

THE SIGNIFICANCE OF INFORMATION TECHNOLOGIES IN TEACHING ENGLISH*Norboeva Munira Abdunazar kizi**Webster University in Tashkent, MA TESOL**arinum1687@mail.ru**shantimunir@gmail.com*

Annotation: This thesis explores the pivotal role of information technologies (IT) in the teaching and learning of English. It examines how various digital tools and platforms enhance language acquisition, improve student engagement, and facilitate personalized learning experiences. The discussion includes the integration of multimedia resources, online learning environments, and collaborative tools that support both educators and learners in achieving their language proficiency goals.

Keywords: Information Technologies, Teaching English, Language Acquisition, Digital Learning, Multimedia Resources, Online Education, Student Engagement, Moodle, Zoom.

Introduction

In the contemporary educational landscape, information technologies have emerged as crucial components in the teaching and learning process. The increasing availability of digital tools has transformed traditional pedagogical approaches, particularly in language education. English, being a global lingua franca, necessitates innovative teaching methodologies to cater to diverse learners' needs. This thesis aims to elucidate the significance of information technologies in teaching English, highlighting their impact on language acquisition, learner engagement, and instructional effectiveness.

The twenty-first century is unquestionably an era of information, which has caused changes to the conventional methods of teaching foreign languages. And our goal is to become proficient in the proper and efficient use of contemporary information technology in the classroom within the confines of the institution.

The topic of teaching foreign languages at higher education institutions utilising new, contemporary technologies has gained more attention in recent years. This is a fresh approach to the learning process as well as new forms and techniques of instruction in addition to new technical means.

Many teaching technologies are employed in contemporary pedagogical practice, which significantly raises students' interest in the subject and raises their level of intellectual culture and academic performance.

Main part

Information technologies provide a plethora of resources that facilitate language acquisition. Digital platforms such as language learning apps (e.g., Duolingo, Babbel) offer interactive exercises that cater to various proficiency levels. These applications employ gamification techniques to motivate learners

and provide immediate feedback, which is essential for effective language learning. Furthermore, online dictionaries and thesauruses enhance vocabulary development by offering context-based examples and synonyms.

Additionally, the need to acquire a foreign language is growing daily. It also entails integrating cutting-edge, contemporary technologies into the educational process to raise the standard and effectiveness of instruction. When learning a foreign language, there are a number of benefits to utilising these information and communication technologies. Modern technology plays an incomparable role in language instruction and learning.

During this phase, the students can see and listen to foreign language video clips, movies, cartoons, conversations, and demonstrations on computers.

They can listen to and watch foreign language radio broadcasts and television programs.

They can use tape recorders and cassettes, which are considered a more traditional method.

They can use CD players.

Students' ability to work with a variety of information, their critical attitude towards it, their logical thinking, the information and emotional saturation of lessons, their interest in the subject, and their creative potential in relation to the world around them are all shaped by the use of information technology in the classroom.

Students can better prepare for their final English certification in compliance with state standards by using computer and information technologies during the second and third training levels. Throughout the training process, students not only enhance the knowledge they have already gained, but they also broaden their vocabulary while considering the practical use of a foreign language in everyday contexts (within the framework of monologue utterances with elements of reasoning and dialogical conversations in the form of an exchange of views). The educational process is currently organised in a variety of ways. Since information technologies serve as both a controlling agent and a way of supplying material, they offer high-quality material supplies and make use of a variety of communication channels, including text, sound, graphics, and touch. All of this enables students to become more motivated and develop their communication skills.

In foreign language classes, the computer allows for the implementation of a personality-oriented approach to learning, allows for individualisation and differentiation of instruction, boosts activity, inspires students, intensifies the learning process, helps students develop a healthy sense of self, and creates a comfortable learning environment.

The integration of multimedia resources—such as videos, podcasts, and interactive presentations—into English language teaching enriches the learning experience. Visual and auditory stimuli cater to different learning styles, making lessons more engaging and memorable. For instance, using films or music in the classroom can help students understand cultural nuances while improving listening skills. Additionally, platforms like YouTube offer a vast array of authentic content that can be utilized to develop comprehension and critical thinking skills.

Using information technologies the following goals and tasks can be realized:

1. When teaching phonetics:

- a. acquisition of skills of adequate pronunciation and differentiation by ear. Further improvement of listening and pronunciation skills in relation to the new linguistic material;
- b. formation of auditory, pronunciation and intonation skills.

2. When teaching grammar:

- a. expansion of the volume of grammatical means, mastering of new grammatical phenomena and their use in speech;
- b. (for high school students), productive mastery of certain grammatical phenomena for example, recognition and use in speech of various types of sentences, and constructions (for middle-class students);

3. When working with vocabulary:

- a. the systematization of lexical units, the expansion of the potential dictionary, the development of skills for recognizing and using lexical units in speech;
- b. formation of lexical skills of reading, listening and productive writing skills.

4. When teaching reading:

- a. perception of authentic texts of different styles (publicity, artistic, non-fiction), using basic types of reading: study, review, and search;
- b. formation of the ability to independently overcome language difficulties, providing reference and information support by providing language information (electronic encyclopedias, automatic dictionaries).

Reproductive activity can be replaced with creative activity, learning can be enhanced, associative and emotional memory can be developed, and audiovisual perception can be enhanced through the use of computer programs. Parallel writings in English and Uzbek also aid in the unintentional development of word relationships. Assimilation of the contents is facilitated and accelerated by listening to them, which also helps to improve English and create proper intonation [1].

Aside from making group work easier, information technology also makes it possible to plan creative activities, communicate actively and purposefully both inside and outside the group, organise collective creativity (Web 2.0 technology), retrieve information from open information networks (when creating a project and preparation of individual tasks), and prepare reports on the work completed or the event.

Multimedia options are excellent for teaching foreign languages to students. Multimedia is characterised by a high information density and a comprehensive collection of the best learning tools. It is a combination of text, visual, and audio materials that enable you to perceive information in a multimodal way, activating multiple information channels so you can use the most effective ways of perceiving each student. Therefore, the use of information technology in lessons yields a lasting outcome, mainly because it allows students to employ their creative potential, which creates a successful environment and boosts motivation in the classroom [2].

When the teacher assists the student in overcoming obstacles, explains, illustrates, reminds, highlights, brings, counsels, consults, prevents, empathises, encourages, stimulates confidence and interests, inspires, and gives the student the joy of communication, the pedagogical process is a collaborative effort between the teacher and the student [3].

The teaching of English has been transformed by the emergence of online learning environments, or OLEs. Teachers can design structured courses that are accessible from anywhere at any time with the help of platforms like Moodle and Google Classroom. This adaptability supports self-directed learning and accommodates a range of learner schedules. Additionally, OLEs allow for asynchronous communication via chat rooms and discussion boards, giving students the chance to hone their speaking and writing abilities in a positive virtual environment.

The system allows students and teachers to share files in any format, as well as between students themselves. The instructor maintains communication with the pupils. One of Moodle's best features is the abundance of communication alternatives it offers.

You can review messages, have group discussions, and attach files in any format to messages in the forum. To speak with the teacher directly about a particular issue, use personal messages and com. The conversation happens in real time in a chat. Newsletters quickly update all students or specific groups on current affairs; you don't have to notify every student about a new assignment because the group will be notified immediately.

Training quality is under control. Each student's portfolio is created and stored by Moodle, which includes all of his submitted work, teacher evaluations and comments, and forum messages. gives you the ability to manage "attendance"—the students' online activities and the time they spend working on their assignments. Consequently, the instructor makes better use of his time. He can gather data about which pupils downloaded what, what they completed for homework, and what assessments they took. As a result, a lecturer can determine how well pupils comprehend the subject and, accordingly, provide resources for more study [4].

Additionally, we think it's critical that Moodle's user features be categorised by roles:

1. Students learn more effectively, spend more time studying fascinating subjects in-depth, and learn at their own speed.
2. Because SDE can handle regular tasks, lecturers maintain the course current, adjust the order and mode of material submission based on group effort, devote more time to creative endeavours and professional development, and encourage student feedback both during and after graduation.

3. The administration efficiently divides the workload among educators, evaluates training outcomes, and lowers the expense of overseeing the educational process.

Collaborative tools such as Google Docs, Padlet, and Zoom foster teamwork among students, encouraging them to engage in peer-to-peer learning. These platforms enable real-time collaboration on projects, allowing learners to practice their English skills in context while receiving constructive feedback from their peers. Additionally, virtual classrooms can host group discussions and debates, promoting oral proficiency and critical thinking.

Information technologies allow for personalized learning experiences tailored to individual student needs. Adaptive learning software analyzes learners' performance and adjusts content accordingly, ensuring that each student progresses at their own pace. This individualized approach not only enhances motivation but also addresses the diverse linguistic backgrounds present in the classroom.

Conclusion

To sum up everything mentioned above, it is important to note that Moodle offers solutions for any activity imaginable related to overseeing the learning process. The use of information technologies in foreign language instruction helps to address a number of issues with contemporary approaches, including how to set up successful communication-directed learning, create an educational language environment, involve all students in the communication process during the lesson (by attracting their interest in a choice and using the information), enhance the role of the teacher, and have him actively participate in modifying the training's content and choosing the best ways to present information. Therefore, the use of multimedia technologies in foreign language instruction is currently a problem. All of these cutting-edge methods guarantee training efficacy within the context of a contemporary system-activity approach.

For both teachers and students, the use of information technology in English instruction greatly improves the learning environment. By providing diverse resources, fostering collaboration, and enabling personalized learning opportunities, IT tools play a vital role in improving language acquisition and learner engagement. As technology continues to evolve, educators must embrace these innovations to create dynamic and effective English language learning environments that prepare students for a globalized world.

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