

USE OF DIGITAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Annotatsiya. This article examines the personal and professional qualities of future specialists set by modern society, their development in the process of teaching foreign languages, as well as the requirements for the use of digital technologies and Internet resources. In particular, it emphasizes the importance of a systematic selection of textbooks to achieve specific goals set by the professor.

Keywords: modern education, computerization, digital technology, selection of textbooks.

XORIJIY TILLARNI O'QITISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH

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O'zbekiston Davlat Jahon Tillari Universiteti Fransuz tili nazariy fanlar kafedrasida o'qituvchisi

Annotatsiya. Maqolada zamonaviy jamiyat tomonidan qo'yiladigan bo'lajak mutaxassislarning shaxsiy va kasbiy fazilatlariga, ularning xorijiy tillarni o'qitish jarayonida rivojlanishi, shuningdek, raqamli texnologiyalar va Internet-resurslaridan foydalanish talablari muhokama qilingan. Xususan, bu professor-o'qituvchi tomonidan qo'yilgan aniq maqsadlarga erishish uchun o'quv qo'llanmalarini tizimli ravishda tanlash muhimligi yoritilgan.

Kalit so'zlar: zamonaviy ta'lim, kompyuterlashtirish, raqamli texnologiyalar, o'quv qo'llanmalarini tanlash.

ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ ПРИ ОБУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. В статье рассматриваются личностные и профессиональные качества будущих специалистов, их развитие в процессе обучения иностранным языкам, а также использования цифровых технологий и интернет-ресурсов, заданных современным обществом. В частности, подчеркивается важность систематического подбора средств обучения для достижения конкретных целей, поставленных преподавателем.

Ключевые слова: современное образование, компьютеризация, цифровые технологии, подбор учебных материалов.

Introduction. In the era of rapid development of information and communication technologies, society demands that future specialists acquire the necessary skills and qualifications to independently acquire knowledge, to effectively solve various problems, to apply them in practice to collect and analyze facts, generalize and make reasonable conclusions. In order to achieve this, it is necessary to communicate, to work together in different situations, to find a way out of conflict situations. Finding ways to solve problems that arise using modern information and communication technologies, critical and creative thinking, mastering independent work processes to increase one's cultural level is required. In the educational process, the development of the above skills and knowledge of professors and students occurs through active educational technologies.

Currently, the main indicator in the selection of teaching tools is the achievement of the final levels of knowledge of foreign languages developed by the councils of European countries in this field and representing an effective pan-European information exchange system.

Learning activities for language acquisition should become exciting, meaningful activities and real linguistic creativity. Only in this case, students will have a desire to develop themselves in accordance with new educational standards.

Therefore, in the conditions of today's rapidly developing digital economy, it is important to choose modern methods of teaching in the educational system, to introduce innovative teaching methods, and to systematically select teaching aids to achieve specific goals set by professors and teachers during the lesson.

Analysis of literature on the topic

Currently, global computerization covers all areas of human activity, including science and education. The development of the Internet and the appearance of many computer programs that simplify the learning process have significantly changed the study of foreign languages, making it faster and easier to work with real resources.

N.B. Golubeva's research provides evidence that the formation of critical thinking skills is an integral part of professionally oriented foreign language education. Critical thinking is defined as social thinking, and therefore the communicative aspect of this phenomenon is emphasized. Also, the characteristic features of communicative foreign language competence are highlighted and the conditions of its formation are indicated. It was concluded that this competence is foreign language and interactive, and essentially interdisciplinary.

T.A. Ivanova, I.V. Skugareva, A.E. In Shabanova's research, the practical experience of teaching foreign languages in higher education institutions was studied in the context of the reform of the education system caused by the processes of globalization. It contains examples of improvement of the educational process by professors and teachers of the department of foreign languages.

In the article published by G. I. Okan, the need to introduce active methods of teaching in the higher education institution is justified, concepts such as «pedagogical innovations» and «active teaching methods» are revealed. The main focus is on the need to use innovative technologies «Development of critical thinking through reading and writing» in professional training of students.

G.A. Trapeznikova and F.Ya. By Khabibullina, 3 stages of critical thinking technology are distinguished, that is, the stage of difficulty, the stage of understanding the content, and the stages of thinking with examples of the methods and techniques used in each stage. Also, features of the language and style of journalistic materials are revealed. They justified the need to introduce methods and methods of critical thinking technology such as «clusters», «tree of predictions», «five lines», «insert», «circles on water», «long and short questions» in the educational process.

From the above analysis, we can see that it is the application of digital technologies in teaching foreign languages, the use of computer programs, the organization of interactive methods using digital technologies to involve students in the lesson process, how important it is today, and it is necessary to develop the necessary proposals and recommendations in this regard. Because today it is impossible without the use of digital technologies and computer programs for students to realize their knowledge in the course of the lesson.

Research methodology

It is important to discuss the personal and professional qualities of future specialists, their development in the process of teaching foreign languages, as well as the use of digital technologies and Internet resources. Theoretical and comparative analysis, comparative analysis and generalization methods of research methodology were used in these processes.

Analysis and results

Computer-based educational programs have a number of advantages over traditional teaching methods, primarily as a means of direct audiovisual interaction. Using them in the classroom in combination with traditional teaching methods allows teaching various types of speech activity, understanding the essence of linguistic phenomena, forming linguistic abilities, creating communicative situations, automating language and speech skills, and ensuring and intensifying the implementation of an individual approach.

Student's independent work also helps to increase their activity, motivation and quality of knowledge. Computer communication technologies allow to implement methods that activate students' creative activity in a new approach. They can participate in virtual discussions on various educational sites and thematic forums, and implement joint creative projects together with students from different educational institutions. Thus, the use of modern information and communication technologies in the educational process can be considered one of the active forms of individualization of education.

Interactivity of new technologies plays an important role in learning the integral features such as multimedia and content visualization. Thus, computer visualization of educational content, especially through games, in an interactive form, develops students' cognitive thinking styles, creativity and mental activity, and also has a positive effect on their psychological and emotional state.

According to the well-known scientist N.K. Ryabtseva, «the use of computer technologies introduces heuristic innovation into the educational process and creates motivation for effective self-knowledge and improvement, as well as makes the lesson attractive and truly modern, individualization of training is carried out, control and conclusion are timely and is carried out objectively».

According to Tony Prince, academic director of the Norwich Institute of Language Studies, when teachers

use digital technologies for educational purposes, they often focus on the following questions: «What programs or methods will achieve the best results?» need to use computer software?

The following questions are: «How should these technologies be used?», «What methods of using different applications will give the fastest results?», «How should they be used during the lesson?», «How should they be used?» How can they be updated?» and so on.

However, the first question is rarely asked: Why should we use digital resources? It is important to note that if we want the teaching process to be most effective, we need to change the way we look at these questions and start planning the use of technology by defining the goal we want to achieve, that is, «Why?».

«What to use?» When considering the question, we inevitably come across a large number of existing digital resources, each of which has many answers that choose it as the most effective or revolutionary. There are many online and on-device digital resources that allow you to create new ones or explore existing ones.

These resources can be provided in the form of help in various courses (MOOCs, iTunes Courses), tools (GoogleDocs, Camtasia, Explain Everything), encyclopedias and other academic resources (Google Search, Wikipedia, autonomous dictionaries, Microsoft Office). It is necessary to carry out research at different stages, namely, data collection, synthesis, further control of the research process and work with research results.

The main challenge in choosing digital technologies is, in the first place, «What should be used in the learning process?» and the review of all these programs is that we do not know the complexities that arise in the direct use of the selected resources, because we do not have the awareness of how to apply them and use them properly. A teacher may not have enough time or desire to learn in advance all the possibilities and rules for using selected resources.

To get the most out of apps and software, we must first ask the questions: “Why? What is the main purpose of using computer technologies in the educational process?»

The reasons for this can be as follows:

- improvement of studied concepts;
- increasing instructional time by encouraging students to use curriculum and resources outside the classroom;
- increase the level of work efficiency of the professor-teacher;
- development of independent thinking of students;
- improving the skills of working with computer technologies;
- development of students' qualities such as persistence and purposefulness in achieving results;
- preparing students for future life;
- increase students' motivation;
- reducing the amount of physical resources used, etc.

For example, if we want to improve students' understanding of the material or topic being studied, we should plan to review resources that contribute to the understanding of the topic. To do this, you need to look at this problem from different angles.

Today, various Internet resources provide teachers and students with wide access to the opinions of experts on many issues. A professor-teacher cannot always work as such an expert, as it is impossible to have complete knowledge in any field, and also because he is too immersed in the problems and needs of his students. This is a separate issue. Therefore, in order to study a certain topic, it is necessary to get acquainted with the opinion of an expert who has a more complete and modern view of the research topic.

Internet resources such as youtube.com and ted.com are compatible with the ed.ted.com platform to get familiar with the opinion of experts, which allows you to create your own lesson based on the recommended video. The teacher can divide the video into thematic parts and work through the discussion of what they have seen in class.

Conclusions and suggestions

Based on the above analysis, it should be noted that the use of Internet resources in the teaching of foreign languages allows to create conditions for the development of all necessary and appropriate competences in today's students.

Acquaintance with modern ideas and trends widely used today by professors and teachers and methods of their further discussion also have a great motivational power in teaching foreign languages.

At the same time, the availability of computers and digital devices connected to the Internet for almost every student greatly simplifies the task of the professor and teacher to involve students in the process of learning a foreign language through the Internet.

It is worth noting that the main questions for a professor-teacher when choosing digital technologies are: what to use, how to use and, most importantly, why to use this or that resource. For this, first of all, it is necessary to determine the main goals and tasks of the lesson, and therefore, to use computer innovations within this lesson. We then need to ask ourselves what resources we need to use to achieve these goals and objectives most effectively, and finally, how the chosen learning tool will work. A detailed understanding of the above issues will significantly increase the involvement of students in the educational process and the development of skills and abilities necessary for the successful implementation of future professional activities.

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