

Methodology For Using Computer Training Programs In English Lessons

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Annotation: One Of The Most Important Issues Today Is The Creation Of New, Modern Pedagogical Technologies In The Teaching Of Language To Students, Their Application In Practice. This Scientific Article Provides Detailed Information On Methodology Of Computer Training Program In Teaching A Foreign Language In A School. It Also Provides Examples And Clear Analysis Of How Important It Is To Apply This Method To Life. Features Of Programs In Accordance With The Possibilities Of Foreign Language Education In Primary School, Teaching Computer Programs For School In Flt And The Role Of Cp In Organization Of Foreign Language Lessons Will Be Solved Depending On The Purpose Of The Article. The Subject Of The Research Is Expressed By Multimedia Programs As A Means Of Teaching English.

Key Words: "Tutor", "English Gold", "Reward", "Triple Play Plus In English", "English On Holidays", "Hello, America!", "Bridge To English", "Professor Higgins", "English For Communication", "Talking Oxford Dictionary", "English Discoveries", Word Stock, Match Master, Choice Master, Close Master, Crossword Master, Unisab, Unilex, Pinpoint, Speedrid, Toefl Program.

Introduction

The Relevance Of The Use Of Computer Programs In The Study Of Foreign Languages.

The Problem Of Quality Education Has Always Been And Will Be Relevant. Today, The Labor Market Requires Intellectually Developed, Sociable, Competitive Specialists Who Are Able To Acquire The Necessary Knowledge. The Main Purpose Of Teaching Foreign Languages Is The Formation And Development Of A Communicative Culture, Teaching The Practical Mastery Of A Foreign Language. The Task Of The Teacher Is To Create Conditions For The Practical Mastery Of The Language For Each Student, To Choose Such Teaching Methods That Would Allow Each Student To Show Their Activity, Their Creativity, To Activate Cognitive Activity In The Process Of Teaching Foreign Languages. Modern Pedagogical Technologies, Such As Learning In Collaboration, Project Methodology, The Use Of New Information Technologies, Internet Resources Help To Implement A Personality-Oriented Approach To Learning, Provide Individualization And Differentiation Of Learning, Taking Into Account The Abilities Of Children, Their Level Of Learning, Inclinations.

There Are A Large Number Of Special Computer Programs Available, And Their Relevance Is Undeniable. In Connection With The Progressive Development Of Society In Recent Years, There Has Been An Increasing Interest In The Study Of A Foreign Language. The Willingness To Research The Subject Is Due To Factors. One Of Which Is Numerous Because Of The Desire To Travel The World, To Enrich Communication With Their Knowledge Of Representatives Of Different Countries And Cultures, However, Without Knowledge Of At Least One Foreign Language, This Is Very Difficult To Accomplish.

The Most Common Foreign Language Spoken By A Significant Proportion Of The World's Population Is English, Therefore, It Is Not By Chance That It Is Considered One Of The Popular Languages Taught In School. Proficiency In English Can Be Considered In The Following Aspect: As A Type Of Speech Activity, It Can Be Approached Both As A Learning Goal And As A Learning Tool. So, For Example, Oral Speech As The Goal Of

Learning Is A Means Of Communication. The Use Of Spoken Language Is What A Foreign Language Is Taught For, Which Can Generate A Genuine Interest In A Given Subject In School And A Desire In Students To Study It. Oral Speech Is Also Used As A Teaching Tool, With The Help Of Which The Development Of Automatisms Is Carried Out In The Reproduction And Transformation Of The Acquired Lexical Units Of Grammatical Structures. A Foreign Language Has Become Fully Understood As A Means Of Communication, A Means Of Understanding And Interaction Between People Of Different Nationalities.

Therefore, The Main Goal Of Studying Foreign Languages In A General Education School Is The Formation Of Foreign Language Communicative Competence In Schoolchildren, That Is, The Ability And Willingness To Carry Out Foreign Language Interpersonal And Intercultural Communication With Native Speakers.

One Of The Forms Of Oral (Informal And Formal) Communication Is Dialogue, With The Help Of Which Information Is Exchanged By Means Of Language, Mutual Understanding Is Established, The Interlocutor Is Influenced In Accordance With The Communicative Intention Of The Speaker. Dialogue Is One Of The Integral Components Of Learning In The Study Of A Foreign Language And Takes Up Almost 70% Of Spoken Language. Therefore, Language Learning From The Very Beginning Should Take Place In Conditions As Close As Possible To Real Communication. The Emphasis Should Be Not Only On The Language Competence Of People Studying It, But Also On The Development Of Their Communication Skills. In Order To Develop The Communication Skills Of Students, The Teacher Must Create A Script To Teach The Language In A Lively, Active And Interesting Way. Many English Teachers Learn And Apply Innovative Classroom Practices.

Learners Value The Opportunity To Be Active Participants. The Course Work Carried Out Have Revealed That They Have Great Chances To Assimilate The Knowledge That They Have Learned In The Process Of Active Action, And That They Have Great Abilities To Use It In Their Own Lives. The Relevance Of This Course Work Is Due To Several Factors. First, Keeping Middle School Students Interested Is Not An Easy Task. To Get Students Interested, It Is Necessary To Use Teaching Methods And Aids That Will Make The Learning Process Easier, And The Children More Receptive To Learning New Material.

Main Part

One Of The Most Effective Ways To Improve The Process Of Teaching Foreign Languages Is The Use Of Computer And Internet Technologies In The Education System. The Computer-Information Model Of Education Is A Kind Of Transitional Stage From The System Of Traditional Methods Of Teaching One's Own Languages To The System Of Open Education Of The Modern Foreign Information Society. The Basis For The Implementation Of Information Technology By A Professional Specialist Is The Process Of Informatization.

We Are Talking About Technologies: The Creation Of Virtual Libraries, Educational Software (Electronic Libraries, Electronic Textbooks, Dictionaries), The Creation Of Information Databases Of Universities And Schools, Multimedia Programs, Virtual Discussion Clubs, Consultation Centers, Educational Information Environments Of Universities And Schools, Databases, Containing Catalogs Of All Educational Courses For Various Types Of Educational Institutions. The Introduction Significantly Increases The Level Of Information Competence Of Students, In Particular, Such Skills As Using The Internet To Find The Necessary Educational Information Are Developed; Training Is The Application Of The Following Computer Computer Information Methods Of Teaching Reference Publications; The Use Of Electronic Educational Use Of Information Resources Of The Communicative Capabilities Of Information And Computer Technologies For Obtaining Advice, The Necessary Information, Etc. The Specificity Of The Computer Information Model Of Activity, The Use Ispersonal Orientation, The Formation Of A Motivated Purposeful Personality Of A Student, Capable Of Adequately Acting In A Real Situation, Communicative And Socio-Cultural Orientation.

Working With A Computer Involves Mastering A Certain System Of Knowledge, Abilities And Skills, Which Are Now Commonly Called Computer Literacy. There Are Two Types Of Computer Literacy: Household And Professional. For Teachers Of Foreign Languages, Professional Computer Literacy Can Mean:

- 1) Knowledge Of The Technical And Didactic Capabilities Of Computers And Existing Software;
- 2) The Ability To Develop Scripts For Educational Computer Programs%;
- 3) The Ability To Correctly Set A Task For A Software Engineer;
- 4) The Ability To Use Applied Programs (Educational And Auxiliary).

At The Present Stage Of Development In The Process Of Teaching Foreign Languages, Much Attention Is Paid To The Development Of Computer Technologies - Multimedia Hypermedia Technologies (Videoconferences,

Teleconferences, Technologies, Technologies, Communication Forums, Etc.), Technologies For Constructing Virtual Reality. In The Process Of Teaching A Foreign Language, A Computer Can Perform Functions That Should Ensure The Formation Of Linguistic Or Communicative Competence: 1) Carry Out Training And Testing In A Dialogue Mode; 2) Simulate Real Speech Animations And Videos, Create The Effect Of Contact With The Language Environment; 3) Visually Presenting The Speech Situation, Use It As A Stimulus, Support In The Process Of Educational Dialogue; 4) Provide Communication In The Target Language Using Computer Communication Lines. Situations Using Graphics, Modern Computer Tools Allow You To Create New Teaching, Training, So Controlling. This Kind Of Programs Are Created In Special Educational And Are Widely Used In The Process Of Independent And Home Language.

Educational Programs In English Are "Tutor", "11 Lessons Of English", "English Gold", "Reward" (Very High Quality, But Expensive Program), "Triple Play Plus In English", "English On Holidays", "Hello , America! ", " Bridge To English ", " Professor Higgins ", " English For Communication ", " Talking Oxford Dictionary " And Others. For Almost Every Section Of The Textbook, You Can Pick Up Material From One Of The Named Programs And Use Its Fragment In The Lesson As An Aid When Introducing New Lexical Or Grammatical Material, Practicing Pronunciation, When Teaching Dialogic Speech, Reading And Writing, As Well As When Testing.

There Is A Huge Number Of Discs For Any Age And Degree Of "Advanced" In Language Learning: "Lingua Land", "English From A To Z", "English For Beginners", Etc.), For Preschoolers , For Preparation For Universities , As Well As For Those Who Want To Master English Perfectly, " English. The Path To Excellence ".

I Will Dwell In More Detail On The Following Programs: "11 Lessons Of English" (Authors G.G. Silnitsky, I.N.Bochkareva And Others; Center Of Informatics, Smolensk), "Tutor" (Authors A.Ya. Zhislin, R. E. Pchelkin Et Al; International Center For Financial And Economic Development, Moscow), "English Discoveries".

1) The Program "11 Lessons ..." Includes Grammatical Phenomena Studied In The Vi-Vii Grades Of A Comprehensive School: Tenses, Modal Verbs. Each Lesson Is Devoted To A Separate Topic And Includes A Large Number Of Exercises That Can Be Used Both For Training And Consolidation, And For Monitoring Students' Knowledge. The First Pages Contain Reference Material That The Student Can Use When Needed, And The Vocabulary Used In The Exercises. There Are Many Exercises, And The Level Of Difficulty Is Increasing. The Teacher Has The Opportunity To Find A Task Within His Abilities For Each Student, Which Is A Good Incentive In Work.

2) The "Tutor" Program¹ Differs From The "11 Lessons ..." Program In That It Can Be Used Both For Teaching Oral Speech And For Mastering Grammatical Material. It Will Be About Using The "Tutor" Program To Master Grammar. The Program Includes Quite A Few Exercises On Different Grammatical Topics: Modal Verbs, Degrees Of Comparison Of Adjectives And Adverbs, Articles, Etc. From These Forms Of The Verb, The Student Must Choose The Correct One By Pressing The Changing Mice. If The Option Chosen By Him Turned Out To Be Incorrect, Then The Computer Gives Him The Opportunity To Correct The Error.

In This Exercise, The Student Is Only Using The Mouse, So The Pace Is Quite Fast. The Student Receives An Assessment Immediately After Completing This Exercise: An "Excellent" Mark Appears On The Screen ("Quite Good," "Satisfactory," Or "More Work To Be Done"). In Case Of Difficulty, Students Can Use The Help Of The Program. In The Section "Analyzing Difficult Passages From The Main Text" There Is A Grammatical Reference Book In Which You Can Find All The Necessary Information: The Rule For The Formation Of A Particular Grammatical Phenomenon And Examples Of Its Use In Speech. The "Tutor" Program Can Be Used In Lessons In The 8th-9th Grades, And As A Computer Support In Other Grades, For Example, When Repeating Grammatical Material.

3) "English Discoveries" Is An Interactive Multimedia English Language Learning Program. 75% - Traditional Classes, 25% - Classes In The Computer Class. The Program Is A Series Of Twelve Cds For Learning English, Divided Into Five Main Levels.

¹ Gladkov M.V., Shibyanov SV. From electronic textbooks to software simulators // Telecommunication and informatization of education, 2002, No. 4.-C. 49-57.

The First Module Of The Series Is For Beginners. It Is Intended For Learners Who Are Completely New To English. Here, The Main Focus Is On The Alphabet, Numbers And Basic Everyday Vocabulary - Food, Clothing, Etc. Next Come - Basic, Intermediate, High And Practical - Business English. The Program Covers All Four Aspects Of Language Proficiency (Reading, Writing, Speaking And Listening) Using English And Real Life Situations. The Program Has Introductory And Final Tests For Each Module. The Work Of Students In This Program Is Fully Controlled With The Help Of A Special Management System "Teachers Management System". She Has Great Potential. The Class List Option Allows You To Enter Class Lists. Having Found The Last Name Of The Student, You Can See How Many Points He Performed On A Particular Test. In The Lessons Option, You Can Create Lessons For Specific Classes And Individual Students. The Study Of Any Topic Of The School Curriculum Begins With A New Vocabulary. Having Studied A Certain Set Of Vocabulary In A Traditional Lesson, You Can Continue This Work In A Computer Class. The Work Is Carried Out In A Certain Order: Explore, Training, Game, Test.

In The First Stage, Explore, Students Listen, Read, And Translate Words. When Finished, Go To The "Training" Stage, Perform Exercises For Substitution And Correct Spelling. In The First Stage Of The Training, Students Listen To The Words And Find An Image Of This Elephant In A Picture On A Computer. The Computer Determines If The Answer Is Correct. In The "Game" Stage, Students Solve Crosswords And Play Tic-Tac-Toe. At The Final Stage, A Control Task Is Performed. Writing Skills Are Improved In The "Writing" Section. There, Students, Using The Given Templates, Write Letters, Draw Up Reports, Fill Out Forms. The Section "Reading" Contains Texts Of Various Types (Stories, Announcements, Letters, Postcards And Articles). At The First Stage, Students Listen To The Text Without Visual Support, This Contributes To The Improvement Of Listening Skills. Then The Text Is Displayed On The Screen. Students Use Special Functions To Translate And Listen To The Text The Required Number Of Times. At This Stage, There Are Also Functions For Highlighting The Main Idea And Keywords In The Text. Each Student Works At An Individual Pace.

After The Familiarization Stage, At The Training Stage, Detailed Work With The Text Takes Place. Students Fill In The Blanks With Meaningful Words And Answer Questions. The Final Stage Is The Test. If The Student Fails The Test, He Goes Back To The Preparation Stage And Then Repeats The Test. This Is Very Convenient And Results In A Good Quality Of Knowledge.

After Listening, Reading The Dialogue In The "Speaking" Section, The Students Recorded Their Speech And Compared Their Own Pronunciation With The Speech Of Native Speakers. Through Repeated Repetition, The Students Achieved Perfect Pronunciation. This Form Of Work Is Especially Popular Among Our Students Who Want To Speak In English Well.

The Teaching Computer Is A Tool That Organizes The Student's Independent Work, Which In General Determines The Nature Of The Exercises And Methodological Techniques Used. The Most Commonly Used Are The Following²:

1. Question-Answer Dialogue. The Essence Of The Student's Work Is To Give Direct Answers To Computer Questions, Using The Language Material Contained In The Question As A Basis And Scheme.
2. Dialogue With A Selective Answer. To Answer The Computer, The Student Chooses One Of A Number Of Proposed Options.
3. Dialogue With A Freely Constructed Response. Such A Dialogue Is Provided By A Program With All Possible Answers To Each Question Posed By The Computer, So That The Latter Can "Learn" And Evaluate The Correctness Of The Answer.
4. Exercises To Fill In The Gaps. The Computer Offers The Learner A Text Or A Set Of Sentences With Gaps. It Is Necessary To Fill In The Gaps Using The Hint In The Form Of Russian Words That Need To Be Translated Into A Foreign Language And Used In The Desired Form. You Can Also Fill In The Blanks With Words Or Phrases By Choosing Them And Suggested By The Computer.
5. Exercises For Self-Control Of The Vocabulary. Possible Options For Such Exercises:

² I. V. Kaspin Work in a computer class. // New technologies in teaching foreign languages: Materials of an international seminar. - SPb.: RGPU named after A.I. Herzen, 1998.- 111-112.

- A) The Computer Offers A List Of Words For Translation.
- B) The Computer Offers To Correlate Two Lists Of Words (Uzbek And Foreign) And Find Equivalent Pairs Of These Words In Both Languages.
- C) The Computer Offers To Correlate Two Lists Of Foreign Words And Establish Pairs Of Synonyms Or Antonyms.
- D) The Computer Offers A List Of Foreign Words And A List Of Definitions Of These Words. The Student Is Required To Connect Each Word With The Corresponding Definition.

6. Computer Programs:

1. Word Stock (Program For Working With A Dictionary). A Program For Self-Compiling A Dictionary. The Learner Can Write Down Up To 1000 Words With Their Definitions And Examples. At Any Time, He Can Look At A Word Or Check His Knowledge Of Vocabulary: The Definition Of A Word Is Shown On The Screen And A Question About The Word Itself Follows. The Example With A Space Serves As A Hint. The Program Is Extremely Easy To Use And Is Ideal For One-To-One Learning, As Well As Group Lessons And Information Exchange.

2. Match Master (Program For Matching). This Versatile Program Is In Constant Demand. The Learner Must Correctly Connect The Lexical Units (From A Word To A Paragraph In Three Lines) Of The Right And Left Columns. The Selection Is Made By Viewing Both Columns Using The Arrow-Indicators. The Printing Device Allows You To Reproduce Exercises On Paper For Individual And Class Work.

3. Choice Master (A Program With A Choice Of Options). This Is An Easy-To-Use Multi-Choice Exercise Program. The Programmer Can Set 3 To 5 Choices Or A Different Number For Each Example And, If Necessary, Turn On Error Indicators That Log Each Wrong Action. Questions Can Be Shown In Order Or Randomly. The Trainer Does Not Have To Adhere To A Certain Number Of Questions When Designing The Exercises. After Completing The Exercise, Questions Can Be Added. For This, The Program "Editor" Is Used. The Computer Worker Can Choose The Testing And Training Modes. At The First, Until The End Of The Exercise, The Student Does Not Know Which Of His Answers Are Correct. The Second Mode Provides An Immediate Response And Error Indicator Action. If Necessary, The Results Of The Trainee's Work (Number Of Errors) Can Be Issued In Printed Form.

4. Close Master (Program For Filling In Gaps). The Program Allows The Teacher Or Trainee To Enter, Write To Disk Or Edit Texts Of Up To 50 Lines. The Student Selects The Text By Name And, Before Showing It On The Display, Sets Which Words In The Text Should Be Omitted (From Every Fifth To Every Fifteenth). Then, Looking Through The Text With Numbered Spaces, He Fills Them In. Texts In Different Languages With Spaces Can Be Obtained In Printed Form. Trainees Can Complete Them On Paper At A Speed Convenient For You And At A Convenient Time To Compare The Results Of Your Work With The Data Of Your Computer.

5. Crossword Master (Program For Filling In A Crossword Puzzle). The Program Allows You To Create, Record And Solve Crosswords On A Computer, And Also Provides An Operating Mode For Two Students. The Programmer Can Size The Diagram (From Five To Fifteen Squares In Any Direction) And Type Words And Spaces In It. A Crossword Puzzle Can Be Of Any Type - Educational Or Entertaining, With Words Invented Right There Or Taken From The Text.

6. Unisab (Substitution Program). In The Displayed Text, Preselected Words Or Expressions Are Highlighted One By One With A Brighter Image. The Learner Should Substitute Other Words Or Expressions For Them.

7. Unilex (Program For Working With A Dictionary To The Text). The Program Compiles A List Of All Words In The Text Alphabetically And Indicates The Frequency Of Use Of Each Word. The List Can Be Written To Disk Or Issued In Hard Copy. It Can Be Used To Prepare Lexical Explanations For Certain Texts.

8. Gap Master (Program For Filling In The Gaps). The Program Allows The Teacher To Enter Large Texts And Define The Element That Should Be Omitted - Prefixes, Suffixes, Words Or Expressions. If Necessary, He Can Set Permission To Another, Also Correct Answer. The Text Is Entered Through A Special Processor. The Trainee Can Fill In The Gaps In Any Order And Choose The Testing Or Teaching Mode. Each Answer Can Be Accompanied By A Key That Appears For Any Answer. This Program Is Often Chosen By Teachers For Strict Control Of The Formed Skills In The Use Of Language Units.

9. Pinpoint (Guessing Program). The Program Is A Well-Known Game For Restoring The Theme Of The Text Through A Minimum Of Context. It Includes 60 Sample Texts On Various Topics. The Program Uses One Of The Six Topics Shown On The Screen And Displays One Word From That Text. The Rest Of The Words Of This Text

Have Been Omitted. The Learner, Using A Minimum Of Information, Should Guess Which Topic Out Of Six Fits This Text. He Can Ask For Additional Words Until He Guesses The Topic.

10. Speedrid (Speed Reading Program). The Text Is Shown On The Screen In Parts Of 8 Lines For A Certain Time (The Student Must Choose The Presentation Time: From 1 Minute To 9 Seconds - For Very Slow Reading; 9 Seconds - For Training Ram). The Aim Of The Exercise Is To Train Fast Reading With A General Coverage Of The Content. Multiple Choice Questions May Be Asked After Each Page Or All Of The Text. The Text Can Be Displayed In Both Normal And Enlarged Font . When Timing Is Selected, The Text Can Be Used To Test Reading Skills With An Overall Coverage Of The Content Without A Time Limit.

7. Computer Games:

1. "Making Purchases." The Trainees Have A List Of Items They Want To Buy. They Have To Find The Appropriate Store, Go In And Buy Goods. If The Store Does Not Have The Goods You Need, Then You Need To Sit Down And Go To The Supermarket. Trainees Must Type Complete Answers In A Foreign Language On The Screen. The Game Uses A Simple Graphic Display To Represent A Chain Of Stores.

2. "London Adventure". An Addicting Game That Uses The London Map. The Player Travels Around London And At The End Of The Journey Must Reach Heathrow Airport By Making Certain Purchases. The Game Is Designed For A Regular Lesson And Stimulates The Use Of A Foreign Language In Various Situations.

3. "Catch The Word." A Flock Of Fish Floats On The Screen - Words, And The Fisherman Must Catch Them And Arrange Them In The Right Order. The Working Language Of The Program Is Foreign. All Kinds Of Word Combinations Are Allowed, Which Appear On The Screen After Each Successful Attempt.

4. "Fire In The Hotel". The Players Must Find Themselves In A Burning Hotel And Find The Right Way Out. At The Same Time, They Need To Go Through Certain Rooms, Give Instructions And Collect Valuable Things (By Printing All This On Foreign Early Language). The Instructor Has An Optimal Evacuation Plan.

Computer Programs Have A Great Role In Foreign Language Lessons.

1. Learning Vocabulary. When Introducing And Practicing Thematic Vocabulary, For Example, Shopping, Food, Clothing, Etc., You Can Use The Computer Programs "Triple Play Plus In English", "English On Holidays", "English Gold 'And Others. The Stages Of Working With Computer Programs Are As Follows: Demonstration, Consolidation, Control.

Let Us Consider These Stages Using The Example Of The Computer Program "English On Holidays".

At The First Stage - The Introduction Of Vocabulary, For Example, On The Topic "Weather". Using The Demo Computer, The Teacher Selects The Automatic Mode: Pictures Appear On The Screen Depicting Natural Phenomena: Snow-Snow, Shower-Shower, Thunderstorm, Cloudy-Humidity, Frost-Drizzle, Clear-Clear, Sunny-Sunny, Cold-Cold, Cloudy-Cloudy, Hail-Hail And Others.

Students Watch And Listen. Working Time Is About 1 Minute.

At The Second Stage, Work Is Underway To Improve Pronunciation And Consolidate Vocabulary. The Teacher Or Student Switches The Program From Automatic To Normal Mode, Clicks The Mouse Over The Desired Word Or Phrase. Students Repeat The Announcer In Chorus. If There Are Multiple Computers In The Classroom, Students Work Individually Or In Pairs Using Headphones And A Microphone. Working Time - About 5 - 10 Minutes, It Depends On The Number Of Words Of The Topic Being Studied.

At The Third Stage, The Studied Vocabulary Is Monitored. Students Choose An Assignment Containing A Different Number Of Questions On The Topic: 10, 20, 30. At The End Of The Exam, A Table Of Results In Percent Appears On The Screen. Of Course, Every Student Strives To Achieve The Best Results.

If There Is Only One Computer In The Class, It Is Used As A Demonstration Computer For The Introduction And Frontal Consolidation Of Vocabulary. Control Of Thematic Vocabulary Can Be Carried Out Individually Using The Handout Material - Cards. The Tasks On The Cards Can Be Similar To The Tasks Of A Computer Program, For Example:

Please Enter The Correct Translation- Snow - Tennis, Shower, Snow, Umbrella, Thunderstorm, Boxing, Basketball

Which Of The Written Words Is Superfluous In Meaning - Winter, February, Cool, December, November, January

Choose The Most Suitable Phrase For This Word - Warm. - What Awful Weather! It's Windy! Is It Usually As Hot As This? It's Too Dark. It's Raining.

Choose The Most Inappropriate Phrase For The Given One - What's The Forecast For Tomorrow? What Awful Weather! It's Windy! It's Raining. I Can't Sleep. Is It Usually As Hot As This? What A Beautiful Day!

The Computer Program "English On Holidays" Covers Lexical Material On The Topic "City" And Allows You To Control The Vocabulary At Once In All Sections Of The Topic.

2. Practice Pronunciation. Many Tutorials Include A Microphone Mode. After Listening To A Word Or Phrase, The Student Repeats After The Speaker, And A Graphic Image Of The Sound Of The Speaker And The Student Appears On The Screen, When Compared, All Inaccuracies Are Visible. The Student Seeks To Achieve A Graphic Image Of The Spoken Sound As Close As Possible To The Sample. True, This Type Of Work Requires A Lot Of Time, But, Nevertheless, A Few Minutes Of The Lesson Can Be Devoted To This Work, Especially Since It Has A Positive Result. And After Hours Or At Home, If The Necessary Conditions Are Present, You Can Train Longer. Many Computer Programs Allow You To Work With A Microphone, But The Most Suitable, In My Opinion, Is The "Professor Higgins" Training Program.³ It Is Useful Both At The Initial Stage Of Learning English And In Subsequent Stages. I Use This Program In The Classroom During Phonetic Exercises, Learning Proverbs, Sayings, Rhymes, For Example:

1. Peter Piper Picked A Peck Of Pickled Pepper,
A Peck Of Pickled Pepper Peter Piper Picked.
If Peter Piper Picked Peck Of Pickled Pepper,
Where's The Peck Of Pickled Pepper Peter Piper Picked?
2. Swan Swim Over The Sea ,
Swim, Swan, Swim.
Swan Swam Back Again,
Well Swum, Swan.

3. Teaching Dialogical Speech.⁴

I Will Give An Example Of Working With The Dialogues Of The Computer Program "Triple Play Plus In English". From The Offered 12 Dialogues, Choose One, For Example "In A Cafe". Several Pictures Appear On The Screen - Scenes Of This Dialogue.

I - Stage - Acquaintance With The Dialogue.

Ii - Stage - Learning The Dialogue. If There Are Multiple Computers In The Classroom, Students Work In Pairs Or Groups Of 3. They Repeat Phrases After The Speaker, Here The Mode Of Working With A Microphone Can Also Be Used. Younger Schoolchildren Can Do Exercises For Composing These Sentences From A Group Of Words, For Example: Like, Lucky, What, You, Wood, Your, Would. The Student Moves The Arrow To The Desired Word, Clicks The Mouse To Form A Sentence What Would You Like? Etc. The Number Of Correct Sentences Is Displayed On The Screen. Thus, Students In A Playful Way Master Spelling And Practice Dialogue.

Iii - Stage - Staging A Dialogue. Students Reproduce The Dialogue, First Based On Pictures, Then Stage It On Their Own. The Next Stage Is The Control Of Dialogical Speech After Studying All Dialogues. Students Choose A Card With An Assignment (The Teacher Himself Prepares Cards With A Description Of The Situation) And Make Up Their Own Dialogue, Using The Vocabulary Of This Program And Showing Their Imagination.

4. Learning To Write. This Type Of Work Solves Two Problems At Once: Spelling English Words Correctly And Mastering The Keyboard. The "Bridge To English"⁵ Computer-Based Tutorial Helps You Solve These Problems. Almost Every Task Involves Typing English Words And Sentences On The Keyboard.

³ I. V. Grebenev Methodical problems of computerization of teaching at school. //Pedagogy. No. 5. 1994. Galskova ND "Modern technologies of teaching a foreign language" // M: Artie-Glossa 2000

⁴ EA Maslyko, PK Babinskaya et al. Handbook of a foreign language teacher. - M.: Publishing house "Higher school", 2004 - 522 p.

The Possibilities Of Using The Internet Resources Are Enormous. The Global Internet Creates Conditions For Obtaining Any Information Necessary For Students And Teachers, Located Anywhere In The World: Regional Geography Material, News From The Life Of Young People, Articles From Newspapers And Magazines, Necessary Literature, Etc. Students Can Take Part In Tests, Quizzes, Contests, Olympiads Held On The Internet, Correspond With Peers From Other Countries, Participate In Chats, Video Conferences, Etc. Students Can Receive Information On The Problem On Which They Are Currently Working In The Project. This Can Be A Joint Work Of Uzbek Schoolchildren And Their Foreign Peers From One Or Several Countries⁶.

American Professor William Gathergood⁷ Conducts Literary Projects With Students From Different Countries. He Initiated A Project Based On W. Shakespeare's Novel Romeo And Juliet. I Liked The Idea Of Discussing Two Versions Of The Film Adaptation Of This Work. After Getting Acquainted With The Content Of The Novel (Adapted Text In English), Watching Feature Films⁸, As Well As Reading Texts - Opinions Of Other Teenagers About These Films⁹, High School Students Conduct An Oral Discussion Of The Work Itself And The Two Versions Of Its Adaptation. The Purpose Of These Lessons Is The Formation Of Communicative Competence. Tasks - Improving The Skills Of Oral Speech, The Formation Of Conversation Skills, Discussions Based On Read Texts And Watched Films.

Another Type Of Work Is The Use Of Internet Resources In The Form Of Tests To Control Lexical And Grammatical Skills¹⁰. One Of The Most Common Test Programs Is The Toefl Program, The Standard Exam In English. This Program Includes Five Complete Toefl¹¹ Test Options. Each Test Consists Of Three Parts: Listening Comprehension, Structure And Written Expression, And Reading Comprehension. The Heinemann Toefl Computer Program Can Be Used To Prepare For The Toefl Exam.

Conclusion

In Conclusion, This Course Work Shows That There Are Benefits And Great Opportunities For Students To Use Computer-Based Learning Environment. However, The Learning Benefits The Students Received From Using Computer-Based Activities Are Depending On Many Related Factors That Need To Be Studied. With Good Computers Facilities In Schools May Not Promise A Good Use Of Computers In The Classroom Unless The Objective Of Having Computers In The School Is Studied And Implemented. Teachers Need To Be Guided On How To Integrate Computer Use Into Their Lessons And Instructed Regarding What Learning Software To Use To Achieve The Best Results. A Lack Of Useful Guidelines Will Slow The Process Of Successfully Promoting Computer

⁵ Galskova N.D. Modern methods of teaching foreign languages. M.: Arki-Glossa, 2000, - 165 p

⁶ Azimov E.G. Computer text editors in a foreign language lesson. // Foreign languages at school, 1997, №1. - 54-57.

⁷ www.coe.ohio-state.edu/wgathergood/default.htm

⁸ I. V. Kaspin The use of computer programs in teaching various aspects of the English language. // New technologies in teaching foreign languages: Materials of an international seminar. -Spb.: RSPU named after A.I. Herzen, 1998. - 55-61.

⁹ website www.amazon.com

¹⁰ T.V. Karamysheva Learning foreign languages using a computer. In questions and answers. - SPb.: Soyuz, 2001. -- 192 p.

¹¹ Jeremy Harmer "How to teach English" Univerwood J. H. Linguistics, Computers and Language Teacher: a communicative Approach. - Tokyo: Newbury House Publishers, 1984.-109 p.

Use In Schools. Computer Use In Esl Teaching And Learning Can No Longer Be Associated With Individual Learning Activities Undertaken In An Isolated Environment. Computer Use Can Support And Augment The Learning And Use Of English By Promoting The Use Of Language In An Authentic Environment. However, Integrating Computer Use Into Lessons Focused On The Extant Curriculum Requires The Development And Application Of New Approaches To Teaching. Incorporating Computer-Based Activities, Such As Electronic Messenger Boards, Bulletin Boards And On-Line Chat, Into Lessons That Maintain The Learning Objectives Enshrined In The Curriculum Requires Teachers To Think In Creative Ways About Fulfilling Students Learning Needs, And A Re-Oriented Of Currently Accepted And Practiced Teaching Methodologies. The Role Of Computers In Language Teaching Has Changed Significantly In The Last 30 Years. Previously, Computers Used In Language Teaching Were Limited To Text. Simple Simulations And Exercises, Primarily Gap Filling And Multiple-Choice Drills, Abounded.

Technological And Pedagogical Developments Now Allow Us To More Fully Integrate Computer Technology Into The Language Learning Process. Multimedia Programs Incorporating Speech-Recognition Software Can Immerse Students Into Rich Environments For Language Practice. Concordancing Software With Large Language Corpora Provide Students With The Means To Investigate Language Use In Authentic Contexts. And The Internet Allows For A Myriad Of Opportunities To Communicate In The Target Language, Access Textual And Multimedia Information, And Publish For A Global Audience. Future Developments In Networked Communication, Multimedia, And Artificial Intelligence Will Likely Converge, Creating A Potentially More Central Role For The Computer As A Tool For Authentic Language Exploration And Use In The Second Language Classroom. As Our Focus Of Attention Gradually Shifts From The Computer Itself To The Natural Integration Of Computers Into The Language Learning Process, We Will Know That Computer Technology Has Taken Its Rightful Place As An Important Element Of Language Learning And Teaching.

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