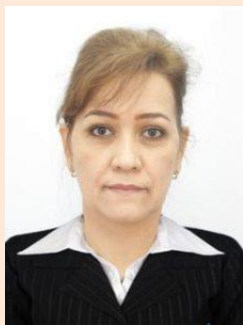# THE ROLE OF MODERN TECHNOLOGIES IN FURTHER DEVELOPMENT OF COMMUNICATIVE LEARNING

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Аннотация

Мақолада мулоқотни осонлаштиришда кўприк вазифасини ўтовчи замонавий технологиялардан дарс жараёнида ҳамда дарсдан ташқари ҳолатларда фойдаланиш усуллари ўрганилган. Уларнинг турли ижтимоий гуруҳлар билан алоқа ўрнатишдаги роли кўриб чиқилган, гуруҳ бўлиб ёки мустақил ўзлаштиришдаги имкониятлари ҳақидаги фикрлар тақдим этилган.

Аннотация

В статье рассматривается использование современных технологий как средства для облегчения общения внутри и вне классной комнаты, установления связей с различными сообществами, обеспечения уровня независимости и поддержания контакта друг с другом.

Abstract

This article studies the using of modern technologiesas a bridge to facilitate communication inside and outside the classroom, to make links with different communities, to offer a level of beingindependent and to keep a contact with each other.

Калит сўзлар: англаш, коммуникатив фаолият, мобил қурилмалар, замонавий технологиялар.
Ключевые слова: осмысление, коммуникативная активность, мобильные устройства, современные технологии.
Keywords: latest method, communicative activities, mobile devices, modern technology.

In its early days, communicative language teaching was widely promoted as suitable for all contexts, but a lot of questions have since been raised about what it really means, what versions of it (any) are relevant to specific learning situations.

Experiences in Asia, where educational traditions and current realities often contrast strongly with those where communicative language teaching originated, have provided a major impetus for furtherdevelopment of the methodology in question and its application.Communicative language teaching now serves not so much as a label for a specific approach but as an umbrella term to describe all approaches that aim to develop communicative competence in personally meaningful ways. It also provides a framework for defining issues that research and exploratory practice need to address in the years ahead.

The communicative perspective in language is primarily about what we study. It suggests that when we learn a language we are primarily learning not language structures but language functions. These communicative functions came to play a central role in syllabus design and methodology. The English language teaching world came to be dominated by so-called 'functional' or 'communicative' courses, in which students would practice expressing functions such as 'making suggestions' and then use them in 'communicative activities' like a pair work, role play, discussion, the use of authentic materials.

At the same time the communicative perspective on learning focuses attention on how we learnand especially on our natural capacities to 'get' language simply through communication and without the direct help of a teacher. These two versions of communicative language teaching have very different implications for how language is best learnt in the classroom and for the role of a teacher. Both versions require a teacher to be a creator and organizer of communicative activities. And for these reasons the teacher can implement modern technologies in the process of teaching in order to improve communication skills. For instance, mobile devices offer many communication possibilities. Within the classroom, they allow easy communication among students from a wide range of backgrounds. With the help of this way information can easily be passed across the language and ethnicity divisions of a classroom. The following are some examples which can show how these modern techniques can be used as an aid to communication.

Skype can be used to encourage students to communicate with their teacher and with each other. First they initially answer their questions using this service, with tutors facilitating the conversations, but soon students become independent and much of the communication is found to have taken place well out class time.

Another example can show how learners created their own learning resources from videos they had taken (this could be anything, for instance, the process of cooking a dish or creating a spreadsheet), and then used them to describe the process to their class. A teacher then used learners' own resources to teach grammar points which could be practiced repeatedly both in and outside the classroom by playing the videos.

Learners' interview skills were improved by role-playing a formal job interview, during which photographs were taken. Afterwards, they used Microsoft Photo Story software, to create a visual digital story from the photographs which were projected onto a whiteboard to allow peer critique and group learning. It could then be used as a pictorial prompt in an extension activity, or sent to the teacher for analysis and feedback given from e-mail. Many teaching opportunities can be planned using mobile devices ability to take photographs of events, articles

or labels, which can be used as prompts for later written work. The voice recording feature on mobile devices was used for recording, comparison or descriptions of places or persons. Learners then listened to each other's voice recording and assessed for pronunciation and use of various grammar points. Blogs are a popular form of recording thoughts and undertaking description writing. This type of communication bridge can have a good influence on learners' mind. In this examples there are many instances of class blogs being written either for use in the classroom or after visits to various places such as museums. This bridge of learning is extended outside the classroom, and the outside is brought into the classroom. Material could then be used for future discussion and self or peer assessment. Teachers often reported that public nature of these forums improved the quality of the presented written work.

"When using modern techniques or mobiles for communication, many teachers commented that communication dynamic in the classroom had changed from a top-down, teacher-led, approach where ideas were shared. Students felt better able to contact other students for help, rather than being teacher-dependent. In this way, the possibilities that mobile devices afford for communication lessen the loneliness experienced by many English speaking language students"(1, 138).

The use of modern techniques can help students build links with different communities including their children's school, their workplace and within their learning community. Many students use Facebook, a social networking service, as part of their daily lives. This use out of college, can foster and maintain relationships and add to greater cohesion and dynamic when back in class which, in turn, can have a positive effect on their attendance and retention on the course. These devices allow learners to maintain links with their family, country and its language diminishes some of the immigration and loneliness which can be experienced.

Extending the learning experience beyond the classroom becomes a goal of many the 21ˢᵗcentury projects. "Modern technologies or digital tools make it easy for students to share their work and exchange ideas with diverse audiences, including family members and peers, local community members, and even the much wider world"(2,175). For some learning process, integrating technology helps students reach an authentic audience. Knowing that others will be reading, watching, listening and commenting can be a powerful motivator. In addition to connecting students with a real audience, digital technologies offer almost unlimited opportunities for branching out from the classroom. For instance, our students might decide to consult with experts or teachers in the course of researching a particular topic. At that moment we may design a project so that our students can communicate with fellow learners-from the nextclassroomor from

halfwayaroundthe globe-and become more proficient at working in a culturally diverse world.Sometimes such ways of learning generate important information or research that helps communities address an issue or solve a problem, and our students become the experts.

We have also seen the emergence of mobcasting, which is mobile audio podcasting using a mobile phone to receive the programming. Since a large percentage of students have mobile phones, this may level the playing field even further.

The facilities provided by mobile devices can offer a highly-developed level of independence to the use and help to provide a bridge with society at large. Much of this is related to the user being able to search the internet for information. For example: Journey planners and map applications offer greater independence to the user, allowing them to find out information for themselves, often accessed whilst they are on the move (3,117−125).

Dictionary, grammar and spelling applications are useful, especially where students could also record their own vocabulary into system for the future playback. Idiom translator applications, were specifically noted by students as being beneficial. Encyclopedias such as Wikipedia are useful for finding out information. Text translation tools, such as Google translate which is very popular among students, are useful for translating difficult or unfamiliar words and text structure applications. Information gathered from online sites such as those describing countries and cultures, travel, weather, news information sites, shopping and the payment of bills using online billing are all considered helpful.

All the above encourage the user to engage with information in English, reading and writing both formally and informally. They encourage the user to feel part of society and remove potential areas of stress such as having to take part in face-to-face interactionor make telephone calls to access such information.

In the past 4–5 years modern technology has developed and there has been an extraordinary growth in use of these devices to such an extent that many students coming to classes now use high-specification devices as part of their lives. This use of mobile devices is having impact on the way in which literary skills are acquired. Although learners can still acquire these without digital methods, many come to the classroom with powerful devices in their pockets which give access to the internet and web-based information handing. Therefore, through their own need to access information, either in their own native language or in English, literacy skills can now be developed much further informally. To carry out these points effectively online, teachers suggest that students require, and subsequently acquire, some of the skimming and scanning skills which ordinarily play a large part of the ESOL and literacy curriculum. Students can become familiar with

where to look on a web page, where to click, where to confirm, where to repeat information, as these skills are required in their daily non-classroom world.

Along with this, it could also be inferred that teacher's role and identity is changing. Good English speaking language teachers use learning opportunities which are present everywhere to help their students to improve their speaking and listening skills and their confidence − not just through practice in the classroom, and not just through the use of technology. When mobile devices are brought into the classroom by learners, teachers need to realize that their use changes the classroom dynamic, and it is possible for them to give up 'control' of the classroom and allow learners to take ownership of their learning in the true sense. This gives learners the opportunity to become responsible for creating their own learning resources as well as determining the shape and form of their learning. Learners can be encouraged to work independently as well as collaboration with each other and begin to view learning as something that can be fun and engaging while realizing the value of mobile devices as learning tools.

We can suggest thatall the technologies available with the students can be used as the devices that provide a bridge to facilitate communication inside and outside the classroom, to make links with different communities, to offer a level of independence and to keep in contact with their country of origin. These devices can, of course, be a powerful teaching and learning devices too. The findings of two case studies of the use of such devices by learners have been described using the "bridge" metaphor. What is clear that learners coming to classes proficient in the use of their modern technologies naturally acquire to some extent, a collection of skills which previously needed to be taught. This raises questions as two whether changes willbe required in the future to the National Curriculum to reflect such digital literacy. What is important is that teachersshould keep abreast with technological development and be are aware of the learners' skills, abilities and overall literacy in IT.And this will be a kind of a starting point of a teacher for improvement and further development of the language skills of their learners'.

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