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THE USE OF COMPUTER PROGRAMS IN TEACHING AND LEARNING THE ENGLISH LANGUAGE AT THE UNIVERSITY

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Abstract: The paper presents a brief overview of modern educational computer programs, as one of the aspects of using multimedia technologies in the teaching process, which can be used in teaching English. Their typology is considered, basic functions are designated, role in the educational process is defined. Some proposals for expanding the use of ICT in the educational process have been formulated. It is proved that educational computer programs provide a comprehensive approach in the process of mastering a foreign language: they allow you to study vocabulary, master certain grammatical structures, practice pronunciation, and work on spelling.

Keywords: method of teaching English; information and communication technologies; multimedia technologies; computer training programs.

Annotatsiya: Maqolada ingliz tilini o'qitishda foydalanish mumkin bo'lgan multimedia texnologiyalaridan ta'lim jarayonida foydalanishning bir jihati sifatida zamonaviy o'quv kompyuter dasturlari haqida qisqacha ma'lumot berilgan. Ularning tipologiyasi ko'rib chiqilgan, asosiy funktsiyalari ko'rsatilgan va o'quv jarayonidagi o'rni aniqlangan. Ta'lim jarayonida AKTdan foydalanish yo'nalishlarini kengaytirish uchun alohida takliflar ishlab chiqilgan. Ta'lim kompyuter dasturlari chet tilini o'zlashtirish jarayonida yaxlit yondashuvni taqdim etishi isbotlangan: ular so'z boyligini o'rganish, ma'lum grammatik tuzilmalarni o'zlashtirish, talaffuz qilish va imlo ustida ishlashga imkon beradi.

Kalit so'zlar: ingliz tilini o'qitish usuli; axborot-kommunikatsiya texnologiyalari; multimedia texnologiyalari; o'rgatuvchi kompyuter dasturlari.

Аннотация: В работе представлен краткий обзор современных учебных компьютерных программ, как одного из аспектов использования мультимедийных технологий в учебном процессе, которые можно применять при обучении английскому языку. Рассмотрена их типология, обозначены основные функции, определена роль в учебном процессе. Сформулированы отдельные предложения по расширению направлений использования ИКТ в учебном процессе. Доказано, что обучающие компьютерные программы обеспечивают комплексный подход в процессе овладения иностранным языком: позволяют изучать лексику, осваивать определенные грамматические структуры, отрабатывать произношение, работать над правописанием.

Ключевые слова: методика обучения английскому языку; информационно-коммуникационные технологии; мультимедийные технологии; обучающие компьютерные программы.

Introduction. The processes of globalization in the world community, the participation of Uzbek specialists in international projects require from a modern specialist to know a foreign language to get acquainted with new trends in the development of various fields of scientific knowledge, establishing contacts with foreign partners. The need for communication with the foreign language is not objectionable, but without the knowledge of the foreign language, a full exchange of information is impossible.

The relevance of the article is that there is a need to familiarize students with new forms of organizing work in practical classes in universities using innovative means and methods of teaching. The purpose of the article is the theoretical justification of the use of computer technologies in teaching foreign languages and the analysis of existing teaching computer programs, their role in the learning process.

Literature Review. Training of modern specialists requires high-quality educational services. Information and communication technologies (ICT) play a leading role in obtaining, storing and processing information in modern conditions. Thanks to them, "the role, style, speed and efficiency of using information in the learning process are changing" [1].

It is well known that ICT are penetrating into everyday life more and more from year to year and are the basis of the modern social development. Modern conditions for learning with the help of new ICT are characterized by flexibility, openness, accessibility and provide the student with the opportunity to freely choose the place, time, content and forms of education, develop his cognitive interest, creative thinking, and form "the ability to work in a computer environment" [2]. All this contributes to the improvement of the quality of education and meets the main requirements of the modern education system, one of the directions of which is language education. The need to learn languages is the basis for the formation of a comprehensively developed personality.

This explains the relevance of questions regarding the specifics of the use of ICT in the process of language training.

The modern language educational space is characterized by such concepts as:

- information resources, which are formalized data and methods, as well as means that contribute to their accumulation, storage and exchange between the source and the consumer of information;
- information technologies, which are understood as methods, technological processes and software and hardware tools involved in the collection, processing, storage, transmission and display of information.

Researchers note that "the creation and use of new techniques in teaching a foreign language is no longer possible without the use of a computer, networks for information transfer, Internet technologies and a teacher of a new formation" [3, p. 37]. At the same time, in accordance with the educational standards of the new generation, the main attention is paid to the independent work of students.

The current growth in knowledge generated by global community, necessitates the ability of students to acquire knowledge independently. Therefore, the modern education system should ensure that future specialists acquire skills and abilities in the methodology of cognition and the ability to independently navigate in the information

space to solve research problems, awareness of the latest domestic and foreign ICTs and their use to solve theoretical and practical issues.

One of the areas of using ICT in education is multimedia technologies. Researchers define multimedia technologies in a broad sense as a spectrum of information technologies that use various software and hardware in order to most effectively influence the user [4]. It is the latest developments in teaching using computer technologies and methods that are collectively referred to as multimedia.

Multimedia must comply with the system of psychological, didactic, methodological requirements. So, for example, during lessons on repetition and generalization, didactic possibilities are integrated, and, consequently, methodological options for using multimedia tools that have different didactic purposes.

Educational computer programs (ECP) are one of the aspects of the use of multimedia technologies in the educational process. Researchers classify software-methodological complexes, electronic training courses and electronic manuals, electronic atlases, knowledge bases, encyclopedias, educational software complexes, etc., which are united by the fact that they are all means of direct use in the educational process. This list is constantly expanding and updating [5].

Scientists propose different approaches to classifying the ECP. So, O. V. Nevstrueva names five types of ECP:

1. training;
2. tutoring;
3. problem learning;
4. simulation and modeling;
5. game [6].

I. A. Tsaturova offers the following types of ECP:

1. educational;
2. simulator programs;
3. simulation and modeling;
4. diagnostic, monitoring;
5. instrumental;
6. integrated [7].

According to another approach, ECP is characterized as:

1. author's programs, which are pre-prepared templates, which allows the teacher to independently develop educational content;
2. special training programs designed for textbooks or independent educational and methodological complexes;
3. gaming educational programs, which are created mainly for children and have an entertaining character [8].

The essential is the quality level of software in various subjects, their technical perfection, quality of content and pedagogical value.

Computer-based learning tools should facilitate deepening of the theoretical knowledge base, strengthening of the applied orientation of education, revealing the creative potential of students and teachers according to their abilities and needs. The effectiveness of the ECP implementation depends, first of all, on the availability of feedback from students. No less important in the creation of these software products in

time is taking into account the psychological, pedagogical and aesthetic requirements [9].

An integral part of professional training of specialists in universities is mastering a course in a foreign language. The traditional paradigm of the foreign language teaching system is replenished with new approaches to the study of this course.

The modern learning environment is called computer-oriented, because this concept "covers any aspect of using a computer in learning." At the same time, the researchers note that "nowadays, the main areas of implementing computer technology in foreign language classes is the use of multimedia capabilities of computer classes and educational resources of the Internet" [10].

There is a direction with the use of computers in teaching languages named CALL (Computer-Assisted Language Learning), which is "defined as an approach to teaching languages, where the computer acts as an auxiliary tool for the presentation and assessment of the material" [11].

Research by scientists shows that the functions of the computer when learning languages are becoming more diverse. In addition to the function of broadcasting information, computers are used as a means of creating interactivity to provide learning with a natural flow, as a global means of communication and an unlimited source of authentic materials, etc. [12].

The following requirements are put forward for computer programs as teaching aids:

1. the need to meet the same didactic requirements as traditional teaching aids (scientific nature, systematicity, consistency, etc.);
2. compliance with the curriculum for the discipline at the university;
3. the function of a variety of forms and methods of teaching, creating conditions for increasing the student's mental activity;
4. comprehensibility of the program to both teachers and students; unambiguous perception of information that is displayed on the screen [12].

Research Methodology. When studying a foreign language, the stages of the lesson must correspond to the stages of mastering the language material (perception of speech, its analysis, consolidation and use in speech). The first phase involves the perception of speech (motivation of students, preparation through the removal of lexical and grammatical difficulties, preliminary reading or listening, checking understanding). The stage of language analysis includes the selection and explanation of certain linguistic phenomena, the explanation of grammatical and lexical rules, etc. At the stage of consolidation, exercises are performed on individual linguistic phenomena. At the final stage, the studied material is used in speech in various communicative situations.

In our opinion, multimedia teaching tools are universal, since they can be used at different stages of the lesson: in the process of motivation as a problem statement before learning new material, in explaining new material as an illustration, in consolidating and generalizing knowledge, to control knowledge.

The use of ICT in the educational process should correspond to didactic functions at each stage of the lesson.

In addition, the use of ICT can occur in different ways in accordance with the needs of a particular type of lesson and offer the following classification of needs: the use of ICT both in frontal and group work, or only in frontal work, the use of electronic textbooks only as a means of self-study, the use of certain types files (images, video, audio, animation) from electronic teaching aids (from certain materials on the Internet), creating your own lessons through the integration of various objects into one format - presentations, web pages, etc.

In the educational process of teaching a foreign language, teachers can use both copyright and special OKP for the student's work in the classroom and for independent work.

Let's consider the features of some ECP in a foreign language and the possibilities of their use.

Electronic testing systems allow teachers to compile test material taking into account the curriculum of the discipline, the level of foreign language proficiency of students. They are used to conduct intermediate and final control of students' knowledge of a foreign language and to check grammar when applying for a master's degree.

Distance learning systems can include teaching material in English, German and French developed by teachers. Distance learning programs can contain dialogues, parallel texts, dictionaries to the original, exercises to consolidate educational material, taking into account all stages of mastering foreign language. Remote computer training complexes make it possible to teach vocabulary, master grammatical material, perform listening and reading exercises.

For independent work, depending on the level of language proficiency, individual characteristics, students are recommended to use the ECP, which are available and free on the Internet (<http://www.nativeenglish.ru/programs>, <http://frenglish.ru/19-english-soft.html> etc.). These are the following programs:

1. Language in Use 24/7. The program is developed on the basis of the series of the same name textbooks from Cambridge University Press. Three levels of the program Beginner, Pre-Intermediate, Intermediate comply with the standards of the Common European System for the Study of Languages (levels A1 / A2, B1 / B2).

2. QDictionary. The program uses technology that allows you to translate words and phrases by simply hovering your mouse over them. You can find out the meaning of a word by selecting it from the list. The dictionary database contains over 50,000 words and phrases. You can add your own words and make changes to those that exist in the program.

3. FVords. The program contains tests, dictionaries to the original, parallel texts, prompter mode, search, print, statistics, etc. It offers five approaches to studying the material: tournament, course, regular, book and prompter. The tasks of the course are performed sequentially, tournament tasks are optional; if mistakes were made, you can return to them and repeat the correct use of the material. In the "prompter" mode, you can voice tasks (words, phrases, texts).

4. EZ Memo Booster. The program helps to quickly replenish vocabulary with regular classes. The student is asked to complete a certain number of exercises with the words that he is studying. An individual database is maintained for each word. The

worse the learner memorized the word, the more often it appears on the screen in the exercises.

5. Exerciser. The program sets exercises of several types in various variations - changing the form of words or sentences (for example, putting them in negative form), searching for errors in the text, substituting options, filling in gaps, finding matches. The program provides exercise verification.

For self-study, students can also be offered ECP for learning English, which are designed for different devices (iPod, iPhone, iPad) Cambridge University Press (<http://store.apple.com/uk>). These include IELTS 7 Trainer; English Grammar in Use. Tests; English Grammar in Use. Activity; Essential Grammar in Use, etc.

Analysis and Results: Thus, the use of the latest information technologies in the process of learning foreign languages at a university increases the effectiveness of the formation of all aspects of foreign language communicative competence. 1) ECP is used both in classroom work and for organizing independent work. As practice shows, it is expedient and effective to use copyright and special ECP. These programs are used at different stages of the formation of linguistic and speech competence in accordance with didactic functions at each stage of the lesson. 2) For didactic purposes, ECPs are subdivided into training programs, training programs, control programs, and integrated programs.

3) It should be noted that there are some problems and shortcomings that are associated with the use of the ECP. They relate to the lack of a standardized list of software tools for their use in the educational process, the lack of computer-oriented scientific and methodological support. Cases of insufficient technical support necessary for the effective use of ICT in the educational process are not exceptional. It is necessary to develop regulatory documents of the university, which will take into account the latest electronic teaching aids.

Conclusion. So, the latest achievements in the field of high technologies open up ample opportunities for teachers of a foreign language to further improve the educational process and improve the quality of knowledge acquisition.

The use of ICT in language education is one of the promising areas of informatization of the educational process. The properties of multimedia programs help to solve the main task of language education - the formation of stable communicative competence in students under the guidance of an experienced teacher, but through the application of independent efforts of the student himself.

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