

The Significance of Technologies in Development Language Proficiencies

Mirkomilova Nazakat Mirkhalilovna

(Tashkent, Uzbekistan) Student of Tashkent State University of Economics

Faculty: Corporate Governance, 1st year of bachelor

Eshmatova Yulduz (PhD)

Senior teacher of TSUE

Abstract: The article highlights the significance of tech and mobile devices for teaching and learning foreign languages. IT tech-based collaborative learning ensures enhanced student involvement, reduced stress, and improved learning. In order to enhance instruction for foreign languages, it is important to consider a variety of options in designing technology. Furthermore, it is crucial to understand different learning issues, theories of language acquisition, methodologies in foreign language teaching, and questions when designing instruction for foreign language learning via computers. The article preface is that innovation can be utilized as a compelling instructing instrument for English dialect learners. The creators talk about an assortment of inquire about outlining how instructors can offer assistance English dialect learners create their dialect abilities through the utilize of innovation.

Keywords: Internet, communicative culture, technology, vocabulary, dialect, versatile phones.

Introduction

Innovation is changing the way we communicate, socialize, play, shop and conduct trade. Other than, the social organizing insurgency makes the world a little town and gives individuals openings to be autonomous learners instead of getting information just from instructors in a conventional way. These recent, profound changes place pressure on the traditional models of language learning and teaching, such as teaching in a formal classroom setting. Moreover, they show us with challenges to re-design the way we educate and learn English. One new facet of our life today is the wide spread use of mobile phones. This widespread use of mobile phones makes it necessary for educationists to find means of utilizing this new trend in teaching. TEFL can advantage from this innovation in a number of ways particularly that the utilize of versatile phones can amplify distant past the classroom where it is more helpful to the understudy permitting for more opportunity and time. In addition, the students' easy access to the Internet through their phones enables them to make use of learning resources which had not been within reach in the past.

Methods for Language Teaching. The most reason of educating outside dialects is the arrangement and improvement of a communicative culture of schoolchildren, instructing commonsense authority of a remote dialect. Get to the Internet empowers instructors to require advantage of a tremendous sum of extra materials and assets that permit enhancing lessons with an assortment of thoughts, making them more successful, curiously, and intelligently.[1] Hence, competently joining data resources of the Web into the instructive handle, you will: frame and

make strides discourse abilities using modern bona fide materials; to renew lexicon with lexicon of the present day English dialect; to induce familiar with the highlights of discourse behavior, culture and conventions of different people groups within the conditions of communication.

Computer in the classroom: Having a computer in the classroom is an asset to any teacher. With a computer in the classroom, teachers are able to demonstrate a new lesson, present new material, illustrate how to use new programs, and show new websites.

The assignment of instructors is to form the conditions of viable dialect learning for each understudy to select such strategies of preparing that would empower each understudy to appear their action, their inventiveness. The task of the instructor is to extend student's cognitive exercises in learning remote dialects. Cutting edge instructive advances such as agreeable learning, extend strategy, the utilize of unused data innovations, the Web offer assistance to actualize student-centered approach to preparing, give individualized and separated learning, taking into account the capacities of children, their level of preparing, slants, etc. [2]

Shapes of work with computer preparing programs for remote dialect lessons incorporate: 1) Learning lexicon; - articulation; - preparing dialogical and monological discourse; 2) Educating composing; 3) Refinement of linguistic marvels.

Technology can make language learning more effective in traditional settings as well. For example, learners can record themselves using the language they are learning outside of class, and bring the recordings into the classroom for peer and instructor feedback and review. Learners can use technology during class to communicate with one another via text chatting, rather than speaking, which is beneficial for the language learning process because it allows learners time to reflect and review their output. [3] Furthermore, Innovation offers handfuls of apparatuses to assist learners in genuine time. Understudies can get to streamlined lexicons, make flashcards, and browse the web within the dialect they are learning. They can discover write buddies, discussion accomplices, and online guides. And they can experience rich examples of the dialects they are learning instead of being restricted to inactive cases from conventional reading material. Facebook, LinkedIn, Instagram, and Twitter all offer an everyday smorgasboard of dialect learning hone for brave learners who need to combine social media utilization with dialect learning hone. [4]

The use of presentations in lessons allows you to animate, change and highlight the most important elements using color, font, tilt, and size. For example, when explaining the formation of questions in English, students see how the sentence is gradually rebuilt from a narrative to an interrogative. If necessary, you can repeat one or another step. You can also add photos, diagrams, or tables to your presentation, which further enhances the impact. This technique relies heavily on visualization, which leads to better assimilation of the material.

There are computer tools like MicroMandarin that suggest vocabulary based on location. Tip Tap Tones trains users to recognize Chinese tones. Used wallpaper to teach vocabulary. Building on ideas to create engaging 3D virtual reality video game. Rosetta Stone is a language tool that uses pictures for teaching. Tasks involve identifying the picture that matches the target phrase. Rosetta Stone offers advantages over traditional curricula with immediate feedback, visual context, and inferred meaning. Our work adds an interactive 3D environment with priority on experimentation and task completion. DuoLingo teaches language through sentence translation, with a structured progression and motivation systems. Using DuoLingo for 34 hours is equal to a college course in Spanish, but many stop within 2 hours. Our work incentivizes users with game elements and teaches language in a physical context, not just translation. [5]

Many of the recommendations of mobile learning practice apply to the use of podcasting for learning. These include the provision of resources that can be used autonomously, appropriate length, taking screen size into consideration in the design of resources (which applies to video

podcasts) and chunking knowledge as independent learning objects to facilitate processing of information [6, C. 139,145.].

Students perceive auditory and visual stimuli, including articulatory movements and correct intonation on computer screens. Program selection based on current educational material, student level, and abilities. We use "The Royal Family" program to learn English with royal members and ancient traditions. It provides basic info on British royals. Click a photo to view full name, title, and date of birth. Tools for presenting info are available. After watching the video on public speaking by the Queen, students can witness important life events of monarchs and hear the queen speak classic English. The program offers the option to use reference materials, dictionary and word processor. Students can use a dictionary to view words on screen, hear correct pronunciation and see translations if needed. [7, P. 3,4]

Conclusion

Overall, student satisfaction surveys validate the ongoing triumph of online resources in educating foreign languages, but a growing collection of literature implies that such technologies are fostering independent learning and enhanced cross-cultural proficiency among students. Technology does not guarantee success in language learning. We have seen many unsuccessful results in the history of language teaching despite investing so much on equipping language learning environments with highly advanced technological devices in the expectation of success. It is clear that. "... the key to successful use of technology in language teaching lies not in hardware or software but in "humanware" – our human capacity as teachers to plan, design and implement effective educational activity" [8, p.303,318]. Technology can only become effective and useful in language teaching and learning environments in hands of competent teachers.

References:

1. Albrecht K.N. The use of ICT in English lessons // Electronic Scientific Journal "Information and Communication Technologies in Pedagogical Education". - 2010. <http://journal.kuzspa.ru/articles/45/>
2. Diane, J. T. Second Language Teacher Education: International Perspectives. Oxford: Routledge, Taylor & Francis, 2013
3. Rosenberg, M. J. 2001. E-Learning: Strategies for Delivering Knowledge in the Digital Age. New York: McGraw-Hill.
4. Teaching Languages Online: Innovations and Challenges Mayu Miyamoto, Natsumi Suzuki, Atsushi Fukada Yuhuan Huang, Siyan Hou, Wei Hong.
5. Julie E Sykes, Jonathon Reinhardt, Judith Liskin-Gasparro, and Manel Lacorte. 2012 Language at play: Digital games in second and foreign language teaching and learning. Pearson Higher Ed.
6. Гузеев, В.В. Педагогическая техника в контексте образовательной технологии / В.В. Гузеев. - М.: Народное образование, 2001. – С. 139-145.
7. Biboletova M.Z. Multimedia tools as an assistant to the UMK "Enjoy English" for high school // Foreign languages at school. - 1999. - No. 3. P. 3-4.
8. Warschauer, M., & Meskill, C. (2000). Technology and second language learning. In J. Rosenthal (Ed.), Handbook of undergraduate second language education (p.303-318). Mahwah, New Jersey: Lawrence Erlbaum.