

## WAYS TO USE INFORMATION TECHNOLOGY IN FOREIGN LANGUAGE TEACHING

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### ABSTRACT

The last years increasingly raised the issue of using modern technologies in the educational process. It is not only new technical means, but also a new forms and methods of teaching, new approach to learning. The main goal that we set for ourselves, using modern technologies in learning a foreign language it's to show how technology can be effectivlly used to important quality of teaching foreign language students, the formation and development of their communicative culture, learning the practical mastery of a foreign language.

This paper aims to highlight the role of using modern technology in teaching English as a second language. It discusses different approaches and techniques which can assist English language students to improve their learning skills by using technology. Among these techniques are online English language learning web sites, computer assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-rolics.

**Keywords:** CALL, CD-ROM, multimedia, EFL, ICT, technology, Furthermore, broadcast, PLATO;

### INTRODUCTION

According to the Decree of the President of the Republic of Uzbekistan on «Measures for further enhancement of the System of teaching of foreign languages» the system of teaching the foreign languages has been changed. As it is said in the decree to highlight that a complex system for learning and teaching of foreign languages focused on upbringing of comprehensively developed, educated and intellectual young generation of people, and further integration of the republic with the global community has been established within the frames of the Law on Education and the National Programme for Personnel Training. In view of entire enhancement of the system of teaching youths the foreign languages and training of specialists able to communicate in foreign languages fluently, by introducing

progressive teaching methods using modern teaching and information-communication technologies thus enabling them to access the achievements of the world civilization and globally available information resources, ensuring international collaboration and communication.

Our president established that 2013/2014 academic year: firstly, teaching of foreign languages, mostly English, gradually throughout the territory of the republic, would be started in the first grade of the primary school in the format of games and oral speech lessons, starting from the second form of the primary school — teaching alphabet, reading and grammar; secondly classes at higher educational institutions in major subjects of technical and international specialties shall be conducted in the foreign languages; thirdly, provision of students and teachers of the general secondary, senior secondary specialized vocational schools with textbooks and instructional materials for teaching foreign languages shall be accomplished on the free of charge basis using the current assets of the National target book fund at the Ministry of Finance of the Republic of Uzbekistan, however observing republishing terms established for textbooks and teaching materials.

Coming from this decree a new approach of teaching the foreign languages has been established in higher education in Uzbekistan. So, in the wake of discussions in higher education on the quality of teaching and learning, universities have recently began a new to clarify their purposes and strategies by which they achieve these. An important component of this has been to describe the disciplinary knowledge and skills, critical thinking skills, attributes and attitudes students are expected to acquire during their study, that's why new approaches were needed to fulfill the task.

## LITERATURE REVIEW SELF-DIRECTED LEARNING

Let's analyze the list of literature that helps us a lot in the use of information technology, especially in the teaching of foreign languages: Foreign languages in school. As a result of studying these literatures, the orphan realizes that in order to learn foreign languages, not only information technology but also art and science books need to be studied in shallowness.

Jonassen, H. Creating an online learning environment: engaging students in meaningful learning. EdTech 99: Educational Technology Conference and Exhibition 1999: Schools of Thought, the Nation Learning. - 1999 - p. 45-46. David Communicative Language Teaching - 2204. Braun, D. (2001). Principled teaching: An attractive approach to language pedagogy. New York: Longman. 5 Scott, W.A.

& Ytreberg, L.H. (2000). Teaching children English. New York: Longman. Rodriguez, R.J. & White, R.N. (2003) From role-playing to the real world. Roulie, MA: Newbury House Publishers, Horner & McGinley, 2000. Berer, Marge and Frank, Kristin and Rinvoluceri tend to think. Oxford University Press, 2002. These books are mostly foreign literature. Whenever the concept of self-directed learning or students' individual learning is discussed, the question of the teacher's role is raised. Self-directed learning, even though it supposes a teacher-free environment, is not meant to admit teachers. On the contrary, self-directed learning as such, should be led and supported by teachers and the teacher's role is to lead students towards developing independent critical thinking and learning skills. Such a teacher-supported concept of self-directed learning is also explained in Sert and Boynuegri's research (2017) stating that "it is clear that self-directed learning requires classroom context in which learner autonomy is promoted by the teacher" .

### **TECHNOLOGY AND SELF-DIRECTED LEARNING**

Technology-based instruction is a subject that has evinced an intense and lively research interest (Clark et al. 2009; Ghavifekr and Rosdy 2015; Paris 2004; Sert and Boynuegri 2017). One of the reasons why technology has become an integral part of today's language learning environment is its ability to provide personalized language instruction and materials enabling learners to select the lesson and adapt it to their needs. This model not only combine various skills (e.g. listening, writing, speaking and reading) but also bonds different technologies serving as effective and comprehensive tools for language learning and teaching. With integrative CALL, teachers were moving away from communicative perspective of teaching to a more social way, which emphasizes the language use in authentic social environments. Applying this multimedia networked computer in the language class provides pupils a more effective means to learn English. For instance, pupils can have rapid access to the circumstances, grammatical or vocabulary explanations, manner of speaking information while the main lesson is in the foreground. Besides, pupils under this model are usually encouraged to engage in their own language development rather than learn in a passive way. The history of CALL suggests that multimedia can serve a variety of purposes for language teaching. It can serve as a tutor to offer language drills or a stimulus to stir pupils to think. With the advent of the advanced technology and internet, computer usage in language teaching provides an authentic environment for pupils to communicate with native speakers in an inexpensive means.

Nonetheless, the application of multimedia in English teaching is not as widely used as expected. A reason for this could be the underdevelopment of technology and immature pedagogy about using multimedia in teaching foreign languages. For example, multimedia cost is high and not all educational institutions can make use of this tool. In addition, many teachers are not trained in using multimedia to teach English. According to Gong & Zhou, some teachers who have been aware of the applicability of multimedia teaching tend to focus on the flowery and fancy courseware and neglect the teaching aim, teaching object and teaching content, so the whole English classroom would become a demonstrating hall of computer functions.

## METHODOLOGY

Technology helps lower training costs and increases productivity: Another benefit of using technology to reach many pupils in shorter time is lowering training costs. Corporate and academic Institutions can reduce their costs of delivering lessons to pupils on a per-pupil basis. Moreover, technology produces quantifiable results and allows pupils to put into practice this information quickly and with better results. Through the use of technology, pupils can considerably save time and increase their productivity. Both these points justify the higher costs of advanced technological tools.

Roadblocks in the use of technology in learning: Naturally, for education technology to have a positive impact on pupils, it should be designed and prepared well. Tools used for disseminating information must be developed with pupils in mind. There are also factors like lack of computer/technology literacy to be considered. Schools and businesses must bear in mind that education technology is simply a tool and its success depends largely on the amount of planning that goes into it. Using education technology can be a right choice as long as all such factors are considered.

With the development of technology and the boom of digital revolution, foreign language teachers find it necessary to think about effective new process to create a better foreign language teaching and learning environment that is supported by multimedia technologies. As a result, Computer Assisted Language Learning, or CALL, has become increasingly popular in the foreign language teaching field. Based on the analysis of the features of CALL, this paper is focused on how multimedia can play an important role in EFL classrooms. The literature review was conducted on definitions and the development of multimedia. Moreover, the review of the literature

was conducted on multimedia as a teaching method from both theoretical and pedagogical aspects. By analyzing the weakness and the strength of CALL, some practical and effective teaching ways, as proposed by professional educators and qualified teachers, are discussed on how to effectively use multimedia in the classroom. Following the literature review, the writer makes the following conclusions: multimedia English teaching is a recent technique with both strengths and weaknesses. Instructors, who are regarded as the most important factor in instruction effectiveness, need to make full use of multimedia to create an authentic language teaching and learning environment where pupils can easily acquire a language naturally and effectively.

Multimedia is a recent and popular term in the field of computer usage. Generally speaking, multimedia is the combination of text, sound, pictures, animation, and video. Typical set-ups include CD-ROM, CD-ROM player, sound equipment, and special hardware, which allow the display of sophisticated graphics. With the rapid development of the internet, which has become a powerful medium for it provides a number of services including “e-mail, the World Wide Web (WWW), newsgroups, voice and video conferencing, file transfer and exchange and numerous corporate services delivered through specialized programs”. In the context of teaching, multimedia can be called an integrated media, which consists of various media forms such as text, graphic, animation, audio, etc. to browse, query, select, link and use information to meet pupils’ requirement. Smith and Woody defined multimedia as “the use of both visual aids and verbal descriptions to illustrate concepts”

### Development of Multimedia Applied in English Teaching

According to Mudge , Multimedia applied in English teaching may include four stages. The original stage can be dated back to the 1950s when only a few foreign language institutes started to employ phonograph, broadcast, movie, tape recorder and other current media in foreign language teaching. During that time, audio and video were once considered a significant revolution to the teaching of foreign language. Following in the 70s and 80s, audio and video developed dramatically with the advancement of electronic technology. Electronic taping, slide projectors, videocassette players, language labs and other electronic devices were included in this era. By the turn of 90s, multimedia technology was becoming

increasing available in foreign language instruction because of the development of computer technology and the coming of the digital revolution. In the early 2000's, the internet became a powerful medium for the delivery of computer-aided learning materials. The internet provides a worldwide means to get information, lighten the work load, and communicate with each other at any time and at any place. CALL which is Computer Assisted Language Learning came into play during the later part of the 20th century. Warschauer divided the history of CALL into three stages: behavioristic CALL, communicative CALL, and integrative CALL. Behavioristic CALL applied in 1960s and 1970s was based on the conductist learning and featured repetitive language drills. The computer was regarded as a mechanical tutor to deliver the materials to the pupils. An example of a conductistic CALL strategy is PLATO.

PLATO (Programmed Logic for Automatic Teaching Operations), the best-known tutorial system, is a special hardware consisting of extensive drills, grammatical explanations, and translation tests at various intervals. The next stage, communicative CALL, appeared in the late 1970s and early 1980s. It absorbed on the communicative teaching method and encouraged pupils to generate original utterances through the process of discovery, expression and development rather than just repeat the prefabricated language. Pupils were supposed to make use of the computer or the hardware to assist them in language learning. What they actually work with is not the computer but their classmates or teachers. In this model, the computer is viewed as stimulus or tool. Popular CALL software developed in this period included word processors, spelling and grammar checkers. Following this stage is the third stage, integrative CALL which included the development of multimedia computers and the Internet.

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