THE IMPACT OF ICT INTEGRATION ON TEACHING AND LEARNING IN ESL CLASSROOMS OF TERTIARY EDUCATION

Mirzayeva Surayyo Qulmurod Qizi,
researcher of Samarkand State institute of foreign languages, Uzbekistan

Abstract

Modern society places increased demands on the education and general development of students, and the effectiveness of mastering the program. It is necessary to teach each student to receive, process, evaluate and use a large amount of information in practical activities in a short period of time. It is very important to organize the learning process so that the student actively, with interest and enthusiasm works in class, sees the fruits of his labor and can independently evaluate them [1]. This thesis discusses the impact of ICT integration on teaching and learning in ESL classrooms of tertiary education.

Keywords: online dictionaries, efficiency, operational consulting activities, convenient designers, TV, VCR, book, calculator, telephone, language situations.

A combination of traditional teaching methods and modern information technologies, including computer ones using Internet resources, can help the teacher in solving this difficult problem. Using a computer in the classroom allows you to make the learning process mobile, strictly differentiated, individual and interactive.

A modern computer combines the capabilities of a TV, VCR, book, calculator, telephone and is a universal tool capable of simulating various language situations; it can quickly and effectively respond to the actions and requests of the student. This method of teaching is also very attractive for teachers: it helps them better assess the student's abilities and knowledge, encourages them to look for new, non-traditional forms and methods of teaching, and gives scope for pedagogical creativity [1].

At the same time, the computer does not replace the teacher, but only complements him, playing the role of a tool that, when used correctly, significantly increases the efficiency of the pedagogical process. With the advent of computer networks becoming widely available in educational institutions and at home, students and teachers have acquired the opportunity to quickly receive the necessary information from anywhere in the world [2]. Through the global telecommunications network, instant access to the world's information resources is possible.

English, like any other language, performs a communicative function, therefore, as an academic subject, it is both a goal and a means of learning [3]. Several billion multimedia files in English containing educational, methodological and scientific information have been published on the Internet, which makes it possible to organize prompt consulting assistance,

simulate research activities, and conduct virtual training sessions (seminars, lectures) in real time.

When preparing for a lesson, English teachers have the opportunity to use materials from various domestic and foreign sites. The British Council conducted an Internet survey of teachers to find out which Internet resources are most often used in teaching. Among the most used, teachers named chats, online dictionaries, blogs and virtual learning environments. 10% of respondents do not use the Internet in class.

If English language teachers have difficulties using Internet resources in lessons and when preparing for them, you can find detailed lesson plans with step-by-step instructions on the MediaAwarenessNetwork website (http://www.media-awareness.ca/english/teachers). As well as materials for self-education and improving the professional skills of a teacher [4].

The site presents articles by foreign practitioners working with Internet technologies and developing their own courses. In addition, site developers and consultants are ready to answer any questions that may arise. The site has a special section for parents, which addresses issues such as the safety of student when using the Internet, confidentiality, and compliance with ethical standards of communication in virtual communities. The site teaches us to analyze and evaluate the information we encounter while working on the Internet [5]. Access to site materials is free.

On the EnglishLearner website: EnglishLessonsandTests (www.englishlearner.com) you can find a large number of tests on grammar, vocabulary, listening and reading for older students. You can view comments while tests are running. Based on the results of completing the task, the student receives the result as a percentage and can independently assign himself a grade depending on the criteria established by the teacher.

Students often spend a lot of time looking for unfamiliar words in the dictionary. This task is greatly facilitated by online dictionaries, such as Multitran (www.multitran.ru) [6]. The great advantage of this dictionary is the constant updating and addition of the list of words. Examples of the use of words in various contexts are given. In the dictionary entry, the meanings of words are grouped by areas of use.

To increase the efficiency of teaching English and organize operational consulting activities outside of class hours, a subject teacher can create his own website using free and convenient designers (for example, www.ucoz.net, www.sozdaysait.com) [7] , the modules of which can be optimized and customized for a specific project, which allows you to create websites of any complexity. And you can host a website on any hosting on the Internet, and get a domain in any zone.

The use of new information technologies in the educational process allows teachers to realize their creative pedagogical ideas, exchange experiences with colleagues and receive prompt

feedback, and gives students the opportunity to independently choose an individual learning plan: the sequence and pace of studying topics, a system of training assignments and tasks depending on their needs. level of language proficiency, methods of monitoring and correction of knowledge [8]. In this way, the main requirement of modern education is realized - the development of an individual style of activity, a culture of self-determination among the subjects of the educational process, and stimulation of their personal development.

The advantages of introducing Internet technologies into the process of teaching English are currently beyond doubt. There is also no doubt about the positive influence of various forms of synchronous and asynchronous Internet communication (email, chat, forums, web conferences) on the formation of foreign language communicative competence of students.

Network resources are an invaluable basis for creating an information and subject environment, education and self-education of people, satisfying their personal and professional interests and needs. However, the mere availability of access to Internet resources does not guarantee fast and high-quality language education. Methodically illiterate work of students with Internet resources can contribute to the formation of not only false stereotypes and generalizations about the culture of the country of the language being studied, but even racism and xenophobia. Educational Internet resources should be aimed at the comprehensive formation and development of [10]:

Aspects of foreign language communicative competence in all the diversity of its components (linguistic, sociolinguistic, sociocultural, strategic, discursive, educational and cognitive);

Communicative and cognitive skills to search and select, generalize, classify, analyze and synthesize the information received;

Communication skills to present and discuss the results of work with Internet resources;

Ability to use Internet resources for self-education in order to get acquainted with the cultural and historical heritage of various countries and peoples, as well as act as a representative of one's native culture, country, city;

In the English-language literature, five types of educational IR are distinguished:
-       hotlist;
-       treasure hunt;
-       subject sampler;
-       multimedia scrapbook;
-       webquest [11].

These terms are translated into Russian using transliteration. The structure and methodological content of each of these IRs is as follows:

Hotlist (list by topic) - a list of sites with text materials on the topic being studied. To create it, you need to enter a keyword into the search engine.

Multimedia scrapbook (multimedia draft) is a collection of multimedia resources, unlike a hotlist, in addition to links to text sites, a scrapbook also contains photographs, audio files and video clips, graphic information, animated virtual tours. These files can be easily downloaded by students and used as informative or illustrative material when studying a specific topic.

Trejahunt (treasure hunt), in addition to links to various sites on the topic being studied, also contains questions about the content of each site. With the help of these questions, the teacher directs the students' search and cognitive activity. In conclusion, students are asked one more general question for a holistic understanding of the topic (factual material). A detailed answer to it will include answers to more detailed questions about each of the sites [12].

Subjectsample is the next level of complexity compared to Trejahunt. Also contains links to text and multimedia materials on the Internet. After studying each aspect of the topic, students need to answer the questions posed, but the questions are not aimed at actually studying the material (as in the previous case), but at discussing controversial topics. Students need not only to familiarize themselves with the material, but also to express and argue their opinion on the controversial issue being studied.

Webquest (Internet project) is the most complex type of educational Internet resources. This is a scenario for organizing student project activities on any topic using Internet resources. It includes all the components of the four materials above and involves a project involving all students. One of the scenarios for organizing PD may be as follows. First, the whole class is introduced to general information on the topic, then students are divided into groups, each group gets a certain aspect of the topic. The teacher needs to select the necessary resources for each group in accordance with the aspect being studied. After studying, discussing and fully understanding a specific problem in each primary group, students are regrouped so that each new group has one representative of the primary group. During the discussion, all students learn from each other all aspects of the problem being discussed.

Each of the five types of educational Internet resources follows from the previous one, gradually becoming more complex and thereby making it possible to solve more complex educational problems. The first two are aimed at searching, selecting and classifying information. The rest contain elements of problem-based learning and are aimed at enhancing the search and cognitive activity of students.

You can use ready-made educational IRs, or you can create them yourself. A large bank of English-language educational IRs is located online at www.kn.att.com. You just need to enter a keyword (the topic being studied) into the search engine and select which resource is required (hotlist or webquest).

We can say that the use of ICT is currently an integral part of the educational process in tertiary education, contributes to the modernization of general education, allows for an activity-based

approach to learning and successfully develops the communicative and information competence of students.

References:

1. Mamatkulovna, U. D. (2023). Analysis of Pedagogical Aspects in the Study of the Problem of Bilingual in Teaching the Russian Language. Periodica Journal of Modern Philosophy, Social Sciences and Humanities, 17, 94-96.

2. Mamatkulovna, U. D. (2023). CULTUROLOGICAL APPROACH IN TEACHING THE RUSSIAN LANGUAGE. American Journal of Interdisciplinary Research and Development, 14, 62-65.

3. Shaymanova, Y. T., & Qarshiboyeva, Z. A. (2022). RUS OLIMI AN SAMOYLOVICHNING SHARQ TILLARINI O'RGANISHGA QO'SHGAN HISSASI. Oriental renaissance: Innovative, educational, natural and social sciences, 2(Special Issue 24), 365-372.

4. Shaymanova, Y., & Qarshiboyeva, Z. (2023). O'Zbek Tilidagi Neologizmlarning Tasnifi Classification Of Neologisms In The Uzbek Language. Qishloq Xo'jaligi, Atrof-Muhit Va Barqaror Rivojlanish Milliy Konferensiyasi, 93-96.

5. Yulduz, S. (2023). Baho mazmunini ifodalovchi birliklarning gap tarkibida ifodalanishi. Qishloq Xo'jaligi, Atrof-Muhit Va Barqaror Rivojlanish Milliy Konferensiyasi, 48-51.

6. Abduvaxabovna, K. Z. (2022). Some Lingpoopetic Features Of Rhetorical Interrogative Sentences. Galaxy International Interdisciplinary Research Journal, 10(4), 721-724.

7. Khaydarovna, Ullieva Sanobar, Umarova Dilfuza Mamatkulovna, and Allayarova Dilfuza Klichevna. "Artistic Character As A Personality Model: Methods Of Linguistic Representation Of The Human Image." The Seybold Report (2023).

8. Klichevna, A. D., & Mamatkulovna, U. D. (2022). Psychological and pedagogical aspects in the study of the problem in bilingual teaching of the Russian language.

9. Klichevna, A. D., & Salimovna, T. D. (2023). Practical Aspects of the Formation of a Communicative Approach in the Development of a Linguistic Personality in Teaching the Russian Language. Periodica Journal of Modern Philosophy, Social Sciences and Humanities, 18, 180-183.

10. Kholbaeva D.D., Tasheva D.S. Pedagogical techniques and methods of forming interest in the lessons of the Russian language. Web of scientist: international scientific research journal, ISSN: 2776-0979, Volume 3, Issue 3, Mar., 2022. -p.238

11. Kholbaeva, D., & Tasheva, D. (2022). Theoretical And Practical Aspects Of Monitoring The Acquisition Of Knowledge, Skills And Abilities By Students In The Russian Language In

23rd -TECH-FEST-2024
International Multidisciplinary Conference
Hosted from Manchester, England
25th February 2024

https://conferencea.org

Universities. Евразийский журнал социальных наук, философии и культуры, 2(11), 115-118.

12.   Tasheva, D. (2022). Methods Of Using Didactic Materials To Enhance Activities In The Russian Language Lessons. Ta'lim Va Rivojlanish Tahlili Onlayn Ilmiy Jurnali, 2(1), 325-328.