

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN LEARNING ENGLISH LANGUAGE

Jolibekova Maryash Risnazarovna
Karakalpak State University

Аннотация. Преподавание английского языка стало неотъемлемой частью современной системы образования. Известно, что использование различных технологий и эффективное использование методов облегчают обучение языку. В данной статье рассматривается эффективность использования информационных и коммуникационных технологий в изучении английского языка и вносятся некоторые предложения.

Ключевые слова: английский язык, метод, технология, общение, образование, обучение.

Annotatsiya. Ingliz tilini o`qitish zamonaviy ta`lim tizimining ajralmas qismiga aylandi. Turli texnologiyalarni qo`llash, metodlardan samarali foydalanish til o`qitishni osonlashtirishi ma`lum. Ushbu maqolada ingliz tilini o`rganishda information va kommunikatsion texnologiyalardan foydalanish samaradorligi muhokama etiladi hamda ayrim takliflar keltiriladi.

Kalit so`zlar: Ingliz tili, metod, texnologiya, kommunikatsiya, ta`lim, o`qitish.

Abstract. Teaching English has become an integral part of the modern education system. It is known that the use of various technologies and the effective use of methods make language teaching easier. This article discusses the effectiveness of using information and communication technologies in learning English and makes some suggestions.

Key words: English language, method, technology, communication, education, training.

It is known that at the end of the 20th century, mankind entered a stage of development, which was called the post-industrial or information society. With the entry of society into the age of computer technology, it became possible to process and present it more efficiently. This made it possible to efficiently store and process large amounts of information. But at the present stage of development of the information culture of society, knowledge becomes obsolete very quickly, and a person is forced to "study all his life." The huge amount of knowledge accumulated by mankind makes us look for other approaches to organizing the learning process.

Awareness of the fundamental role of information in social development and the huge growth rates of information technologies have necessitated the formation of a special information culture of the individual. To use new computer technologies in life, new thinking is required, which should be brought up in a child from elementary grades. For today's student, who will live in the information society of the future, the computer should become an integral part of his life. Therefore, the use of information and communication technologies in the educational process is an urgent problem of modern school education.

"The world experience shows that the solution of the problems of education begins with the professional training of teachers. Without a qualitative growth of pedagogical professionalism, we will be doomed to remain in the past" (Zakharova I. G. **Information technologies in education.** - M., 2003. p.5]. That is, training in the field of modern information and communication technologies is necessary. Teachers of the new generation should be able to skillfully select and apply precisely

those technologies that fully correspond to the content and goals of studying a particular discipline, contribute to the achievement of the goals of the harmonious development of students, taking into account their individual characteristics.

With the appearance in the process of education of such a component as informatization, it became expedient to reconsider its tasks.

The main ones are:

- Improving the quality of training of specialists based on the use of modern information technologies in the educational process;
- the use of active teaching methods and, as a result, an increase in the creative and intellectual components of educational activities;
- integration of various types of educational activities (educational, research, etc.);
- adaptation of information technologies of training to the individual characteristics of the student;
- ensuring continuity and succession in training;
- development of information technologies for distance learning;
- improvement of the software and methodological support of the educational process.

And also the most important task of informatization of the sphere of education should be ahead of the informatization of other branches of human activity, since the knowledge and skills acquired in the process of education underlie all types of human activity.

For complete clarity, it is necessary to define some terms.

Information is all that information that reduces the degree of uncertainty of our knowledge about any object. And, accordingly, information technology is a system of procedures for transforming information for the purpose of its formation, organization, processing, distribution and use.

Information technologies of education are all technologies that use special technical means (computers, audio, cinema, video). When computers began to be widely used in the education process, the term "**new information technology of education**" appeared. But some researchers emphasize that it is possible to speak about a new information technology of education only if it satisfies the basic principles of pedagogical technology (preliminary design, reproducibility, integrity, etc.), solves problems that have not been theoretically or practically solved before. and if the means of transmitting information to the student is computer and information technology.

Information and communication technologies are "a wide range of digital technologies used to create, transmit and distribute information services (computer equipment, software, telephone lines, cellular communications, e-mail, cellular and satellite technologies, wireless and cable communication networks, multimedia tools, as well as the Internet)" [D.P. Tevs, V. N. Podkovyrova, E. I. Apolskikh, M. V. Afonina. The use of modern information and communication technologies in the educational process. Barnaul, 2006. p.12].

The problem of using modern information and communication technologies in the educational process is that when teaching the grammar of a foreign language, it seems to use a very small number of them. Namely: educational films, electronic textbooks, diagrams, tables and various types of testing. The use of diagrams, tables, graphs, diagrams, drawings of various projection methods (smart - board, personal computer screens, creation with the help of special programs and subsequent printing on a printer) is quite possible and to some extent implemented under normal conditions. In addition, testing is extremely common as a method of final or intermediate verification. Depending on the capabilities of the teacher, students are invited to take tests on printed forms, on personal computers in the home network or on the Internet. When working on a computer, it is possible to process the material using special programs for compiling tests (Test Designer).

We offer the option of creating a computer-based test using slides (Microsoft PowerPoint presentation program) and test materials (in a computer version / printout).

Theoretical material on the topic "Personal pronouns. Objective case of personal pronouns":

Lesson topic: "Personal pronouns. Objective case of personal pronouns".

A pronoun is a part of speech that is used in a sentence instead of nouns or adjectives, less often adverbs.

The pronoun replaces names without naming them and performing its functions:

- about the subject
- about the predicate
- about the nominal part of the predicate

- about definitions

In English, the category of pronouns includes personal pronouns, possessives, demonstrative interrogatives, etc.

Personal pronouns I (a), you, he, she, it, we, you, they are indicators of a person. The 1st person pronoun I is always capitalized. There are no pronouns of the 2nd person singular corresponding to Russian you, in modern English.

Everyone, addressing each other, says you, so you can translate both you and you, depending on who is being addressed. For the 3rd person singular there are three pronouns (he, she, it), and for the plural - one, common to three genders -they. The personal pronoun it replaces the noun denoting an inanimate object or animal if we do not know and are not interested in its gender, and also changes the noun child if we do not know or do not want to emphasize whether it is a boy or a girl

The book is on the shelf.

It is on the shelf.

Personal pronouns have two cases: nominative and object.

Personal pronouns in the nominative case (Nominative Case)

I

YOU

HE, SHE, IT

WE

YOU

THEY

Personal pronouns in the nominative case perform the following functions:

1. subject: I see that picture.
2. nominal part of the compound predicate: It is I (he, she)

The forms of English pronouns in the objective case correspond to the forms of Russian pronouns in all cases, except for the nominative, i.e. one form of the English pronoun conveys in translation the meanings of several Russian forms (for example: me).

Forms of pronouns in the nominative case:

I- I like Ann.

We - We like Ann.

You - You like Ann.

He - He likes Ann.

She - She likes Ann.

They - They like Ann.

Forms of pronouns and object case:

Ann likes me.

Ann likes us.

Ann likes you.

Ann likes him.

Ann likes her.

Ann likes them.

Practical task (test) on the topic "Personal pronouns. Objective case of personal pronouns:

1. Complete the sentences.

Use I/me/we/us/you/he/him/she/her/they/them.

1. I want to see her, but she doesn't want to see me.
2. They want to see me but don't want to see
3. We want to see them but don't want to see
4. She wants to see him but don't want to see
5. I want to see him but doesn't want to see
6. They want to see her but doesn't want to see
7. I want to see them but don't want to see
8. He wants to see us but don't want to see
9. You want to see her but doesn't want to see

2. Complete the sentences using me /us him her fit them.

1. Who is that woman? Why are you looking at
2. Do you know that man? Yes, I work with
3. I'm talking to you. Please listen to
4. These photographs are nice. Do you want to look at

5. I like this camera. I'm going to buy
6. Where are the tickets? I can't find
8. I don't like dogs. I'm afraid of
9. Where is she? I want to talk to
10. Those apples are bad. Don't eat

Thus, we see that the use of information and communication technologies in a grammar lesson is possible when studying almost any topic. With the correct location, good color design, the use of diagrams and tables, voice accompaniment (pronunciation of examples in a foreign language), the material will be perceived easier and faster by students, since most of the receptors will be involved. The time spent in the lesson will also be less, the need to write down the material on the board will disappear. And provided that all students have home personal computers, the material can be stored on a digital medium (floppy disks, CDs, DVDs, flash cards, etc.) and transferred to a PC, the time will be reduced, due to the absence of the need for students to write down the material. Quite often there is a problem of "ignorance of the spelling" of a word. The student may be embarrassed to ask for his spelling, but when using information and communication technology, this problem is completely eliminated.

Modern society dictates its own rules, it requires that education, if it wants to remain a quality education, improves in the same way as the world around it improves. Moreover, informatization should have entered the education system first. But for a number of reasons, the use of communication technologies in the education process has only just begun to spread. This leads to another problem - most teachers were not brought up in such an information-rich environment, but now. Not everyone knows how and considers it necessary to use any kind of innovation. Meanwhile, as a modern student is no longer the same as it was before, and without accepting the idea that modern education is impossible without communication technologies, the teacher will not be able to give the student the knowledge that he will need in his "adult" life. By refusing to use information and communication technologies in the classroom, the teacher loses the ability to accurately record facts, store and transmit a large amount of information, group and statistically process data. The use of a computer and other information and communication technologies in the classroom will optimize the management of learning, increase the efficiency and objectivity of the educational process while significantly saving the teacher's time, and motivate students to gain knowledge.

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