



DOI: **10.5958/2249-7137.2021.02203.5**

PROBLEMS OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE PROCESS OF LANGUAGE TEACHING

Akhmedova Mukaddas*

*Associate Professor,
Candidate of Pedagogical Sciences,
National University of UZBEKISTAN

ABSTRACT

The article discusses the use of modern information and communication technologies (ICT) in the teaching of language disciplines at the university. Information competence, which has become one of the main indicators of quality education, is one of the main conditions of modern education, and its formation directly depends on the active activity of students in an open information and educational environment. Modern ICT allows you to create unique didactic conditions for the development and ordering of individual educational trajectories in teaching language disciplines at the university.

KEYWORDS: *Information And Communication Technologies (ICT), Language And Speech Competence, Visibility, Motivation, Computer Literacy.*

INTRODUCTION

The modern stage of human society development goes in parallel with the informatization of all spheres of its activity. This is reflected in the education system. Informatization provides for the mandatory use of computer technology in higher education, which requires improving the information and computer literacy of students and teachers. Especially productive is the joint activity of a teacher and a student in learning a foreign language and, in particular, Russian as a foreign language (RCT).[1]

The progressiveness of teaching using ICT is proved by the fact that, firstly, their inclusion in the educational process significantly accelerates the continuity of social experience and knowledge from generation to generation; secondly, ICTs contribute to a more mobile and successful adaptation of students to changes taking place in the social sphere; thirdly, the use of ICT in the education system allows you to update and "modernize" learning in accordance with

the social order of society. In addition, the chosen subject area is mastered by students at various levels, skills and abilities for solving typical practical tasks are developed, the speed of decision-making in non-standard problem situations, abilities for certain types of activities are developed.[2]

The use of modern information technologies in the learning process allows to intensify and improve the quality of teaching Russian (as a foreign language) and disciplines of the natural science cycle, to increase the number and volume of training and control programs presented to students by reducing the time for their development and implementation, to develop interest in educational activities and diversify it. It should be noted that the use of information and communication technologies (ICT) in the educational process is an effective way to increase students' motivation to study academic disciplines. The use of a computer as a means of displaying clarity and supporting the learning process has a number of unique features, facilitating students' perception and understanding of lexical and grammatical material. The computer allows you to expand the possibilities of presentation and consolidation of educational material, to involve students in the course of the educational process, increasing the motivation of the process of obtaining new knowledge. The computer qualitatively changes the approach to monitoring the classroom and independent work of students, while providing flexibility in managing the learning process and making it objective and accessible.[3]

The visibility of the presented material increases the degree of its assimilation, since the visual and auditory channels of students' perception of external information are involved. This task is successfully solved using repeatedly tested and widely used multimedia technologies.

Multimedia is a joint representation of text, graphic, numeric and audio and video information. The graphical representation of the educational material allows students to focus on the key points of the topic being studied, allows the teacher to increase their motivation and increase interest in learning and memorizing new material, i.e. to implement the fundamental didactic principle of teaching - the principle of visibility.

For example, when studying the topic "The expression of object relations in simple and complex sentences (Lexical topic: Personality and profession)", a multimedia presentation is used. In the process of developing multimedia presentations, a number of problems were solved, in particular, with the introduction of new vocabulary and lexico-grammatical constructions for students. When studying the text "Choice of profession", the classification of professions and their names are displayed on the monitor screen in Russian with simultaneous pronouncing by the speaker. The multimedia manual implements the possibility of multiple repetition of the text and individual phrases, which allows students to better understand the material being presented and, if necessary, pronounce individual words and phrases. The multimedia manual contains several blocks of additional material that contributes to a more complete assimilation of educational material by students.

The use of modern teaching technologies in combination with multimedia materials adapted to the specifics of students' education, as well as educational resources available in free access, allows to increase the motivation, level and quality of students' training in the study of a practical course of the Russian language. A special role in the formation of motivation is played by the novelty and form of presentation of the information received by the student, as well as their inclusion in search, creative activity.

It should be noted that one of the trends of the modern stage of informatization of education is the desire to integrate hardware and software of ICT. Russian as a foreign language (because in the Republic of Uzbekistan, the subject of Russian is studied as a foreign language in national groups of universities), which is inextricably linked with the improvement of its teaching methods, will be considered in more detail.

At the initial stage of training students of national groups, the purpose of such activity is the developed didactic system for the formation of skills of working with the use of ICT both in the Russian language and in the disciplines of the natural science cycle. The previously used formula of work "student - teacher - book" has been supplemented with the formula "student - teacher - computer", which has acquired special significance at the initial stage of training, when tasks are being formed "from simple to complex". Here, maximum visibility and convenience of work, the possibility of self-control are important, ensuring optimal development of the curriculum.

When teaching Russian as a foreign language, Microsoft Office 2010 features are widely used, which allow you to create text, graphic and other materials that contribute to the visual and effective introduction and consolidation of new vocabulary and grammar.

An effective and efficient form of presenting new material is presentations made in Microsoft PowerPoint or Open programs Office.org Impress, which in its capabilities is not inferior to Microsoft PowerPoint and is its free alternative. Methodically correctly selected, structured and clearly presented on the slides of the presentation educational material contributes to improving the efficiency of perception and memorization of lexico-grammatical and other material.

Let's try to systematize where and how it is advisable to use information technology in teaching, given that modern computers allow you to integrate texts, graphics, sound, animation, video clips, high-quality photographic images, rather large volumes of full-screen video, the quality of which is not inferior to television, within one program:

- 1) when presenting new material — visualization of knowledge (demonstration and encyclopedic programs; Power Point presentation program);
- 2) consolidation of the presented material (training — a variety of training programs, practical work);
- 3) control and verification system (testing with evaluation, control programs);
- 4) independent work of students (training programs such as "Tutor", encyclopedias, educational programs);
- 5) if it is possible to abandon the classroom-based system: conducting integrated lessons using the project method, the result of which will be the creation of Web pages, teleconferences, the use of modern Internet technologies;
- 6) Training of the student's specific abilities (attention, memory, thinking, etc.).

Summing up the above, we can conclude that the use of modern computer technology and information technology allows us to successfully solve the following tasks:

- To provide an individual trajectory of students' learning;
- provide visualization of educational information;

- To provide real-time self-monitoring of the degree and quality of assimilation of educational material;
- To strengthen the motivation of learning due to the novelty of working with modern computing equipment and training programs.

Information technologies make it possible to significantly change the organization of the educational process, use the capabilities of computer technology and electronic teaching and control materials in order to build an individual trajectory of students' learning.

Using the capabilities of existing software, in particular Microsoft PowerPoint, allows you to create colorfully designed and informative presentations that have extensive opportunities for teaching students phonetics, vocabulary of the Russian language and understanding grammatical rules. The presentation of lexical and grammatical rules in the form of text material, as well as tables and diagrams contribute to improving the efficiency of mastering theoretical material, activating mental activity, developing logical and abstract thinking of students. It should also be noted that when using presentations, time losses are significantly reduced, for example, there is no need to record educational material on the blackboard. When using training tests, the possibility of repeated repetition of the same test is realized, the possibility of using textbooks and reference materials without limiting the time allotted for its implementation. When performing a control and training test, the student can see the dynamics of the results of mastering the educational material.

Having analyzed the experience of using ICT in conducting training sessions in Russian (as a foreign language) and independent work of students, it can be concluded that ICT accelerates the learning process, increases students' interest in the discipline being studied, improves the quality of learning, allows individualizing the learning process and provides the possibility of objective assessment. The volume increases and the quality of students' knowledge improves, the motivation for learning increases, the learning process becomes more visual and understandable.

REFERENCES:

1. Vladimirova L.P. Modern information and communication and pedagogical technologies in education/ - Access mode: www.relarn.ru/conf .
2. Taramova, E.A. Problems and prospects of using ICT in higher education // Actual tasks of pedagogy: materials of the VI International Scientific Conference (Chita, January 2015). - Chita: Publishing House Young Scientist, 2015. p. 156.
3. Slastenin, V.A. et al. Pedagogy: studies. help. for students. higher. ped. studies. institution. /. - M.: Academy, 2005.
4. Polat E.S. New pedagogical and information technologies in the education system. - M., 2000.
5. Kuznetsov A. A. Modeling and implementation of multiplatform online courses // Modern information technologies and IT education. 2016. Vol. 12. No. 3-1. pp. 75-81.
6. Burimskaya D. V. Teaching students a foreign language on the basis of ICT // Information Society. 2017. No. 6. pp. 61-67.

7. Kazakova T.A. The use of information and communication technologies in the process of teaching a foreign language at a university // *Linguistics and intercultural communication*. - 2015. - Issue No. 3 (17). - p. 78.
8. Titova S. V., Kharlenko I. V. Method of joint essay writing and their mutual evaluation in teaching writing and speech skills // *Bulletin of the Moscow University. Series 19. Linguistics and intercultural communication*. 2017. No. 3. pp. 26-40.