

## THE HISTORY OF USING DIGITAL TECHNOLOGIES IN DIDACTIC WAY

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### ABSTRACT

At the current time, Computer based learning method has taken an essential part of teaching foreign language with an eye to use properly the tools that students have and get used to use in their daily routine. However, today we need to clarify some details of historical path to reach contemporary achievements. This article observe the main periods of time when digital technologies were started to apply in didactic way.

**Keywords:** history, usage of digital technologies, didactics, teaching.

Computer linguodidactic is one of the youngest branch of science, which encourages to use digital technologies in teaching foreign language. For the short term, this type of method has demonstrated good result in combine with technology and language. In view of the fact that, computer linguodidactic may create loads of opportunities to study foreign language at lesson as well as at home on their own by using internet as a resource of information. For the time being, the necessity of applying computer and other IT tools in teaching is increased significantly because of its beneficial features as accessibility of 24/7, integration to any sphere, it could be distant studying and so on. Learning foreign language demands diligence, patience and cognizance from student, and sometimes these sort of qualities are not enough to achieve the main object. In that case pupils need motivation to take a break, gather their thoughts and continue the process of learning. So to motivate learners teacher should make a practical lesson by using digital technologies,for instance: watching cartoons or movies related to students knowledge, play an online didactic game on internet, do karaoke with class and others. The computer using techniques at lesson may lead more effect rather than old school tools and engage pupils to study as more as possible, but this is not “a know how” in education field. Electronic technologies has been used for approximately 40 years and represents its unique efficient in teaching language. Mark Warschauer is a professor in the Department of Education and the Department of Informatics at



the University of California asserts that usage of Computer Assisted Language Learning shortly "Call" is divided into 3 main period of time:

- 1 behaviorism
- 2 communicative
- 3 integration

Stage number one was begun in the 50s and ended in the 70s and the main principle of computer program was drill and practice grammar rule, lexical units, phrases and so on. The computer is used in one of three ways in school, according to Robert P. Taylor's article, "The Computer in School: Tutor, Tool, Tutee": tutor, which supports instruction and adapts to the user's needs; tool, which serves a functional purpose rather than an educational one (such as a word processor, calculator, or payroll system); and tutee, in which the student programs but learns as they go. The repeat of the content is a valuable and important activity for the learning process, and the computer is suitable for multiple replay since it does not "get bored" with presenting the same material and promptly analyzing the outcome. This strategy is now being effectively used. - Independent work is offered through a computer software, allowing students to do their work at their own pace and freeing up the classroom for other activities. The PLATO system, which runs on the foundation of a particular PLATO device in a network, is the most well-known system. This system comprised translation exams, brief grammatical explanations, and language tasks. The behavioral approach, however, fell out of favor in the late 1970s and early 1980s for two main reasons: first of all, it was realized that it was inappropriate for teaching foreign languages for pedagogical and theoretical reasons, and secondly, the first PC came with new opportunities that ushered in a new era. Second stage: communicative (80s) This stage results from the communicative method to teaching foreign languages, which places a strong emphasis on communicating in the target language rather than passing vocabulary and grammatical tests. J. Underwood in his assertion mention loads of valuable characteristics of CALL in relating stage:

- focuses more on using forms rather than on the forms themselves;
- teaches grammar implicitly rather than explicitly;
- allows and encourages students to generate original utterances rather than just manipulate prefabricated language;
- does not judge and evaluate everything the students nor reward them with congratulatory messages, lights, or bells;

- avoids telling students they are wrong and is flexible to a variety of student responses;
- uses the target language exclusively and creates an environment in which using the target language feels natural, both on and off the screen; and
- will never try to do anything that a book can do just as well. [3]

In the period of communicative stage, totally new computer programs based on a communicative approach were developed and employed. A broad range of computer programs (the computer as tutor) contributed to the formation of skills, although not on the basis of training exercises, but rather in the form of reading assignments, text reconstruction exercises, and numerous language games. As previously, the computer software offered a suggestion for the right response, but it was up to the students to exercise independent thought, restraint, and interaction to arrive at the right response. Computer applications that encouraged students to take part in conversations, prepare written responses, and, of course, improve critical thinking were also developed. Additionally, the modification of computer programs known as "the computer as a tool" enables students to develop their proficiency in a foreign language by using word processors and tools that check for grammatical and spelling problems. Although there were many different computer programs, it was clear that not all of their characteristics for teaching foreign languages had been realized yet. This signaled the start of a new stage. Third step - integration. (90s). Two significant technical advancements: multimedia and Internet technologies—are the foundation of the integration level. Through the use of video and audio materials, it is now feasible to teach foreign languages in a way that allows students to build their listening, speaking, reading, and writing skills using real-world content. The following benefits are some of the key ones associated with employing multimedia in foreign language instruction:

- Since new technologies allow pupils to combine reading, writing, speaking, and listening in one task, all types of speech activities are integrated with one another.
- Students also have the opportunity to control their learning activities by not only learning at their own pace but also by choosing an individual learning path, focusing on the aspects they are most interested in learning about.
- Accessibility to other materials, such as connections to grammar exercises and rules, useful vocabulary, and more resources for learning pronunciation.

Nevertheless, despite the clear benefits, creating multimedia materials involves a particular set of technical abilities, and some of the already available commercial innovations do not necessarily adhere to educational norms. Therefore, only recent advancements in Internet technology are able to offer complete real-time communication. Stage 4 - information and communication (90s -2000s). Recent years have seen a huge increase in the use of information and communication technology. Synchronous and asynchronous communication made it feasible to have constant, direct connection with other students and native speakers. Asynchronous communication involves a time delay, whereas synchronous communication allows for real-time communication (using tools like chat, webinars, whiteboards, etc). (E-mail, Forum, etc.). At this point, we may discuss how e-learning came to be and how it has grown, as a result of the rise of multimedia materials and the Internet. As a result, we can observe that the development of electrical technology has been quick but progressive across a number of decades. Information and communication technologies, particularly in recent years, have taken on a significant role in human life, making it impossible to study foreign languages without using the most up-to-date electronic tools and without realizing the importance of incorporating cutting-edge techniques and tools into the teaching and learning process that are based on a student-centered approach.

## CONCLUSION

In conclusion, the history of CALL indicates that there are several ways to teach languages using computers. It could take the form of a teacher who provides language exercises or skill practice, a discussion starter or engagement starter, or a writing or research tool. With the introduction of the Internet, it may now serve as a means of intercontinental contact and a repository for an infinite number of legitimate resources.

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