

## The use of information and communication technologies in teaching a foreign language

**Masodikova Zulfiyakhon Hamdamovna,**  
Teacher of Kokand State Pedagogical Institute,  
Uzbekistan CHENRAN,  
He Bei University International Chinese teacher

### ARTICLE INFO.

**Keywords:** *communication, multimedia, printing press, telephone, television, technologies, software.*

### Abstract:

At the end of the twentieth century humanity has entered a stage of development, which is called the post-industrial or information society. But the judgment "We live in the age of information and communications" is not entirely correct, since both information and communications have always existed. Throughout the thousand-year history, human society has been accumulating knowledge and improving the ways of storing and processing information. First, writing spread, then the printing press, telephone, and television.

<http://www.gospodarkainnowacje.pl/> © 2023 LWAB.

In recent years, the issue of the use of information and communication technologies (ICT) at university has been increasingly studied. Since these are not only modern technical means, but also completely different forms and methods of teaching, a new approach to the learning process.

A modern teacher must take into account the fact that multimedia teaching aids have firmly entered life. The use of new information technologies expands the scope of the educational process, increases its practical orientation, helps to increase the motivation of students in the educational process, the development of intellectual, creative abilities of students, their ability to independently acquire new knowledge and create conditions for their successful self-realization in the future.

Means of information and communication technologies are software, hardware and software and technical means and devices operating on the basis of microprocessor, computer technology, as well as modern means and systems for broadcasting information, information exchange, providing operations for collecting, production, accumulation, storage, processing, transmission of information and the ability to access information resources of local and global computer networks .

To the most commonly used ICT tools in the educational process relate:

- 1) electronic textbooks and manuals demonstrated using computer and multimedia projector;
- 2) electronic encyclopedias and reference books;

- 3) simulators and testing programs;
- 4) educational resources of the Internet;
- 5) DVD and CD discs with pictures and illustrations;
- 6) video and audio equipment;
- 7) research work and projects;
- 8) interactive board.

Methodists distinguish several classifications of ICT tools. IN according to the first classification, all ICT tools used in education system can be divided into two types: hardware (computer, printer, scanner, camera, camcorder, audio/video recorder) and software (electronic textbooks, simulators, test environments, information sites, Internet search engines, etc.).

The main goal of teaching the German language is the formation and development of the communicative culture of schoolchildren, teaching the practical mastery of the German language. The task of the teacher is to activate the activity

each student in the learning process, create situations for their creative activity. In modern conditions, given the great and serious interest of students in information technology, you can use this opportunity as a tool for developing motivation for

German lessons. The computer allows you to qualitatively change the control over the activities of students, while providing flexibility in managing the educational process. The role of the teacher is very important here. The teacher selects computer programs for the lesson, didactic material and individual tasks, helps students in the process of work, evaluates their knowledge and their development. The use of computer technology makes and allows an informed choice of the best training option.

The use of a computer as a tool for working with information is very diverse and diverse. The specificity of the subject of the German language determines the active and appropriate use of the computer in the classroom. The leading component of the content of teaching the German language is teaching various types of speech activity: listening, reading, writing and speaking. With the help of a computer, you can solve the main linguo didactic tasks of teaching aspects of the language, forming skills and abilities in various types of speech activity.

*When teaching grammar* - the formation of receptive grammatical reading and listening skills; formation of productive grammatical skills of predominantly written speech; control the level of formation of grammatical skills based on test programs; provision of reference and information support (automated grammar references, detection *systems grammatical errors*).

*When teaching vocabulary* - the formation of receptive lexical reading and listening skills; formation of productive lexical predominantly writing skills; level control the formation of lexical skills based on test and game computer programs using visual clarity; expanding students' vocabulary.

*When teaching reading* - the formation of skills to establish sound-letter correspondences; teaching the technique of reading aloud; improving reading skills; fixing receptive lexical and grammatical reading skills; mastery of skills extraction of semantic information of various types from the text; education various types of text analysis; formation of independent overcoming language difficulties; correctness and depth control reading comprehension.

*When teaching listening* - the formation of phonetic listening skills; control of the correct understanding of the listened text. *When teaching speaking* - the formation of phonetic speaking skills; organization of communication in pairs and small groups using role-playing games.

*When teaching translation* - the formation of lexical and grammatical skills of translation; checking

the correctness of the translation.

Considering the issue of teaching listening and speaking in foreign language lessons, it should be noted that modern multimedia tools provide more opportunities for the development of trained skills. Listening, according to the definition of R.K. Minyar-Beloručeva, involves auditory perception of speech with its understanding, and speaking is characterized by productivity (reproductivity) and the use of the oral form of speech. The possibilities of multimedia make it possible to formulate listening and speaking skills practically in a real communication situation in which the studied foreign language will subsequently be used.

Information and communication technologies accelerate the learning process, increase children's motivation to learn a foreign language and the formation of individual, creative, cognitive abilities. It is information technology that can make the learning process personally significant for the student, in where he will be able to fully reveal his creative potential, show his research abilities, imagination, creativity, activity and independence.

### References:

1. Аверин, М. М. Deutsch 7-8: Fremdsprache / Немецкий язык. 7–8 классы. Контрольные задания / М.М. Аверин, Е.Ю. Гуцалюк, Е.Р. Харченко. – Москва: ИЛ, 2016. – 811 с. – ISBN: 9785090371872 З Бим, И. Л. Deutsch: 8 klasse: Lehrerhandbuch / Немецкий язык. 8 класс. Книга для учителя /
2. И.Л. Бим, Л.В. Садомова, Ж.Я. Крылова. – Москва.: Просвещение, 2012. – 137 с. – ISBN: 9785090266932
3. Xamdamovna, M. Z., & Daughter, A. G. D. S. (2022). THE ROLE OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES, SURPRISING CONNECTIONS BETWEEN ENGLISH AND GERMAN. *Galaxy International Interdisciplinary Research Journal*, 10(3), 490-493.
4. Масодикова З., & Омонбоева М.О. (2015). THE EDUCATIONAL IMPORTANCE OF USING PROVERBS IN FOREIGN LANGUAGES TEACHING. *Ученый XXI века*, (12 (13)), 73-75.
5. Zulfiya, M. (2022). WAYS OF FORMATION AND DEVELOPMENT OF THE CHECK COMPONENTS OF THE FUNCTIONAL LITERACY OF THE STUDENTS. *JournalNX-A Multidisciplinary Peer Reviewed Journal*, 8 (11), 208–212.
6. Zulfiyakhon, M. (2022). MECHANISMS TO ENSURE EFFECTIVENESS OF GERMAN LANGUAGE TEACHING IN HIGHER EDUCATION INSTITUTIONS. *Galaxy International Interdisciplinary Research Journal*, 10(11), 726-730.
7. Masodikova Zulfiya. (2022). WAYS OF FORMATION AND DEVELOPMENT OF THE CHECK COMPONENTS OF THE FUNCTIONAL LITERACY OF THE STUDENTS. *Open Access Repository*, 8(11), 208–212. <https://doi.org/10.17605/OSF.IO/9PXWU>
8. Масодикова, З. Х., & Омонбоева, М. О. (2016). Chet tillarini o'qitishda ta'lim va tarbiyaning birligi. *Молодой ученый*, (3-1), 47-48.
9. Qizi, O. K. E. (2022). INGLIZ TILIDAGI ANTONIMLARNING BADIY MATNDAGI ROLI. *Oriental Art and Culture*, 3(1), 142-146.
10. Oripova, K. (2021). Til va madaniyatning uzviy aloqadorligi. *Scienceweb academic papers collection*.
11. Oripova, K. (2021). Listening Dysfunctions As One Of The Problematic Skills In Teaching Listening. *Scienceweb academic papers collection*.

12. Oripova, K. (2022). INGLIZ TILIDAGI ANTONIMLARNING BADIY MATNDAGI ROLI. *Scienceweb academic papers collection*.
13. SAIDAKBAROVA, M. (2018). Historical facts and poetic fictions in the work of Alisher Navoi. *Scientific Journal of Fergana State University, 1*, 106-108.
14. Muqaddas Muhammadrahimovna Saidakbarova, & Ramziya Abdurahimovna Jo'Rayeva (2023). SHOH BAHROM: TARIXIY SHAXS VA BADIY OBRAZ. *Academic research in educational sciences, 4* (Conference Proceedings 1), 168-173.
15. Muhammadrahimovna, S. M., & Azamovna, K. F. (2022). FOLKLORE AND WRITTEN LITERATURE RELATIONS. *International Journal of Early Childhood Special Education, 14*(7).
16. Kobilova, Z. B., & Zokhidova, D. L. (2022). KOKAND LITERARY ENVIRONMENT. *Ann. For. Res, 65*(1), 878-888.
17. Nadim, M. H. (2021). ETHNOCULTURAL SITUATION OF UZBEK PEOPLE IN NORTHERN AFGHANISTAN. *Theoretical & Applied Science, (6)*, 490-492.
18. Шомуротова, Ш. Х. РОЛЬ И ЗНАЧЕНИЕ ИЗУЧЕНИЯ КОМПЛЕКСНЫХ СОЕДИНЕНИЙ. *ВВС 94 Z 40*, 183.
19. Shomurotova, S. X., Movlonova, S. A., & Abdulloyeva, M. R. (2022, June). Oliy ta'lim muassasalarining fizik-kolloid kimyo kursida "Kolloid sistemalarning olish usullari. Maydalash va kondensatlash" mavzularini o'qitish metodikasi. In *Conference Zone* (pp. 81-82).
20. Iskandarov, A. Y., Shomurotova, S. X., & Kamolova, N. (2020). Forming a methodology for developing students' creativity using creative methods in teaching chemistry to future chemistry teachers. *International journal of discourse on innovation, integration and education, 1*(2), 1-5.
21. Abdukodirovna, M. S. (2022). Methods and their importance in the field of chemistry training. *Asian Journal of Multidimensional Research, 11*(11), 382-385.
22. Movlonova, S. (2021). Oliy ta'lim muassasalarida azotli organik birikmalar mavzularini differensial yondashuv asosida o'qitish. *Jamiyat va innovatsiyalar*.
23. Agzamovna, K. F. (2021). Artistic speech is a factor of creating the hero's spirit (on the stories of Isajan Sultan). *ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH, 10*(5), 37-39.
24. Tajikhon, T., & Hilola, A. (2022). THE FOREWORD OF" MAJMUAI SHOYRON". *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11*(11), 432-435.
25. Abdulhamidovna, T. T. (2022). Navoi's Fatherly Love and Loyalty. *Miasto Przyszłości, 158-160*.
26. Toshboltaeva, T. (2022). PERSIAN INTERPRETATION OF FINE ART. *Galaxy International Interdisciplinary Research Journal, 10*(12), 678-682.
27. Azamovna, K. F. (2022). THE TRUTH BEHIND THE IMAGE. *Galaxy International Interdisciplinary Research Journal, 10*(12), 718-720.
28. Feruza, A. K. (2020). The Practical Value of Using Innovative Pedagogical Technologies in Literary Education. *Eastern Art and Culture, 3*, 368-372.
29. Mahmudjonova, H. (2022). IMPACT OF GENDER IN LANGUAGE ACQUISITION. *Scienceweb academic papers collection*.
30. Mahmudjonova, H. (2022). GREAT UZBEK WRITER ABDULLA AVLONIY'S VIEWPOINTS ON EDUCATION AND UPBRINGING