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## THE USE OF ICT IN TEACHING ENGLISH

**Abstract:** The article emphasizes the relevance of the use of modern multimedia in teaching English in a changing social and cultural environment. As well as the results of dissertation research revealed some features of the modern stage of the use of ICT in teaching English.

**Key words:** competence, pedagogical technology, educational resources, information and communication technologies (ICT), education, English.

**Language:** English

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### Introduction

Today, a characteristic feature of the development of modern society is the increasing importance of information, which is becoming a comprehensive and integral resource. Work with information has become the main content of almost any kind of activity, including in the field of education.

Intercultural communication and the widespread use of ICT in the educational process should become integral conditions in achieving the modern professional quality of training of specialists with high spiritual, cultural, creative, search and social activity, which are reflected in the "National training program" of the Republic of Uzbekistan.

### Materials and Methods

Modern development of world education indicates the fact that the concept of media literacy. For the time being, it has become a necessary constant for the formation of highly intelligent and highly qualified specialists.

The influence of media culture on the formation of personality, personal qualities of a person taking into account the educational aspect, according to N.B.Kirillova, who understands media culture as information and communication means, as well as material and intellectual values in the aggregate, determine the formation of social and political consciousness in the developing society.

Thus, in modern linguodidactics the concept of information competence, information literacy is

replaced by the term media literacy, considered by N.Chicherina – as one of the fundamental competencies necessary for any professional in the effective functioning of the so-called information environment.

In our opinion, media literacy is the process of preparing a media literate person with information competence, conditioned by the understanding of the socio-cultural, socio-political and intercultural context of the functioning of media culture in the modern world, code and representation systems, or, in other words, the ability to "see" not only explicit, but also the implicit information in the media text, for decoding certain images, symbols and associations, including mastering, translating, i.e. (transmission of adequate, logically correct and axiological information), interpret/analyze.

This process is the most important and goal-setting, as the semantic analysis of the complexities in the interaction with each aspect. Each reader makes his own adjustments and complements the meaning that lies in the implicit basis of the media text.

Scientists linguodidactic realized the need for new approaches in teaching Russian language. The idea of implementation of the competence-based approach in the learning process reflects the need to improve the efficiency of the learning process, the quality of education through the use of modern methods and forms of training, the formation and development of competence and taking into account the peculiarities of personal development. One such approach is the use of multimedia and information and



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communication technologies (ICT). The meaning of the term "technology" is still being clarified, the term is used in a rather broad context. In practice, there are also such terms as pedagogical technology, educational technology, pedagogical or innovative technology.

In modern didactics, the term "pedagogical technology" is more common in many methodological works. Stages of development of the concept of "pedagogical technology" can be identified: the use of visual AIDS in the educational process (40-s – mid-50s), programmed training (mid-50s - 60s) to pre-designed educational processes that ensure the achievement of clearly defined goals (up to 70 years), to create computer and information technology training (since the early 80's).

Indeed, "new pedagogical technologies come into the practice of education". The need for this is due to changes in the requirements of society and the internal needs of the education system [1, p. 15]. Today, students tend to have some experience with a variety of tools for processing multimedia data, transfer, storage and presentation of information in everyday life, as well as show great interest in their use as a means of recreation. It is obvious that there should be such a model in the educational process, which would ensure not only the formation of effective use of computer skills during the preparation and processing of the necessary educational information, but also the development of personal qualities, values of the citizen of the information society.

The study of practical experience has shown that the use of ICT in teaching English is not a mass phenomenon. Among the reasons there are not only organizational, pedagogical problems, but also lack of readiness of the teacher to the solution of the problems connected with computerization of educational process. The reason, according to many researchers, is the lack of clear ideas on how ICT helps to achieve the planned results of learning Russian, which should be changed in the content, forms of organization, methods and principles of training.

However, scientists who studied linguistics, linguodidactics, experience of successful implementation of certain types of information and communication technologies: development and application of electronic educational resources, including distance learning in professional activities; in teaching English as a native language, Russian as a foreign language (E.S.Polat, N.A.Algazina, M.Y.Bukharkina, S.I.Gudilina, G.G.Maleva, N.Ladyzhenskaya, M.A.Tatarinov, etc.).

Analysis of monographic and methodological literature, the results of dissertation research revealed the following level of knowledge of the problem. Pedagogical Sciences show the positive impact of modern multimedia technologies for the development

of communication skills and the study of English language in Uzbekistan.

There is a need for a deeper theoretical and methodological justification of the use of ICT in teaching English in the field of professional and business communication, based on the introduction of educational opportunities of modern multi-media, such as differentiated learning, and focused on the intellectual and personal development of students in the formation of key competencies, on the education of the individual living in the information society.

So, of course, today's new approach to teaching English is the use of information and technology. As is known, unlike their usual means, methods and information production and processing is the use of electronic devices, especially computers.

There are many terms for definitions related to media education, computer training in Russian and foreign linguistics. The review of currently existing approaches to media education, showed a common definition of the term media education as "the process of personal development through and on the material from the media (media), in order to form a culture of communication with the media, creativity, communication skills, critical thinking skills for perception in full, interpretation, analysis and evaluation of the media, learning various forms of expression using existing technologies." In our opinion, these goals should be considered as one of the main ones if we take into account the influence and constant impact of the media on the learning process of students.

In recent years, the terms "information technology", "information and communication technology" have been widely used, showing modern functions and computer technology and telecommunications.

Different concepts define three main uses of ICT in education, namely:

- organization and management of educational process;
- training in the broadest sense of the word – training under the guidance of a teacher (stationary and remote) to the use of computer technology for self-study;
- study of specific disciplines.

In practice, the use of ICT in native language learning, since the mid 80-ies of the last century began to use a variety of applications - text editors, spell checking, electronic dictionaries, as well as spreadsheets, desktop publishing, encyclopedias, games and other programs. The second phase of ICT use in mother tongue education, which began in the 1990s, involves a qualitative change in the technical capabilities of computers and the diffusion of ICT in the learning process. Features such as hypertext, which creates a cross-reference system in the text, combining hypertext and multimedia capabilities, allow you to use ICT to work on improving all kinds



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of speech activities (listening, reading, writing, speaking, including aspects like pronunciation and intonation) and for real communication in written and oral form.

The next stage (beginning of the 21st century) is the development of ICT training Using virtual reality. In the "virtual" classroom – laboratory, students have the opportunity to work in a variety of modeling speech situations, it will undoubtedly expand the ability to improve speech and cognitive skills, create optimal conditions for the formation of communicative and socio-cultural competence.

The main feature of the modern stage of ICT use is the mass and purposeful use of space on the Internet, professional and computer programs of various types: actual training, applications, telecommunications tool - in order to create a unified environment of computer training, through which the communicative competence of students is more effectively developed. In modern studies, the importance of the Internet for the study of English in higher education is emphasized by the fact that Internet resources provide teachers and students with information on various aspects of scientific theoretical studies of the English language. For example, for University teachers and students online resources may be interesting, because they specialize on the basis of electronic libraries, search engines, providing search capabilities subject area (projects, lesson plans, systematic links, interactive exercises) and professional features of students; portals that allow you to participate in discussions, get acquainted with advanced methodological and pedagogical practices.

One of the main problems associated with the teaching of English is the problem of trust, scientific and educational value of the content and importance of information found on the Internet. It is obvious that the genre specificity of sites (news sites, personal pages, information materials, scientific publications, etc.) involves their different content, in this case, teachers and students should have the skills to critically perceive the information posted on the Internet to which they refer.

The effective use of modern ICT in teaching their mother tongue depends on many factors, among which the leading ones are:

- provision of computer equipment and Internet access;
- availability of specialized training materials and required set of programs of various types;
- educational quality of multimedia learning tools used;
- adequate level of General computer literacy (media literacy) of students and teachers;
- special training of teachers in computer linguistics;
- special organization of the educational process.

With the obvious significance of all these factors, we believe that the key figure in the

integration of ICT in the learning process is the teacher who has the necessary qualifications and applies them in practice.

Taking into account the fact that most of the students who are currently working in educational institutions at different levels, were not able to obtain the necessary training in the use of modern ICT in teaching English, and is necessary and the development of computer technology is very fast. In our opinion, the most important task mentioned in a significant number of studies should be the organization of the system of professional development and information and methodological support of teachers in the field of computer linguistics.

Currently, theoretical and applied aspects of computational linguistics are developed by leading scientists from different countries, which can be divided into three areas of research.

Research on the development of theoretical aspects of the use of ICT in language learning belong to the first direction. These works discuss the following issues:

- methodological problems of computational linguistics;
- psychological and pedagogical problems of computerization of language teaching;
- typology of training materials in the use of ICT;
- the problem of software quality assessment in the learning process;
- opportunities to develop communication skills in ICT-based learning and a number of other challenges.

The second area includes experimental work on the creation and use in the educational process of electronic materials for various purposes, forms and training profiles.

The third area explores ways to integrate computer-based learning into English language learning, and the development of effective methods of using ICT in the learning process.

These areas of research suggest a comprehensive approach to the study of this problem. Nevertheless, we believe it is necessary to emphasize that the leading aspect is the preparation of English language teachers for the educational process using ICT.

## Conclusion

Summing up, it should be noted that the growth of media culture products in the process of learning English and training of highly qualified personnel on a systematic basis is a promising direction of modernization and goal-setting of the content of vocational education in modern integrative conditions. Thus, we can conclude that the case method allows us to activate theoretical knowledge and practical experience of students, develop the ability to express thoughts, ideas, suggestions, see an alternative point of view and argue our own, show and



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improve analytical and evaluative skills, willingness to work in a team, promotes understanding of the ambiguity of solving problems in real life.

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