

THE ROLE OF ICT (ESPECIALLY MOBILE DEVICES) IN THE PROCESS OF LANGUAGE TEACHING TO PRIMARY SCHOOL AND THEIR EFFECTIVE USE

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Annotation. Today's primary school teacher must be able to teach, educate and bring up children in the conditions of modern information society, to provide them with the basic knowledge in accordance with the spirit of the times. The current weapon of the ants is no longer chalk but ICT. Accordingly, this article discusses the importance of ICT in primary school lessons, especially mobile devices, and how to effectively organize lessons using them.

Key words: ICT, mobile devices, primary education, internal features, smartphones and etc.

Introduction

It is known that the main purpose of primary education is a positive attitude of the child to reading, reading literacy, working with different information, knowledge of basic mathematical operations and their application in everyday life, logical and creative to develop skills such as thinking, self-management, team behavior, mastering the rules of written and oral communication culture, organization of educational activities. According to the Decree of the First President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of learning foreign languages", these tasks include the task of teaching foreign languages to children from the 1st grade. This, in turn, will help children to avoid language problems in the future, to avoid spending money on various centers, or to find a good job in the future by speaking a foreign language fluently as their mother tongue. However, it should be borne in mind that in order for a foreign language teacher to complete the lessons in schools, the classroom must have all the necessary conditions. In addition to beautiful and comfortable furniture, one of the most important factors in organizing the study of foreign languages is the provision of classrooms with

advanced information and media technologies, and their use will help to learn a foreign language better.

It is no secret that every day the introduction of information and communication technologies (ICT) in every sphere of our lives increases the effectiveness of our professional activities. We cannot live our daily lives without modern devices such as TV and radio, but also mobile phones, computers, tablets, and we use them to enrich the meaning of our lives, to facilitate our work and study tasks. ICT not only helps to develop students' knowledge and skills, but also to develop their personality and interest in learning. In recent years, many articles in the field of psychology and advanced pedagogy have shown that ICT promotes the development of students' knowledge and creative thinking. The use of ICT opportunities enriches the range of information provided in the educational process and helps students to master it with interest. With the introduction of ICT in the educational process, a new approach to education, typical of the modern information environment, has begun to take shape.

It is known that primary education is the foundation of the world of knowledge acquired in human life, the interest in future subjects, in general, depends on the child's first teacher, the literacy acquired in primary school. That's why elementary school teachers have a big responsibility.





In the past, it was considered that in primary school students should learn to read, write, and learn basic mathematics, but today it is important for students to think, be active, develop independence, master knowledge logically, and especially is approached as an important stage in the learning process that encourages language learning. Therefore, there is a need to increase the interest and effectiveness of the educational process, and the introduction of ICT in this process is very important. It is no secret that today's primary school students can easily use ICT tools and acquire knowledge in the field of computer literacy.

Students in grades 1–2 have even mastered the use of many modern devices, such as phones and tablets, receiving and transmitting audio and video information, working with computer screen capabilities, file systems, interactive complexes. In this case, the most important task

of primary school teachers is to give students a basic understanding of these devices, the norms of their use. The role of the first teacher is important in building students' initial capacity to choose the right information from the world of information. The role of information technology in teaching a foreign language to primary school students is enormous. So how much can phones help students? Now, let's talk about that.

Introducing mobile use benefits students, but it also benefits teachers. Learning to integrate mobile devices into language instruction adds another dimension to the teacher's profile, improving the quality of instruction while enhancing teacher marketability. It is not just their availability, wide usage and social acceptance that invite use of mobile devices in the classroom, but also the fact that the capabilities they offer align well with current educational theories and practices, 'such as improving student retention and achievement, supporting differentiation of learning needs, and reaching learners who would not otherwise have the opportunity to participate in education' (Kukulka - Hulme, 2009: 157). Specifically in language learning, mobile devices can facilitate constructivist / collaborative learning, use of authentic materials, and real-world integration of language use, all areas considered important today in communicative language learning (Savignon, 1991). By enabling greater learner autonomy and enhanced opportunities for language practice beyond the classroom, mobile devices can supply greater access to second language input than normally is available in traditional instruction. Smartphones and tablets have a variety of built-in functions that support communication and multimedia use. They offer an efficient way for students to work with language, whether written or spoken. Because they are networked, they support peer collaboration and offer the opportunity to virtually bring into class individuals from outside the classroom, including more proficient speakers.

Some internal features that support the use of text and media include:

-  takingnotes;
-  photographyandediting;
-  play, record and edit audio and video;
-  e-mail;

✚ textmessages;

✚ Browsewebpages.

In addition to the standard features and apps available on phones and tablets today, they offer access to a variety of third-party apps, which is actually the main reason for the popularity of smartphones. Mobile devices can be used to provide a brief interactive introduction to a lesson, functioning as a kind of advanced organizer .It is known that primary school students are very young, so it is difficult to pronounce a foreign language. Using cell phones in the classroom can make it more straightforward for children. That is, if a dictionary program is installed on the phone, the student will be able to repeat a word that is difficult to pronounce several times in class. And that's the way to memorize a word. Children can also practice listening, reading and writing with the help of a telephone. When conducting lessons over the phone, the teacher should also try not to bore the lesson by playing a song or music on a mobile phone. Thus, the introduction of ICT, i.e. the use of the telephones, provides the following opportunities for teachers in the field of professional specialization:

Serves to increase students' interest in the lesson;

Provides many opportunities for teachers to take a creative approach to their profession;

Provides a wide range of opportunities for independent learning and distance learning for teachers

With the help of digital educational resources, a teacher can increase the visibility, interest and effectiveness of teaching materials, especially the use of visual aids in the teaching material is very useful for primary school teachers. And that, in turn, is useful for learning and teaching a foreign language. But everything has its rules. That's why you should pay

attention to this when using the phone. In short, the introduction of ICT opportunities will increase the efficiency and attractiveness of the modern educational process. There are many positive aspects of mobile communication, especially in the language learning of primary school students, which are equally useful in expanding and developing the child's worldview, memorizing objects and words. But with good credit, you might find exactly what you need.

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