

Analysis of the Main Principles of Using ICT Tools in the Process of Foreign Language Teaching

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Abstract. *this article analyzes the main principles of using ICT tools in the process of foreign language teaching. To understand the role and importance of ICT in foreign language teaching, to connect the educational requirements and needs of foreign language learners with ICT, to integrate ICT into the educational process, to teach the teacher in the classroom using ICT are discussed. The analysis of current issues in foreign language teaching, such as setting the place, achieving the authenticity of the language and task (exercise), is also included in the article.*

Key words: *authentic communication, internet-based education, communicative competences, online discussions, verbal and non-verbal tools, facilitator function, authentic discourses.*

Technology can also be used as an important tool in modern English language classes, especially in Internet-based learning and computer-assisted collaborative learning in groups where this process is relatively easy to implement. Language is widely accepted as the main means of communication, but today the use of technology is recognized as a psychological element and it is considered a unique means of communication with people and the world around them. The multimodality of technology materials evokes ideas, thoughts and thought processes through images, sound and video. Even in text-based lessons or discussions, the use of different emoticons can help express different thoughts and feelings that exist in a person's inner world. Students studying abroad actively use the tools of modern technology, in which they learn about various problems and complications that may arise during intercultural communication.

In the process of learning a foreign language, it is natural for students to communicate with each other, it is the basis of language learning, modern information and computer technologies can organize this authentic communication. In the process of teaching a foreign language, educational communication and interaction between students can be organized with the help of a certain technological tool, for example, through a forum or a live, online discussion platform (online discussion board). students can interact. A forum is an online discussion platform where people can ask questions, share their experiences, and discuss topics of mutual interest. Forums are a great way to build social connections and a sense of community. They can also help you form and develop a topic-specific interest group. You can use the Forums app to start discussions on a specific topic or learn how to solve common problems. By participating in a forum, you can exchange ideas, ask questions, and benefit from the expertise of people in your organization. A forum can be independent or linked to a community. Anyone can post a topic or reply to a topic in a private forum, but only a member of the community can participate in a public forum. In a word, forums and online discussion platforms provide excellent opportunities for foreign language learners to communicate and discuss various language-related issues after school or during vacations. Teachers can also participate in the forums and express their opinions on various issues. Of course, such modern ICT tools and technologies can bring the language closer to real life situations and ensure that language learners can

easily participate in them. We all know that any language is authentic, which in itself requires the use of authentic tasks in the process of teaching a foreign language. Along with the development of network-based learning, the role and importance of computer-assisted language learning (CALL) is increasing. Such approaches to language teaching undoubtedly contribute to the formation of communicative competence of students. Modern information and computer technologies also help students to become independent learners, they believe in themselves, understand the need for education and conduct their activities accordingly. The importance of the approach to self-directed learning in modern foreign language teaching occupies a special place in the methodology. The main goal of this approach is to replace foreign language learners with foreign language users. One of the main features of the approach to self-directed learning is that the student learns what, where and how to learn. In this process, information and computer technologies help to determine the correct and precise direction of the learner of a foreign language. For example, foreign language learners can use ICT tools and programs to make their own plans and monitor their progress. In addition, they will be able to choose materials according to their level. With the help of technology, foreign language learners can not only develop their language skills, but also easily communicate with their peers on various issues.

ICT can become an effective educational tool that inspires foreign language learners, fully engages them in learning, and takes general control. All methodists and pedagogues emphasize the need to use technology to motivate foreign language teaching. Based on the above considerations regarding the importance of ICT, we define five main principles of using ICT in foreign language teaching:

1) Understanding the role and importance of ICT in foreign language teaching

In order to bring and integrate ICT into the process of teaching a foreign language as a second language, teachers should be aware of the advantages and effectiveness of technology tools. In general, technology has a positive impact on the language learning process, but technology cannot simply be integrated into education, nor can it replace the teacher. Before using ICT in the classroom, all foreign language teachers need to know one basic principle - technology tools are not implemented just to ease the teacher's work, waste time, and not bore students. It is necessary to have a goal to apply this process in practice. Teachers are required to critically approach the question of the role of ICT in the process of teaching a foreign language, because different ICT tools have different tasks. Some ICT tools are more suitable for working in groups based on a collaborative learning approach, for example, a wiki, blog or other Web 2.0 technology tools can be used for collaborative learning, while some serves to develop students' linguistic and foreign language skills and knowledge, such tools can include video materials, corpora, and various computer programs. Some technological tools are useful for helping students to engage in discourses involving authentic, real-life contexts, for example participating in various social networks, online discussions, and forums. Knowing the capabilities and effectiveness of various technological tools helps the teacher to achieve pedagogical goals.

2) Connecting the needs of foreign language learners with ICT

The main modern principle of foreign language teaching methodology is the educational process in which students perform the main task in the classroom, and the educational needs of students are the main task of foreign language teaching and planning. In understanding the needs of students, teachers should consider the following three issues. First of all, teachers need to take into account the educational needs of students and think about how to bring ICT into the classroom. Teachers need to understand what language learners can do in a second foreign language, what skills they want to develop, and how ICT can help them to implement this process. The table below provides examples of how language learners' future learning needs can be linked to ICT:

Table 1: Examples of using ICT in the classroom based on the learning needs of language learners

What learners need	How technology can help (examples)
Communication skills	CMC tools (e.g., online discussion boards, emails and videoconferencing) can be used to engage students in real-life discourse
Academic writing skills	Corpus analysis of published academic work to identify how to use linking words, reporting verbs and tenses
Collaborative experience	Wikis, project-based CALL
Engagement and participation in a professional community	The use of social networking

Also, the teacher should have information about the current level of language and knowledge of language learners and their possible results in this process. It is required that the teacher has a sufficient understanding of what he is capable of doing in the foreign language and what he expects from this course or subject in general. To determine this, the current level of knowledge of the student can be compared with the current academic or professional work, certain differences and similarities point to what skills and abilities can be worked on.

Another important aspect of this principle is to determine the extent to which the teachers' environment in which language learners study is computerized. That is, how many computers are there in the classroom, the condition of the classroom's Internet connection, the possibilities of students to receive distance education should be studied, if necessary, these conditions should be improved. Sufficient resources and ICT tools and materials in the classroom are also an important issue, and the teacher must take into account whether or not there is an opportunity to connect to the Internet and various software. One of the important factors is whether students have ICT skills and experience using ICT tools.

3) Integration of ICT into the educational process

ICT should not be included in the foreign language learning system as an additional resource, but should be integrated into this process as a part of pedagogy. Integration puts the main emphasis on pedagogical activities, that is, ICT aims to implement pedagogical goals. Teachers need to understand their pedagogical goals very well in the process of using ICT. Different studies show that teachers use ICT in the classroom based on their unique personal views on teaching and learning. Only if teachers know their goals clearly, are aware of modern methodology and pedagogic approaches, they use ICT not as an additional resource or tool, but as one of the effective elements of foreign language teaching.

At this point, it is necessary to understand the term integration in a broader sense, that is, it can be actively used not only in the process of education, but also in the process of evaluation. To achieve pedagogical goals, the teacher needs a reliable, transparent, fair evaluation method. Undoubtedly, ICT tools can be used in this regard, in which they transparently evaluate the level of knowledge of students without any human factor. Various online or offline assessment platforms or software can easily measure students' knowledge level without external influence. The real-life communication skills and abilities of language learners can be tested through various e-mails. In it, the language learner can demonstrate his internal and external communication skills through verbal and non-verbal means.

4) Determining the teacher's place in the classroom

If ICT is used in the process of teaching a foreign language, the functions of the teacher in the lesson will naturally change. One of the factors affecting the teacher's innovative use of ICT is his understanding of the teacher's role. As ICT-based technology tools are integrated into the educational process in the lesson, the teacher has to perform various functions in this process. In the use of ICT

tools in the classroom, students play an important, main role, and the teacher is required to control the general situation, which can sometimes cause various problems and misunderstandings. In most cases, ICT tools can help teachers in the classroom to conduct the educational process, language teaching, and in turn teachers understand this role of ICT as a tool to support the teaching system. will have to look. In the process of integrating ICT in the lesson, the teacher should understand that he should not take the role of dominance, but should perform the role of facilitator, supporting and controlling the general situation, and not a person who provides complete, perfect knowledge, but a student in traditional education. different from the role of the teacher, it is required to have the qualities of the personnel who organize the lessons.

Table 2: pedagogical goals of the teacher and some examples of their implementation with the help of ICT:

Teacher's pedagogical beliefs	Main technology use
Writing is a means of reinforcing speech patterns (product based)	Doing grammar and vocabulary exercises on a website
	Using feedback tools (e.g., marking or track changes in Microsoft Word) for peer reviewing, focusing on local feedback, such as tense, spelling and grammar
Writing is a process of constructing personal meaning (process based)	Accessing Web database
	Composing with the word processor
	Using mindmap tools
	Participating in collaborative web-based writing projects
	Using prompted writing and grammar software in small Groups
Writing is an important academic and professional skill (content based)	Using corpus to analyse academic and professional discourse
	Using academic and professional websites
	Using online referencing sites (e.g., dictionaries and libraries)
Writing is a text understood by individual readers	Using blogs and wikis
	Participating in online discussion (e.g., wikis, blogs)
	Participating in email exchange

Table 3: The functions of the teacher in teaching in connection with ICT

Teacher role	Activity	Technology
Organiser	Students work together on a collaborative writing project	Wikis
Audience/reader	Students present their views and opinions about topics in their field	Blogs
Guide	Students develop a vocabulary project for their discipline	Corpus
Participant/facilitator	Students initiate and participate in discussion	Online forum
Evaluator	Students produce oral and written work (with multimodal materials)	Digital recording software and Microsoft Office package

In the table above, we have given examples of some of the functions that teachers perform when using ICT in the classroom, it goes without saying that these tasks are based on the educational needs of students, exercises, requirements, classroom environment and other methodological approaches and methods. may change.

5) Achieving authenticity of language and task (exercise).

It is necessary to use ICT tools in the educational process in order to bring authenticity to the lesson, this should happen both in terms of language and performance of tasks. Foreign language teachers are required to use ICT as a tool to bring authentic materials into the classroom, it is desirable for future students to practice authentic discourses that they may encounter in their work and gradually get used to that professional environment. . Also, teachers can use technology to increase the authenticity of the exercises. Exercises performed with students in the class should be as close as possible to real-life situations, for example, situational communicative relations such as discussing a project with the boss at work or brainstorming with colleagues on the issue of solving a complex problem are practiced using ICT tools. positive results do not wait long. ICT tools can provide language learners with an authentic environment, albeit to a certain extent. Examples of such discursive environments include the consideration of a criminal case in a virtual courtroom for students of higher education institutions studying law, or the organization of virtual business forums for those studying in the fields of commerce, economics, and entrepreneurship.

In a word, there are specific modern principles of using ICT in the process of teaching a foreign language.

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