ICT Quality Factor in Foreign Language Teaching In Primary School

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Abstract— This article discusses the role of ICT in teaching a foreign language in primary school,how to use it in the classroom,the factors that affect the quality and effectiveness of the lesson.

Keywords— ICT,cartoon,grammatical and phonetic rule,motivation.

1. INTRODUCTION

Today's education reforms require each teacher to have unique creativity, skills and experience. This, in turn, places a great responsibility on foreign language teachers. In order to systematically implement the Resolution of the President of the Republic of Uzbekistan dated December 10, 2012 No PK-1875 "On measures to further improve the system of learning foreign languages", the purpose of teaching foreign languages to primary school students is to teach them to speak, write, listen and read In addition to the formation of such skills as the development of children's thinking, communication skills, interest in learning, activism, independence, diligence, curiosity. Successful development of children's mental and verbal abilities will allow them to master the sciences in the future. Information and communication technologies play a special role in the formation of independent and creative thinking skills in students through a foreign language.

One of the important requirements of modern education for a teacher is to get acquainted with information and communication technologies, to apply them in practice and thereby teach children to think independently.

2. MAIN PART

It is known that today science, technology and information systems are developing rapidly. It is time to acquire all-round perfect knowledge, skills and abilities to participate in daily activities in teaching and learning. The ongoing reforms require the use of ICT in all areas and stages of education.

The use of ICT in the classroom plays an important role in improving the quality and content of education. Given that a foreign language is now taught from primary school, how can we teach a foreign language to students who do not yet know the rules of perfect writing and correct speech in their native language, how can we motivate them, how can we use ICT effectively?

It is well known that the development of oral speech is a priority in the teaching of foreign languages in primary school. I will share my little experience with you about this. 1st and 2nd grades of school No. 6 in Zafarabad district of Jizzakh region were selected as a pilot project.

First of all, we got acquainted with their psychological state. Because it is difficult to achieve any result without knowing the individual psychological state of the child. The first lesson for first graders was on Dating-Greeting. This lesson process has become an important foundation for children who do not yet fully know each other to get to know each other and to communicate.

In particular, the organization of the lesson with information and communication technologies had a positive impact on the quality and effectiveness of the lesson. During the course, several different greeting options were explored, including using a variety of fun cartoons. This, of course, had a positive effect on engaging children in the lesson using cartoons and making them feel that language environment. The learned phrases, on the other hand, reinforced the role play.

Our test lesson for 2nd graders was on Je peux (I can). In the course of this lesson, they learned various action verbs and phrases through video and audio materials. The reinforcing part of the lesson was role-playing and question-and-answer. Using the method of who I am, the vocabulary learned was reinforced. The lesson, organized through multimedia tools, was fun and easy for all students to learn. At this point, the right question arises: what caused children to learn quickly and easily?

3. CONCLUSION

We all know that children who are now in the early stages of speech, who are now speaking, observe the speech of the speakers, the speech process for a long time before they speak, and use ready-made words and phrases in their speech after learning. Similarly, students practiced speaking with phrases learned during the lesson without knowing the grammatical and phonetic rules. The created language environment motivated them.

In conclusion, the advanced pedagogical technologies and multimedia tools used in the lessons help to instill in students a love for a foreign language, increase their interest in a foreign language and increase their level of knowledge of the language, to achieve logical, clear and complete speech. [1]

4. REFERENCES

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