



The Problems of Teaching and Learning Foreign Languages Based on Digital Resources

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Abstract

This article is dedicated to the study of the problems of teaching and learning languages based on digital resources, and also online, didactic and multimedia supports, innovative pedagogy of language teaching foreign languages and routes to improving the quality of teaching and, in particular, the integration of interactive digital textbooks and digital media in the process of teaching and learning foreign languages.

Keywords: *Interactive Digital Media; Interactive Digital Manuals; Interactive Whiteboards; Touch Tablets; Interactive Video Projectors; Distance Learning; Human–Computer Interaction; Foreign Languages; Digital Resources*

Introduction

New information and communication technologies are already part of the education system in all disciplines. However, their use in the teaching and learning of foreign languages is problematic in Uzbekistan. Nevertheless, the use of new technologies in education is developing intensively in developed countries.

In Presidential Decree №–1875 it is noted that several digital textbooks and digital resources for grades 5-9 of the school, multimedia textbooks for primary grades of the school have been developed to enhance the system of effective learning of foreign languages in schools [1]. This decree indicates that it is necessary to deeply develop the system of teaching and learning foreign languages and the system of training specialists in this field by implementing the methods innovative and modern teaching, using new educational information and communication technologies.

Currently, all educational establishments are equipped with new information and communication technologies, for example, computers, video projectors, interactive whiteboards, etc. The use of new information and communication technologies in the process of teaching foreign languages serves to facilitate lessons, motivate and personalize learners and improve the effective quality of foreign language teaching. In this case we can offer multimedia digital resources in Internet links, videos, audios, animations or any other personal interactive document (word, excel, power point, pdf). It is possible to

assign interactive activities and exercises throughout the class for a specific group or learner, in particular, to adapt innovative pedagogy, which is what it does by creating new exercises and activities.

To motivate learners through innovative teaching, the innovative approach implemented in the software or online is therefore of constructivist inspiration. The pedagogical and didactic approach carefully respects the principles of the action-oriented perspective of learning and use of the language promoted by the State Teaching Standard and the Common European Framework of Reference.

Contemporary educators can combine new information and communication technologies with innovative approaches in the process of teaching and learning foreign languages. In fact, ICT used around IT tools that can improve educational practices, leads to tools that, according to Karsenti, people who have the will and the “conviction” to use them could appropriate [2].

Main Body

Due to the wide development of information and computer technologies and Internet resources, many electronic resources are being developed in accordance with today’s demand for language teaching. These electronic resources are rapidly entering the educational process. As a result, we are facing the problem of developing a certain standard with the requirement of methodology and didactics. Today, the urgent problem facing the methodology and didactics of teaching foreign languages is the creation of electronic resources that can respond to DTS and educational programs, their application to the teaching process, and methodical improvement of the approach of teachers and students to electronic resources during the educational process [3]. There are several specific features of showing and justifying this process from a scientific-theoretical, practical-methodological point of view.

As computer technologies enter the teaching process, we must use them purposefully based on methodological requirements. To do this, it is necessary to create programs that create electronic textbooks, taking into account the methodological possibilities, because programs with wide possibilities are the basis for creating high-quality electronic textbooks. High-quality electronic textbooks are created depending on the capabilities of the programs.

The concept of electronic textbooks is used today instead of the concept of electronic resources. Textbook-DTS, determined based on the curriculum, methodology and didactic requirements, the idea of national independence is inculcated, the topics of a specific academic subject are fully covered, and it is aimed at the perfect mastering of the basics of the relevant subject and in related educational areas. Is a publication that takes into account the possibilities of use? In accordance with this, Electronic textbooks are electronic materials that can respond to DTS and all educational programs, systematically reflect a certain educational subject, and have the ability to perform some action [4].

The task of electronic textbooks is to serve as a tool for independent preparation of students for the communication process, for teaching the functional and structural side of the language at a high level.

Interactive electronic textbooks, which are a type of electronic textbooks, have the ability to independently teach language material, in particular, grammatical material. It is desirable to create interactive electronic textbooks in the framework of more applied sciences and to use teaching forms in practical training and independent education processes. The feature of the interactive electronic textbook is that information is transmitted in a multimedia format, and teaching is carried out in the form of a controlled test.

When creating interactive electronic textbooks, it is necessary to focus on interactive electronic exercises, which are the content volume of these electronic textbooks. We will consider to what extent

interactive electronic exercises are reflected in these textbooks based on the grammatical material of the language.

Preparing personalized lessons allows you to have better results, know the best interactivities, because each teacher is unique. The interactive student–teacher exchange space is available in digital textbooks to prepare for class. Online language exchange tools between students and teachers can develop skills. For example, we can offer resource sites to prepare for class and find many digital resources there. For example: The television channel’s portal offers numerous educational sheets as well as online resources to use TV5 broadcasts in class, 7 Days on the Planet is a weekly video diary accompanied by online exercises and an educational file to help teachers teach information, the Pleasure of Learning offers numerous educational sheets to use all kinds of multimedia resources in class: songs, short films, radio broadcasts, Internet tours. Interactive FLE is FLE resource sharing site for interactive whiteboards, YouTube, Dailymotion: these online video streaming services host several “channels” created by individuals, and bring together videos that can be used in FLE classes: FLE campus, songs in FLE class, FLE videos, Imagers.

On the sites mentioned, you can find various authentic documents adapted for the class (subtitled videos, adapted language level) and accompanied by educational operating sheets and/or online exercises, which will facilitate their use with your students. These sheets also allow you to find ideas for teaching your own documents.

The teacher and students can access online from any computer connected to the Internet. The teacher designs exercises by combining them with resources from digital manuals, audio or video documents, texts or even images. For the exercises we choose media from manuals as an extension of the activities carried out in the lesson then he writes the instructions there he asks three questions for understanding: interactivity; user–friendliness; efficiency.

The convergences of teaching–learning foreign languages online or using digital language resources give effective results and we can produce: learner stimulation; effect on activity; effect on learning; credibility of the teacher.

In short, according to Pestalozzi’s method [Isabelle C., 2000], the learner is motivated and guided in his learning by practical activities, digital manuals and, of course, online digital resources. For this, it is necessary to discover the conditions, the atmospheres available to teachers and learners to teach and learn foreign languages in order to improve the quality of teaching and learning of foreign languages.

Various environments for learning foreign languages based on information and communication technologies have been developed and trainers seek to apply them in their field. We carried out research and analysis of several works on hypertexts and interactivity, on teaching environments and artificial intelligence, which found a vast area of research and experimentation.

The current problem today is to create a suitable environment for learning using information and communication technologies. First, it requires observation and conceptual analysis of the use of existing devices during activities. Today, the problem before us is to develop and apply a model of better integration and better support for all activities. We know that learning foreign languages takes place using digital and multimedia media. Interactive whiteboards, touchscreen tablets and interactive video projectors are becoming widely popular at all stages of foreign language teaching in all developed countries. For example, interactive whiteboards can be used well in more interactive classes for learning foreign languages. At the same time, they can be used like the traditional board, like the touch board and like the computer. We want to mention the types of interactive boards, for example, SMART board touch board, ACTIVE board, LABWE board touch board. The touchscreen tablet is a small portable computer which appears as a touchscreen and which allows access to multimedia content. In the teaching process, it is used for audiovisual activities. The interactive video projector allows you to transform the traditional

whiteboard into an interactive whiteboard and this allows you to transform a projection surface into an interactive surface.

Currently, interactive LED panels, which can function as traditional blackboards, interactive whiteboards, video projectors and computers, are becoming popular as the future educational prospect more than other interactive media.

The integration of information and communication technologies in the process of teaching and learning foreign languages seeks to develop interactive digital textbooks as distance learning materials.

Distance education, which has long been part of futuristic discourse, is increasingly a reality. Not only did the development of computers and the appearance of the Internet discover globalization, global education, the opening of intellectual markets, and the realization of continuing education. All this offers us the prospect of empowering learning.

Our research offers an interface adapted to support individual foreign language learning activities in person and remotely. We propose to integrate the different functionalities within a new method; we can say that this is the perspective of the study of human-computer interactions. Our model seeks to offer the learner better control over their learning, but also support for collaboration and educational support planned by the teacher.

Thus, the research is based on conceptual analysis and observation of the different participants in the context of distance learning, either for the learners these are the activities of navigation, note-taking and collaboration, or for the trainer these are the activities of animation, management and support and finally for the designers these are the activity of designing courses and the description of support for learners.

Indeed, the online presence of the material and the description of the activities is not always sufficient to motivate and direct learners. The implementation of means of communication in a foreign language learning system based on the interactive digital manuals that we have developed aims to maintain the learner's motivation for their learning, to not let them get lost. Isolate relatively in a set of resources and provide him with the means to develop his speech in a foreign language. The use of technologies for training promotes learning of these technologies and the effective implementation of their communication and information content.

In Uzbekistan, multimedia resources for primary school textbooks have already been developed for foreign languages. These resources can motivate and encourage school students to learn foreign languages effectively. Students also have the opportunity to develop the ability to master new information and communication technologies and, in particular, computers and touchscreen tablets.

Conclusion

In conclusion, we can see that in learning environments, which aim for a pedagogy based on instruction, the teacher may want to control, make think and support the learner in his progression through digital materials or interactive activities. All teaching supports can help strengthen learners' "know-how": imagine, reflect, observe in more detail, spot and identify, understand and apply activity instructions and use knowledge in different contextual situations and research online information. Therefore, we can say the possibilities of developing oral and written speech skills with digital media and digital resources. Learning foreign languages using digital media, multimedia resources and digital textbooks are motivated, individualized, and rather interactive.

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