ADVANTAGES OF USING COMMUNICATION TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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ABSTRACT

There has been a lot of discussion about the use of computers and the Internet in foreign language teaching for more than twenty years. Thus, information and communication technology (ICT) language teaching abroad has become the focus of researchers. Education, especially foreign language teaching, needs to be adapted and updated to adapt to the globalized world. The aim of this study is to explore the need for ICT and to highlight its positive impact in order to raise awareness of modernized communities in the modern digital world. To achieve this goal, the great advantages of the introduction of ICT in the process of teaching foreign languages will be demonstrated. By improving ICT, teachers and students will have the opportunity to communicate and collaborate with their native speakers and native speakers around the world. The use of ICT is also beneficial in them. When students write or speak for a wider and more international audience, they become more eager to learn and more active in the information age.

In addition, students will be better off using real materials provided by the Internet

1. **Introduction**

A foreign language teacher can use new information technologies to create didactic materials and optimize the whole learning process. Information environment for teachers - Internet: additional information (thematic, thematic, methodical, didactic); exchange of information between language learning

colleagues (English, Leacher.som); participation of teachers in various distance projects, conferences, competitions; Provides opportunities for the development of specific methodological developments using Internet technologies. Teachers face some difficulties in selecting the necessary materials for this work, even if they are preparing for the teaching process using blind modern textbooks and manuals. The Internet, on the other hand, allows a teacher to quickly find what they need in an existing market, analyze it, come up with their own perspective, and draw important conclusions. But with the salient advantages, you must know some of the disadvantages as well.

The most obvious shortcoming is that the structure of the materials is not sufficiently developed. The modern teacher must clearly define his direction from the flow of information. In recent years, the use of new technical means of information technology, new forms and methods of teaching, a new approach to the teaching process is required. It is known that the main purpose of teaching a foreign language is to teach students a foreign language in a practical way and to form and develop a communicative culture. In this case, the teacher's task is to help students to master the language in the process of learning a foreign language and to stimulate their creative thinking.

The modern teaching system requires the use of project teaching methods using collaborative teaching and information technology, the Internet. This method is used to teach students to express themselves

a focused approach will help to individualize and increase the effectiveness of education, taking into account the characteristics of each individual, the level of mastery they acquire in learning, abilities, and so on. Educational software is widely used when using a computer. Curriculum for teaching a foreign language:

1. Expansion of vocabulary, learning new words (thematic vocabulary, for example: food, clothing, doctor's office, etc.);
2. Pronunciation development (many educational programs provide for the use of a microphone in the operating mode. The names of the objects and events depicted on the screen are first heard and then pronounced, they are compared and shown in the absence of).
3. Teach dialogue speech:

Introduction to Phase 1 dialogue;

Step 2 is to re-examine it, to engage in dialogue.

4. Teach writing. The task is to teach the correct spelling of a word in a foreign language.

The advantages of using ICT in foreign language teaching can be listed as follows:

1. Ability to manage the presentation. This feature shows the difference between computers and books.

On computers, unlike computers, text with books, graphics, and pictures that can combine visuals with listening materials.

2. Innovation and creativity. The teacher can use a variety of materials, not just teaching, for each lesson

with textbooks, all classes that offer a specific topic are the same.

3. By correcting errors, computers respond quickly to student responses. No only detects the error, but corrects it, sometimes even giving relevant tips.
4. Flexibility. Teachers can adapt computer programs to the needs of students and learners.

There is important evidence on what advantages and benefits students have over the use of ICT. Effective use of ICT by students and various aspects of the learning process can be summarized as follows [4]:
- ICT increases students' motivation and thus increases personal commitment and activity;
- ICT improves independent learning;
- cooperation and communication of students is more important;
- Student achievement and outcomes improve.

As for the concept of ICT in students, students work independently with technology for purposes.

Conclusion. Investing in ICT integration is seen as an effective tool for updating educational practices. In short, ICT cannot solve the problems of education in developing countries. Used with care, ICT can enable developing countries to expand their educational opportunities and improve their quality. Today's technologically competitive world requires the integration of ICT into education. If ICT is properly adapted, it will be a lifelong learning process for students. There can be learning quality with identity. Clearly, technology has revolutionized society in many parts of the world, including language. In particular, great success comes from preparing students to work and learn in this online environment [1]. Therefore, if we try to integrate our technology into the teaching process, a new, reoriented approach to teaching will serve us for a long time. Traditional teaching engages students in their ability to learn a particular language as well as in understanding the structure, meaning, and function of the language. Multimedia teaching enriches the content of lessons and organizes lesson time in the best way.

The choice of teaching aids for the lesson from the initial set implies the possibility of rapid and operative introduction of these teaching aids in the educational process, which requires certain material and technical conditions.

In a lesson, for example, when the teaching materials included in this lesson set are not available due to the inadequacy or inadequacy of the required equipment, a component of the set will be dropped. In a classroom setting that is not equipped with linguophones, frontal work is often used because students 'oral practices are only possible when there is good communication with the group in situations where the teacher cannot operatively monitor students' work.

For this reason, in a normal classroom, each student rarely speaks for more than 2-3 minutes. In language classrooms, the performance of each student changes radically. Every student learns not only to hear and read, but also to speak. Students' oral and verbal practice time will increase significantly. Students will have the opportunity to organize different types of independent work. However, for the language teaching process to be truly effective, it will be necessary to identify the types of students' independent work, the

methodology of integrated use of teaching aids, using a language device in the classroom.

Recently, a lot of attention has been paid to the organization of independent work in the classroom. Teaching theory sets out the requirements for students to work independently. Relying on didactics and some separate methodologies, we consider the independent work of students in foreign language classes on the formation and improvement of students' speaking skills, the development of speaking skills in a certain order of teaching methods with a given didactic task. and understand operations.

Independent actions and operations can be performed by students based on specially developed didactic materials.

In short, the study of foreign languages is one of the urgent tasks of our time, and it is the urgent task of scientists and teachers to develop and recommend intensive methods of language teaching to the younger generation.

The role and place of videoconferencing in the organization of the process of teaching a foreign language on the basis of new information technologies and in determining the level of knowledge, skills and abilities of the student is invaluable. Telephones and e-mails are convenient tools for consultations.

During the experiment, it was found that the exchange of information between the teacher and the student via e-mail is not routine. Therefore, it is advisable to seriously regulate the independent work of students through new information technologies. Certain arrangements of independent work lead to the correct distribution of the student's desire, language learning ability, and internal capacity in general during the general period of education.

When organizing practical lessons using e-mail, there is an intensity of information exchange and active exchange of information between the student and the teacher. This situation has played an important role in the formation of virtual groups interested in a foreign language and the establishment of mutual support between them.

The use of videos in technology-based education has also lost its value.

The use of a set of teaching aids in the organization of independent work, in addition to ensuring the achievement of didactic goals, also creates a unique technological convenience. The main part of teaching aids in foreign languages was printed materials. An effective way to provide students with teaching materials in the learning process is to select and copy the main from the teaching materials offered by the teacher, as well as to compile teaching materials in the form of a chrestomathy (digest) .

It is advisable to use audio recording for repetition and partial replacement of the text. When using audio learning materials, the simplicity of listening to the material expressed in them (for example, using a player) allows you to study the material in a convenient place and at a fast pace.

 It is much easier and more convenient for a teacher to prepare teaching materials in a foreign language than to prepare video materials. There is no need for a special studio to record video in this place, and it is enough to have a simple tape recorder and a microphone.

The effectiveness of the learning process depends blindly on the activeness of the participants, the pursuit of a specific goal and their discipline. The amount of effort and time spent preparing and organizing a training session is much more blind than the amount of effort and time spent on organizing a traditional training. Audio and video tutorials are used when it is necessary to demonstrate practical actions that are not effective in verbal explanation, which is a very useful tool for learning a foreign language.

Computer-assisted learning programs are used in the process of providing textual teaching materials to test students' knowledge and to prepare course information. There is also a strong emphasis on the use of computer simulators in the education system.

In the preparation of an e-textbook, it is important to prepare the scenario of the interaction between its individual parts, as well as audio and video recordings. In parallel with the writing of the text in foreign language teaching, work is also being done on the development of a multimedia scenario that will form the basis of the course. Provides a complete list of multimedia scenario course topics and required components and an initial description of its structure.

The script includes animation, audio and video clips, images, and more. The script is written taking into account the capabilities of the selected program and the availability of source materials.

The full scenario of the course is the use of simple text, topic, section, concept, image, sound, video, use of tabular information, illustration of materials (graphics, diagrams and pictures), animated pictures, photographs, audio and video clips. refers to the hypertext found.

Properly organized speech and virtual communication in a foreign language allow the teacher to focus on the most important of the knowledge bases covered in the subject or department being studied. Establishing direct contact with the audience will be able to change the syllabus according to the level of students' mastery of the material in a foreign language. In addition, the interaction of students in a foreign language and the consideration of the questions asked by them is of particular importance in ensuring the effectiveness of the educational process.

Computer video editing and software packages are used to create videos. However, it is advisable to prepare a library of images and sounds in advance, which may need to be used during editing. Software plays a key role in ensuring the quality of the installation.

In foreign language classes, sound is one of the most active elements in seeing and receiving material. The sound can be in the form of phrases spoken by the announcer, a conversation of the characters, or a video with sound. Sound works with software that allows you to hear, record, and learn the pronunciation of a sound. One of the most important factors in terms of modeling and content, which reflects the essence of the dialogue between the student and the computer, is that the curriculum is developed in accordance with general psychological principles. According to these principles, the interaction between the student and the computer should, as far as possible, be reminiscent of the social relationships that occur between people and prevent

tensions from arising in front of the student. As a result, the student should not be intimidated in the communication process and should believe that the existing communication is based on friendship.

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