

New Situations-New Demands in Our Educational System – Learning Foreign Languages

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Abstract: The article examines the development of educational and informational competences of students in the Pedagogics reform and the formation of professional qualities of future educators.

Keywords: modern-thinking young generation, educational competence; the language skills of the learner methods of teaching and education system; pedagogical activity.

Educating youth is educating our nation. The research work is dedicated to the widely studied branch of our educational system – learning foreign languages. On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”¹. It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training Staffs in the country², a comprehensive foreign languages’ teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. However, analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the

use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required. According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade). Also it is envisaged that Institutes modules, especially in technical and international areas, will be offered in English and other foreign languages at higher education institutions. Thus, coming out from this Decree we also decided to dedicate our research to the learning English, but through information pedagogical technologies.

In the age of information technology, effective and efficient learning is potentially possible at all levels for all round the clock. Content-centered presentation by teachers to large groups of students cannot have any justification to be dominant method of instruction. In the era of information technology teachers will be spending more time in facilitating students rather delivering lectures in the classrooms. Using technology in learning a second language has become a real necessity nowadays. This paper has reviewed briefly how technology can be utilized in developing the language skills of

¹ Karimov I.A. Ona yurtimiz baxt-u iqboli va buyuk kelajagi yo'lida xizmat qilish – eng oily saodatdir. – Toshkent.

² PQ-1875 “On measures to further improvement of foreign language learning system” Xalq so’zi December 10, 2012.

the learner. Different methods for using technology in improving the four language skills (listening, speaking, reading and writing) were discussed thoroughly. Moreover, nowadays in every English classes beginning from the first grade till the higher education we can see the usage of computer technologies in order to widen the students' worldwide and to share their ideas about their native Motherland only in English. Because today our youth's working in foreign joint ventures to increase the economy of our country is one of the main and significant problems would be working in groups; preparing and evaluating instructional materials and organizing data into meaningful information and accessible forms. They will be spending their time in coaching students; helping them to learn through reviewing the huge information. They will be offering group presentations. Presentations will not be used to provide new information instead, presentation will be carefully constructed to model and answer existing questions and solve current problems in certain disciplines. They will also be demonstrating the potential of skill development in students by using information in problematic situations. Menges considers the changed role of teachers of great importance. The following shifts reflect the new role of teachers in new situations.

A Shift from Covering Material to Assisting Students in Sampling Material

Teachers decide what is essential and what is optional for students when the information is too much to decide by students. The essential information can be assigned and students guided to work in an effective way. The content should span a variety of media to ensure that students become adept in using information sources and that they experience the effects of diverse media.

A Shift from Unilaterally Declaring What Is Worth Knowing to Negotiating Criteria That Identify

What is important instead of providing net packages of content, the teacher plunges into primary sources with students? Together they develop ways to discriminate the more important from the less important. Courses' exercises can help to develop criteria about the importance of information and its use for specific purposes. Students can discuss these criteria for understanding and developing the new one if needed. A discipline-specific criterion validates the information and enables students to develop expertise in formulating criteria in other disciplines. They must also medium specific as the characteristics of print and electronic information significantly differ from each other.

A Shift from Ranking Students Relative to One Another to Negotiating Standards Specific to Individuals

Information technologies promote diverse academic opportunities and paths for each student. Students show progress according to their capabilities and some students may progress slowly than others. The teacher cannot use uniform standards of achievement and uniform rate of learning to evaluate students' work. Therefore, it would be necessary to negotiate learning objectives and rates of progress that reflect individual interests, abilities, skills and needs.

A Shift from Grading according To Individual Attainments to Grading according To Collaborative Contributions

Evaluation of individual works easy. But judging and rewarding individuals' work in group performance is difficult because roles and responsibilities of each group member vary. Information technologies permit almost variability in the tasks that group members pursue.

A Shift from Merely Verifying Student Source to Deriving Standards for Fair Use and Credit

Plagiarism is a curse in academic affairs. For a teacher it is too difficult to verify all the sources to

ensure the originality of students' work. This role of plagiarism detector seems impractical when sources are so numerous and information can be so easily altered. But the computer software has made it possible to detect the plagiarism.

This research work has reviewed briefly how technology can be utilized in developing the language skills of the learner. Different methods for using technology in improving the four language skills were discussed thoroughly.

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