



APPLICATION OF DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION

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Abstract

In this article, we consider the features of teaching a foreign language in vocational education in the context of a forced transition to distance learning. The article pays special attention to the comparison of methods of teaching a foreign language in traditional approach and online classes. The author highlights both positive and negative aspects of teaching a foreign language in vocational education in the context of a forced transition to distance learning, but comes to the conclusion that, given the specifics of teaching a foreign language, blended learning (Blended learning). The author emphasizes that the specificity of teaching a foreign language in vocational education requires direct contact between the teacher and the student in order to creating a language environment for communication in the classroom, which does not exclude the use of digital technologies.

Keywords: blended learning, the use of digital tools, vocational education, traditional approach, online learning.

Announcement by the World Health Organization (WHO) of the COVID-19 pandemic in March 2020 was a turning point in learning schoolchildren and students. Online learning theme immediately became the most relevant for both the scientific community and practitioners of the education system. As for the teachers, they had to trial and error to find and create the most effective methods of teaching their discipline in conditions of distance learning. A sharp transition from classroom to distance learning training revealed a number of problems that required immediate solutions. The material and technical problems include: the provision of students and teachers with computers with a video camera and an audio system; high speed internet; uninterrupted energy supply; reliable operation of corporate and other Internet platforms. To the methodological problems of distance learning, we would be attributed primarily to the computer literacy of teachers and students; using digital learning tools; development and creation of tasks, taking into account the functionality and tools of the corresponding learning platform, for example, Moodle;





development of student motivation to distance learning. Communication in distance learning involves three forms of communication between a teacher and a student: videoconferencing, chat and electronic mail. Lack of live contact causes feeling of detachment from the listener, the emotional component of communication is reduced, lack of visual contact (chat, correspondence e-mail) reduces the control of the emotions of the participants in the communication. Digital technologies have long become an integral part of teaching foreign languages in vocational education. In the classroom in a foreign language such digital learning tools like electronic offline and online dictionaries, textbooks with an electronic application on CD, videos, multimedia presentations, electronic textbooks, electronic testing, electronic training courses in various disciplines and various Internet resources. The use of digital technologies significantly increases the efficiency of the lesson, its effectiveness and allows you to get 100% involvement of students in the learning process. Consider the application of these digital learning technologies in foreign language classes from the point of view of both traditional and remote learning. The most necessary and popular tool teaching a foreign language are electronic dictionaries. If the search for the translation of a word in a paper dictionary takes several minutes, then the electronic offline dictionary literally in a second offers all the meanings of the word. Using an electronic offline dictionary in the classroom, the student learns to translate sentences taking into account their structure, context, polysemy of the word, develops a linguistic guess. Electronic online dictionaries offer ready-made solutions, and students tend not to try approach such a translation critically, using your language experience. When performing tasks in a foreign language in distance learning, students use electronic dictionaries, but which ones - offline or online dictionaries - the teacher cannot check. Receiving assignments from students in electronic form, the teacher immediately understands which dictionary the student used to translation. Electronic online dictionaries are wrong translate phraseological units, idioms, phrasal verbs and do not take into account the context. Based From practical experience, we have come to the conclusion that what about online foreign language classes it is inappropriate to give tasks such as translating a text or sentences. We guess, that translation should be secondary when working with text or exercises. In order for translation not to be the main task, we suggested, for example, the following wording when working with a text: "Read and translate the text, briefly convey the content text in Uzbek. Find in the text sentences with a predicate in Passive Voice and answer to questions about the text. With these wording tasks the student must demonstrate not so much the ability to translate as knowledge grammar, vocabulary and articulation skills their answers in a foreign language. Even with work in a





videoconference, the teacher does not can see with which dictionary the student translated the text, but by the results of other assignments to the text, it becomes clear the student himself translated the text or with the help of an Internet service, for example, Google.Translate. To develop competence in this form speech activity, like speaking, in traditional classes, students tell monologue on a given topic. Monologue utterance develops memory, phonetic speaking skills and speed. In a monologic utterance, the phonetic side of speech, grammatical, lexical and semantic components. When a student recites a monologue while sitting in front of the teacher, he can't use cheat sheets. At foreign language distance learning you can listen to a monologue in a video conference, but to say with confidence that the student did not peep anywhere, it is impossible. One of the most effective ways to control of assimilation of material in distance learning is electronic testing. Electronic testing may include includes various types of tasks: both grammatical and lexical, to test competencies in reading and writing. Convenience of electronic testing lies in the fact that the student immediately after the end of the test finds out his result, and the teacher can determine from the answers what material the student has not mastered. During online classes, communication between teacher and students going through the chat. Chat can be not only a means of communication, but also a means of learning. It is very good to use chat at the beginning of the lesson for a language warm-up: teacher writes a question, and students without preparation answer it.

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