

«М.А. Гендельманнның 110 жылдығына арналған «Сейфуллин оқулары – 19» халықаралық ғылыми-практикалық конференциясының материалдары = Материалы международной научно-практической конференции «Сейфуллинские чтения – 19», посвященной 110 - летию М.А. Гендельмана» - 2023.- Т.І, Ч.ІІІ.- Р. 70-73.

UDC 42+494,3+68

THE USE OF ICT IN TEACHING AND LEARNING THE FOREIGN LANGUAGE TO PREVAIL THE PROBLEMS IN MIXED ABILITY GROUPS

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Abstract: This article it is about a role of information technologies in training of foreign languages, what it is necessary to pay attention in the mixed groups to.

Keywords: multileveled, educational, ICT, PPT presentations.

ICT is the innovation which includes gathering, processing, storing and presenting information and also it involves collaboration and communication. The ICT can be used in different ways and spheres depending on purposes and aims. However, it its role is rising and it takes great position in education system too.

As Stephen reports the use of ICT reasserts the productivity of teaching and learning foreign languages. Therefore some scientists mention about positive effects of using it and its impact is highly dependent on the way it is used (the teachers' motivation and their savoir-faire).

Teaching foreign languages in blended classes requires enormous effort on teachers' shoulders. As educators play the great role in this process. For this reason, teachers always need to be in a move forward looking for new and interesting methods for teaching in order to motivate and increase students' knowledge and skills. Thereupon, most educators trying to use ICT as it has more positive effects on teaching and learning process, as was mentioned in the article of Korkut Uluc Isisag "The positive effects of integrating ICT in foreign language teaching" (international conference, ICT for language learning, 5th edition):

Adaptability of materials relying upon conditions and the necessities of learners.

Permitting ICT to respond upon and empowering the use of recent and daily news, offering access to authentic materials on the web [1].

Possibility to join and to use basic skills (text and images, audio and video clip)

Providing lectures more fascinating and less conventional which lifts learners' engagement;

Empowering the ICT to concentrate on one particular part of the lesson (pronunciation, vocabulary).

As have been gaining experiences at lyceum where the students have being taught in several directions and depending on the direction the English classes are being provided (it can be accounted as an ESP).

However, disciples had been divided according to their future purposes and chosen sphere but there are still mixed leveled students can be noticed, as well as the levels and abilities of learners are mixed. Indeed there will be problems which are having being noticed in multileveled classes for today. Naturally, they are connected with teaching and learning such groups. The pedagogical practice showed that the new generation, who are being taught at educational institutions, like academic lyceums or colleges and schools are more interested in IT and ordinary teaching with only books or exercises are no more interesting and motivating them. Hence after observation, before starting the teaching practice had been chosen the mixed ability groups with some problems and prepared the materials according to the institution plans. During the practice, there was used ICT to overcome the problems which had been faced, like the effectiveness of learning, discipline, motivation and participation of students. For everyday teaching practice had been prepared additional handouts, topic based videos, songs, PPT presentations, except them the aspect course books also used. The influence of used materials was higher than it was expected [2]. For instance:

Videos and songs were used to make better listening skill. To point out, during a pedagogical practice, had been chosen the videos and songs connected with topics or grammar rules, despite the handouts and exercises there had been added the role play tasks or discussions, in the purpose of making learners to use target language and to strengthen some expressions, idioms, phrases or slangs.

PPT presentations. The presentations had been used to overcome with grammar problems and engagement of the disciples. The PPT presentations were grammar oriented and the effect of it was unbelievable, all learner's attention was only at presentation and grammar. There were multiple exercises which were based on the grammar rules.

Digitals and the internet, so at the practical lessons, learners were allowed to use the mobile phones for searching for definitions of the words and nothing more. Since the teacher believed that in this way the vocabulary enlargement and the reinforcement of them will be higher than just looking into the dictionary book and copying them out,

As for the internet, learners were allowed surviving the web, only for independent task covering and making individual presentations on given topics. It

was made to make the learners feel a little responsibility to their future and to ensure that they can achieve enormous goals than they could [3].

As a result of all those procedures, the effectiveness of learning and teaching was improved, the participation of learners and interest into the lessons were better than at the beginning. The environment at the classes turned into the friendly relationship between students and teacher. What means half is done, another half need to be improved.

All in all, if look through the results as in percentages, after daily and final exercises which had been calculated, 70% of students had been involved into the subject, among them 40% learners showed the good results and could achieve comprehension of the topics, 30% of them started to work hard on themselves, and other 30% disciples, unfortunately, could not achieve any goals.

Additionally, it should be mentioned that every detail is helpful while learning or teaching a foreign language, the very important thing in teaching is that the educator's love for their own teaching and strong wish. That was proved when the learners and teacher were at class and tried to find mutual understanding in communication. While acting in this way, teachers try to use different strategies and methods, because every learner has individuality and own way of receiving the information. But still, it is better to use ICT, since it covers all learning styles.

On the basis of practice as a trainee teacher can suggest to those, who are starting practice to use presentations while explaining the topic or grammar rules, it would be perfect if the presentation will have practical exercises. However, while lessons were witness of issue that students like to guess and check themselves on everything.

Use video explanation tasks and brainstorming according to the video, since learners love watching and have unusual experience. Indeed, depending on the level of disciples, after the video explanation teacher has to explain the theme, one more time, but anyway learners will have a chance to face a real language by native speakers.

Besides, videos can be used as an entertaining or interaction activity. Especially when it is fun searcher may notice how the learners will interested in the lesson and how their motivation rises. They are also helpful to improve the students' critical thinking and pronunciation. Moreover, both are helpful to interest them into the subject. Likewise, it is better when the handouts and tasks are complemented them [4].

Chatting often occurs as one of the features of another socializing service-social networking. Facebook, Twitter, Linked-in and many other particular-group oriented and general social networks allow users creating and joining into groups, uploading and commenting on a variety of topics and issues. The teacher can create a group, invite the students to join it, guide and monitor chatting. Another socializing opportunity is that of wikis and blogs. Blogs were initially created for people to share facts and events of their lives. However, there are professional blogs, in which different issues are discussed by people interested in the sphere. A thread of comments to postings lets the teacher to provide immediate feedback to students. It allows for a constructive (impersonal and non-embarrassing)

evaluation, which many of the students would appreciate. Blogs may also be used for development of students writing skills via writing a diary.

It seems some teachers are not quite enthusiastic about students' blogging, because they deem it difficult to handle. However, websites like www.blogger.com provide clear-cut instructions for the users on how to navigate and operate the website.

The same is true about wikis featuring socializing tools for virtual collaboration and webpage design using online resources. Wikis and alike are indeed similar to blogs; the only difference is that blogging is meant for group access to the content of postings. Teacher may perhaps utilize "wikis" for pair work, group work, or whole-class projects. Moreover, the teacher is able to monitor the time and to assess the contribution of every member of the learning group. In addition, wiki portals, like wikispaces.com, offer lots of designs to help create attractive and user-friendly websites.

To sum up, modern technology in EFL classroom makes learning more productive and interesting. Teacher who use technologies in getting information for their teaching are considered to be curious, moreover, they always try to keep in step with the time.

To sum up, taking all facts mentioned above can make conclusion that the use of ICT is one of the effective ways to awake the learners and making the teachers to move forward, but not backward and its influence on teaching and learning process is huge but that covers not only positive sights but also negative sights as well.

Thereupon, in teaching every strategy and methods are effective but there should be the middle limit of them.

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