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The Impact of Computer Technology on Learning Listening and Speaking in the Language Classroom

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Abstract: In the article about the progress of studying the spread of information and network technologies in the field of education. The author concludes that information technologies arise on the quality of education in general, and in particular on teaching foreign languages. As an information system, the Internet offers a lot of information and resources for the effective construction of the educational process. The role of information and network technologies in the privileged quality of education of modern students is noted. It is noted in the article, that modern views on learning outcomes have led to the emergence of new technologies in teaching English and developing listening and speaking skills.

Key words: information, technology, listening, speaking, educational activity, survey, manifest, grades, network technologies, diversity, efficiency, didactic tasks, skills.

Introduction

Today it is difficult to imagine life without a computer. It affects all aspects of human life and activity. In connection with the integration of computers into a network and with the advent of the Internet, the sphere of Internet communication was formed [3; p. 5]. Modern society imposes new requirements on the level of training of students, students, which is due, among other things, to the information challenges of our time [1; p. 2].

In Uzbekistan, the number of Internet users is growing noticeably, including those who explore the network for learning foreign languages. The language material presented on the Internet significantly speeds up the process of learning a language.

Materials And Methods

The task of the teacher is to ensure the activity of each student, as well as the opportunity to show creativity in the process of teaching foreign languages [1, 6, 7].

There are various forms of work with computer training programs in foreign language lessons: teaching vocabulary, practicing pronunciation, teaching dialogue and monologue, teaching writing, practicing grammar [9; p. 11].

Students can take an active part in Olympiads, quizzes held on the Internet, as well as communicate with peers in correspondence, chats and video conferences. The Internet provides all the necessary conditions for obtaining the necessary information, both for the teacher and the student [6; p. 8]. The Internet creates a number of opportunities:

- allows you to use authentic texts,
- listen and communicate with native speakers.

Also, using Internet resources, you can effectively solve a number of didactic tasks in a foreign language lesson: to form reading skills; develop listening skills; support dialogues and discussions; develop writing skills; replenish your vocabulary; to form the motivation of foreign language activities of students in the classroom.

Thus, students can independently work on improving their knowledge of the English language [12; p. 14].

Today, the Internet has developed into a huge global network, with a lot of resources for learning. Network users change the language at their discretion, introducing their linguistic and cultural features. These changes from the virtual space are moving into the real life of people.

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The Internet opens up new facets and opportunities for self-improvement, and, in the future, will become an integral part of education [10; p. 13].

Information technology facilitates the introduction of new material in the lesson, and also provides an understanding of the topic of the lesson. With the help of the Internet, students develop their creativity by working on various projects together with peers from other countries. Thus, students work out grammatical lexical skills, and by writing a letter to the interlocutor, students develop writing skills Computer is an effective means of optimizing the conditions of mental work in any of its manifestations [4; p. 7].

The main goal of teaching a foreign language is the development of students' communicative competencies in all types of speech activity: listening, speaking, reading, writing [9; p. 11]. Writing is an important and initial stage in language learning. Recently, it is necessary to be able to competently and logically express your thoughts in a letter, especially now, when the Internet is very popular. The role of writing in teaching a foreign language is enormous. It helps to organize the educational process adequately. Communicating in a real language environment, the student finds himself in a life situation, of course, not without the help of the Internet. Pupils learn to react spontaneously and formulate their statements [5; p. 8].

As an information system, the Internet offers a lot of information and resources for the effective construction of the educational process.

Basic set of Internet services: e-mail - e-mail; teleconference - usenet; video conference; publication of own information; creating a home page - homepage; access to information resources; directories - Yahoo!, Looksmart; search engines - Google, HotBob, Excite; online conversation - Chat. All of these resources can be used in the lesson.

The Internet allows you to go beyond temporal and spatial boundaries, makes it possible to communicate authentically with real people. There are several sites that offer various projects for research. The following projects are being developed today:

1) e-mail Project - students create multinational teams; compose documents, articles, reports, essays on the selected project.

2) Project Icons - the project resembles the UN. Students from different countries create groups, exchange information and use e-mail to conduct negotiations that end in debates.

3) Real-time conversations via IRC (Internet Relay Chat). The printed information is displayed on the participants' screens. Also, participants can move to different rooms according to their interests.

The purpose of teaching a foreign language is to teach free orientation in the language environment, the ability to adequately respond to communication in different situations. Modern views on learning outcomes have led to the emergence of new technologies.

Traditional methods of teaching a foreign language have been replaced by new methods using Internet resources. Traditional methods, first of all, are understood as memorization of rules, language exercises [1-4].

Thus, "talking about the language" was replaced by "talking in the language". To teach communication in a foreign language, you need to create real life situations and introduce students to the language environment. Today, all this is done with the help of network technologies [10, p.72].

Also, with the help of network technologies, the independence of students is gradually developing. Network technologies develop not only the skills necessary for a foreign language, but also mental operations; social and psychological qualities, self-confidence and the ability to work in a team. There are many sites that provide online communication opportunities. Using network technologies, the student finds a lot of information. The Internet erases geographic boundaries. Online learning opens up new opportunities for realizing the interests and skills of the individual. Despite the fact, that the student works independently, the teacher still controls his progress.

With the help of materials on the Web, you can find out any information, as well as study the culture, manners of communication, dialects of the language of the country being studied. Educational materials are available for all ages, and are also provided for different levels of foreign language proficiency, as it is possible to choose the level of difficulty of tasks.

Network technologies act as an effective means of teaching writing in a foreign language. Learning to write using the Internet is very interesting, especially because of the possibility of working with e-mail.

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Results And Discussion

Thus, using network technologies, integrating them into the educational process, it is possible to effectively solve a number of didactic tasks in a foreign language lesson:

a) to form reading skills and abilities using the materials of the network;

b) improve listening skills based on authentic texts on the Internet;

c) improve the skills of monologue and dialogue based on the problems and materials of the network;

d) develop writing skills by participating in the preparation of essays, essays;

e) expand your vocabulary;

f) get acquainted with the culture, etiquette of the country.

One of the main tasks of the introduction of information and network technologies in the educational process is to improve the pedagogical skills of the teacher.

Mastering new information technologies, the teacher develops new methods and forms of teaching, thus increasing the effectiveness of teaching. With the help of network technologies, you can master the personality of students and achieve high-quality results. With the introduction of network technologies, the cognitive activity and motivation of students increased in the learning process, while teachers note significant time savings [12 p. 14].

There are different approaches and forms to learning. Each teacher chooses for himself the most effective methods of using network technologies as a means of teaching writing, in general, and in the study of foreign languages, in particular [1]. The Internet facilitates the introduction of new material in the lesson, and also provides an understanding of the topic of the lesson. With the help of the Internet, students develop their creativity by working on various projects together with peers from other countries. Thus, students work out grammatical lexical skills, and by writing a letter to the interlocutor, students develop writing skills [9; p. 12].

Network technologies develop mental operations; social and psychological qualities, self-confidence and the ability to work in a team. The main thing is to be able to spontaneously respond to the statements of the interlocutor, to be able to respond to them both in writing and orally. We can observe the use of language, patterns of behavior of interlocutors; extract new meanings, new information [3; p. 5]. Information technology acts as an effective learning tool. Thus, having studied the state of the problem of using network technologies in the process of teaching foreign languages, we can conclude that the effectiveness of using computers depends on the methods and forms of using these technologies [6; p. 8]. Effective use of network technologies does not require many years of additional training. These technologies open up great opportunities for teachers who are looking for additional tools in these technologies to solve their professional problems. In the work of A.V. Fakhrutdinova shows the role of information technology in the civic education of students in English-speaking countries at the turn of the 20th-11th centuries [15].

Our study was conducted in a secondary school in the city of Jizzakh of the Republic of Uzbekistan. the secondary school "International school" actively joined in the work on the modernization of education. The school development program is aimed at improving the quality of education and upbringing of students based on the English language and the use of information and communication technologies in education. In 2020, the school developed a program for informatization of the educational process and has been actively using it for the past 2 years. The school actively uses network technologies at all stages of education. The study was conducted in the 6th grade. The students of the class do well in all subjects with good and excellent grades. Of the 22 people, 16 (72.7%) of the children study "good" and "excellent". A school teacher-psychologist in the 6th grade conducted a survey. The study was conducted in the 7th, 10th and 11th grades. The students and their parents agreed to the survey. We analyzed the following questions of the questionnaire.

The first question of the survey:

1) What type of lesson organization do you like more?

A) a regular lesson

B) a lesson using network technologies.

For students in grades 7 and 8, lessons using information technology are preferable. It is evidenced by about 90% of the responses. However, only 80% of students in grades 6-7 think so. The second question of the questionnaire:

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2) What type of work do you prefer?
 A) Work with a teacher
B) Work in a group
C) Work independently with the program

48% of 8th grade students prefer to work independently with the program when learning a foreign language. Among the pupils of the 7th grade, about 45% of them are. Whereas, already 47% of students in grades 5-6 prefer to work with a teacher. And only 18% are ready to work independently. These students prefer to work in a group. Whereas, only 10% of students in grades 8-9 can work in a group. The third question of the questionnaire:

3) What resources allow you to better study the material?
A) Internet
B) Textbooks

More than 93% of students in grades 7-8 consider the Internet to be the best source, resource for learning the material. More than 49% of students in grades 5-6, on the contrary, prefer textbooks. The results of our survey confirmed our assumption about the positive attitude of children to the use of network technologies in foreign language lessons. These results also determined the need for high school students in information technology for self-development as subjects of educational activity [3].

The students noted that the use of network technologies in the classroom helps to better master the material, and also motivates students to learn a foreign language. In classes that used network technologies in the learning process, improvements in writing skills were revealed. Students can independently send letters to their interlocutors, while adhering to a grammatical and lexical minimum. Students' speech became more expressive. Also, with the introduction of network technologies in the educational process, students became more interested in the culture of the country of the language being studied. Students are happy to get acquainted with new information about countries and correctly present them in writing.

The results of the survey revealed the need to introduce new forms of education to increase motivation and interest in learning. Also, according to the results of the survey, a large number of students expressed a desire to develop and use network technologies more in foreign language lessons. Thus, the results of the survey of students showed that if network technologies are actively used in foreign language lessons in grades 5-6, then the following is observed:
    - students demonstrate a high degree of involvement in the educational process;
    - the use of the Internet contributes to increasing the efficiency of mastering a foreign language.

A survey conducted in the 7th grade showed that: approximately 80% of students note that lessons using a computer are much more interesting; about 51% of students believe that the Internet helps to better understand the material; more than 20% of students are attracted by the opportunity to be creative in preparing presentations. It should be noted that when using network technologies in the classroom, students show high activity and subjectivity [2; p. 3]. Pupils want to learn a foreign language, culture, aspects of a foreign language and all the information related to the country of the language being studied and, according to F.G. Mukhametzyanova, they manifest themselves as subjects of educational activity [2; p. 3].

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In classes in which classes were conducted using computer technology, there is a high level of language proficiency, as well as the ability to freely formulate one's thoughts in a foreign language and express them in writing.

A survey was conducted among teachers of foreign languages on the topic of introducing network technologies into the learning process.

According to the data obtained from interviews with teachers, the following results were made:

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- approximately 75% of teachers note that the use of network technologies helps to speed up the learning process;

- about 56% of teachers note an increase in students' interest in the subject;

- more than 80% of teachers believe that there is an increase in the quality of assimilation of the material;

- more than 76% of teachers note that foreign language lessons using the Internet are distinguished by diversity, increased interest of students in a foreign language, and efficiency.

Conclusion

Having studied the research data, it was concluded that network technologies are able to provide students with:

- differentiation and individualization of learning;

- develop the independence and creativity of students and provide access to new sources of educational information; - create conditions for the manifestation and development of the subjectivity of students. The use of network technologies develops the creative abilities of students, their ability to independently acquire new knowledge and create conditions for their self-realization as subjects of educational activity.

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