

The Use of Electronic Training Materials for the Development of Language Skills and Speech Skills

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Annotation

In the article are discussed the introduction of information and communication technologies in the pedagogical process increases the authority of the teacher in the school, since teaching is conducted at a modern, higher level. In addition, the self-esteem of the teacher himself is growing, developing his professional competencies.

Key words: information and communication technologies, activation the potential of knowledge, speaking and listening skills, informatization of human activity

A necessary condition for high-quality modern education today is a harmonious combination of traditional education with the use of advanced technologies. The emergence of information technologies allows you to individualize training according to the pace and depth of the program. Such a differentiated approach gives a great positive result, because it creates conditions for the successful activity of each student, causing positive emotions in students, and thus affects their educational motivation.

Informatization of the education system is accompanied by research on the use of electronic educational resources in the educational process and the introduction of the results of these studies into educational practice. Information and communication technologies are characterized by a high communicative ability and active inclusion of students in educational activities, activate the potential of knowledge, speaking and listening skills, effectively develop the skills of communicative competence among schoolchildren, which contributes to adaptation to modern social conditions, because society needs people who quickly navigate in the modern world, independent and proactive, achieving success in their activities. Electronic learning materials (EOM) allow implementing the principles of a differentiated and individual approach to learning and thereby contribute to the development of personality in the process of their own activities, are focused on the development of students' research skills, effectively affect the increase in the level of success in mastering a foreign language. Projects carried out using EOM help to diversify classes conducted according to textbooks, as well as implement an integrated approach to teaching and significantly increase motivation to learn a foreign language. To study the theoretical problems of the work, the works of domestic authors were used, among them the studies of I. A. Andreeva, E. Afina, D. Yu. Burenkova, M. Yu. Bukharkina, V. A. Dobryshin, M. G. Evdokimova, Yu. N. Egorova, N. E. Yesenina and others. The practical significance lies in the fact that a system of using EOM has been developed, aimed at developing students' language skills and speech skills in the classroom.

The ubiquitous spread of computer technology and related information and telecommunications technologies gives rise to new directions of informatization of human activity in almost any sphere of public life. In recent years, computers, relevant technologies and tools have become firmly established in all types of educational institutions. In particular, the means of informatization are used both in the actual training of students, and in solving various issues related to the organization of training. There are many approaches to the introduction of terms and concepts describing such tools. In many scientific and educational publications, they are called pedagogical software tools, computer educational tools, pedagogical tools for educational purposes, educational computer programs. This list of terms can be continued. In the framework of this work, the term electronic learning tool (ESO) is used to name the tools that work with the use of computer and telecommunications equipment and are used directly in the education of schoolchildren. When studying the technology of creating ESO in general, the concept of an electronic learning tool with a certain assumption can be identified with the concept of an educational electronic publication (OEI).

The use of both terms for naming the created electronic means is justified, since the terminology associated with the OEI is quite well studied in the "Concept of creating educational electronic publications and Resources" created in 2002, which describes in detail the requirements for the quality of the OEI, which is advisable to take into account when creating electronic learning tools. An electronic publication (EI) is a collection of graphic, text, digital, speech, music, video, photo and other information. In one electronic publication, information (or information and reference) sources, tools for creating and processing information and management structures can be allocated. Due to the specifics of its definition, ESO significantly improves the quality of visual and audio information; it becomes brighter, more

colorful, and more dynamic. Modern multimedia technologies have huge opportunities in this regard. The main types of computer tools for educational purposes that can be considered as components of ESO or OEI are:

- general-purpose service software tools,
- software tools for monitoring and measuring the level of knowledge, skills and abilities of students –
- electronic simulators – - software tools for mathematical and simulation
- modeling software tools for remote access laboratories and virtual laboratories –
- information retrieval reference systems –
- automated training systems (AOS) –
- electronic textbooks (EC),
- expert training systems (EOS),
- intelligent training systems (IOS),
- means of automation of professional activity (industrial systems or their educational analogues).

Considering the scope of application of EOM, we note that the widespread use of computers in various aspects of human activity has not spared the problem of language teaching. A large number of computer programs for teaching foreign languages have already been created [1].

Before considering the effectiveness of the use of EOM for the development of language skills and speech skills, it is worth distinguishing these concepts.

T. I. Ryazantseva defines language skills (lexical, grammatical, and pronouncing) as automated skills to use language material in the process of communication (they are a means of expression and an object of current control) [25].

In her opinion, speech skills (monological, dialogical, written) – the ability to choose from the accumulated foreign language means those that correspond to the communicative task (refers to the operational aspect, is the goal of training and the object of final control) [25].

As A. S. Nesterova rightly notes, modern society places increased demands on education and the general development of students, the effectiveness of mastering the program. It is necessary to teach each child to receive process, evaluate and use a large amount of information in a short period of time. It is very important to organize the learning process so that the child actively, with interest and passion worked in the classroom, saw the fruits of his labor and could independently evaluate them.

Thus, information and communication technologies are ideal for teaching any foreign language. They can be used in the formation of all communicative skills and in teaching all linguistic aspects of the language being studied, providing a creative approach to the organization of training and the effectiveness of mastering the material.

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