

**APPLICATION OF EMERGING ICT MEANS IN PRIMARY ESL CLASSES IN
UZBEKISTAN**

Berdieva Khilola Ilkhomovna,
researcher of Samarkand State institute of foreign languages, Uzbekistan

Abstract

In modern society, the role of foreign languages is increasingly increasing. Knowledge of a foreign language makes it possible to become familiar with world culture, use the potential of the vast resources of the Internet in one's activities, as well as work with information and communication technologies (ICT) and multimedia teaching aids. In this regard, there is a need to develop methods for using computer information technologies in teaching a foreign language. New information pedagogical technologies are becoming part of the educational process. The purpose of the thesis is to consider innovative pedagogical technologies in teaching English in primary classes.

Keywords: cooperation, mobility, dynamism, constructiveness, responsibility, collaborative learning, project-based methods, information technologies, differentiation.

Computer technology and foreign language lessons are a current direction in methodology that requires new approaches and non-standard solutions.

The concept of modernization of Uzbek education for the period until 2023 defines the social requirements for the school education system as follows: "A developing society needs modernly educated, moral, enterprising people who can independently make responsible decisions in a situation of choice, predicting possible consequences, capable of cooperation, and characterized by mobility dynamism, constructiveness, and have a developed sense of responsibility for the fate of the country," [1].

School cannot give a person a lifelong supply of knowledge. But it is able to give the student the basic guidelines for basic knowledge. The school can and should develop the student's cognitive interests and abilities, instill in him the key competencies necessary for further self-education [2]. Modernization of the content of education in Russia at the present stage of social development is not least associated with innovative processes in the organization of teaching foreign languages. The priority direction in the development of modern schools has become the humanistic orientation of education, in which personal potential (principle) takes the leading place. It involves taking into account the needs and interests of the student and implementing a differentiated approach to learning.

In recent years, the issue of using new information technologies in school has been increasingly raised [3]. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of the communicative culture of schoolchildren, training in practical mastery of a foreign language. The teacher's task is to create conditions for practical language acquisition for each student, to choose teaching methods that would allow each student to show their activity and creativity. The teacher's task is to activate the student's cognitive activity in the process of teaching foreign languages. Modern pedagogical technologies such as collaborative learning, project-based methods, the use of new information technologies, and Internet resources help to implement a person-centered approach to learning, ensure individualization and differentiation of learning, taking into account the abilities of children and their level of learning [4]. Forms of working with computer training programs in foreign language lessons include: learning vocabulary; pronunciation practice; training in dialogical and monologue speech; teaching writing; practicing grammatical phenomena.

The possibilities for using Internet resources are enormous. The global Internet creates conditions for obtaining any information students and teachers need, located anywhere in the world: regional studies material, news from the lives of young people, articles from newspapers and magazines, etc [5].

In English lessons using the Internet, you can solve a number of didactic tasks: develop reading skills and abilities using materials from the global network; improve the writing skills of schoolchildren; replenish students' vocabulary; to create motivation among schoolchildren to learn English. In addition, the work is aimed at studying the possibilities of Internet technologies for broadening the horizons of schoolchildren, establishing and maintaining business connections and contacts with their peers in English-speaking countries [6]. Students can take part in testing, quizzes, competitions, competitions held over the Internet, correspond with peers from other countries, participate in chats, video conferences, etc.

The process of teaching English is a complex, constantly evolving system. Computerization of foreign language teaching helps facilitate access to information and reduce the time of language learning. At the moment, there is a huge selection of multimedia products, Internet pages containing information necessary for learning a foreign language, electronic textbooks, databases with thematic texts and exercises. Such a number of sources makes it difficult to find the necessary information; at the moment, not every teacher will understand existing multimedia programs and include them in the teaching process. If a teacher is interested in using multimedia technologies in the educational process, another question arises: where and at what time to conduct classes on computers. Many schools today have computer classes, but they have a huge workload; the development of multimedia today attracts teachers of all

disciplines, from physics to singing. A foreign language teacher may find a way to study on computers one hour a week, although this is not enough; it is possible to use even an hour a week completely and with benefit for knowledge [7].

One of the pressing problems of modern methods of teaching foreign languages is the orientation of the entire educational process towards active independent work of students, creating conditions for their self-expression and self-development. The computer does not determine the content of training - it is only an effective means of teaching a foreign language, therefore the development of methodological foundations for teaching foreign languages using a computer should be based on an in-depth analysis of didactic and methodological capabilities that contribute to the implementation of the main goal in teaching foreign languages - the formation of skills and abilities of communicative competence.

The computer allows you to simulate the conditions of communicative activity; master lexical and grammatical skills; individualize and differentiate learning; increase motivation; increase the volume of language training; contribute to the development of student self-esteem; ensure the transfer of linguistic material to other types of speech activity [8].

Currently, there are many opinions about whether or not to use a computer in teaching a foreign language. Some believe that a computer can replace a teacher, while others believe that a computer is not capable of presenting material the way a teacher does.

In our opinion, the computer should serve as an aid, like any other educational tool or textbook. We should not forget that a computer has a number of advantages: it combines video-audio information, text information, the ability to record your own voice and further correct pronunciation [9]. The computer provides enormous opportunities for testing the level of proficiency in a foreign language or topic with the participation of a teacher, which will reduce the time for checking the results. A variety of tests are possible: wildcard, sample, true-false, template. A teacher can use a computer to optimize learning, increase the efficiency and objectivity of the educational process with significant time savings, to organize team work and to work with educational materials. As a means of technical support for a teacher's activities, a computer opens up broad prospects for improving the organization of the learning process; moreover, some organizational forms of the educational process cannot be implemented without the use of a computer, for example, collective creative work on a joint project.

A teacher can use a computer to optimize learning, increase the efficiency and objectivity of the educational process with significant time savings, to organize teamwork and to work with educational materials (search, analysis, selection, design, creation); carry out the selection of materials for training (compose lexical and grammatical exercises and tests, select texts), as well as analyze texts and entire teaching aids [10].

An example is Microsoft Word, which provides the following stages of text analysis:

- counting the number of letters, words, long words (more than six letters), phrases;
- establishing the average length of words and phrases;
- identifying the structure of sentences;
- determining the level of text complexity.

In addition to the development of printed educational materials, modern computer tools allow teachers to independently create new EOPs:

In the practice of using a computer in the educational process, its teaching function is especially emphasized, and also, the computer is a tool that organizes and manages the independent work of students, especially in the process of training work with language and speech material.

The scope of computer application in teaching foreign languages is unusually wide. The computer can be effectively used to familiarize yourself with new language material, new patterns of statements, as well as communication activities in a foreign language. At the training stage and at the stage of applying the formed knowledge, skills, and abilities, the computer can be used in a wide variety of communicative tasks and situations, taking into account the personal characteristics of the students [11].

It can create optimal conditions for the successful mastery of program material: at the same time, it provides a flexible, sufficient and feasible exercise load for all students in the class. In addition, it is difficult to overestimate the role of the computer as a means of exercising control over the activities of students on the part of the teacher, as well as as a means of forming and improving self-control. In difficult cases, the computer allows the student to obtain the necessary reference information in a short period of time and present him with certain “keys” for successfully solving the task.

An important feature of a computer in the teaching and educational process of a foreign language is that it can be an “interlocutor” of the student, i.e. work in a communicative-oriented dialogue mode and in a certain way, for example, using graphic tools, an analyzer and a speech synthesizer, to compensate for the absence of a natural communicator, modeling and imitating his non-speech and speech behavior [12].

The computer allows you to present on the display screen elements of a regional nature, features of the environment and situation, which can be used as a background for the formation of speech activity in students in a foreign language. The computer has great capabilities for constructing color images that are amenable to the necessary transformations within given limits.

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