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APPLICATION OF EMERGING ICT MEANS IN PRIMARY ESL CLASSES IN UZBEKISTAN

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Abstract

The 21st century is the century of high technology. Teachers have the opportunity to use various technical means in the classroom, such as a computer, video and audio equipment, satellite television, the Internet and much more. And this allows you to make foreign language lessons more interesting and productive, increase students' motivation to learn a foreign language. Using ICT provides certain convenience for the teacher, since he does not have the opportunity to bring all the items he needs to school, and their visual representation requires a lot of time. The purpose of the article is to theoretically substantiate the methodology for using computer technology in the process of teaching foreign languages and to develop practical exercises for teaching vocabulary using a computer program.

Keywords:

Semantization, grammatical materials, visual support, final control, creative activities, motivation, didactic problems, evaluating

The use of information and communication technologies can significantly increase the efficiency of the foreign language teaching process. Multimedia allows you to simultaneously perform operations with still images, dynamic images (video films, animated graphics), text and sound. Synchronous influence on a person's hearing and vision increases the volume and degree of assimilation of information transmitted per unit of time.

The specificity of the subject "Foreign Language" lies in the formation of communicative competencies, that is, training in various types of speech activities: speaking, reading, listening. Thus, taking into account the specifics of the taught subject "English", we highlight the main aspects of working with ICT [1]:

- semantization of lexical and grammatical materials;
- providing visual and supporting support;
- carrying out intermediate and final control;
- using Power Point presentations in students' creative activities. Involving ICT in the practice of teaching English is not only a means of maintaining motivation, but also helps in solving didactic problems.

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The main criterion when evaluating a project is the use of language, but computer design is also taken into account. We analyze students' statements, monitor how they have mastered vocabulary, and whether they use grammatical structures correctly. Existing errors are necessarily sorted out, corrected, and gaps are worked out in subsequent lessons [2].

The educational potential of ICT as a teaching tool is widely used in the classroom to provide visual and supportive support for speech teaching. Here we use texts and photographic materials. We use some slides as handouts. For example: diagrams, tables, supporting printouts of texts. When learning vocabulary, students effectively perceive and remember picture slides, which are located on the Internet in the British website for teachers (www. mes-English.com). It offers all kinds of flash pictures on various topics. Tasks such as Complete Word net (finish the word web), Complete the sentence (continue the sentence), Fill in the necessary word (insert the missing word) make it possible to control the attention of students, affect the emotional sphere of students, and allow them to consolidate vocabulary on a specific topic.

We consider the main goal of our work to be the formation of competencies. It should be remembered that communicative competence is closely related to cultural and regional competence in the English language lesson. Students are given the opportunity to get acquainted with the culture of the country of the language they are learning. Here ICT as a means of visibility provides great opportunities, the lesson becomes more vivid and memorable. Much attention is paid to the formation of regional studies competence in English lessons. The textbook offers topics such as "Geographical location of Britain", "Traditions and holidays", "Travel around the United Kingdom", etc. Using the capabilities of the computer, presentation lessons are compiled. Having a series of lessons on a specific topic that gradually develop into a system. These lessons cover a large amount of material in a short period of time. Pictures, drawings, and comments on them change each other, involving each student in the learning process. An understanding check is required at the end of the presentation. These could be questions about the content of what was seen, a crossword puzzle, or a test to choose the correct option.

When carrying out control, interactive testing using the ACTIVOTE testing and voting module is interesting and acceptable, which allows you to simplify the control and survey process. Students answer the questions posed, and information from them is immediately automatically processed, allowing the teacher to evaluate their knowledge. Thus, control of reading and understanding of the text (Reading Comprehension), control of the grammatical skill of a certain phenomenon, control of listening comprehension (Listening Comprehension) is carried out [5]. Students quickly adapt to new means of learning and are willing to get involved in work. With this type of control, each student himself thinks about and completes tasks within the time set for him. And the question of subjectivity of assessment is removed.

Let's look at the possibilities of using a computer at all stages of vocabulary learning. Familiarization with words includes discovering their form, meaning and use. Using a

computer allows you to form a graphic image of a word simultaneously with its sound and motor image. At the display stage, words and corresponding pictures appear on the screen. Simultaneously with the graphic representation of words, students have the opportunity to listen to the word (at the same time, a sound image of the words is formed). Written fixation of vocabulary helps to strengthen the connections between words (speech-motor, auditory, visual) and thereby contributes to their better memorization. Visual and auditory perception helps the students actively, consciously learn lexical material [3]. The stages of working with computer programs are as follows: demonstration, consolidation, control. Using the example of the computer program "English on holidays" we will consider these stages [4] . At the first stage - the introduction of vocabulary, for example, on the topic "Weather". Using a demonstration computer, the teacher selects the automatic mode: pictures depicting natural phenomena appear on the screen: qor-snow, jala-shower, momoqaldiroq-thunderstorm, namlik-humidity, muzlash-drizzle, ochiq-clear, quyoshli-sunny, sovuq-cold, bulutli-cloudy, do'l-hail and others.

Then phrases:

What a beautiful day! – Qanday ajoyib kun!

What awful weather! – Qanday yomon ob-havo!

Is it usually as hot as this? – Bu yer har doim shunaqangi issiqmi?

What's the forecast for tomorrow? – Ertaga ob-havo qanaqa?

It's windy! - Shamol!

It's raining – Yomg'ir yog'yapti!

Students watch and listen. Operating time is approximately 1 minute.

Modern technologies attract students and are one of their main interests. A presentation helps illustrate any presentation, whether by the teacher or the student. Therefore, when working on a project, students actively use computers and Internet resources. It is clear that each student has his own knowledge, skills and abilities, and projects differ in content and quality, but they are completed in collaboration with classmates or the teacher. At the same time, my students see real practical results. They are building new relationships. They present their work to their comrades rather than to me. Here it is important to show your abilities, hidden talents, find your demonstration model, defend your position and opinion. The project helps us check the level of development of reading and speaking skills, and also develops students' ability to find relevant information, defend their point of view, and think creatively [5].

Thus, such social and educational problems are solved as:

- development of creative potential;

- formation of communication skills;

- increasing the efficiency of students' independent work;

- maintaining the educational initiative of students [6].

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After all, using the latest technical means, students not only learn a foreign language, but can also fully use it, for example, communicating with foreign peers, both by e-mail (which allows students to practice writing) and using a webcam (which allows students to practice speaking). Non-traditional forms of conducting lessons make it possible not only to raise students' interest in the subject being studied, but also to develop their creative independence and teach them how to work with various sources of knowledge. Such forms of conducting classes "remove" the traditional nature of the lesson and enliven ideas. However, it should be noted that too often resorting to such forms of organizing the educational process is inappropriate, since the non-traditional can quickly become traditional, which will ultimately lead to a drop in students' interest in the subject.

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