THE EFFECTIVENESS OF USING AN ONLINE-PROGRAM IN TEACHING ENGLISH VOCABULARY TO CHEMISTRY STUDENTS

Farida Kaipbergenova doctoral student
*Nukus state pedagogical institute*

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THE EFFECTIVENESS OF USING AN ONLINE PROGRAM IN TEACHING ENGLISH VOCABULARY TO CHEMISTRY STUDENTS

F.T. Kaipebergenova – doctoral student

Nukus State Pedagogical Institute named after Ainiyaz

This article discusses the basic tasks of primary school teachers in the use of information technology at the lessons and developing an interest in learning, creativity and knowing the news of the world. Primary school teachers can get information using a computer during the lesson.
is defined as “all words known and used by a particular person”. Vocabulary is an essential component for successful communication. While grammar is important, a lack of vocabulary may result in complete failure to convey a message, which is a necessary ingredient for all communication. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. Vocabulary is generally a matter of remembering, unlike e.g. learning grammar, which is a system based only in rules. To be able to teach as effectively as possible, it is important to know, how words are remembered and stored in student’s mind and how long term memory is organized [1]. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by a great number of theorists and researchers in this field. Acquiring an extensive vocabulary is one of the largest challenges in teaching a second language. Several authors agree that vocabulary is stored in the mind in a highly organized and complex web-like system, so-called “mental lexicon”. In mental lexicon words are stored, categorized and interconnected in many ways, according to their features such as meaning, form, collocation, syntactic properties, cultural background etc. Consequently, a word being retrieved is looked up through several pathways at once, which is extremely economical in terms of time needed. We divide the professional vocabulary studied by chemistry (chemistry-technology, agrochemistry, biochemistry, petrochemistry and etc.) students into several groups: general scientific terms (property, to discover, development, to undergo, etc.), basic chemical concepts (substance, matter, chemical element, etc.), names of scales, laws, etc. (Periodic Table, Celsius scale, etc.), names of chemical elements (hydrogen, oxygen, helium, etc.), names of chemical compounds (hydrochloric acid, sodium chloride, sulphuric acid, etc.), names of devices and tools in the laboratory (test-tube, flask, beaker, Bunsen burner, etc.), names of processes (condensation, evaporation, etc.).

Vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages. Thornbury summarized a research into a memory, which suggests principles supporting the process of permanent or long-term remembering. In this summary he listed several ways to follow to make vocabulary teaching as effective as possible:

Firstly repetition, yet what he means is “repetition of encounters with a word”, for example in reading. Furthermore, he stresses the importance of retrieval and use of new words. While practicing learners should make decisions about words, for example match rhyming words of use new items to complete sentences.

Moreover, personalizing in vocabulary practice has proved to be beneficial for remembering along with spacing, which means that the presentation of new vocabulary is divided into more widely, separated sequences followed by repeated revision later on with gradually extending periods between them. For example: the end of the lesson, next lesson, next week and so on [2.24].

Another helpful element is motivation, which is closely linked with attention. “A very high degree of attention (called arouse) seems to correlate with improved recall.” Connected to this, emotional value of words should be considered as well.

This article describes the experimental work on the implementation of the first organizational and pedagogical condition - orienting students of Karakalpaskan State University in the specialty of “Chemical technology” towards activities to form professionally oriented language competence in teaching a foreign language by increasing motivation, students’ readiness, modular structuring and enrichment of content training material through professional knowledge through interdisciplinary communication and coordination of training - educational program in a foreign language with programs in special disciplines, as well as elements of logic and dialectics.

For the formation of lexical and grammatical speech skills of students of non-linguistic faculties of training based on computer technologies, a series of tasks was developed in the work.

In order to verify the effectiveness of the proposed methodology, experimental training was conducted. Training is carried out camping for one semester in the 2019-2020 academic year on the basis of Interfaculty Department of Foreign Languages of Karakalpaskan State University named after Berdakh. The participants of the pilot training were 46 students of the 1st course of “Chemical technology” faculty. The level of English proficiency corresponded to level B1 - according to the Common European Framework of Reference for Languages (Common European Framework of Reference: Language, Testing and Assessment, 2001). During the experimental training, two types of control were used. The first type of control was carried out by the teacher during experimental training to control the participation of all students in project activities and the use of computer online-program and the linguistic corps in the formation of lexical and grammatical speech skills of chemistry students, as well as after the end of experimental training in the form of a general discussion. The second type of control consisted of conducting stating and control sections. Computer technology has been integrated into the classroom and extra-curricular work of students. The experiment was carried out in three stages: ascertaining, forming and control stages. At the ascertaining stage of the experiment, the participants in the control (23 students) and the experimental (23 students) groups performed a test to determine the level of foreign language proficiency.

<table>
<thead>
<tr>
<th>Test to determine the initial level of knowledge of chemistry students</th>
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<tbody>
<tr>
<td><strong>Foreign language proficiency test</strong></td>
</tr>
<tr>
<td>Control group (23 students)</td>
</tr>
<tr>
<td>“3”</td>
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<tr>
<td>16</td>
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</tbody>
</table>

The test included tasks for all types of speech activity, as well as the formation of grammar skills of students' speech. The test results were encoded and processed using Excel programs. The test results were encoded on a five point scale. To assess the significance of the results obtained, Student t-criterion was used.

Table № 2 presents one of many results of a comparative analysis of the data of the recital shear in two groups.

<table>
<thead>
<tr>
<th>№</th>
<th>Theme:</th>
<th>Control group (23 students)</th>
<th>Experimental group (23 students)</th>
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<td>1.</td>
<td>Independence Day of Uzbekistan</td>
<td>16</td>
<td>6</td>
</tr>
</tbody>
</table>

Table № 2
The experimental group (23 students) and control group (23 students) were trained according to the same teaching materials for students of the specialty "Chemical technology". In addition, training in the experimental group was carried out in accordance with the online computer program “E-platform for improving subject knowledge” that we developed (http://smartstudent.uz/), as well as using a series of tasks for the formation of lexical and grammatical speech skills of chemistry technology students. According to the curriculum, students had 2 hours a week. During the semester, students studied 11 topics. Within each of the topics studied, they had to do tasks and tests. When studying lexical and grammatical material, they regularly used an online computer program “E-platform for improving subject knowledge”.

As can be seen from the above, the training of chemistry (chemistry-technology, agrochemistry, biochemistry, petrochemistry and etc.) students using online computer program “E-platform for improving subject knowledge” that we developed, has increased the motivation of students to learn a foreign language, as well as the level of students' knowledge by about 6-8%.

References

REZUME
Lug’at “jamiyatda ishlaltladiugan va ma’lum bo’lgan barcha so’zlar” deb belgilangan. “Lug’at” so’zi odatda ma’lum bir tilda so’zlar yoki ulaming birikmalarni ifodalaydi. Lug’at boyilgi – bu qachondir to’liq o’zlashtitib bo’ladigan jarayon emas; balki hayotiy faoliyat davomida kengayib boradigan hodisai. Yangi so’zlarning paydo bo’lishi to’xtatmas ekan, so’zlarni o’zlashitish jarayoni ham hech qachon to’xtatmaydi.

PEZIUME
В статье слово «словарь» определяется как «все слова, известные и используемые конкретным человеком». Слово «словарь» обычно представляет собой краткое изложение слов или их комбинаций на определенном языке. Словарный запас - это не то, что когда-либо может быть полностью освоено; это то, что расширяется и углубляется в течение жизни. Появление новых слов никогда не прекратится, как и освоение новых слов.

SUMMARY
In the article the concept «vocabulary» is defined as “all words known and used by a particular person”. The word “vocabulary” generally represents a summary of the words or their combinations in a particular language. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. The emergence of new words will never stop, as will the development of new words.

УДК 69.5.1
ОСОБЕННОСТИ УПРАВЛЕНИЯ СТРОИТЕЛЬНЫМ ПРОЦЕССОМ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ
Л.А.Камолов - старший преподаватель
Академия МЧС РУз
Л.А.Халаматова - старший преподаватель
Т.Т.Калкоразов - курсант 4 курса Академии МЧС РУз

Тема урока: building complex, building, conditions of globalization.

Key words: management, building complex, building, conditions of globalization.

Введение: Сооружающиеся сегодня индустриальные комплексы, соответствующие современным требованиям возведения и эксплуатации, представляют собой совокупность различных объектов всевозможного производственного, энергетического, транспортного, вспомогательного, жилищного и культурно-бытового назначения. Хорошо известно, что их возвведение происходит при активном участии многочисленных организаций, с обязательным использованием крупногабаритных строительных машин.

Как очередность возведения строительных объектов, предусмотренных в непосредственном составе комплекса, так и распределение по ним капиталовложений и рабочих кадров могут различаться. Именно поэтому, принято считать, что результативное планирование строительства промышленных комплексов по сложности и схематичности приравнивается к максимальной усложнённой по наличию вариаций технико-экономической задаче [1].

В числе современных тенденций характеризующих развитие строительства в рыночных условиях является необходимость усовершенствования и развитие генподрядной системы управления, которая по мнению специалистов испытывает сегодня некоторые трудности. Затруднения, как правило, связаны с тем, что количество организаций-исполнителей при субподрядном способе строительства может составлять несколько десятков. В таких условиях необходима четкая координация и согласованность действий всех исполнителей.

Особая трудность в том, что обычно организации-участники строительства не связаны между собой административными узами, а сотрудничают в рамках договорных обязательств.

По всей вероятности, что хорошо продуманные на перспективу, тщательно проработанные и чётко прописанные договорные обязательства являются ключевым фактором успеха. При этом создание и эффективное функционирование координационного центра кардинально упростит процесс строительства.

Именно в соответствии с существующими нормами ЦНК 3.01.01-63 “Организация строительного произ-водства” рекомендовано полномочия такого центра предоставлять генподрядчику. Таким образом, в случае такого выбора его решения являются обязательными для выполнения всеми участниками строительства с различной ведомственной принадлежностью и формой