

THE USE OF MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH LANGUAGE LESSONS

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Abstract. *The article examines the growing importance of modern technologies in teaching foreign languages in higher education institutions. It highlights not only the introduction of new technical tools, but also the transformation of teaching methods, learning formats, and pedagogical approaches. The study emphasizes the creation of conditions that ensure practical language acquisition for every student through learner-centered instruction, collaborative learning, project-based methodology, and the integration of information and communication technologies (ICT) and Internet resources.*

The research finds that the application of information technologies enhances students' motivation, creativity, and cognitive activity. Learners develop key academic and communicative skills, including critical thinking, analysis, evaluation, independent research, and the ability to express and justify opinions in a foreign language. Multimedia resources and computer programs support multimodal learning by combining text, audio, and visual materials, thereby improving vocabulary acquisition, listening comprehension, pronunciation, and intercultural competence.

Keywords: *foreign language, information technology, multimedia resource, non-linguistic institution of higher education, communicative competence, Internet, information, education, distance learning independent work.*

INTRODUCTION

In recent years, the issue of using new modern technologies for teaching foreign languages in the Institution of Higher Education has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, and a new approach to the learning process.

In modern pedagogical practice, various teaching technologies are used, with the help of which the interest of students to the subject increases sharply; the academic performance and the level of intellectual culture are also increased. One of the main tasks of the research is to create conditions for practical language acquisition for each student, to choose such teaching methods that would allow each student to show his activity, his creativity, and also to activate the cognitive activity of the student in the process of teaching foreign languages. Up-to-date pedagogical technologies such as



training in cooperation, project methodology, the use of new information and communication technologies, and the Internet resources help to realize a person-oriented approach to teaching, provide individualization and differentiation of education, taking into account the abilities of children, their level of education, and inclinations. In the framework of achieving the aim of the research, it was found out by me that in the process of application of information technologies by the teacher of the foreign language, students realize creative activities that include the ability to question, explain, study, describe, compare, analyze, evaluate, express their opinions and judgments, argue them, conduct independent searches for necessary information, navigate the text in English, and to make brief messages on a given topic.

All of the above will allow students to use the acquired knowledge and skills in practical activities and daily life to communicate with representatives of other countries; receive information from foreign sources of the information needed for educational purposes; expand opportunities in choosing future professional activities; study the values of the world culture, cultural heritage and achievements of other countries; familiarize representatives of foreign countries with the culture and achievements of Uzbekistan. The use of information technology elements in classes helps to form the ability of schoolchildren to work with various information, critical attitude towards it, develops logical thinking, provides information and emotional saturation of lessons, promotes interest of students to the subject, and activates their creative potential with the surrounding life.

The use of computer and information technologies in the second and third levels of training allows students to prepare better for the final certification in English in accordance with the requirements of the state standard. In the process of training: students not only improve the knowledge they acquired during the previous period of training, but also expand their vocabulary taking into account the practical knowledge of a foreign language in the standard situations (within the framework of monologue utterances with elements of reasoning and dialogical conversations in the form of an exchange of views). At present, various forms of organization of the educational process are used. Since information technologies are both a means of supplying material and a controlling agent — such technologies provide high quality of the material supply and use various communication channels (text, sound, graphic, and touch). All this allows increasing students' motivation and forming their communicative competence.

The use of computer programs makes it possible to shift the focus from reproductive activity to creative activity, to enrich learning, to develop associative and emotional memory and audiovisual perception. Parallel texts in Uzbek, Russian and English also help to achieve unconscious establishment of interrelation between words. Listening to the materials facilitates and accelerates their assimilation, helps to improve English, and develop a correct intonation of the English language. The use of



information technologies also facilitates the implementation of group work; allows planning creative activity, active, and purposeful communication (within the group and with the outside world); provides opportunities for organizing collective creativity, information retrieval in open information networks (when creating a project and preparation of individual tasks) and preparation of reports on the work performed or the event.

Great opportunities for teaching students in foreign languages provide multimedia. A distinctive feature of multimedia is a high information density and a full set of the most effective learning components — a synthesis of text, visualization, and audio materials that allow you to perceive information in a multimodal manner, with the activation of several information channels, which allows you to use the most effective ways of perception for each student. Motivation is an abstract concept that cannot be directly observed, yet educators play a crucial role in fostering it among learners. Motivation is an internal state that propels individuals to engage in goal-directed behavior.

Thus, the use of information technology in lessons provides a lasting result, primarily due to the use of the creative potential of students, which leads to the formation of a situation of success and increases the motivation in the teaching. The pedagogical process is the cooperation with the student, when the teacher helps in overcoming difficulties; explains, shows, reminds, points out, brings, advises, consults, prevents, empathizes, encourages, stimulates confidence and interests; inspires and gives the student the joy of communication; helps learning to develop and improve. The result of the research is achieved due to the optimal combination of innovative tools and teaching methods, which maximizes the cognitive activity, the desire to resolve problem situations and the independence of students. The theory of web-based learning, reading motivation, individual learning style, self-determination, and multimedia learning were used as the framework to explore the relationship between each of the three independent variables and the dependent variable.

Furthermore, ICT facilitates differentiated instruction, group collaboration, and project work, while also improving preparation for final certification in English. The article concludes that the optimal integration of innovative technologies with traditional pedagogy fosters communicative competence, learner autonomy, and sustained motivation, ultimately increasing the effectiveness and quality of foreign language education.

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