USE OF INFORMATION TECHNOLOGIES IN THE FOREIGN LANGUAGE CLASSES
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Abstract: *computer in general and the Internet in particular, refer to those technical means of teaching foreign languages that were not created specifically for this purpose and perform, first of all, other functions. However, due to its large capabilities, the Internet has attracted the attention of practitioners and methodologists. The Internet is now used to teach a variety of subjects. He acquired special significance in the teaching of a foreign language.*
Keywords: *Internet, communication, foreign language, learning, educational process, creating.*

Currently, priority is given to communicativeness, interactivity, authenticity of communication, language learning in a cultural context, autonomy and humanization of learning. These principles make it possible to develop intercultural competence as a component of communication skills. In this paper, an attempt has been made to identify ways and means of optimizing the educational process using another method - the Internet technologies. The use of the Internet in a communicative approach is as well as possible motivated: its goal is to interest students in learning a foreign language through the accumulation and expansion of their knowledge and experience. Trainees should be prepared to use the language for real communication outside the classroom, for example, during visits to another country, when corresponding with foreign students, sharing job assignments with classmates, or business correspondence with an international university.

The Computer Assisted Language Learning (CALL) software programmes which have been designed for the purpose of language teaching despite other tools such as the Internet, e-mail, and others also promote student-centred language learning and help students develop their communicative skills as well[1]. The Internet creates unique opportunities for learning a foreign language, using authentic texts to communicate with native speakers, i.e. he

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[1] Egamberdiyeva D.U. Language learning with ict: uses and issues. International conference., 2016, p.341.

creates a natural language environment. Nowadays, this goal is the most sought after by students. It should be borne in mind another feature of the subject. Teaching speech activity can only be in live communication. Therefore, when preparing for the next lesson, it is important for the teacher to keep in mind the didactic properties and functions of each of the selected teaching aids, with a clear idea of how this particular teaching tool can be most effective for solving which methodological problem.

If we keep in mind the subject of our discussion - the Internet, then it is also important to decide for what purposes we are going to use its capabilities and resources. For example: to include web content in the lesson content; for independent search of information of students in the framework of the project; to eliminate gaps in knowledge.

Using the information resources of the Internet, it is possible, integrating them into the educational process, to more effectively solve a whole range of didactic tasks in a lesson:

• improve listening skills based on authentic Internet sound texts;

• replenish vocabulary, both active and passive vocabulary of the modern language;

• to form a sustainable motivation for foreign language activities.

To teach a foreign language is to teach communication, transmission and perception of information. There are three areas in which the Internet can bring learning to foreign languages to a new level. This is communication, information and publication. Computer-based materials for language teaching which is also found on many published CD-ROMs for language teaching has become a part of the use of the Internet and web-based tools[2]. Communication is carried out using e-mail, huge layers of information are enclosed in the world wide web (World Wide Web), publication can be done by creating your own page on the Internet. All this can be done without the Internet. However, the Internet is bringing a new dimension to these areas. Communication is greatly facilitated and accelerated, information becomes available, relevant and authentic, and publication on the Internet has a wider audience than in a magazine or newspaper.

From the didactic point of view, the advantage of the Internet over traditional teaching tools is, first of all, the availability and relevance of authentic materials, as well as facilitating and accelerating interethnic communication.

The communicative ability of students develops via the Internet by involving them in solving a wide range of meaningful, realistic, meaningful and achievable tasks, the successful completion of which gives satisfaction and increases their self-confidence. Creating an online communication takes time. A

[2] N.A. Odilova., M.U. Irgashev. Information and communication technology in language learning. International conference., 2016, p.439.

supportive socio-psychological atmosphere is required in which the student is involved; confidence that he is respected as a person with his own views, interests, strengths and weaknesses, and his preferred learning style. This atmosphere is characterized by the spirit of mutual aid, in which learning a foreign language using the Internet is a socially-conditioned experience. Teaching authentic language, the Internet helps in the formation of the skills of the spoken language, as well as in teaching vocabulary and grammar, ensuring genuine interest and, consequently, efficiency. The skills and abilities generated through the use of Internet technologies go beyond the limits of foreign language competence, even within the framework of the "language" aspect. The Internet develops the social and psychological qualities of students: their self-confidence and their ability to work in a team; creates a learning-friendly atmosphere, acting as a means of interactive approach.

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