



Utilizing Information and Communication Technology (ICT) Within The Realm of Education

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Abstract: Our experience with employing project methodology in our work has demonstrated that despite the challenges students may face in its utilization, it proves to be an effective innovative technology. This approach, supported by multimedia teaching aids, enhances internal motivation, fosters independence, and strengthens collective cohesion.

Key words: project-oriented method, cyber resources, role-play scenario

In the contemporary era, with the pervasive presence of informational and computer technologies across all spheres of human endeavor, their integration into education has become imperative. This paper explores the utilization of ICT (Information and Communication Technologies) in English language instruction. The primary aim of incorporating ICT in this context is to enhance motivation for learning the subject by rendering the educational process less monotonous, more personalized, autonomous, and consequently, more engaging for students. We will explore the potential of multimedia tools such as interactive whiteboards, computers, video projectors, and the Internet within the framework of project methodology.

Given the continued prevalence of traditional classroom-based instruction, the project methodology seamlessly integrates into the learning process without altering the curriculum prescribed by educational standards. At its core, it is a technology that, when integrated into



education, effectively facilitates the achievement of goals outlined in state standards. It represents a non-conventional approach to organizing educational processes, employing active methods such as planning, forecasting, analysis, and synthesis.

The project method inherently entails problem-solving, drawing upon knowledge from diverse fields including science, technology, as well as creative domains such as art and culture. Project outcomes should manifest as tangible results, whether it's a concrete solution for theoretical problems or practical outcomes ready for implementation, be it in the classroom, school, or real-life settings. Electronic resources are essential for the successful application of the project methodology.

However, working on projects poses certain challenges, as students may not always be adequately prepared or capable of engaging in project activities during English language classes. This includes leading discussions, addressing organizational matters, articulating their thoughts coherently, and more.

Grammatical and lexical errors are inevitable occurrences, necessitating extensive preparatory efforts. This preparation involves the repetition and generalization of essential grammatical and lexical content, specific lexical structures, and more. To acquire the necessary skills, we employ interactive whiteboards and utilize ICT for testing, which enhances supervision over the tasks and significantly boosts effectiveness. Consequently, the project represents the culmination of topic-related work, reached after establishing conditions conducive to free improvisation with linguistic and speech materials.

Regarding the methodology for employing project technologies, it's worth noting that we frequently engage in the following project types: creative projects, which entail inventive result design and lack a detailed structure for collaborative participant activities, evolving spontaneously towards the ultimate goal.



This type of project activity involves a straightforward yet engaging approach: role-playing games. Participants take on specific roles, such as literary characters (e.g., in a project about the life and works of W. Shakespeare¹) or fictional personas simulating social or business relationships (like in "The British Parliament" project). These projects typically have a planned structure but remain open-ended until the completion and presentation of the final outcome.

It's worth noting that project-based learning is particularly relevant in the later stages of education, particularly in 10th and 11th grades². It is during this period that students are expected to independently utilize the English language for acquiring new information, expanding vocabulary, and mastering ICT skills more consciously.

At this stage, it is suitable to implement mono-projects focused on a single academic subject (such as English language), while incorporating sections related to regional, social, historical, and cultural topics.

During the foreign language week, students undertake mono-projects centered on the lives, works, and achievements of renowned poets and authors from the countries where the studied language originates. Assigned tasks involve researching the writer's biography and literary contributions. Students gather biographical information from internet sources, which is then collectively reviewed, refined, and synthesized. Subsequently, they create slides and compose accompanying text. A crucial element is the inclusion of musical accompaniment, typically from the corresponding historical period, to enhance emotional depth.

The culmination of this collaborative effort is a staged performance, wherein a vivid and informative presentation serves as the backdrop, immersing the audience in the

¹ Shakespeare, William. *Hamlet*. Edited by G. R. Hibbard, Oxford UP, 2008.

² Kondratiev, I.N. Rubashkin D.D. Mimio: interactive on a marker board - Methodological manual [Text] / I.N. Kondratyev, D.D. Rubashkin - M.: Institute of New Technologies (INT), 2010. - 118 p.



ambiance of the 16th-century English era and fostering a sense of connection with the subject matter³.

The demonstration of such presentations enables the presentation of educational material through a system of vibrant reference images. Each presentation can incorporate the lesson's subject matter, illustrations, and fundamental concepts of the topic. Thus, in the current educational landscape, where engaging students in the learning process is paramount, ICTs offer significant opportunities for successful resolution⁴. Our experience with utilizing project methodology in our work has revealed that despite students facing existing challenges (such as language barriers and a lack of independent, critical thinking, self-organization, and self-learning skills), it represents an effective innovative technology. Through the integration of multimedia teaching aids and fostering students' grasp of linguistic material, internal motivation, level of independence, collective cohesion, and overall cognitive development are significantly enhanced.

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³ Norenkov I.P., Zimin A.M. Information technologies in education. - M.: Publishing house of MSTU named after N. E. Bauman, 2004. - 351 p.

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