



Fundamentals of teaching English through IT technologies

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ABSTRACT

Improvement of English language teaching methods remains relevant for all stages of education today. This scientific article discusses the methodology of organizing English language teaching and improving educational efficiency based on IT technologies, using ICT tools.

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IT texnologiyalar vositasida ingliz tilini o'qitish asoslari

Kalit so'zlar:

AKT,
ingliz tili,
ta'lim,
metod,
o'qitish,
texnologiya,
talaba.

ANNOTATSIYA

Ingliz tilini o'qitish metodlarini takomillashtirish bugungi kunda ta'limning barcha bosqichlari uchun dolzarb bo'lib qolmoqda. Mazkur ilmiy maqolada IT texnologiyalar asosida, AKT vositalarini qo'llagan holda ingliz tilini o'qitishni tashkillashtirish, ta'lim samaradorligini oshirish metodologiyasi muhokama etiladi.

Основы преподавания английского языка с помощью информационных технологий

Ключевые слова:

ИКТ,
английский язык,
образование,
метод,
обучение,
технология,
студент.

АННОТАЦИЯ

Совершенствование методов обучения английскому языку остается актуальным для всех ступеней образования и сегодня. В данной научной статье рассматривается методология организации обучения английскому языку и повышения эффективности обучения на основе ИТ, с использованием средств ИКТ.

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INTRODUCTION

The interactive organization of the educational process based on the use of ICT tools helps to improve the quality of education and ensure its effectiveness. For this purpose, it is appropriate to study the traditional and ICT-based interactive organization of the English language teaching process. As a result of the deepening of acquired knowledge with the help of ICT, a certain level of practical skills and competencies are formed in students. The main basis of the technologies that create pedagogical cooperation is the opportunity to create favorable conditions for students to act together and actively in various educational situations.

MATERIALS AND METHODS

It is known that the levels of knowledge, skills, and competencies acquired by students are different. Some students absorb the presented information quickly, while others need some time to understand the content of the information. There is an opportunity to work with such students on educational materials based on electronic educational simulators. Some students hesitate to ask their teachers or classmates what they don't know. Alternatively, such students find it boring and uninteresting to work on learning material they do not understand. In such a situation, the English teacher should use electronic educational simulators effectively. It is effective to use the method of working in small groups.

RESULTS AND DISCUSSION

Each small group is given tasks by the teacher separately on the basis of EES (electronic educational simulators). Group members divide their tasks within this task. Their responsibilities to perform their tasks are explained by the teacher, their attention is drawn to the educational task. In the process of working in a group, each student is mobilized to perform a common task, not limited to the task set before him. In this process, students are directed to be responsible for the completion of assigned tasks. In this process, students who do not master well will strengthen their knowledge on the basis of electronic educational simulators. As a result of this, the mental energy of free-thinking students increases, and the e-learning environment gives them new strength and expands their possibilities. A favorable didactic situation is created for students to diligently study, understand, think about the educational materials, and find independent solutions.

Table 1.

Traditional and ICT-based interactive organization of the English language teaching process (comparative analysis) [1]

Elements of the educational process	Traditional educational process	Interactive education based on the use of ICT tools
Learning environment	Formality, competition, lack of trust, evaluation	Presentations, conducting online tests and receiving results automatically
Planning	The teacher is responsible	View the content of the educational material not only from computers, but also from mobile devices

Imposition of requirements	The teacher requires	A student
Goals and objectives	The teacher is responsible	Based on student interests
Teaching	The teacher teaches according to the state requirements and curriculum	According to the state requirements, the needs and capabilities of students according to the curriculum
Teaching methods	Worked with the whole class or individually through traditional methods	It is directed to work in groups, threes, pairs
Evaluation	The teacher evaluates based on strictly established standards	Take online tests and get results automatically

As can be seen from the table, the traditional and ICT-based interactive organization of the English language teaching process takes into account the interests and needs of students. Accordingly, the following methods are effective in the use of calendars, tables, or study charts to help students plan their learning activities: Ladder, Boomerang, Cluster, Confused Chains, and others.

There are various methods of creating problem situations and finding solutions in cooperation in the ICT-based learning process. We will discuss them below.

One of the important tasks is to create didactic situations based on mutual cooperation with the help of ICT in the educational process. In this process, the content of education is almost unchanged. There is an opportunity to guarantee and describe the obtained result in advance.

Today, the didactic approach occupies an important place in the theory of education. These are [5]: a) creating open didactic systems, b) teaching students on an individual and differentiated basis, and c) organizing the educational process on the basis of pedagogical cooperation.

Electronic educational simulators provide effective results for students to accept, assimilate and search for new information.

The following tasks can be performed with the help of game methods in the rapid teaching of English:

1) In this process, good mood, smile, compassion, cheerfulness, joy, friendly relations, openness to communication, helping each other in difficult moments, forgiveness, responsibility, honesty, tolerance, tolerance, understanding, etc. are observed in students.

2) Understanding various grammatical constructions in English in a fast state. They try to find the simplest, shortest, and therefore most "elegant" way to achieve the goal. This specific trend of thinking is expressed in the search for the most optimal methods for learning English.

CONCLUSION

The analysis of scientific research on pedagogical conditions shows that it is necessary to use digital technologies for students to learn English quickly. For this:

- creation of a comfortable psychological environment, and extremely important relationships with the help of individualized communication;
- enrichment of the informational environment of educational content; relying on collective creativity;
- activation of personal development based on an individual approach to the student [2];

- technologization of education: introduction of developing and innovative educational technologies based on the use of creative methods and issues;
- competence of pedagogues in matters of talent development, management of creative development of a person;
- priority of research, problem and heuristic methods in teaching gifted students;
- involving students in creative activities based on the use of special methods [3];
- it is necessary to diagnose and correct the development of creative abilities.

Didactic conditions of developmental education include:

Today, the idea of the practical application of developmental education in English language teaching is very important.

The psychological and pedagogical side of the problem allows us to determine the ways of considering the internal mechanisms of rapid learning of the English language by students and the pedagogical conditions for their implementation.

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