronic annotations, smart learning systems, grammar checking programs, automatic speech recognition, phonetic programs, virtual games, chats, social networks, online forums or message boards.



Over the past years, many foreign language teachers have been worried about the search for new teaching methods. Methodists in many strange countries are engaged in the analysis of existing methods and technologies and their adaptation to modern realities and requirements and at the same time are looking for radically new approaches. There is debate about how the process of teaching a foreign language in a modern school should look like. Some teachers advocate the preservation of traditional methods, while others want to completely change the whole system. There is a third category of teachers, offering to combine new and old forms. But no one doubts that change is inevitable. This is due to a number of factors: requirements for the ultimate goals of language learning, the psychology of a modern student, and, of course, with technological changes in the world around us.

The current time is a period of intensive development of technologies, primarily computer ones. Young people live their lives through technology: they are the web generation, and they are hungry for more. Our challenge is to channel the natural enthusiasm our pupils have for ICT by using it in their everyday lives and embed it purposefully into the modern foreign languages classroom.

This leads to the fact that modern students better perceive and assimilate new information through contact with computer information sources. The use of computer technology in the process of

learning a foreign language makes it possible to make this process easier for students and create a familiar environment for them. It also allows to diversify the work and make it more interesting for students. Thanks to multimedia resources, the process of learning a foreign language can be moved beyond the classroom and made continuous. In some cases, the desire and need to learn a language comes as a result of using these resources (communicating online with native speakers, watching programs and films in a foreign language, using various sites that require knowledge of a foreign language).

Thus, modern schools, colleges and universities are required to revise the approaches that have so far been used for teaching foreign languages and to search for innovative methods taking into account the development of science and technology. It is expected that they will use multimedia and Internet technologies along with new teaching models in order to avoid the previously used model based on the explanations of the teacher. In addition, students are encouraged to learn a foreign language using a computer, which will be 40-50% of the total academic workload. These dramatic changes resonate with the idea of the dominant role of a student to whom computer technology provides access to advanced teaching methods. However, it must be understood that multimedia technologies have certain disadvantages, as well as that the use of multimedia requires additional skills from the teacher. Otherwise, there will be a mismatch between the efforts put in and the poor results.

Teaching a foreign language using computer technology includes:

- Authentic language material, such as video clips, flash animations, web quests, podcasts, news, etc.
- An online environment in which students can communicate with native speakers of a foreign language via e-mail, text computer editors, social networks, voice or video conferences;
- Language learning tools (online applications and programs) aimed at studying phonetics, pronunciation, vocabulary, grammar and sentence analysis. Tools include text-to-speech exercises, speech recognition, interactive and controlled tasks;
- An online environment that enables communication between the teacher and students, students with each other;
- Game forms of training.



There is a wide range of special tools and training tools that offer the use of computer technology for teaching foreign languages.

For example, electronic dictionaries; electronic annotations (links to the word or sentence level, contextual translations or explanatory information); smart learning systems; grammar checking programs; automatic speech recognition (ASR) and phonetic programs; virtual games; chats (synchronous computer communication: text or audio); social networks; Online forums or message boards.

How can computer technology improve the process of learning a foreign language? The processes and results of using computer technologies depend on how they are used in training. Two types of foreign computer learning can be distinguished. The first type assumes that computer technology complements traditional forms of teaching and learning (including assessment), making them faster, easier and more efficient. The second type offers innovative ways of teaching and learning, which should improve students' competencies to a greater extent than traditional methods can do.

Kongrith and Maddux (2009) suggested that the use of innovative teaching methods has the following characteristics:

- Requires a high degree of interaction between the computer and the student;
- Makes the student, not the creator of the program, responsible for what happens on the screen;
- Aims to fulfill more creative tasks;

Another factor affects the results of using computer technology in teaching a foreign language. This is a form of interaction with the student. There are three types of interaction: between the student and the material, between the student and the teacher, between students.

What is achieved through computer technology? By reviewing all existing data, we can conclude that with the help of computer training systems, students demonstrate achievements in speaking, reading, understanding, vocabulary, grammar and fluency. In addition, it can be argued that computer programs provide better monitoring and evaluation of students. Computer-based training programs serve as a teacher, giving direct, clear instructions and evaluating student work. Such a system usually consists of four components: an interface (platform), a model (the topic and knowledge that the student needs to master), a student model (the current level of student knowledge), and a teaching model (which provides control and instructions based on the difference between the student model and sample).

Computer pronunciation training (CAPT), automatic speech recognition (ASR) can accelerate the improvement of pronunciation and provide more effective control than that provided by the teacher. This program can help students, as they can practice on their own and avoid the excitement that arises when it is necessary to pronounce new words in the presence of other students and the teacher.

Digital Game Learning (DGBL) improves most student competencies. Learning on gaming forms makes learning more interesting by creating an environment in which knowledge takes on context. Game training develops the ability to solve problems and critical thinking skills through involvement in the process and interactive control, which are important for achieving good results.

Chat (conversation on computer technology) improves speaking skills, expands the vocabulary used, develops attentiveness (trying to get a result, students are forced to pay attention to what they don't know or what they know only partially) and focusing on form (pay attention to the structural / syntactic aspects of the language in order to fulfill the linguistic task of understanding and reproducing speech).

Textual computer communication (SMS) improves attention to linguistic forms in a way that can increase attention to language expressions and encourage work on language errors while completing written tasks and memorizing words. It can also prepare students for oral communication in the classroom.

Electronic dictionaries help students complete assignments faster, and the frequency of vocabulary views increases.

The advantage of online audio and video multimedia sources is that the student has access to them outside the classroom, and this extends the learning time and provides the opportunity for practice and independent work. This motivates them to work on improving listening skills without fear of mistakes.

Other benefits of using computer technology. Motivation and confidence.

Many studies and practice show that students get more pleasure from using technologies in learning a foreign language and prefer them to more traditional methods and materials. Thanks to

technology, students are more involved in the learning process and are more positive about it. Students perceive the use of a computer as an innovative and attractive method, and their adaptation is faster than the adaptation of a teacher. The use of computer technology can reduce student anxiety by providing an independent learning environment in which students feel more relaxed and in which they enjoy the language learning process more. Online audio and video resources increase interest in learning a foreign language and allow you to use a fascinating approach that stimulates the emotional response of students to language material.

Knowledge of foreign culture.

Through the use of computer technology and Internet resources, students get the opportunity not only to learn the language, but also to learn the culture of another country. They learn to communicate effectively with representatives of another culture, even if a personal visit to the country of the language being studied is impossible. In the process of learning a foreign language and developing language competencies, intercultural communication skills are formed.

Skills of using different learning models.

Obviously, computer teaching a foreign language helps students who have good technical and computer skills to achieve success in language classes that might not be achieved if only traditional approaches were used.

There are various materials that provide students with the opportunity to study a foreign language on their own.

For instance:

- Stories based on the game and requiring solving puzzles, puzzles and puzzles;
- Exercises for checking vocabulary and working out grammar.

In conclusion, computer technology can be great benefit in the development of language competencies, provided that they are correctly and reasonably used. Their importance for independent work of students is becoming increasingly important. They help to overcome the language barrier and psychological complexes of students. Computer technology develops students' interest and motivation in learning a foreign language. Internet resources form the skills of intercultural communication and knowledge of another culture. All these advantages prove the need to integrate computer technology into the modern educational environment.

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