Use of Modern Information Technologies in English Lessons

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Abstract: The use of games in English lessons is considered one of the most effective methods of teaching and developing the communicative competence of students. Studies show that its inclusion in education has a good effect on the process of mastering a foreign language, increases motivation, and improves speaking skills and fluency, orientation in real language situations.

Keywords: distance learning, Internet, computer technology, information, independent work.

In modern society, the role of foreign languages is increasing. Knowledge of a foreign language gives young people the opportunity to join the world culture, use the potential of the vast resources of the global Internet in their activities, as well as work with information and communication technologies and multimedia teaching aids.

The purpose of teaching a foreign language is the communicative activity of students, that is, the practical knowledge of a foreign language. The task of the teacher is to activate the activity of each student in the learning process, to create situations for their creative activity. The main goal of teaching a foreign language to secondary school students is to educate a person who is willing and able to communicate, people who are willing and able to receive self-education. Participation in various international programs, the opportunity to study abroad implies not only a high level of foreign language proficiency, but also certain personality traits: sociability, lack of a language barrier, knowledge of international etiquette, a broad outlook, the ability to what is called “present” oneself. As a rule, when performing various tests when entering a higher educational institution or participating in competitions and olympiads, a strict time limit is set for each task, which requires a special type of preparation. To achieve all these goals, of course, effective assistance to the teacher is provided by the use of computer technology and Internet resources in teaching English, presentations.

The computer, in our time, is a very important and independent thing. Many children and even adults use it only to play computer games. But, fortunately, there are many who have found the right use for it. So, for example, he helps in his studies. It is very convenient when such an assistant is at hand, because we can print abstracts, reports, in a word, everything we need without leaving home. In addition, a computer can help in learning a foreign language. After all, there are a lot of disks, electronic textbooks, and multimedia training programs that lead to good results in learning English.

Therefore, I determined the purpose of my work: to reveal the role of a computer and software in the successful mastery of the English language.

To achieve this goal, it is necessary to solve the following tasks:

- to show the role of the computer in the modern communicative technology of teaching foreign languages,
reveal the variety of forms of using a computer and software in the successful mastery of
the English language, the use of Internet information resources, the creation of computer
presentations in English

In the process of teaching a foreign language, the implementation of the principle of
communicative orientation plays an important role, since this principle is recognized as the
leading one. The formation and development of the communicative competence of students,
teaching the practical mastery of a foreign language becomes possible if the result of the training
is the development of skills in using the language as a means of communication.

The creation of real and imaginary communication situations has a positive effect on the
formation of linguistic and sociocultural competence, which can be worked with through the use
of gaming technologies.

A learning game is an activity that gives rise to intellectual and emotional satisfaction, while
organizational and educational games contribute to the formation of cognitive activity and
independence of students in the cognitive process. The use of the game as one of the methods of
teaching a foreign language makes the learning process closer and more accessible for students,
facilitates the process of mastering the language.

The creative and search level of work allows you to make classes interesting and exciting, and
the use of games, today, is one of the unique forms of learning. The conditional world of the
game positively colors the learning process, improves memorization, repetition and
consolidation of the studied material, and simplifies the process of assimilation of new
information. Emotions activate the mental processes and functions of the student, color everyday
steps in learning a foreign language.

Communicative games have a high degree of visibility, allow you to activate the studied
language material in speech situations that imitate and model the real process of communication,
solve communicative and cognitive tasks. It is the organization of foreign language
communication in the course of solving the set communicative tasks or problems that is the main
goal of communicative games [1].

A communicative game is a learning task that includes language, communicative and activity
tasks. The improvement of speech skills occurs in the process of purposeful use of a certain
given language material in speech activity, and the communicative task is to exchange
information between the participants in the game in the process of joint activity [2].

Classification of games by M.F. Stronina

All games, according to the classification of M.F. Stronin, are divided into 2 sections:

1. The first section consists of grammatical, lexical, phonetic and spelling games that
contribute to the formation of language skills. Hence its name "Preparatory Games".

2. The second section is called "Creative Games". The purpose of these games is to promote
the further development of speech skills and abilities. The ability to show independence in
solving speech-thinking tasks, quick reaction in communication, maximum mobilization of
speech skills - the characteristic qualities of speech skills - can be manifested in auditory
and speech games [3].

The game is only a shell, a form, its content and purpose should be teaching, in our case,
mastering the types of speech activity as a means of communication. D.B. Elkonin endows the
game with four most important functions for a person: a means of developing the motivational
-required sphere, a means of cognition, a means of developing mental actions, and a means of
developing voluntary behavior [4].

Communication games, which are based on the ranking process, involve the distribution of
certain items in order of their importance and significance, and during such a game a discussion
arises, since the opinions among the participants will definitely not coincide exactly. Differences
in points of view when ranking given information are discussed, the choice of each of the students in groups or in pairs is justified. Working in small groups or pairs allows you to find a common solution that the team will justify in the final general conversation, but it is also possible to freely distribute participants into groups based on the ranking results already obtained. The last version of group work allows students to jointly prepare a large number of arguments in defense of their final version. It is also possible for students to work independently and search for a solution to the problem, followed by their discussion both in group and in pair discussions.

*Communication games based on the principle of informatization gap*, built on the deliberate creation of differences in the amount of information for all students, stimulate speech activity between group members, speech partners. The exchange of unevenly distributed information in such games can occur in various ways. One-way exchange implies that only one of the partners has access to certain information. Here the task of the second participant in the discussion is to obtain the missing information for the successful completion of the task received. Bilateral exchange lies in the fact that information is partially distributed between the participants in the discussion, and its task is to combine it to solve an already common problem.

*Games involving grouping or matching options* are used in the preparation of sentences, stories, dialogues based on given parts. They consist in searching for missing pieces of information from a communication partner.

*Games for finding a couple and coordinating actions* involve searching by formulating suitable questions. By asking them, the participants in the game find a mate for themselves. This also includes an interview, which also consists in interviewing as many participants in the educational process as possible, but already in order to find out their opinions and judgments, answers to the questions posed. For its implementation, it is necessary to compile a questionnaire and a form for fixing answers.

These exercises and games contribute not only to increasing the level of motivation and activity of students in the classroom, but also directly activate the lexical and grammatical material, bringing it closer to the conditions of real communication. With their help, textbooks acquire the necessary skills and abilities to communicate with the help of the target language, master a new means of communication.

The frequent repetition of linguistic forms trains all the skills and abilities of students and concentrates their attention on the content of the created specific situations.

In order to track the influence of games on the formation of the communicative competence of students, an experimental study was conducted in a group of students aged 15-16 in the amount of 21 people. At the beginning of the study of the new topic “Food / Food”, a lesson was held that did not contain games, and then feedback was collected and tested to determine the level of assimilation of new vocabulary. In one of the subsequent lessons on the topic “Animals / Animals”, communication games based on ranking methods, games for finding a couple and interviews were used, and then a similar testing of the level of mastering vocabulary. The results of feedback on the conducted lessons are presented in Table 1.

<table>
<thead>
<tr>
<th>The topic of the lesson and the type of lesson</th>
<th>Vocabulary acquisition level</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Food / Food&quot;, a traditional lesson</td>
<td>50%</td>
</tr>
<tr>
<td>&quot;Animals / Animals&quot;, a lesson using communicative games</td>
<td>80%</td>
</tr>
</tbody>
</table>

The table with the results of the study shows that the use of communicative games has a positive effect on the process of mastering new vocabulary and the formation of communicative competence among students. The improvement in the indicators of mastering new vocabulary gives reason to believe that the use of these methodological techniques deserves attention from teachers. The development of the communication skills of these students will continue through...
the most successful and effective planning and conduct of the lesson, becoming more complex as and in accordance with changes in communication situations and future topics of classes.

References:


