

3. Arnold I.V. Lexicology of modern English. Textbook / - 2 nd ed., Pererab. - M.: FLINT: Science, 2012. - 376 p
4. Dubrovin M. Illustrated collection of idioms in five languages. M., 1997
5. Ginzburg R., Knidekel S., Mednikova E., Sankin A. Verbal collations in Modern English. -M, 1975. -125 p
6. Goldenkov M.A., Watch out! HOT DOG! Modern Active English, Moscow, 2004
7. Kopylenko M.M., Popova Z.D. Essays on general phraseology: Problems, methods, experiences. - Voronezh: Voronezh University Publishing House, 1990, 109 p.

FRAZELOGİYANIN ÖYRƏNİLMƏSİ TARİXİ

Hacıyeva Səbinə Mübariz qızı

Xülasə

Məqalə frazeologiyanın tarixi aspektdən araşdırılmasına həsr edilmişdir. Məqələdə frazeologiyanın tarixi, dilçi alimlərin frazeologiyaya dair nəzəri fikirləri xüsusilə işıqlandırılmışdır.

Frazeloji birləşmələrin növləri, təsnifatı, təsnifat prinsipləri, Amasova, Kunin, Vinqradov, Simirnitki kimi dilçi alimlərin təsnifatına dair məsələlərə də məqalədə geniş yer verilmişdir.

ИСТОРИЯ ИЗУЧЕНИЯ ФРАЗЕОЛОГИИ

Гаджиева Сабина Мубариз кызы

Резюме

Статья посвящена изучению фразеологии с исторической точки зрения. В статье особо освещены история фразеологии, теоретические взгляды лингвистов на фразеологию.

Виды фразеологических сочетаний, классификация, принципы классификации, Амасова. В статье также широко освещены вопросы классификации таких лингвистов, как Кунин, Виноградов, Смирницкий.

Rəyçi: F.ü.f.d Qasımov Samirə

*Qrammatika və ingilis dilinin tədrisi kafedrasının 21.09. 2022-ci il tarixli iclasının 02 sayılı protokolu
Daxil olma tarixi 25 oktyabr 2022-ci il*

UOT:811.111.

USING EDUCATIONAL TECHNOLOGY IN THE ENGLISH LANGUAGE CLASSROOM

Ibrahimova Vusala İlqar qızı, Karimli Aytan Tahir qızı

Ganja State University

aytenkerimli14@gmail.com

Abstract: Technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more and the use of educational technology plays an important part both in the learning and teaching process. In language class teachers often use different forms of technology. Technology has been used to help learning process both inside and outside of classroom. With the help of technology,

students can improve language learning. It also allows teachers to adapt classroom activities, so in this way they can increase the language learning process. Technology continues to grow and to be as an important tool to help teachers facilitate language learning for their learners. This study focuses on the role of using educational technologies in teaching and learning English language. The paper will consider different websites that were designed for language learning. As well in this paper, the researcher will explain descriptions of new technology tools, how teachers can use these new tools in the classroom for language learning and teaching and how to find fresh ideas for using ICT tools.

Keywords: education, technology, language, teaching, learning, digital resources, websites.

Açar söz: təhsil, texnologiya, dil, tədris, öyrənmə, rəqəmsal resurslar, veb-saytlar

Ключевые слова: образование, технологии, язык, преподавание, обучение, цифровые ресурсы, веб-сайты.

The development of different educational tools and software has encouraged the teachers to bring educational technology into their lessons. Technology has deeply changed the way we learn and teach, making it more attractive, but in the same time also challenging. A large number of research shows that education technology has great impact on student learning and make it more interactive and collaborative and this can help students better engage with course mater. In order to obtain linguistic ability one might want to travel to the country where the target language is spoken, to increase contact with the culture and the language of interest. Theoretically, this method may seem ideal, on the other hand practically, it is not accessible for most students, due to the time , economical and other reasons.

However, educational technology can play a main role in increasing learners' contact with the target language, help to improve the quality of education and has demonstrated a important positive effect on student achievement and the teaching and learning processes as well. It is a common belief that formal foreign language teaching is often unsuccessful because learners receive poor or not enough effort in the target language. Educational technology can increase teaching and learning practices, and make a “perfect” learning environment. And so teachers and students are encouraged to use educational technology. Activities applied through new technologies are meant to engage the student's own sense of agency.

Therefore, the student is not a passive user of knowledge, but also an active learner, involved in collaboration and information sharing in a resource-rich environment within and outside the classroom.

Students use technology outside the classroom in their everyday life, consequently combining it into the classroom activities is very useful for the learners, from the time when they understand it, pay attention to it and like to use this type of medium. Educational technology motivates the students to become more active, engaged and interested in learning. In addition, ET encourages the collaborative communication and interactive skills of students, which subsequently, changes their approach to learning. Completing real life tasks, such as ordering a meal in a restaurant, planning a trip to a foreign country or sharing their ideas with a friend after a virtual tour in a gallery is only possible, if they make use of what they've learnt in the classroom. This situation encourages students and helps them to stay motivated and take responsibility for their own learning. To be a responsible learner, students want to be involved in the process of learning as well as to enjoy it. Having fun is often related with game playing. Most of students have enjoyed playing games as children. And so the idea of

game playing while learning a language helps to keep students motivated. One of the most popular game like Kahoot could be used in classrooms worldwide. It might be more popular among young learners, however it's also appropriate among the adults. This game is also used by some teachers during foreign language classes at university in order to introduce a new element to the class and keep the students motivated.

Using new technology in language classroom is not only computer functional ability knowing how to use the tools, but also critical ability to realize what tools are good for and finally developing rhetorical ability understanding how these tools could help change the learning env Educational technology creates chances and opportunities for learners to improve their “critical and creative thinking, cognitive skills, information reasoning and communication skills. Appropriate topic choice and careful planning can help learners to discover education outside of classrooms by providing access to a wide variety of information and resources and allowing students to communicate with specialists.

We should know that the teachers' attitude to teaching also needs to be altered from the role of knowledge transmitters and specialists in a specific subject to tutors and facilitators of critical thinking. Previous researches have demonstrated that effective technology, such as PowerPoint and smart boards are very enjoyable, help to better make use of the lecture time, offer outstanding methods for presenting the lecture materials and improve the engagement and attentiveness of the students. Learning with technology helps students with increased engagement, so they can reflect meaningfully and discuss their own explanations and solutions with one another, and then creatively apply this new knowledge in meaningful and collaborative ways.

Technology in Foreign Language Teaching.

Technology in language teaching is not new. Certainly, technology has been around in language teaching for decades- one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, video and language laboratories have been in use since the 1960s and 1970s, and are still used in classrooms around the world. The term TELL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communications technology. These technologies could be used interchangeably with Computer-based materials for language teaching, often referred to as (CALL) Computer Assisted Language Learning or (MALL) Mobile Assisted Language Learning. CALL appeared in the early 1980s. Previous CALL programs usually required learners to answer on the computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple-choice activities. Undoubtedly one of the well-known previous CALL activities is that of text reconstruction, where an entire text is blanked out and the learner recreates it by typing in words. For all of these activities the computer then offers the learner feedback, ranging from simply pointing out whether the answer is correct or incorrect to providing more sophisticated feedback, such as showing why the learner is mistaken and offering remedial activities. The CALL approach is one that is still found on many published CD-ROMs for language teaching. But the rapid transformation of Computer Assisted Language Learning (CALL) into Mobile Assisted Language Learning (MALL) has also brought quit a huge transformation in foreign language learners' approaches towards language learning. MALL differs from CALL in its use of personal, portable devices and allows learners to obtain learning materials anywhere and anytime, which can be defined as the use of mobile or wireless devices for educational purpose while on the move. Modern technology makes language teaching and learning more flexible and students' learning more independent. To reach this goal, technologies such as

computers, laptops, tablets, cell phones etc. together with numerous programs are used to break the limits of time, space and conditions in learning. With new technologies instructors and students can communicate in multimodal ways, through voice and image as well as text.

The use of ICT by language teachers is widespread, the use of technology in the classroom is becoming increasingly important, and it became a normal part of ELT practice. There are many reasons for this:

- English, as an international language, is being used in technologically mediated contexts.
- Technology, especially the Internet, presents us with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made ELT materials.
- The Internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed.
- Technology is offered with published materials such as course books and resource books for teachers.
- Technology offers new ways for practicing language and assessing performance.
- Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-access center, it can also be used.

Using websites in the classroom.

Using websites in the classroom is one of the easiest and least stressful ways of getting started with technology. There is a large and constantly expanding collection of resources on the web, at a variety of levels and covering an amazing array of topics. You can choose from authentic (written for Internet surfers in general) sources or Ell-specific sites (made by, and for, teachers), monolingual or multilingual sites, sites with multimedia, or just simple text, for those on slower connections. Perhaps one of the best tips is to work as a team with other teachers in your center. Everybody has their favorite websites, and plenty of teachers will, at some point, have used websites in class, or taken material from the web and adapted it for teaching purposes. Take the time to share sources of content with other teachers and organize regular get-togethers where you sit down and discuss what you have found on the Internet and how you have used it in class. Collaboration like this can help to reduce the time you spend searching for good materials and the time spent preparing activities or making worksheets. Just as the Internet is becoming more of a collaborative medium, so should your use of it in your teaching. Here is a list of my favorite ones to use with my English classes:

- www.cambridgeenglish.org (You can use free English language resources in your English class and help to improve your students language skills)
- www.britishcouncil.org (Using high-quality resources teacher can quickly improve students English. Students can take free level test to help them find their English language level)
- www.learningenglish.voanews.com (Learning English is VOA's multimedia source of news and information for millions of English learners worldwide. VOA Learning English helps learn English with vocabulary, listening and reading)
- www.english-test.net (In this website you will find online English tests, English grammar exercises and TOEFL, TOEIC, GRE, GMAT, SAT tests. All English tests have answers and explanations.)
- www.breakingnewsenglish.com (Great warm-ups, activities, and summarized news articles. I mainly use this for conversation starters with a little vocabulary from the stories.)

- www.film-english.com (Lesson plans based on short videos. The videos chosen are spectacular, but you'll sometimes need to transcribe the videos.)

Sometimes using the Internet for teaching is relatively limited and the chances of something going wrong is possible. Then you don't necessarily have to rely on a constant Internet connection if you bear in mind that it is possible to save local copies of websites on your computer, or print out potentially useful pages for later use. Certainly, you can use web pages in the classroom in a variety of ways: *as printed pages with no computers, with one computer with an Internet connection, in a computer lab with a set of networked and connected computers.*

Conclusion

Educational Technology plays an important role in language teaching and has altered significantly over the last decade. A years ago, the use of technology in language teaching and learning was only limited to text and simple exercises like multiple-choice drills and gap filling. The latest developments in technology and pedagogy let us to bring computer technology into language teaching and learning. With countless digital resources, technology can help improve teaching. Teachers can use different apps or trusted digital resources to enhance the traditional ways of teaching and to keep students more engaged. Internet access and online resources help student engagement into rich environments for language practice and promote learner independence. Students can easily discover language use in original context, which activates their motivation for communication, improves their electronic literacy skills and increases their interest. New Media allows for publishing in Social networks for a global audience, gives access to various texts and multimedia information as well as facilitating communication in the target language. Computers are gradually becoming an integrated part in the language learning process, constituting an important element of language learning and teaching.

References

1. Pusack, J. P., & Otto, S. K. (1990). Applying Instructional technologies. *Foreign Language Annals*, 409-417.
2. Godwin-Jones, R. (1999). Web course design and creation for language learning. *CALICO Journal*, 43-58.
3. Myles Gallagher. (2017). *Educational Technology for Teaching and Learning*, 244-251
4. Tony Erben, Ruth Ban, Martha Castañeda. 2009. *Teaching English Language Learners through Technology*. 72-80
5. Bryan Smith. 2016. *Technology in Language Learning: An Overview*, 111-117
6. Gavin Dudeney, Nicky Hockly. 2007. *How to Teach English with Technology Book and CD-Rom Pack Paperback*, 208-219

İNGİLİS DİLİ DƏRSLƏRİNDƏ TƏHSİL TEXNOLOGİYALARINDAN İSTİFADƏ

Kərimli Aytən Tahir qızı, İbrahimova Vüsalə İlqar qızı

Xülasə

Təhsil Texnologiyası dilin tədrisində mühüm rol oynayır və son on ildə əhəmiyyətli dərəcədə dəyişib. Bir neçə il əvvəl dil tədrisində texnologiyadan istifadə və öyrənmə yalnız mətn və çox seçimli məşqlər və boşluqların doldurulması kimi sadə tapşırıqlarla məhdudlaşır. Texnologiya və pedaqogika sahəsində ən son yeniliklər bizə kompüter texnologiyasını dilin tədrisinə və öyrənilməsinə gətirməyə imkan verir. Sətsiz-hesabsız

rəqəmsal resurslarla texnologiya tədrisi təkmilləşdirməyə kömək edə bilər. Müəllimlər ənənəvi tədris üsullarını təkmilləşdirmək və tələbələri daha çox maraqlandırmaq üçün müxtəlif proqramlardan və ya etibarlı rəqəmsal resurslardan istifadə edə bilərlər. İnternetə çıxış və onlayn resurslar tələbələrin dil təcrübəsi üçün zəngin mühitlərdə iştirakına kömək edir və müstəqil şəkildə öyrənmələrinə şərait yaradır. Tələbələr orijinal kontekstdə dil istifadəsini asanlıqla kəşf edə bilərlər ki, bu da onların ünsiyyət motivasiyasını aktivləşdirir, elektron savadlılıq bacarıqlarını və maraqlarını artırır. Yeni Media qlobal auditoriya üçün sosial şəbəkələrdə dərc etməyə imkan verir, müxtəlif mətnlərə və multimedia məlumatlarına çıxış imkanı verir, həmçinin dildə ünsiyyəti asanlaşdırır. Kompüterlər tədricən dil öyrənmə prosesinin integrasiya olunmuş hissəsinə çevrilir, dilin öyrənilməsi və öyrədilməsinin mühüm elementini təşkil edir.

ИСПОЛЬЗОВАНИЕ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Ибрагимова Вусалья Ильгар кызы, Керимли Айтан Тахир кызы
Резюме

Образовательные технологии играют важную роль в обучении языку и изменили значительно за последнее десятилетие. Несколько лет назад использование технологий в обучении языкам и обучение ограничивалось только текстом и простыми упражнениями, такими как упражнения с несколькими вариантами ответов и заполнение пробелов. Последние разработки в области технологий и педагогики позволяют нам использовать компьютерные технологии в обучении и изучении языков. Благодаря бесчисленным цифровым ресурсам технологии могут помочь улучшить преподавание. Учителя могут использовать различные приложения или надежные цифровые ресурсы, чтобы улучшить традиционные способы обучения и повысить вовлеченность учащихся. Доступ в Интернет и онлайн-ресурсы помогают учащимся вовлечься в богатую среду для языковой практики и способствуют независимости учащихся. Студенты могут легко обнаружить использование языка в исходном контексте, что активизирует их мотивацию к общению, улучшает их навыки электронной грамотности и повышает их интерес. Новые медиа позволяют публиковаться в социальных сетях для глобальной аудитории, дают доступ к различным текстам и мультимедийной информации, а также облегчают общение на целевом языке. Компьютеры постепенно становятся неотъемлемой частью процесса изучения языка, является важным элементом изучения и преподавания языка.

Rəyçi: dosent Əliyeva Zahirə

Praktik xarici dillər kafedrasının 12 oktyabr 2022-ci il tarixli iclasın 03 sayılı protokolu

Daxil olduğu tarix 13 oktyabr 2022-ci il