

The Use Of Ict At Efl Classes For Developing Communicative Culture.

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Annotation: Information and communication technology have advanced significantly during the previous several decades. The evolution of such technology has not only altered our way of life and perception, but it has also had a significant impact on teaching and learning processes. This article discusses the benefits of using ICT in EFL teaching, as well as some of the downsides and remedies.

Key words: ICT, EFL, communicative culture, grammatical rules, communicative competence, autonomous learning

INTRODUCTION.

In the current world, the use of Information and Communication Technology (ICT) has transformed the way languages are taught and studied. English as a Foreign Language (EFL) class, in case in point, have benefited from technological integration, creating an atmosphere that improves in addition to language competency but also communicative skills. One of the most notable benefits of incorporating ICT into EFL classes is its capacity to foster the development of a communicative culture—an important part of language learning that stresses practical communication skills and intercultural awareness. Many countries today consider knowing and mastering the basic skills and concepts of ICT to be part of the core of education, alongside reading, writing, and arithmetic. (1).

In advance of delving into how ICT might be utilized to foster open to communication culture, it's important to define 'communicative culture' in the larger context of EFL instruction. Simply said, communicative culture is the combination of abilities, behaviors, and cultural norms that allow for effective and a cultural perspective suitable interpersonal interaction in a variety of social circumstances. This encompasses not only language competency, but also pragmatic competence—knowing when, where, and how and

why to communicate in certain ways based on context, audience, and goal.

Historically, instruction in languages was centered mainly on grammatical rules and vocabulary acquisition, with little consideration given for how spoken language operates in real-world situations. Nevertheless, modern EFL instruction has been modified to emphasize the ability to communicate. The purpose is to provide students with the skills needed to utilize English successfully and in the right way in a variety of social circumstances that both formal as well as casual, along with across ethnic backgrounds.

2. The Role of ICT in Developing Communicative Culture

ICT technologies are extremely useful in developing a communicative culture in EFL classrooms. These technologies not only increase the learners' getting exposed to real language use, but also give novel opportunities to practice language skills interactively and cooperatively. 'Now the role and use of technology as a tool for teaching of English language is increasing as educators have understood its ability to create both independent and collaborative learning environment in which students can learn English with much ease' (2). They go on to say, 'Traditional methods of imparting [secondary and] higher education has become less motivating.' Here,

technology plays a significant role in fostering innovation and motivation among learners' (2). The following are some important ways ICT can be used to foster a communicative culture:

2.1. Enhancing Authentic Communication

One of the drawbacks of typical classroom settings is the limited opportunity for students to participate in actual contact with native speakers. However, with ICT resources like as video conferencing platforms (e.g., Zoom, Skype) and social media, students can interact with speakers from all over the world, participate in real-time conversations, and learn about diverse dialects, accents, and cultural settings. Teachers, for example, can organize virtual exchanges with schools in English-speaking countries or ask native speakers to take part in live Q&A sessions or discussion panels. These real-world encounters help learners comprehend how English works as a worldwide means of communication, as well as provide opportunities to practice language skills in a variety of culturally rich contexts.

2.2. Collaborative Learning

Collaborative learning is an essential component of developing communicative culture. ICT tools such as online discussion forums, collaborative document editing (e.g., Google Docs), and learning management systems (LMS) like Moodle or Edmodo enable students to collaborate in real time, independent of their physical location. (3) These platforms allow students to participate in group activities, solve problems, and discuss themes in the English language, which promotes cooperation, capacity for negotiation, and the comprehension of communication across cultures.

Being involved in online debates or group projects helps learners develop not just their linguistic skills, but also their capacity to grasp different points of view and communicate successfully with people from different cultural

backgrounds. This form of collaborative work also encourages students to progress from transactional language use (basic exchanges) to more sophisticated, nuanced communication, which is required for real-world communicative competence.

2.3. Integrating Multimedia for Cultural Context

ICT may be additionally utilized to immerse students in interactive materials that will help them understand and appreciate various cultures. Videos, podcasts, music, and virtual tours are great tools for introducing pupils to the cultural intricacies of the English-speaking globe. For example, watching a TED Talk or an English-language documentary assists students to improve their listening skills while also learning about diverse cultures. Furthermore, ICT permits the use of interactive simulations and role-playing games to simulate real-life settings in which communication is critical. This sort of immersion learning enables students to comprehend how language functions in context, particularly in terms of nonverbal communication, tone, and cultural references.

2.4. Encouraging Self-Reflection and Autonomous Learning

An additional successful approach for ICT to build open to communication culture consists of encouraging self-reflection and autonomous learning. Many ICT applications provide learners with tailored evaluations regarding their language use, allowing them to identify areas of strength and need for progress. The use of language learning applications and AI-powered platforms, such as Grammarly or Quizlet, offer real-time corrections and suggestions that allowing students to analyze their mistakes and change their verbal communication style.

ICT promotes separate from academic achievement and contributes to the learners acquire the perspective of constant development and self-

monitoring, both of which are necessary for good communication in any language. Furthermore, these technologies give learners with a variety of real resources and tasks to study at pace that suits them, allowing for enhanced individualization and flexible learning opportunities.

3. Challenges and Considerations

Even though there are of course numerous advantages to using ICT in EFL classrooms, there were no more are also some drawbacks. Teachers have to become conscious of the digital divide, which exists between kids who have access to technology and those who do not. Furthermore, over-reliance on technological devices may limit interaction between individuals, which is still an important component of establishing true communication competence. Consequently, educators must establish a balance between traditional and digital means of education. Furthermore, instructors need to be educated to successfully integrate ICT into their planned courses of study. This includes not only knowledge with a lot of the technological device, but also an awareness of how to properly utilize it to improve open to communication behaviors, rather than depending merely on its something new.

The use of ICT directly into English as a Foreign Language instruction marks a paradigm shift in how language learning is conducted. ICT contributes very significantly to the development of a communicative culture in EFL learners by facilitating real conversation, collaborative learning, cultural immersion, and autonomous practice. As internet-based resources evolve, had the potential for improving language teaching and learning grows, providing up fresh possibilities for fostering global communication and intercultural understanding. In a world that is becoming increasingly connected a part in the position of ICT in developing competent, communicative, and

culturally aware language users is more critical than ever.

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