

The Role of ICT in Teaching Receptive Skills of Speech Activity

Samatov Shokhjakhon

Uzbekistan State World Languages University, Master's department, Faculty of Foreign languages and literature, student of the 4th group

Samiyeva Sayyora

Senior teacher of the Department of Theoretical Aspects of English 1

ANNOTATION

The paper examines the role of ICT in teaching receptive skills of speech activity. Indeed, we live in the computer age, which necessitates the services of a variety of professionals, including teachers, computer literacy experts, and technology educators. Currently, there is an active process of informatization in the field of education, which includes the intensive introduction and application of new information technologies, as well as the use of all forms of communication that can aid in the formation of an intellectually developed individual who is well versed in the information space. The fast use of information processes in a variety of areas necessitates the creation of a new educational model based on modern information technologies.

KEYWORDS: ICT, receptive skills, information, education, speech activity, communication, autonomous thinking, motivation.

For an individual, knowledge and qualifications become top priorities. Thus, the educational system should focus on the acquisition of intellectual talents, such as the ability to engage in independent cognitive activity, rather than the assimilation of a large amount of ready-made knowledge. This is a different educational system than the one that was previously in demand by society. The application of cutting-edge information technology tools in a variety of disciplines, including education, is becoming increasingly crucial. The computerization of the educational process is cited as one of the important components in the organization of education in both local and international literature.

The main goals of using technologies in English lessons are [1]:

- ✓ increasing motivation to learn the language;
- ✓ development of speech competence: the ability to understand authentic foreign texts, as well as the ability to convey information in coherent reasoned statements;
- ✓ increase in the volume of linguistic knowledge;
- ✓ expanding the volume of knowledge about the socio-cultural specifics of the country of the language being studied;
- ✓ development of the ability and readiness for independent study of the English language.

English teachers, use technologies for various purposes: improving professional skills, improving language and speech skills, searching for information, correspondence with friends and colleagues, creating didactic material for lessons, checking homework, working on

projects of various levels. For the development of autonomous thinking, a textbook and a teacher are insufficient; the ability to reflect (thinking, self-observation, and self-assessment) is also required. Students will require a diverse set of material that reflects several points of view on the same issue, as well as food for thought, critical analysis, generalizations, autonomous conclusions, and solutions [2].

Let's consider the main types of linguodidactic tasks that can be solved using ICT, namely the linguo-methodological possibilities of utilizing computer learning aids in mastering components of the language, developing skills and abilities in various types of speech activity.

- When learning to read: ICT allows the improvement of reading skills through the use of such techniques as varying the field of perception and the tempo of presentation, changing the location of the text, etc.; strengthening receptive lexical and grammatical reading skills; mastering the skills of extracting semantic information of various types from the text (basic, secondary, clarifying, etc.); training in various types of text analysis; formation of the ability to independently overcome language difficulties; provision of reference and information support by providing linguistic or extralinguistic information (through the use of automatic dictionaries, electronic encyclopedias); control of the correctness and depth of understanding of the read text [3].
- When learning to listen: Formation of phonetic listening skills; control of the correct understanding of the listened text; ability to understand authentic speech. In the work, we also use the capabilities of ICT to solve complex problems, so multimedia lessons and tasks are used to train listening skills and skills. The sources of such tasks are multimedia lessons and the Internet [4].

We can handle a number of didactic goals in English lessons with the help of a computer: form reading skills and abilities, replenish students' vocabulary; form a consistent motivation for studying English. The realm of cutting-edge digital technologies is becoming increasingly important in our daily lives. They promote motivation and cognitive activity in students of all ages and widen their horizons when used in the classroom. ICT aims to improve the forms and techniques of organizing the educational process by enhancing the learning process [5].

Overall, new information technologies attract students and are one of their main interests. Therefore, the use of information technology in the educational process contributes to the formation of positive motivation. The advantage of using a computer is that it allows to improve the professional level of teachers. Acquaintance with new ICT is striking in its opportunities that open up for improving the educational process and the education system as a whole. New information technologies introduced in education contribute to its rise to a qualitatively new level.

References

1. Nikitina I.N. Urok anglijskogo jazyka s ispol'zovaniem novyh informacionnyh tehnologij // Internet-zhurnal Festival' pedagogicheskikh idej «Otkrytyj urok», 2004 – 2005. <http://festival.1september.ru/articles/213950/>
2. Karavanova N.B. Unikal'nyj kurs anglijskoj zvuchashhej rechi. – M.: OLMA Media Grupp, 2010. – 320s.

3. Biboletova M.Z., Denisenko O.A., Trubanjova N.N. Anglijskij jazyk: Anglijskij s udovol'stvijem/ Enjoy English: Uchebnik dlja 3 kl. obshheobraz. uchrezhd. – Obninsk: Titul, 2010. – 144 s.: il.
4. Biboletova M.Z., Trubanjova N.N. Programma kursa anglijskogo jazyka k UMK Anglijskij s udovol'stvijem/ Enjoy English dlja 2-11 klassov obshheobraz. uchrezhd. – Obninsk: Titul, 2010. – 56 s.
5. Naryshkina E.A. Ispol'zovanie komp'juternyh programm pri obuchenii anglijskomu jazyku // Internet-zhurnal Festival' pedagogicheskij idej «Otkrytyj urok», 2007.