

UDC 378

TECHNOLOGY INTEGRATION IN LANGUAGE TEACHINGM.F. Shavkatjonova¹*Abstract*

This article rightly reveals the primal and undeniable fore deals of utilizing cutting-edge technology in terms of instructing fremd languages together with putting forward unelectable evidences that indicates the sufficient effects of taking advantage of contemporary technology. The author further provides convincing facts concerning financial states of every fervent individual as well as creating adequate occupational vacancies.

Key words: computer – modified teaching, technological knowledge, conceptual and methodological materials, authentic materials, holistic teaching.

We live in a global world, it influences simultaneously on evolving of language as English. Nowadays this language is getting paramount in every corner of the world. There has been great impact on language teaching and learning due to the fact of technological developments for the last twenty years. In the past the language laboratories were considered useful part of learning English, later it was discovered that it influences on learners less than waited result. However, there are precise difference between earlier technological development and the present one. In the language laboratories, for instance, students practice mostly on drilling exercise and there was an interaction of student –to- machine which performance an unreal way of communication. But today's technology supplies its user with various opportunities which facilitate learners to interact with their foreign peers, native language speakers and at the same time it greatly influence their learning process. In fact, modern technology helps the students to experience their new learned language through person-to-person interaction via telecommunications and computer networks. For instance, the initiative usage of computer in English classes was mostly based on repetitive work and to teach some grammar forms which were related principles of structural approach of language teaching. Computers were mostly brought into language education as the role of tutorials where learners go and practice in the target language.

The advantages of computer-mediated teaching are unnumbered; they encourage students' motivation and increase their self-discovery of complete situations. Second, current computer technologies give them the opportunity to put their knowledge into practice through networks and they develop their language competence by sharing their ideas with their native speaker peers through virtual world. In computer-mediated learning the teacher use three kind of knowledge: content, pedagogical and technological knowledge which are interrelated in language pedagogy, in current days the last one is in the ongoing process. Another advantage of incorporating technology in language education is defined with the opportunity to interact within meaningful context. This interaction can be happened in concordance software, telecommunications, text-reconstruction software and multimedia simulation software. There is no necessity for human-to human interaction.

Nowadays the best medium of communication is the Internet what the students can use it in any location and time. It supplies language learners both authentic tasks and projects which help students to learn both content and language. Though technology integrated learning has been used in the simple form since the middle years of last century, it has only gave its huge fruit in the last ten years due to computer technological development. The computer shows the greatest impact on language methodology. It is full of with a great deal of information which can be utilized in learning and teaching process. This information is helpful to make better the efficiency of teaching and it leads to successful learning. It includes physical materials (images, board, book, poster, video

¹ Шавкатжоновна Мафтуна Фуркатовна, магистрант, Самаркандский государственный институт иностранных языков, Узбекистан.

projector, chart ...) or conceptual and methodological materials. "When we refer to web teaching resources we are talking about the different kinds of materials and tools that we can find on the Internet, with the same purpose of improving the quality and efficiency of learning in activities which make use of those resources. Therefore, a first distinction can be made between materials, which provide contents, and tools, which let us process those contents, create our own materials or interact and collaborate with other people in learning environments. The type of web resources to be used will depend on the kind of activity to be developed. By searching the Internet, not only can we find text documents, but also images, videos, audio files, presentations, conceptual maps or documents with a diverse kind of interactivity and graphic or multimedia combinations. And what more, most of those are for free.

1. Teaching materials: They are usually created with a curricular didactic aim and may include different kinds of documents and activities: practice exercises (grammar, vocabulary, and skills), tutorials, simulations, games, etc).

2. Authentic materials: Their communicative or social function is authentic; they haven't been modified or adapted for teaching purposes. They can be used as a resource in discovery based learning activities and web tasks for language learning.

3. Reference materials: Dictionaries, encyclopedias, manuals, concordances online."

Nowadays the most wide used approach in teaching the English language is considered Communicative language teaching which provides the lessons with various interactive activities. Though this approach was introduced in 1970s, it is continuing to renew due to demands of learners and teachers. The important dimension of this method is that teachers can be flexible in the way they use activities to create classroom climate conducive. They are required also to change their roles as abovementioned according to the given tasks. Besides, this method is the best to involve learner's interaction by implementing pair work, group work, project work, role playing, presentation, discussion and debate. These activities stimulate learners' curiosity and encourage their autonomy. Nowadays these activities are frequently used in advanced classes which augment student speaking time. In addition to this Communicative language teaching method comprises all four skills- reading, writing, listening and speaking and also additional skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning and usage.

After quick review of literature on methods, we illustrated the peculiar sides of this interactive method in such lines:

1. Language competency can be obtained efficiently through interaction of people in community. Teachers should create peer community where interaction appears among them

2. The teacher talk is reduced, the student talk is increased;

3. Teacher should be tolerant of learners' errors, trials and mistakes, they are should be corrected at the end of the lesson.

4. Usage of specially designated authentic materials

5. Holistic teaching (integrating skills) is claimed to lead to the good communication skills

6. Grammar and other relevant skills are taught inductively.

Lately, we can watch in modern language classrooms that some teachers try to teach their students with the help of highly developed computer technologies in order to improve the quality of their lesson. Above we spoke about how to integrate computer technologies in language classrooms and how they can impact on learners. With the advent of communicative language teaching in 1980s and 1990s, however, learners became the center of teaching activities in which engagement with authentic, meaningful, contextualized discourses are required. This new trend led to the exploration of integration technology into the classroom. Holistic teaching demands technology. And technology has the potential to play a major role in English language teaching. First of all, a more authentic learning environment is created, since listening is combined with seeing, just like in the real world. Secondly, skills are easily integrated, since the variety of media make it natural to combine reading, writing, speaking and listening in a single activity. Third, students have great control over their learning (autonomy), since they can not only go at their own pace but even on their own individual path, going forward

and backwards to different parts of the program, refining in on particular aspects and skipping other aspects altogether.

Finally, a major advantage of technology is that it facilitates a principle focus on the content, without sacrificing a secondary focus on language form or learning strategies.

References:

1. Kervin, L. & B. Derewianka New technologies to support language learning. In B. Tomlinson(ed.). 2011. P. 328–351.
2. Warschauer M., Healey, D. Computers and language learning: An overview. Language Teaching. 1998. P. 57-71

© M.F. Shavkatjonova, 2019.
