

POSSIBILITIES OF EDUCATIONAL TECHNOLOGIES IN ENGLISH CLASSES

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ABSTARCT

With the spread and development of English around the world, English is used as a second language in the Republic of Uzbekistan. It enjoys a high prestige in the country. At present the role and status of English in Uzbekistan is higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. As the number of English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, radio, TV has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching. The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Technology lies at the heart of the globalization process; affecting education work and culture. The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education". It is also a crucial determinant for university entrance and processing well paid jobs in the commercial sector. Since there are more and more English learners in a different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves multimedia in ELT in order to create English contexts. This helps students to get involved and learn according to their interests, It has been tested effectively and is widely accepted for teaching English in modern world. Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers. According to David Graddol 'it is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre.

KEY WORDS: *English as a second language, educational technologies, visual, auditory, teaching English.*

INTRODUCTION.

In language teaching and learning, we have a lot to choose from the world of technology: Radio, TV, CD Rom, Computers, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD's or VCD's, Electronic boards, mobile phones, various cards and etc. The last two decades have witnessed a revolution due to onset of technology, and has changed the dynamics of various industries, and has also influenced the industries and the way people interact and work in the society. This rapid rising and development of information technology has offered a better pattern to explore the new teaching model. As a result, technology plays a very important role in English teaching. Using multimedia to create a context to teach English has its unique advantages. This paper tries to analyze the necessity of multimedia technology to language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner. So we are able to use all our opportunities by using new methods of

techniques, it helps pupils to understand the foreign language clearly and easier. In our job we would like to show and explain all teaching technologies and their opportunities in teaching English language during the lessons. Example: with the help of computer and speakers, projector, audio, video and cards will be easy playing games, do various activities and non-traditional lessons. We have all opportunities of technologies for giving the best knowledge to our generations during the English lesson. Nowadays our pupils are more energy and smart, they try to take all your knowledge as possible as they can. So and we have to use all our opportunities to give them good knowledge. They should know English very well and add their opportunities in the future. Let's do it together!

What is the most appropriate approach for teaching young learners?

There is no right answer to this question, as it will depend on many factors: the age of the children, class size, the competency of the teacher, availability of resources, the school context and the framework constructed by bodies that create the educational landscape for the locality. Should oral development precede reading and writing? There is a school of thought that suggests children learn best by hearing language being effectively modelled by skilled teachers, and having natural opportunities to use language in productive activities, before embarking on robust learning of literacy. However, the relative success of this type of approach may lie in the oral competency of the teacher and easy access to appropriate resources.

In some contexts, it may make more sense to expose children early to reading, learning phonics and the explicit teaching of grammar. Clearly, it makes little sense to be teaching reading and writing in a second language beyond what has been achieved in a first language, although it may be possible for the two languages to develop at similar rates. However, older learners may have knowledge of literacy to transfer over from a stronger first language. In many contexts, schools are measured by how many children pass academic exams, which may necessitate and encourage a 'teaching to the test' mentality amongst teachers. However, this could mean that the more important aspects of learning are neglected. The significance of oral competency When learners of English are immersed in the target language, for example children studying in English medium schools or where the dominant language of the locality is English, as in the UK, the development of oral competency naturally tends to precede a more specific focus on reading and writing. However, when we are talking about foreign language learning the decision is more complex.

For younger learners effective classroom strategies have traditionally involved use of songs, rhymes and traditional stories with repeated language structures. The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. These tools can also help to support teachers who don't feel as confident with their own language skills. Technology also affords children the opportunity to record themselves for playback at a later time. Learners report that the ability to listen and play back recordings helps identification of grammatical errors and inaccuracy in pronunciation, encouraging self-improvement.

Young children can use Flip, or other video cameras to record their mouth movements to develop phonetic accuracy; recordings can subsequently be compared with standard models sourced from the internet. Learning resources, such as songs and poems, can be downloaded from the internet and practiced as a whole class via an interactive whiteboard prior to a live performance that can be filmed for posterity. Taking a karaoke-style approach, children are able to digitally visualize rhymes and songs through freeze-frame photography, artwork and text based legends that can be synchronized to the words. Audio recorders like talking tins, pegs or cards can be used to reinforce the learning of traditional rhymes or to record the singing of popular songs. Talking photo

albums have been successfully used to create stories or non-fiction texts with an oral narrative. Here photos and text can be inserted into each page of the album and the user can subsequently record a corresponding narration. Recording devices like these are cheap, portable and simple enough to be used by even the youngest learner, where being able to overwrite recordings multiple times is essential to allow learners to achieve relative success in their oral work. Audio recorders have also been used to encourage reticent speakers to use oral language more openly in the classroom; a child makes a recording in isolation and plays this back in the classroom. Recording devices also have a key role to play in assessment

Mobile games:

The content is organized into themes related to English culture, featuring exercises for practicing vocabulary, spelling, word associations, speaking and listening, reading and writing, and grammar in context. Through rich multimedia the software presents game-based activities to a user, recording progression and manually uploading achievements at regular intervals to the company's servers. In one family learning project the technology was used with newly arrived Eastern European parents and their pre-school children to facilitate home-school communication and support their acquisition of English. Youngsters enjoyed working with their parents on the game-based activities. Adult participants using the system reported that they felt more confident in their writing abilities and were more equipped to engage in community-based activities and in communicating with their children's schools.

Use of Technology in Teaching English

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

The Growth of ELT Through Technology 21 st century is the age of globalization and is important to grasp on various foreign languages and English language comes first. English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet.. The same study indicates that over 80% of information stored on the internet is in English. For the first time there are more Non-Native than Native users of the language and diversity of context in terms of learners, age, nationality, learning background etcetera has become a defining characteristic of ELT today. With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand –in hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many. With this there has been a very significant proliferation of literature regarding the use of technology in teaching English language. Mostly these writings unequivocally accept technology as the most essential part in teaching. In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the

extent of obliterating human part of teacher by technology part has been very dominant. And as a result if we neglect or ignore technological developments they will continue and perhaps we will never be able to catch up, irrespective of our discipline or branch. For this reason it is important for language teachers to be aware of the latest and best equipment and to have a full knowledge of what is available in any given situation.

Teachers can use Multimedia Technology to give more colorful, stimulating lectures. There are many techniques applicable in various degrees to language learning situation. Some are useful for testing and distance education, and some for teaching business English, spoken English, reading, listening or interpreting. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively new useful and never let machines takeover the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must know how to make use of the new technology. Here we also need to emphasize that the new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form. Analysis on Necessity of Application of Multimedia Technology to English Teaching. To Cultivate Students' Interest in Study

Nowadays, the stereotyped traditional teaching methods and environment are unpopular while multimedia technology featuring audio, visual animation effects naturally and humanely makes us more access to information besides, with such characteristics as abundant-information and crossing time and space, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities.

To Promote Students' Communication Capacity. Traditional teaching has hampered students' capacity to comprehend certain language and also understanding to structure, meaning and function of the language, and makes the students passive recipients of knowledge, so it is hard to achieve the target of communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, the multimedia technology seeks integration of teaching and learning and provides the students greater incentives, The PPT courseware activate students' thinking; the visual and vivid courseware rand help them to transforms English learning into capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students. So multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice.

The multimedia courseware can offer the students abundant information; more plentiful than textbooks, and help them to get of displays vivid cultural background, rich content and true-to-life language materials, which are much natural and closer to life. Not only could learners improve their listening ability, but also learn the western culture. Grasping information through various channels can equip; the students with knowledge and bring about information-sharing among students and make them actively participate in class discussion and communication.

To Improve Teaching Effect

Multimedia teachings enrich teaching content and make the best of class time and break the "teacher centered" teaching pattern and fundamentally improve class efficiency. Due to large classes it is difficult for the students to have speaking communication. The utilization of multi-media sound lab materializes the individualized and co-operative teaching. The traditional teaching model mainly emphasized on teachers' instruction, and the information provided is limited due to traditional classes. On the contrary, multimedia technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates students'

initiatives and economizes class time meanwhile increases class information.

To Improve Interaction Between Teacher and Student

Multimedia teaching stresses the role of students, and enhances the importance of “interaction” between teachers and students. A major feature of multimedia teaching is to train and improve students’ ability to listen and speak, and to develop their communicative competence, During this process, the teacher’s role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

Creates a Context for Language teaching

Multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students, When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware, Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in ELT is effective in nurturing students’ interest in learning English, as well as enhancing teachers’ interest in

English language is teaching through Multimedia and network technology we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students’ interest in learning English.

To Provide Flexibility to Course Content: In addition, multimedia teaching is also flexible. It is obvious that the context can be created not only in the classroom, but also after class. Multimedia language teaching can also create a multimedia language environment for the purpose of conducting language teaching. English teaching itself must focus on the guidance of teachers and be student-centered, which we believe is one of the principles for language teaching. Students are bound to have some problems in classroom teaching, which can be addressed under the guidance of teachers. In such circumstances, students can use the new technology to their advantage, such as manipulating the network to contact teachers, and receiving answers by email.

Analysis on Problems Arising from Application for Multimedia Technology to English Teaching. In spite of advantages of application of multimedia technology to English class teaching has to improve teaching effect and university students’ overall capacities, there are many problems existing in practical teaching, such as:

Major Means Replaced by the Assisting One

It is proved through practice that adequate application of multimedia technology to teaching can make breakthroughs in class teaching. That is to say, during multimedia assisting teaching, teachers still play the leading role that their position could never be replaced by the computer. For instance, the introduction to each lesson and speaking communication are good way to improve students’ listening and speaking which the computer cannot fulfill, Therefore, teachers’ interpretation shall not be overlooked. Meanwhile, as a practical linguistic science, English should be used very often in class to cultivate the students’ communicative competence, Multimedia, as an instrument for assisting teaching, serves the teachers despite its extraordinary effect, So teaching determines whether to adopt multimedia technology. Otherwise, the teachers were acting as the projectionist, clicking the

screen.

Technology has an important role to play in improving the teaching and learning of English in primary education. The range of technologies available today can help teachers in a number of ways, both in the classroom of young learners, and increasingly in the home environment and on the go in their daily lives. The use of technology is clearly 'situated', contextual, and based on the notion that what works in one context may not be fully reproducible in another. However, creative professionals will always be able to see the potential of an idea and are particularly adept at tailoring approaches to the individual needs of their learners. With the continued decline in manufacturing costs, the broader reach and speed of communications networks, and the development of a reading and writing website, English teachers have an unprecedented opportunity to ensure that their study plans and Teaching styles truly meet the needs of 21st century students. "Ideally, the purpose of cooperative language learning classes, both traditional and computer-assisted, is to create a space where learning and learning itself can be facilitated." It is true that one of the ultimate goals of multimedia language teaching is to increase students' motivation and interest in learning, which can be a practical way to engage them in language learning. The context of ELT should be based on the openness and accessibility of teaching materials and information. By optimizing multimedia English lessons, students are not overly dependent on their mother tongue, but are motivated and instructed to communicate with each other. Regarding technological developments, we assume that the use of multimedia English lessons will develop further in the future. The English learning process will be more student-centered but will take less time. Therefore, it promises to improve the quality of teaching and effectively cultivate students 'applied English skills scanning, that is, further develop students' communicative competence. In summary, we believe that this process can fully enhance students' imagination and practical language skills, which is helpful and helpful in ensuring and achieving an effective teaching and learning outcome.

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