



USE OF FOREIGN EXPERIENCES IN USING MODERN TECHNOLOGIES IN PRIMARY NATIVE LANGUAGE LESSONS

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Abstract

This article analyzes the content of using foreign experiences in native language lessons. It highlights the opinions of experts on the use of information technologies in language teaching in foreign countries such as Finland, Russia, Kuwait, Germany, and Turkey.

Keywords: Native language, information technologies, computers, interactive whiteboards, audio and video information, media education, language teaching system.

Introduction

Аннотация:

В данной статье анализируется содержание использования зарубежного опыта на уроках родного языка. В ней освещаются мнения экспертов об использовании информационных технологий в преподавании языков в таких зарубежных странах, как Финляндия, Россия, Кувейт, Германия и Турция.

Ключевые слова: родной язык, информационные технологии, компьютеры, интерактивные доски, аудио- и видеoinформация, медиаобразование, система обучения языкам.

Annotatsiya:

Ushbu maqolada ona tili darslarida xorij tajribalaridan foydalanish mazmuni tahlil qilingan. Finlandiya, Rossiya, Quvayt, Germaniya, Turkiya kabi xorij



davlatlarida til o'rgatishda axborot texnologiyalaridan foydalanish bo'yicha mutaxassislarning fikrlari yoritilgan.

Kalit so'zlar: ona tili, axborot texnologiyalari, kompyuterlar, interaktiv doskalar, audio va video ma'lumotlar, media-ta'lim, til o'qitish tizimi.

In the context of globalization, the active influence of foreign experience on the functioning and development of the national education system is becoming one of the factors determining the nature and direction of their transformation.

The achievements in the development of information and communication technologies (ICT) have created the basis for significant achievements in politics, economics, science, technology and other areas of human activity in the 20th century. Theories of the information society offer different concepts of social forecasting. However, almost all of them emphasize that the use of ICT in education can lead to its radical transformation.

According to scientific research by foreign scientists, "Given the advantages of information and communication technologies in increasing the efficiency of the educational process, it is advisable to use them in the educational process". We agree with this opinion and can emphasize that today, organizing lessons using information technologies not only makes the lesson interesting, but also serves to increase the level of knowledge of students. The use of information technologies in schools helps to expand access to educational content and develop students' skills in applying theoretical knowledge in science.

The effective use of technology in native language teaching lessons, which are the basis of life and other academic lessons, and in foreign language lessons, which open a person to a wider world, can be considered one of the elements of increasing the success and quality of these lessons. This is because e-learning content designed in accordance with technology facilitates, accelerates and makes learning permanent, based on pedagogical knowledge, learning theories and teaching principles.

Today, "the competence of the new generation in using relevant technologies is more developed than that of their parents and teachers," which requires the acceleration of necessary reforms. Given the desire of young students for innovation and their desire to keep up with the times, their interest in using information technologies is high.



It can be noted that content, multimedia elements and digital stories prepared using information technologies have an effective field of application for skills and interaction-based language lessons (native language and foreign language). With the help of technology, teachers can present their educational content or texts to students, and students can present their writings, projects and expressions to the teacher. In this way, students' technological literacy is developed, and teachers have the opportunity to develop their skills. In this regard, when information technologies are properly integrated into educational processes, the desired results can be achieved.

The use of information technology in school lessons can stimulate students' interest, activity, and motivation. For this, it is important to use information technology in an interdisciplinary and life-oriented way.

It was found to be important in terms of clarifying abstract concepts for primary school students; and providing opportunities for students to practice and enrich their language experiences through content.

In Finland, most teachers work with information technology in the development of teaching materials and the collection of teaching aids. Some teachers also participate in training courses and seminars to gain experience and work in collaboration with regional colleagues.

In Finland, the Technology Acceptance Model (TAM) was developed, which is adapted from information systems theory and its origins. TAM attempts to determine whether people use or do not use a particular technology to perform a task.

The obstacles to the use of information technologies in this country may be due to several factors. One of these factors is the lack of experience of teachers working with ICT. In our country, one of the important reasons for teachers not introducing information technologies into the teaching process is their lack of experience and knowledge in working with information technologies, lack of support for the use of ICT, and lack of resources.

In the scientific work of the Russian scientist T.Y. Sokurova, "the scope of the subject content, the developing competencies, skills and abilities and the level of their manifestation (generality, automation, endurance, etc., the scale of expected changes in existing achievements, as well as the intellectual and general development of the student should be reflected in the formation of educational goals. Achieving such a comprehensive educational goal requires the use of

information technologies.” When various countries began to introduce information technologies into their education systems, Kuwait also tried to be among the developing countries based on new technologies and educational materials. The country's Ministry of Education first equipped some schools with computers in 1982. The introduction of educational programs on computers began in a separate way in 1994. Information technology topics were initially taught in secondary schools for one hour. Later, they were taught for two hours a week. Information technology for school administration and teachers was also Courses on the use of information technologies were organized. Later, the use of information technologies began in the teaching of all subjects, in particular mathematics, Arabic, history, philosophy and other subjects, and this process continues to this day.

Modern information technology, all kinds of applications are becoming popular in China. Zhao noted that “Some information technologies, including video, audio, multimedia, communication, speech development to support teaching, various aspects of language learning, including vocabulary, grammar, reading, writing, speaking, listening and culture, are modern information technologies aimed at developing”.

German language lessons in German schools provide unlimited opportunities: computers, interactive whiteboards, equipment for displaying audio and video information, as well as electronic textbooks and dictionaries, multimedia presentations. In addition, ICT stimulates students' motivation, activates their cognitive activity and allows them to effectively manage knowledge. The use of ICT in German language lessons is an element of media education, that is, a process of personal development through media to form a culture of communication. With this method, you can get acquainted with the culture, geography, dialects of the language country.

Teachers in Turkey have a positive attitude towards the use of information technologies in the educational process. They believe that the use of information technologies in language teaching in primary schools creates several opportunities:

It speeds up and facilitates the language learning process of primary school students;

It allows them to work with several sections at the same time;

It serves to consolidate and generalize their language knowledge through extensive practice based on information technologies.

The use of information technologies in the educational process, using foreign experience, serves to implement ideas and concepts in the system of continuous education, to create a single global educational space, to create opportunities for everyone to receive convenient and high-quality education. Based on foreign experience, we can emphasize that the use of information technologies in primary school native language lessons turns them into a small environment of continuous education capable of forming students' literacy, developing their scientific basis and scientific competencies, and systematically supporting their knowledge and potential.

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