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ДОБРЕДОЉОВТЕ WÈLLKOMM स्वागत छ  
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**СОВРЕМЕННЫЕ ИНФОРМАЦИОННЫЕ И КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ: ДИДАКТИЧЕСКИЕ СВОЙСТВА И ФУНКЦИИ**

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*Аннотация. Рассматриваются дидактические свойства и функции современных информационных и коммуникационных технологий. Автор выделяет следующие свойства: а) многоязычие и поликультурность; б) многоуровневость; в) многожанровость; г) мультимедийность информации; д) гипертекстовая структура документов; е) возможность создания личной зоны пользователя; ж) возможность организации синхронного и асинхронного общения; з) возможность автоматизации процессов информационно-методического обеспечения и организации управления учебной деятельностью обучающихся и ее контроль. Данные функции позволят значительно обогатить языковую и культурную практику обучающихся, а также создадут условия для развития умений самостоятельной учебной деятельности обучающихся, реализации педагогической технологии обучения в сотрудничестве, разработки индивидуальной образовательной траектории.*

*Ключевые слова: информатизация образования; информационные и коммуникационные технологии; индивидуальная образовательная траектория; обучение в сотрудничестве; самостоятельная учебная деятельность.*

**CHET TILINI O'QITISHDA ZAMONAVIY AXBOROT VA KOMMUNIKATIV TEXNOLOGIYALAR: DIDAKTIK XUSUSIYATLARI VA VAZIFALARI**

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*Annotatsiya. Ushbu maqolada chet tilini o'qitishda zamonaviy axborot-kommunikatsiya texnologiyalarining didaktik xususiyatlari va funktsiyalari ko'rib chiqiladi. Muallif quyidagi xususiyatlarni aniqlaydi: a) ko'p tilli va ko'p madaniyatli; b) ko'p darajali; v) ko'p janrli; d) multimedia ma'lumotlari; e) hujjatlarning gipermatnli tuzilishi; f) shaxsiy foydalanuvchi zonasini yaratish qobiliyati; g) sinxron va asinxron aloqani tashkil etish imkoniyati; h) axborot-uslubiy ta'minot jarayonlarini avtomatlashtirish va talabalarning o'quv faoliyatini boshqarishni tashkil etish va uni boshqarish imkoniyati. Ushbu funktsiyalar talabalarning lingvistik va madaniy amaliyotini sezilarli darajada boyitadi, shuningdek talabalarning mustaqil ta'lim faoliyati ko'nikmalarini rivojlantirish, hamkorlikda pedagogik ta'lim texnologiyasini amalga oshirish va individual ta'lim trayektoriyasini rivojlantirish uchun sharoit yaratadi.*

*Kalit so'zlar: ta'limni axborotlashtirish; axborot-kommunikatsiya texnologiyalari; individual ta'lim trayektoriyasi; hamkorlidagi ta'lim; mustaqil ta'lim faoliyati.*

**MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES:  
DIDACTIC PROPERTIES AND FUNCTIONS**

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*Abstract The didactic properties and functions of modern information and communication technologies are considered. The author identifies the following properties: a) multilingualism and multiculturalism; b) multilevel; c) multi-genre; d) multimedia information; e) hypertext structure of documents; f) the ability to create a personal user zone; g) the possibility of organizing synchronous and asynchronous communication; h) the possibility of automating the processes of information and methodological support and organizing the management of educational activities of students and its control. These functions will significantly enrich the linguistic and cultural practice of students, as well as create conditions for the development of the skills of independent learning activities of students, the implementation of pedagogical learning technology in cooperation, and the development of an individual educational trajectory.*

*Key words: informatization of education; information and communication technologies; individual educational trajectory; collaborative learning; independent educational activity.*

Modern information and communication technologies (ICT), which just a few years ago seemed like a distant future, very quickly became a real present. In recent years, many methodological works have appeared in which the authors considered the development of types of speech activity, the formation of aspects of language, as well as socio-cultural and intercultural competences through authentic and educational Internet resources, blog and wiki technologies, podcasts and a linguistic corpus [1, 2012, p 2-9].

Analysis of the rich experience of school teachers and university professors, presented on the pages of the scientific journals and educational Internet forums, shows that at the present stage, most of the teachers to one degree or another use ICT in the learning process foreign language. Some are just taking the first steps in the introduction of ICT, using tasks to search for text and multimedia material on the topic under study. Others organize networking between students in one or more classes through e-mail, a web forum, or a blog [2, 2012, p 21].

At the same time, along with the positive trends in the development of modern ICT and building the process of teaching a foreign language on their basis, in some cases we have to talk about the inappropriate use of ICT in the educational process. Let's give just one example, when the introduction of ICT in the process of teaching a foreign language was reduced to replacing traditional notebooks for writing work with flash cards. Students had to complete writing assignments on a computer in a Word text editor, save them on a flash drive and hand them over to the teacher in class. The teacher, in turn, in the extracurricular time, opened the flash drive of each student, found the necessary document with the completed written exercise and made corrections to it. Of course, there can be no question of intensifying the learning process in this case at all! Moreover, given that not all students and teachers have computers at home and not everyone is able to quickly type a text in a foreign language, such use of ICT in the educational process will require significantly more time and resource expenditures for completing tasks and will not add anything additional to the educational process [3, 2008, p 31].

The reason for such a narrow perception of the potential of ICT in teaching a foreign

language, in our opinion, lies in the limited vision of the didactic properties and functions of modern ICT. Informatization of language education does not mean at all that modern ICTs should duplicate traditional teaching aids in their pure form in order to achieve absolutely identical goals. On the contrary, thanks to its unique didactic properties, along with the development of the same speech skills and the formation of language skills, modern information and communication technologies can significantly enrich the educational process. The use of modern ICTs in the learning process creates real conditions for the development of additional skills and strategies in students, which was impossible to such an extent on the basis of traditional means [1, 2012, p 10; 2, 2012, p 22].

In this regard, the consideration of the didactic properties and functions of modern information and communication technologies, the possession of which will help teachers purposefully intensify the educational process by justifying the expansion of the scope of ICT use, acquires particular relevance and necessity.

First of all, it is necessary to outline the conceptual apparatus of the research. The key concept of this work is the term information and communication technologies, which denotes information channels and software for creating, collecting, storing, transferring, processing, using information. Information and communication technologies create an information and communication environment, under which, according to I.V. Robert, S.V. Panyukova, A.A. Kuznetsov and A.Yu. Kravtsova, it is understood "a set of conditions that ensure the implementation of the user's activities with an information resource using interactive ICT tools and interacting with it as a subject of information communication and a person. The information and communication environment includes the following: a lot of information objects and connections between them; means and technologies for collecting, accumulating, transferring, processing, producing and disseminating information; knowledge itself; means for reproducing audiovisual information; organizational and legal structures that support information processes and interactive information interaction" [3, 2008, p 32].

Information educational environment is "a set of conditions that provide uniform approaches to the implementation of information activities and information interaction when using a distributed information resource in the field of education, science and culture". The unity in the implementation of approaches to the implementation of information and communication activities, according to the authors, is as follows:

- the unity of methods of access to information resources, exchange of information, its transmission, broadcasting; [3, 2008, p 33]
- the unity of the means of self-presentation of the user, self-identification;
- the unity of forms and methods of information interaction both with communication partners and with an interactive source of an information resource;
- availability of a distributed database of scientific and pedagogical, methodological, instructive, textbook, technical information intended for educational purposes" [3, 2008, p 34].

Modern information and communication technologies have didactic properties and functions, the differences between which are quite clearly described in the work of E.S. Polat, M.Yu. Bukharkina and M.V. Moiseeva. The didactic properties of modern ICT are the main characteristics, features of specific technologies that distinguish one from the other, essential for didactics (including linguodidactics) both in terms of theory and practice. The didactic functions of modern ICT are understood as the external manifestations of ICT tools used in the educational process to achieve the set goals [4, 2004, p 113].

This work highlights 11 didactic properties that modern ICT possess and which influence the intensification of the process of teaching a foreign language.

Multilingualism and multiculturalism of Internet information resources. The Internet contains many information resources in most languages of the world. A significant part of the resources is presented in foreign languages, dialects and sociolects. In addition, on the Internet you can find material about different cultural (ethnic, social, religious, regional, professional, etc.) groups of the country of the studied language. Studying, comparing and comparing materials about different cultural groups, as well as variants of the target language will allow to implement the principle of dialogue of cultures, as well as to create an understanding of the linguistic and cultural diversity of the country of the target language and cultural diversity as about the norm of coexistence of cultures in the modern multicultural world [5, 2001, p 17-24; 6, 2003, p 62; 7, 2006, p 2-14].

Multilevel information Internet resources. On the Internet you can find information materials created by both a five-year-old child and a university professor; both for educational purposes and authentic resources, designed for the "speakers" of language and culture. Different levels of linguistic complexity, as well as different depths of coverage of the discussed cultural and socially significant issues in various sources make it possible to use informational Internet resources at all stages of education. At the same time, it is important that in the selection of educational material, the teacher is guided by a number of criteria specially developed taking into account the properties and functions of the Internet environment. Such criteria for the selection of Internet resources include the linguistic and cultural-historical complexity of the material, the source of information, reliability, relevance, cultural suitability and objectivity of information [8, 2009, p 8-16; 9, 2010, p 90].

A variety of functional types of Internet resources. On the Internet there are informational (text, graphic, audiovisual) materials (and of various styles), network encyclopedias, electronic libraries, virtual tours of famous museums and galleries, Internet media, Internet catalogs, Internet shops, etc. The use of Internet resources of various functional types in the educational process will allow the formation of students' skills to work with various types of Internet sources in order to extract the necessary information and significantly enrich their linguistic and cultural practice.

Multimedia resources. On the Internet, you can find a wide variety of formats for presenting information: text, graphics, color images, audio files, video recordings, animation. The use of the entire spectrum of multimedia resources in the educational process will bring the language and socio-cultural environment of the country of the target language as close as possible and bring to the classroom, thereby enriching the linguistic and socio-cultural practice of students. Means of multimedia on the Internet will allow you to hear the speech of native speakers much more often, as well as to get acquainted with common dialects and societies, to see the studied aspects of the culture of the country of the language being studied, to get acquainted with the cultural diversity of the modern multicultural world [8, 2009, p 17].

The hypertext structure of documents is a special hierarchical connection between parts of information, which creates additional opportunities for free navigation through an Internet document, convenient transition from one section of a document to another, transition to additional Internet resources on the issues covered. The hypertext structure of documents creates conditions for quick navigation through the resources of the Internet and for enriching the linguistic and sociocultural practice of students.

The ability to create a personal user zone. Modern ICT allows each Internet user on various social services Web 2.0 (blog, wiki, podcasts) and social networks (vkontakte.ru, odnoklassniki.ru, facebook.com, etc.) to create their own personal area where you can post information on a topic of interest in any format (text, photo, video, audio) for

general access, storage and distribution. If necessary, the posted user content can be added, changed, deleted, etc. This property of modern ICT will allow students to develop the ability to represent themselves, position their own interests, act as a representative of their class, school, city, country, culture, etc. At the same time, communication between Internet users, depending on the level of formation of a foreign language communicative competence, can occur both in the native language and in the target language [9, 2010, p 91].

The possibility of organizing synchronous and asynchronous communication. Modern information and communication technologies create conditions for the organization of synchronous (chat, Skype technology) and asynchronous (e-mail, web forum, blog) communication between Internet users. This didactic property can be used in the implementation of telecommunication projects between Uzbek schoolchildren and students, as well as with foreign peers, when students outside the classroom work together to solve the problem, using the studied language as a means of communication. In the methodological literature, there are modern studies in which the authors have proven the effectiveness of telecommunication projects in the development of types of speech activity and the formation of socio-cultural and intercultural competences [9, 2010, p 92].

The ability to automate the processes of information and methodological support and organization of management of educational activities of students and its control. First of all, information and methodological support of educational activities should be understood as a system of information that has methodological properties and is necessary to ensure the academic discipline "Foreign language". Educational resources on the Internet (with problematic search and research tasks) together with information and reference resources can be informational and methodological support of the educational process. In addition, the network software (process control software Moodle, software for creating network language tests Hot Potatoes <http://hotpot.uvic.ca>) can be used to organize the management of educational activities and automated control, the formation of language skills and the development of speech skills [8, 2009, p 18; 10, 2008, p 1-10].

An analysis of the above eight didactic properties and functions of modern information and communication technologies indicates that modern ICTs contribute to the creation of an information educational environment in which, as in traditional teaching a foreign language, students can form language skills, develop speech skills and sociocultural and intercultural competence. The above list of didactic properties and functions of modern ICT indicates that at the present stage of development of ICT and methods of teaching foreign languages, teaching a foreign language based on ICT should be perceived not as additional, but at least as an analog or alternative option. learning. As the above examples show, modern ICT can significantly enrich the linguistic and socio-cultural practice of students, which will not always be possible when using traditional teaching tools.

Along with the functions that characterize the traditional learning process, modern information and communication technologies have additional didactic functions that can significantly intensify the educational process, including teaching a foreign language. Such didactic functions, in our opinion, include: a) building an individual educational trajectory; b) implementation of pedagogical teaching technology in cooperation; c) development of skills of independent educational activity [10, 2008, p 11].

Let's take a closer look at each of them.

Building an individual educational trajectory by students. At the present stage of the development of education, the problem of building an individual educational trajectory of students is of particular relevance. The impetus for the emergence and development



of this pedagogical direction was given by psychological studies (L.S.Vygotsky, S.L. Rubinstein, A.N. Leontyev, V.V.Davydov. D.B. Elkonin and other scientists) about the specifics of development and the predominance of the main types of thinking among students (practical-effective, visual-figurative and verbal-theoretical). According to the leading components of thinking, each student perceives the educational material in his own way. One needs to see the logical patterns between the studied objects, the other needs to assimilate theoretical knowledge through practical activity, etc. In this regard, depending on the predominant type of thinking in a particular student or student, he uses a certain style of learning - a way of mastering information. A student-centered approach to learning involves the construction of an educational model that would be aimed at a specific student with his individual abilities, peculiarities of perception, receipt and mastery of material, interests and needs. In this sense, building an individual educational trajectory is a practical implementation of a personality-oriented approach, or, as V.V.Kraevsky and A.V.Khutorskoy, one of the principles of its implementation [11, 2007, p 110].

In our work, under an individual educational trajectory, we mean a personal way to achieve the set educational goal (or task) for a specific student, corresponding to his abilities, motives, interests and needs. An individual trajectory for achieving the set goal is built by the student together with the teacher both with the help of existing and proposed elements for general teaching, and with the help of an additional set of methodological elements. These additional methodological elements of the structure of an individual educational trajectory include alternative forms and methods of teaching/mastering the material, alternative methods of control, alternative learning content, alternative time and speed of mastering the material and the formation of the necessary competencies to the required level [11, 2007, p 111].

The function of the teacher when a student chooses an individual educational trajectory is not only to allow students to choose an individual educational trajectory, but, most importantly, to teach a student or student to really assess their strengths, knowledge, abilities, educational needs and interests to choose the right individual learning path. The choice of an individual trajectory of learning presupposes the existence of alternative ways of achieving the educational goal in general and solving specific educational problems in particular. Educational and methodological support of the educational process should be built on the principle of redundancy and alternativeness and should contain both multi-level tasks and alternative creative work on the problem under study. Thus, the teacher helps the student to see the variety of ways to achieve a specific goal and choose the most suitable from this set [11, 2007, p 112].

For a student, the creation of an individual educational trajectory within the framework of the subject "Foreign language" means the following:

- familiarization with the expected result of training;
- determination of the aspects of the studied topics that interest him;
- the choice of forms and methods of teaching, determining the content of training, the pace of learning the material and control methods;
- discussion, coordination, adjustment of the selected individual educational trajectory with the teacher;
- coordination of the individual plan with the general educational program of the course.

Modern ICT create unique didactic conditions for building individual educational trajectories of students. Here are some examples. In one of our works, dedicated to teaching a foreign language based on ICT, five types of educational Internet resources were described (hotlist, multimedia scrapbook, treasure hunt, subject sample, web

quest). The last three educational Internet resources are scenarios of project activities carried out by students individually or in groups on the Internet. These tasks are built on the principle of redundancy. To solve the educational problem, students only need to study a few links to Internet sources. However, redundancy in the covered aspects of the topic under study, redundancy in the cited Internet sources, a variety of proposed formats for presenting information (from textual to graphical) allow students with a high level of intelligence, language proficiency and interests, as well as the needs for mastering this information to study and to extract significantly more than the curriculum requires [12, 2008, p 11-15].

Recently, methods of developing speech skills through blog and wiki technologies, podcasts (P.V. Sysoev, M.N. Evsigneyev, T.Y. Paveleva, E.D. Koshelyaeva, Y.Y. Markov, A.G. Solomatina). When building an individual educational trajectory of language learning using ICT data, students can be given the following choice: [12, 2008, p 16]

a) work individually or in a group (for example, the development of writing skills through blogging technology, when the author of each written document is one student, or wiki technology, when several students are working on one document);

b) create a "product" (e.g. text) in writing (on a wiki or blog server) or orally (on a podcast server);

c) control of the development of relevant skills is carried out only by a teacher and classmates (through a discussion of work in a microblog);

d) the timing and presentation of the project results (from two weeks to a quarter or semester), etc.

There can be many options for building an individual educational trajectory based on the use of ICT in teaching a foreign language. Obviously, ICT didactically significantly expand the possibilities of education. At the same time, it should be noted that building an individual educational trajectory is possible under the following conditions: [13, 1916, p 130]

- the student's desire and the teacher's ability to build the educational process of a particular student on an individual trajectory;

- providing the student with a choice in building an individual educational trajectory (various forms and methods of teaching, the content of training and the speed of mastering the material);

- development of educational materials in accordance with the principle of redundancy and alternative material on the topic under study;

- the ability of the teacher to conduct pedagogical observations of the student and monitor the independent learning activities of the pupil or student in order to make the necessary adjustments.

Implementation of pedagogical technology training in cooperation. The theoretical foundations of the educational technology "learning in collaboration" were developed at the beginning of the XX century by the famous American educator John Dewey. In Russia, this technology received a special round of implementation in teaching a foreign language at the end of the twentieth century, thanks to the numerous works of E.S. Polat and her students [13, 1916, p 131; 14, 2000, p 4-11].

The main idea of this pedagogical technology is to create conditions for active joint educational and cognitive activity of students in different educational situations. Moreover, all participants in the educational process are involved in this joint activity: the students and the teacher [14, 2000, p 12].

The pedagogical technology "learning in cooperation", in contrast to traditional forms of joint group work, is characterized by the following:

- a) the interdependence of all members of the group;

- b) the personal responsibility of each member of the group for their own successes and the successes of their comrades;
- c) joint educational, cognitive, creative and other activities of students in a group;
- d) socialization of students' activities in groups;
- e) an overall assessment of the work of the group, which consists of an assessment of the form of communication of students in the group, along with the academic results of work [14, 2000, p 13].

One of the conditions for the implementation of this technology is the interdependence of the participants in joint educational activities. This dependence may be as follows:

- a single goal of the project, which can only be achieved by breaking it down into component tasks and solving them in the course of joint activities by the whole group;
- distribution of materials for study in such a way that each project participant has only a part of the information or material necessary to solve the general problem;
- the use of a single set of equipment for all (Internet pages);
- the same encouragement and assessment for all members of the group.

At the heart of the implementation of training in cooperation is a common system of principles [15, 2002, p 150].

The teacher forms a group of students. The formation should be carried out in such a way that in each group there are learners of both sexes with different levels of proficiency in a foreign language, different experiences of joint learning activities, etc. Such formation will create real conditions for each team member to develop the necessary skills during the implementation of a joint project.

Moreover, it is quite obvious that for each member of the group it will be a different set of skills: for students with a weak level of language proficiency - speech skills, for students with a high level of language proficiency - consolidation of previously developed skills and the development of leadership qualities, skills to organize training in a group, etc [15, 2002, p 151].

Each group is given one task, implying the need for each member of the group to participate in its implementation. Roles are distributed among the members of the group, and a separate segment of work is determined for each.

Each group is given one set of necessary materials (one text, one set of exercises, one Internet page on which the project will be carried out, etc.). The assessment for the implementation of the project is one for the entire group (based on the work of E.S Polat) [14, 2000, p 14].

As an example, let us consider how the educational technology "learning in collaboration" is implemented in the development of students' writing skills on the basis of wiki technology. After studying the structure of the argumentation essay, students are invited to split into groups of 3-4 people and, through wiki technology, take part in joint work on writing an argumentation essay on the proposed topic. The algorithm of the corresponding technique may include the following steps:

- distribution of roles between project participants with the obligatory choice of a group leader who will act as a moderator of the group;
- discussion of information security issues when participating in Internet projects;
- brainstorming on the issues of the upcoming essay in order to identify arguments in support of the thesis;
- distribution of aspects of the topic (arguments) and fragments of the essay between the project participants;
- determination of the time frame within which each participant prepares and posts his fragment of the essay on the designated wiki page (the placement of fragments can start with arguments, and end with an introduction and conclusion; after posting the

full text of the essay, students with the highest level of language proficiency can implement the language correction of the essay);

- if necessary, discussion of the structure and content of an essay written by a group can take place on a special web forum or microblog by representatives of other groups. After receiving feedback and comments from classmates, the group can make changes to the essay;

- reflection by members of the group of joint activities with the aim of improving it in the future;

- assessment of the essay by the teacher [16, 2011, p 2-9].

Using similar algorithms based on blog-, wiki-technology and podcasts outside the classroom, you can improve all speech skills. Developing types of speech activity in extracurricular time using pedagogical technology based on modern ICT, students form the skills necessary in modern life to work in a team and carry out joint activities [16, 2011, p 10].

Development of skills for independent learning activities. One of the distinguishing characteristics of the competence-based approach, which has rapidly burst into the Uzbek education system, is the transition from "learning for life" to "learning throughout life". It is quite obvious that in the conditions of informatization of modern society, the ability of people to independently extract information, receive it, synthesize, produce new and disseminate what has been received is of particular importance. Such skills of self-education will allow them to be constantly in demand in the modern labor market in a rapidly changing world. To what extent students by the time they graduate from secondary school or university will be capable of self-education throughout their lives depends on the development of their skills of independent learning activity in the process of learning at school and/or university. Independent learning activity is understood as "a type of cognitive activity regulated and controlled by a student as a subject of this activity and aimed at mastering subject knowledge and skills and cultural-historical experience". Participation in independent, productive learning activities means that the student: [15, 2002, p 14]

- is included in the definition of the goals of mastering a foreign language and correlates them with their real interests and needs;

- actively participates in the design of the final result of the product of mastering a foreign language and determining the criteria for its assessment;

- together with the teacher and his friends, selects the most acceptable and effective forms and methods of teaching;

- monitors the process and the success of his progress in mastering the language;

- evaluates the real achievements and possibilities of using the FL in real activities;

- evaluates the productivity and experience of their educational activities;

- evaluates himself, determines the "I-position" [15, 2002, p 16].

The use of modern information and communication technologies significantly increases the volume of independent educational activities of students, which, together with building an individual educational trajectory, really prepares them for active independent activity in the modern rapidly changing world.

The above didactic properties and functions of modern information and communication technologies make special demands on the teacher's function in the educational process. The competence of a foreign language teacher in the use of information and communication technologies includes both knowledge and skills to organize the learning process and educational interaction of students through ICT, as well as coordination and moderation of the educational process. Its task is not to provide ready-made knowledge, but to create pedagogical and methodological conditions so that the students themselves learn the

following: [16, 2011, p 11; 17, 2012, p 34]

- to receive, extract, synthesize, classify, generalize, create information;
- to formulate a problem and designate the goal of training (at a specific stage or within a specific topic, educational section, etc.);
- choose the most acceptable option for its solution;
- work on solving the problem individually or in groups, while distributing responsibilities and sharing responsibility for the implementation of the designated area of work;
- develop the skills of communication and cooperation;
- develop the skills of independent learning activities;
- use a foreign language as a means of communication and a means of ICT to meet cognitive needs and interests;
- to form the ability to analyze their educational activity and its results (reflection).

In conclusion, it should be noted that modern information and communication technologies have a number of didactic properties and functions that must be taken into account when teaching a foreign language based on ICT. On the one hand, through ICT, it is possible to develop not just the same language skills and the same speech skills, to form all the constituent components of a foreign language communicative and intercultural competence, but due to its didactic properties, with the help of ICT, it is possible to significantly enrich this linguistic and sociocultural practice of students. On the other hand, modern ICTs have three didactic functions, which are much more difficult to implement in traditional teaching a foreign language in a classroom using a textbook: building an individual educational trajectory, implementing the pedagogical technology "learning in collaboration" and developing skills by itself intensive learning activities [16, 2011, p 14].

Thus, the need to use ICT in teaching a foreign language is explained not only by the possibility of obtaining the necessary information in a foreign language, but, most importantly, by the modernization of the very process of teaching a language and culture.

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