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THE ROLE OF COMPUTER TECHNOLOGIES IN TEACHING ENGLISH TO SECONDARY SCHOOL STUDENTS
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Abstract: The article is devoted to the issue use of computer technology in the educational process of secondary schools of the Republic of Uzbekistan.

Key words: Computer technology, information-communicative technologies, English language, the functions of computer, didactic materials.

To date, considerable experience has been accumulated in the use of computer technologies in the educational process, both in the Republic of Uzbekistan and abroad.

The government of the Republic of Uzbekistan pays great attention to the use of computers in the educational process, as evidenced by the resolutions adopted by the Cabinet of Ministers of the Republic of Uzbekistan, in particular,"on measures to organize the elaboration of a program, the Development of computer and information technologies for 2007-2012,ensuring wide access to international information systems "Internet".This
This document focuses on paid to the issue of introducing computers into the educational process of general education schools, professional colleges and academic lyceums. [6:7]

Documents adopted at the ninth session Oliy Majlis "Law on Education" and The National Program for the Training of Personnel of the Republic of Uzbekistan (1997) creates the prerequisites for the active involvement of schoolchildren in creative activities, the use of computers in the process of studying various subjects.

In pursuance of the Decree of the first President, the Cabinet of Ministers of the Republic of Uzbekistan approved by Resolution No. 200 dated June 6, 2002, the Program for the Development of Computerization and Information and Communication Technologies for 2005-2012, which defines the target guidelines for the development of telecommunications and data transmission, the use of resources, the creation of its own websites in the Internet. This document focuses on paid to the issue of introducing computers into the educational process of general education schools, professional colleges and academic lyceums. [5:6]

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Currently there is no generally accepted psychological and pedagogical theory of the process learning using computers. The most acceptable of them is called: theories of step-by-step formation of mental actions [3:3].

Such researchers as V. G. Razumovsky, E. G. Velikhov, E. I. Mashbits, and A. N. Yershov distinguish two types of computer training:
1. Direct interaction of the teacher with the computer, when the computer will give the results of students' tasks, taking into account the mistakes made, recommendations on the appropriateness of applying a particular rule.
2. Direct interaction teacher with a computer when the computer determines the task presented to the trainee, and also assesses the correctness of the answer and at the same time provides assistance [1:11].

In our study, we adhere to the first type of computer learning, that is, when, after the tasks completed by the students, the computer gives their results taking into account the mistakes made and recommends studying the theoretical material if the task is performed incorrectly.

Today it's safe to say that the computer as a new technical means is beginning to be actively used in teaching English. In linguodidactics process included electronic textbooks, phrasebooks and dictionaries, multimedia dictionaries and encyclopedias, computer-based training program. The computer acts as a simulator that helps the student to master the English language through training exercises, as a means of communication and a
source of information from various databases, as a means of presenting audiovisual
information, etc.

All these computer functions used in the educational process reflect, on the one
hand, the leading trends in the development of modern computer technologies, on the
other — implement the main directions of developmentmethodological thought that
highlights the communicative, cognitive, and personal approach [2: 8].
The following computer functions are distinguished in teaching foreign languages:
1. Imitation of the teacher’s activity, which takes the following forms: presentation of
educational material; fixing it in training exercises; analysis and correction of errors;
control of material assimilation: partnership in a dialogue or educational language game.
2. Modeling the functional environment in which the language will be used by students
for extralinguistic purposes.
3. Accumulation and analysis of information on, different aspects of society.
4. Development of thinking by solvingspecial types of tasks (first of all, tasks for modeling
various situations).
5. A means of eliminating inauthentic work of students when learning foreign languages
(in this function, the computer is not a means of learning at all, but plays the role of a
powerful auxiliary tool that can intensify this aspect of student activity) [2:5].

Along with a multitude of scientific, methodological and organizational problems,
the solution of which depends on the success of computerization of education, one of the
leading places belongs to the problem of developing the didactic foundations of the use of
computer technology in the educational process.

The use of the computer as a teaching tool far exceeds the capabilities of traditional
approaches to the organization of the Educational process, and therefore computer
technologies should take a worthy place among the teaching tools, despite the difficulties
faced by teachers and methodologists when using computer programs in their classes: the
lack of the necessary number of computers to conduct classes simultaneously for the entire
group, insufficient software for those machines that are available in schools, not developed
methods of conducting classes using computers, etc.

The computer offers a wide range of methodological and psychological-pedagogical
capabilities, its huge mathematical, graphic, and analytical abilities allow you to create
programs for machine users (teachers and learners), which greatly facilitate pedagogical
activity and its effectiveness [3:1].

In our opinion, in the works of authors dealing with this problem, it is possible to
distinguish three groups of problems associated with the use of a computer in the
educational process: the first refers to the theory of teaching, the second - to the technology
of computer learning, the third - to the design of various controlling, demonstration,
teaching, etc. programs. Each group of problems has its own specifics and is implemented
in different ways [1: 6]

In the field of academic education, the problem of computerization is reduced, first
of all, to the creation of an appropriate material base of computer training, i.e. Such
computers that will turn out to be reliable, widespread, and allow an uninitiated user to
perform the necessary operations on them; secondly, to familiarize students with the
basics of computer science and computing; thirdly, to the use and development of
software, educational, methodological and organizational support for the use of a computer in the educational process. This group of problems is associated with the use of computer technology for the organization of classroom and extracurricular work of students to assimilate a particular educational material. [4:4]

In our opinion, amusement is one of the sources of motivation. The gaming computer environment, connecting with a specific educational task, allows students to learn the material easier and faster. The possibilities of the computer are inexhaustible here, although it is equally important that this animation does not become a prevailing factor, so that it does not overshadow the educational goals.

Significant progress in the development of personal computers and computer technology leads to changes in the process of teaching foreign languages. The active and appropriate use of the computer in the classroom of the English language seems possible and appropriate based on the specifics of the subject itself. The leading component of the content of teaching foreign languages is teaching various types of speech activity: speaking, listening, reading, writing. Computer training programs are a simulator that organizes and controls the independent work of students.

As experience shows, the selection of training programs depends, first of all, on the current training material, the level of training of students and their abilities. Working with a computer not only contributes to an increase in interest in learning, but also makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, encouraging correct decisions. In addition, the computer allows you to completely eliminate one of the most important reasons for a negative attitude towards learning - failure due to a lack of understanding of the material or gaps in knowledge. Working on the computer, the student gets the opportunity to complete the solution of the problem, relying on the necessary help.

The computer allows you to qualitatively change the control over the activities of students, while providing flexibility in managing the educational process. The role of the teacher is equally important here. He selects computer programs for the lesson, didactic material and individual assignments, helps students in the process of work, assesses their knowledge and development.

Thus, computer technology:
- allow both the teacher and the student to gain access to actual authentic or methodically processed texts that relate to various aspects of the country of the target language - culture, politics, economics, etc.;
- stimulate students to exchange information in the target language due to the opportunity to discuss a particular topic, problem, enter into correspondence, receive information, etc.;
- make it easier for the teacher to find and process interesting and relevant texts necessary for the lessons, and also provide quick access to new relevant teaching materials;
- provide an opportunity to receive new and interesting information about the country of the target language in a variety of aspects (from prices for goods to exhibitions, performances in theaters, etc.) and to a greater extent be ready for contact in a foreign language;
- allow the most natural use of the principles of distance learning due to the prompt exchange of educational information.
Literature


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