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Рахманова С.М., Мухаммедов М.Г. **Технология как средство развивающегося условия** **ученика преуспеть в том, чтобы справиться с** **иностранным языком**

Rakhmanova S.M., Mukhammedov M.G.
Technology as a means of developing learner condition to succeed
in mastering foreign language

Эта статья касается к технологии как средство условия ученика развития преуспеть в том, чтобы справиться с иностранным языком, определенными целями изучения, полезными сторонами использования технологии в классной комнате и эффектах технологии в образовании, как улучшить качество образования через технологию. Технология – один из глубоких способов продвинуть творческий потенциал и коммуникацию в обучении иностранного языка и проблемах и преимуществах их

Ключевые слова: методы, техника

This article concerns to technology as a means of development learner condition to succeed in mastering foreign language, specific learning goals, useful sides of using technology in classroom and effects of technology in education, how to improve the quality of education through technology. Technology is one of the profound ways of promoting creativity and communication in foreign language teaching and the problems and advantages of them

Key words: method, technique

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Technology can have a reciprocal relationship with teaching. The emergence of new technologies pushes educators to understanding and leveraging these technologies for classroom use; at the same time, the on-the-ground implementation of these technologies in the classroom can (and does) directly impact how these technologies continue to take shape.

One major challenge for teachers interested in problem-based learning is locating problems that are appropriate for their students and for the topics that they need to learn. Problems must be complex enough to support sustained exploration and encourage collaboration, and they should have multiple interrelated parts to develop

students' ability to break problems down and organize their solutions. Representing and communicating such complex problem situations is an important function of technology. Unlike problems that occur in the real world, technology can incorporate graphics, video, animation, and other tools to create problems that can be explored repeatedly. Multimedia representations are easier to understand than problems presented as text.

Scientists' researches show that active engagement in the learning process helps to motivate learners and enhance their learning outcomes. New technologies can facilitate active engagement in learning by reducing the amount of class time where learners sit passively listening to lectures.

Technology can also help to make education a much more interactive and collaborative process. Course-based websites Email and computer-based chat rooms are some of the technology-enabled resources that facilitate communication and group work among students. Research by education scholars has shown that collaborative learning opportunities enhance recall, understanding, and problem solving. Technology can commonly ease the work of collaborative design teams, peer writing groups, and other types of collaborative learning groups, even among learners who do not live in the same geographic area and who cannot meet face to face.

While technology helps to promote collaborative learning, it also helps to personalize and individualize education. By reducing the need to deliver vast amounts of information, technology can free an instructor to devote more time to individual students. With more time to interact and get acquainted, professors can adapt their teaching strategies and assignments to bring them more in line with the interests and needs of the students in their classes. Technology's capacity to deliver large quantities of information over networks also expands the potential for tailoring educational programs to the specific needs of each learner. With the help of technology, educational programs—even full degrees—can be structured around flexible course modules that learners can combine in a variety of forms to meet their personal and professional objectives. Matthews suggests that technology-mediated education makes traditional academic calendars and rigid curriculum structures obsolete because it can adapt education so well to individual learning interests and needs.

“Language labs and tape recorders have always been used to teach and to lead language for decades now. But, computer software and online resources too are creating an entry into learning places for good. Especially used in the teaching of grammar, pronunciations, diction, storytelling, etc. there are bases available for everything. Online dictionaries, thesauruses, translators, etc. too may be put to good use in the teaching of languages” [1; 41-43].

“Many agree that games, simulations, and social networking technologies have much to offer education” [4; 5-7].

The scholar Harmer J. described the role of schools and pointed out that schools can ensure the effective use of educational technology in the classroom by addressing all these factors: placement of computers for equitable access, technical support, effective missions for technology use, and new roles for teachers, time for ongoing professional development, appropriate coaching of teachers at different skill levels, teacher incentives for use, availability of educational software, and sustained funding for technology. Through such efforts, schools can help learners realize their learning goals

through the use of technology and also enable students to gain important skills for their future education and careers. There are several goals for using technology in education settings:

- The school's technology plan clearly identifies learning goals to be achieved through technology.
- Technology supports the instructional learning goals. It is integrated into instruction in meaningful ways so that it contributes to the attainment of high standards by all learners.
- Technology is used for challenging, long-term projects that promote learners' higher-order thinking skills instead of merely for drill-and-practice programs to improve basic skills.
- All learners have opportunities to use a variety of technologies to support their work on authentic tasks.
- All technology is in operable condition and is being used effectively and to the maximum extent possible.
- Just-in-time technology support is available for teachers and students.
- There is flexibility in managing the technology to ensure that all students and teachers have equity of access.
- Professional development is considered an important part of the technology plan and the technology budget.
- The professional development component of the technology plan ensures that every teacher has allotted time throughout the school year for professional development relating to technology and its integration into the classroom.
- Professional development in technology is directly applicable to the classroom situation.

New technology can be an appropriate vehicle for promoting engaged and meaningful learning. It allows students to work on authentic, meaningful, and challenging problems, similar to tasks performed by professionals in various disciplines; to interact with data in ways that allow student-directed learning; to build knowledge collaboratively; and to interact with professionals in the field. Technologies also can be used to promote the development of higher-order thinking skills and allow opportunities for teachers to act as facilitators or guides and often as a co-learner with the students.

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