

WAYS OF DEVELOPING STUDENTS' LISTENING SKILLS THROUGH INFORMATION TECHNOLOGIES

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In today's process of globalization, the effect of the radical reform of the education system of Uzbekistan is evident in all areas related to this area. The state pays special attention to the teaching and further development of foreign languages in the education system, which is a key sector of socio-economic, political and cultural life of the country, one of the vital factors that directly affect the morale of the population at the policy level. The issue of attitudes to foreign language teaching is addressed in the Resolution of the President of the Republic of Uzbekistan dated May 19, 2021 No PP-5117 "On measures to bring the promotion of foreign languages in the Republic of Uzbekistan to a qualitatively new level": "... education in foreign languages It is no coincidence that the need to develop as a policy priority, radically improve the quality of education in this area, attract qualified teachers to the field and increase the population's interest in learning foreign languages" [1;2].

Today, there is an independent Uzbekistan in the world, which has its own high potential and unique prestige, and a high-spirited nation with a rich culture lives in this country. Emphasizing that the role, prestige and position of this nation in the world community are changing radically, President of the Republic of Uzbekistan Shavkat Mirziyoyev said: we will mobilize all the forces and capabilities of our state and society" [2;146].

It is very difficult to live in 21st century without a computer. A lot of young people have been brought up with a computer and treat it as the main source of communication. There are many ways to communicate via the Internet: e-mail, IM, SNS, SMS, chat, etc. The aim of this investigation is to present how the English Philology students (Internet users) adapt their language to the reality of Computer-Mediated Communication, which is defined as "a written natural language message sent via the Internet" [5; 23] and what impact it has on learning foreign languages. There is no doubt that language used while communicating via the Internet is different from the one used offline which is due to the limitations of the written text and the lack of face-to-face contact which omits the whole spectrum of body language, facial expression, tone of voice and other extra-linguistic features. Social media which is a group of Internet-based applications take on many different forms such as blogs (e.g. Twitter), social networking sites (e.g. Facebook), content communities (e.g. YouTube), photographs or pictures (e.g. Instagram), wall-posting (e.g. Pinterest), rating and social bookmarking (e.g. Foursquare) and many others.

Actuality of the research is growing interest in using information technologies to develop students' listening skills, research in this area is ongoing. Different technologies may be more effective for different student populations and learning contexts, so further research is needed to identify best practices and optimal strategies for integrating technology into listening skill development.

Novelty of the paper in this area lies in its exploration of cutting-edge technologies, personalized learning approaches, and innovative instructional design strategies to enhance students' listening skills in today's digital age. They are:

As technology continues to advance, researchers are exploring the potential of emerging technologies such as virtual reality, artificial intelligence, and natural language processing to enhance listening skill development in innovative ways. For example, virtual reality simulations can provide immersive listening experiences, while AI-driven platforms can offer personalized feedback and adaptive learning experiences;

With the widespread adoption of smartphones and mobile devices, researchers are exploring the potential of mobile learning and microlearning approaches to improve listening skills. Mobile apps and microlearning modules can deliver short, targeted listening exercises that students can engage with anytime, anywhere, making learning more accessible and convenient.

Conclusion

This study qualitatively explored the experiences and challenges in using ICT applications of novice vs. experienced English teachers in secondary schools in Kazakhstan. Specifically, this research reveals that the biggest difference between novice and experienced English teachers is in the variety of ICT applications used. The results demonstrate that more experienced teachers are not familiar with different ICT applications and only use government-mandated applications in the classroom, while novice teachers are familiar with and tend to use a broader range of ICT applications including those that are not only government-mandated. Other than that novice and experienced teachers' experiences and challenges turned out to be quite similar. The reason for that EFL teachers use ICT tools for various purposes, but most commonly for lesson preparation. The results also demonstrate that technology-supported training courses are needed since most novice and experienced teachers have not received any yet, and they are open to more ICT training courses focused on using specific applications in teaching English. Thus, the result suggests that teacher-training programs should embrace more active ICT courses for English teachers and possibly show how ICT applications may be used in various aspects of teaching. Apart from the training courses, all EFL teachers have to work around the limitations of their schools' internet connection and tech infrastructure to actually save the time and use the ICT applications they want in their teaching.