

TECHNOLOGY-BASED LEARNING AND ICT IN THE CLASSROOM

Khusanova Munis

Uzbekistan State World Languages University

munikhusanova@gmail.com

Abstract. The article discusses the possibilities of implementing information and communication technologies in the process of teaching English, marked as a didactic task of English lessons, characterized as a key, contributing to the effective assimilation of the phonetic, lexical, grammatical aspects of the language being studied.

Key words: information and communication technology, electronic media, motivation, language activities

In recent years, more and more teachers and practitioners have understood that the use of information and communication technologies (ICT) in the educational process considerably improves the efficiency of material comprehension by students. The use of ICT in the classroom makes it possible for anyone to have access to hardware memory at any time and to use language material belonging to different sections of the studied foreign language aspects in depth by changing the structure of material including the use of color, animation, graphics, sound capabilities, regulating dynamic the sequence of their presentation during the class. A more adequate form of presentation of language skills has a positive psychological effect, which leads to a better understanding of language material.

The introduction of modern educational technologies in the process of foreign language teaching is available to every teacher. It is important to note that studied material is of learner's interest which makes them to reflect on the fact that learning foreign language is necessary for them, not only for future profession, but to feel as an educated person. The use of modern educational technologies in classroom boosts motivation, interest in the subject, spark desire to learn and communicate in the target language eloquently.

One way to accomplish a goal is to use information and communication technologies, namely electronic media as a source of information. In teaching a foreign language, each lesson should be consequently directed to the achievement of practical result, for example: communicative competence, i.e. a certain level of linguistic, country knowledge, communication skills and language skills should be used to develop foreign language communication. Using ICT lessons, allows to diversify the learning process, to present the training material more vividly to the students' perception. Any scheme, illustration, animation, sound recording, used in the educational process is not just decoration lesson but make the lesson more meaningful [2].

The use of ICT in learning foreign languages contributes to:

- the consolidation of learner's abilities;

- the creation of conditions for self-education students in the interest of their areas of expertise; raising the visibility of the use in the classroom;
- the improvement of learner's performance in the lesson;
- the establishment of interdisciplinary connections;
- the acquirement of real experience of intercultural communication in a target language;
- the expansion of learner's knowledge about the history and culture of the target language;
- the formation of the learner's ability to communicate in a modern foreign language information environment.

Internet resources are applicable for usage in classroom by integrating them into the educational process, dealing more effectively with a variety of teaching tasks. To be more precise, in the lesson of the English language:

- a) using various network materials continuously develops practical knowledge and reading habit;
- b) applying authentic audio materials from the Internet, as well as texts prepared by the teacher improves the perception skills in foreign speech;
- c) enhancing monologue and dialogue production skills on the basis of problem discussion process presented by a teacher or learners;
- d) improving writing and composing skills, in forms of letters, replies to partners, participating in the preparation of abstracts, compositions, and other types of correspondences;
- e) improving vocabulary and grammar skills with the help of online language programs, games or tests.

Classic and integrated lessons, conducted by multimedia presentations, online-test and software allow students to deepen their knowledge, previously acquired, as the English proverb - "I have heard and forgot, I saw and remembered" [1].

The studies by German scientists show that a person remembers only 10 % of what he reads, 20% of what is heard, 30% of what he sees; 50-70% is stored in participating in group discussions, 80% - in self-identifying and formulating problems. And only when the student is directly involved in the actual activities, independent formulation of problems, formulating and deciding the formulation of conclusions and forecasts, it remembers and learns the material by 90% [2].

At the initial stage of foreign language learning, it is very important to learn how to pronounce the sounds correctly and competently. The phonetic aspect of language affects the correct perception of linguistic units and the formation of a common culture of speech. With the proper formation of the phonetic aspect of speech, the child will not be able to pronounce lexical units correctly, but by hearing audio

material in a foreign language which is an integral part of a competent mastering oral speech makes this process easier.

In teaching phonetics, the presentation with audio and video materials or entries by native speakers can be implemented into the teaching process. It is also important to take into account the age of learners and their level of language proficiency.

In speech sound development teachers can use software simulators to control pronunciation of words. This programs do not let a child go to the next step unless previous lexical items have been pronounced correctly. Reading - is an integral part of language learning, too. At this point the role of hypertext is crucial. Hypertext - is not just reading the text, it is a more detailed examination of the phenomena that occur in the text [3].

At the initial stage, you can use various simulators with exercises such as “Insert the missing letter; find the same letter that stripped the word according to the rules of reading, etc.”

Using ICT in the classroom when developing grammatical forms, children learn much faster than the information provided in a clear shape than simply using charts and tables. When a child sees the situation, he experience and appears to be in it.

A combination of different types of tasks using information technologies in the classroom can solve the problem of student motivation. A teacher equipped with the latest modern technology tools can easily apply learner-centered approach in teaching mixed language leveled students.

Using multimedia presentations improve learner’s motivation, systematize studied material and form computer competence of both a teacher and learner.

Teaching and learning with the help of modern computer technologies carries a huge motivational potential and makes a class more emotionally rich. However, remember that communication problems in the classroom in the first place need to be addressed by means of live communication.

REFERENCES

1. Fidaoui, D., Bahous, R., & Bacha, N. N. (2010). CALL in Lebanese Elementary ESL Writing Classrooms. Computer Assisted Language Learning.
2. Mullamaa, K. (2010). ICT in language Learning – Benefits and Methodological Implications. International Education Studies.
3. Yunus, M. M., & Salehi, H. (2012). The Effectiveness of Facebook Groups on Teaching and Improving Writing: Students’ Perceptions. Journal of Education and Information Technologies.