
**FORMS OF WORK WITH COMPUTER TRAINING
PROGRAMS IN ENGLISH LESSONS**

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**ФОРМЫ РАБОТЫ С КОМПЬЮТЕРНЫМИ ОБУЧАЮЩИМИ
ПРОГРАММАМИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА**

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Annotation. In this article, you can familiarize yourself with the analysis of the situations and circumstances encountered in the use of digital technologies in education aimed at further accelerating the educational process in our country. You can also see the results of our research on working with computer training programs in learning a foreign language, especially English.

Annotatsiya. Ushbu maqolada yurtimizdagi ta'lim jarayonini yanada jadallashtirishga qaratilgan raqamli texnologiyalarni ta'limda qo'llashda duch kelinadigan vaziyat va holatlar tahlili bilan tanishib chiqishingiz mumkin. Shuningdek, xorijiy til, xususan, ingliz tilini, o'rganishda kompyuter ta'lim dasturlari bilan ishlash bo'yicha olib borgan tadqiqotimiz natijasini ko'rishingiz mumkin.

Аннотация. В данной статье вы можете ознакомиться с анализом ситуаций и обстоятельств, возникающих при использовании цифровых технологий в образовании, направленных на дальнейшее ускорение образовательного процесса в нашей стране. Вы также можете ознакомиться с результатами нашего исследования по работе с компьютерными обучающими программами в изучении иностранного языка, особенно английского.

Key words: internet resources, learning foreign languages, four skills, testing, quizzes, competitions, activity, e-mail, questions, grammar, vocabulary and pronunciation exercises.

Kalit so'zlar: internet resurslari, chet tillarini o'rganish, to'rtta malaka, test, viktorina, tanlov, faollik, elektron pochta, savollar, grammatika, lug'at va talaffuz mashqlari.

Ключевые слова: интернет-ресурсы, изучение иностранных языков, четыре навыка, тестирование, викторины, конкурсы, активность, электронная почта, вопросы, грамматика, словарный запас и упражнения на произношение.

Introduction. In accordance with Decree No. PF-60 of the President of the Republic of Uzbekistan dated January 28, 2022 «On the development strategy of the new Uzbekistan for 2022-2026» [1], as well as, through the development of personnel training activities in the form of distance education in the field of digital technologies in order to implement the priority tasks of bringing the field of information and communication technologies to a new level, the task of establishing the education of more than 6.5 thousand young people in the field of information technologies per year has been set. In this regard, various new projects are being created in educational institutions, and existing projects are being improved. Moreover, nowadays, language learning is becoming the demand of time. Nowadays, every young person is busy learning a language. Nowadays, it is important to know and use English in public administration and communication with people. Thus, the Resolution of the First President of the Republic of Uzbekistan I.A.Karimov dated December 10, 2012 «On further improvement of the foreign language teaching system» [2] was adopted. According to the resolution, the goal is to form an educated, intelligent, modern-minded young generation in the teaching of foreign languages, as well as to create a system aimed at further integration of the Republic in the world. It is known from this decision that our first president attached great importance to language learning. Therefore, we need to create new methods of language learning now. What should we pay attention to in this way?

Relevance of the topic. The main purpose of foreign language teaching is the formation and the development of the communicative culture of schoolchildren learning the practical mastering a foreign language. The teacher's task is to create appropriate conditions for practical language acquisition, selection of training methods that would allow each student to show their activity, their creativity. The task of the teacher-student learning increased in learning foreign languages. Modern teaching technologies such as collaboration, project methodology, the use of new information technologies, Internet resources help you implement student-oriented approach in teaching, provide individualization and differentiation of the learning abilities of children, taking into account their level of teaching, dispositions, etc.

Forms of work with computer training programs in English lessons include:

- vocabulary;
- development of pronunciation;
- training of dialogic and monologue speech;
- training letter;
- development of grammatical phenomena. [3]

Ability to use Internet resources is enormous. The global network of the Internet creates new conditions for the students and teachers of any required information from anywhere in the world: regional geography's material news from the life of the young, articles from newspapers and magazines, literature, etc. There is a need to bring the teaching of English at the school in line with the development of modern information technology. English language lessons with the help of the Internet, you can solve a number of didactic objectives:

- build reading skills, using materials of the global network;
- improve the writing skills of students;
- enrich vocabulary of students;
- create sustainable motivation for students learning English. [4]

Students can take part in the testing, quizzes, competitions, Olympiads, held by the Internet, communicate with peers from other countries, participate in chat rooms, video conferencing, etc., students can get information on the problem, on which work is currently in the project. This may be the joint work of Uzbek students and their Kazakh peers.

One of the most revolutionary advances over the past decade, which significantly influenced the educational process in the world, was the creation of the world computer network known as the Internet, which literally means «international network».

The use of cyberspace for training purposes is absolutely a new direction of General didactics and private methods, because the changes affect all aspects of the educational process, from choosing the methods and style of work, to the changing requirements of the academic level of students.

The substantial base of mass computerization of education, of course, is that modern computer is an effective tool for optimizing the terms of mental work at all, in any of its manifestations.

The main objective of foreign language study in high school-formation of communicative competence, all other purpose (educational, pedagogical, and developmental) are in the process of implementing this goal. The communicative approach involves learning to communicate and the ability to cross cultural interaction, which is the basis of the functioning of the Internet. Out of communication the Internet is meaningless-it is an international, multicultural, cross-cultural society whose livelihood is based on the electronic communications of millions of people around the world, speaking at the same time-the most gigantic in size and number of participants in the conversation ever took place. Joining him in the foreign language classroom, we are creating a model for real communication.

Communicating in the true language environment provided by the Internet, students find themselves in these situations. Involved in a wide range of meaningful, realistic and achievable targets of interest, students learn spontaneously and adequately respond to them, that stimulate the creation of original utterances, not template manipulation language formulas.

The focus is on understanding the transfer of content and expression of meaning that motivates the study of the structure and vocabulary' of a foreign language, which serve this purpose. Thus, the students focused on the use of shapes, rather than themselves, and teaching grammar is indirect, direct communication, excluding pure study of grammatical rules.

Development of education these days is organically linked with higher levels of its information potential. This characteristic determines the direction of the evolution of both education and the future of society as a whole. For the most successful orienteering in the global information space must provide students information culture, as well as computer-screen-based culture as a priority in the search for more and more information is given to the Internet.

How information system, the Internet offers its users a variety of information and resources. The basic services can include custom:

- electronic mail (e-mail);
- newsgroup (Usenet);
- video conferencing;
- possibility to publish your own information, create your own Homepage (homepage) and posting it on a Web server;
- access to information resources:
- reference directories (Yahoo!, InfoSeekAJltra Smart, Look Smart, Galaxy);
- search engines (Alta Vista, Hot Bob, Open Text, WebCrawler Excite);
- conversation (Chat).

These resources can be actively used in the lesson.

Material and research methods. The Internet is an excellent tool for getting information on the latest developments in the world. Thus, you can use the Internet to transform a room into a news agency, and their students in the first class of reporters. This activity is suitable for the senior class, because includes voluminous reading and the art of interpretation, fluent speech.

In terms of mastery of intercultural competence is an online newspaper is an indispensable assistant. It will allow students to plunge into the thick of world events taking place almost in the moment, to see things from different points of view. Especially valuable for classroom work is link-send us feedback, interaction between reader and Publisher. Give your opinion about read and personally talk to the author of a specific article in the section «today's journalists» («today's Columnists»), where the choice of a family name will link you to them directly. Sometimes you may receive extra-relationship with the main character article.

You can ask students to work in two or three, explore article covering all aspects of life: editorials, sports, weather, culture ... The advantage of this work lies in the full involvement of the entire class in conjunction with the differentiation of tasks: strong students may do research more difficult articles, while weaker could report on weather conditions or something from the field of culture. [5]

In addition to work on the skills of reading and listening, you can add to your vocabulary, for this purpose it is necessary to invite students to a dictionary article, relying on the read information. You can buy the new grammar skills, examples of which met in the articles.

The result of such work would be to create your page on one specific event, where you should try to give a neutral view of the problem, based on the analysis of the information provided by various news agencies. Here you must specify hyperlinks to sources. For the development of intercultural competence research articles on a particular topic, only one of the news outlets over a long period of time also has its benefits: thoroughly studied problem, students will be able to not only determine the position of the country to study the problem, and to identify the reasons for this view and, accordingly, will be able to predict the development of events. After the work requires discussion or teleconference, where the work of each student or group will be a separate sector of the overall problem. Thus, sharing the results of their work and putting them into a coherent whole, students will be given a multifaceted picture of the events, which will allow them to understand what is happening and, most likely, would turn them on to find the optimal

solution for understanding, determination of cause-effect relationships is the only proper basis for a solution to the conflict.

The main advantage of such work is that students get first-hand information, not a weekly or more limitations of print, and are caught up in the thick of world events, personally giving it effect.

Communication in virtual reality using email for acquisition of intercultural competence can be used as follows: [6]

1. Establishing a friendly correspondence.

International exchange of letters can be in any form and at any level of proficiency. In addition to the targeted language, establish friendly contacts and studying the way culture, electronic correspondence has advantages in comparison with paper: it's faster, more comfortable and cheaper.

2. The establishment of joint training projects.

Students don't just share information with partners from different parts of the globe, and are working together on a project: choose a theme, developed methods of research, creates its own booth, where and are the results. Theme of the project, you can choose from already proposed by someone on the list server or put there and wait for the response. Project Home Page Email page proposes to study the following issues: drugs, stress, food, power, influence of advertisements on human health, the comparison of prices of goods in different regions, traditional medicine and many others.

The ultimate goal of foreign language teaching is learning free orientation in a foreign language environment and ability to respond appropriately to different situations, that is communication. New views on the result of learning have facilitated new technologies and non-obsolete. Today new methods of using Internet resources, contrasts the traditional teaching foreign languages. The traditional concept is associated primarily with the learning rules and language exercises that is «talking about the language instead of the language». Many teachers still believe that «vocabulary + the necessary framework = language» [7], and this is at the heart of the learning process. However, language is not mathematics (though the language structure is nothing less than a formula for memorization) and not just intellectual substance. Intel will not enter into action without some motivation and rarely operates without an emotion, namely these components often lack the guidance material.

As you know, everything that is the man he seeks to use in upcoming activities. It is also known that the use of the knowledge, skills, abilities based on migration and migration depends primarily on the extent to which adequate learning environment the environment in which these knowledge, skills, abilities to use. Therefore, prepare the student to participate in the process of foreign language communication in foreign language communication needs to be created in the classroom. I define the essence of communicative teaching, which is that the learning process is a model of communication.

The use of the Internet in the communicative approach is motivated by its purpose is to interest students in learning a foreign language through accumulation and increasing their knowledge and experience. Students should be prepared to use the language for real communication outside the classroom, for example, during visits to the country studied language, during the reception of foreign guests, in correspondence, exchanging audio and videocassettes, jobs, etc. with schools or friends in an area where the language

is spoken. The term communication shouldn't be construed narrowly, purely on a pragmatic basis. «Communication-Bim is bringing personality to the spiritual values of other cultures through personal contact and through the reading. This approach, implemented in the Internet attracts learners by focusing on topics of interest to them and giving them a choice of texts and tasks to achieve the goals of the program. The communicative ability of the learners is increased through the Internet by involving them in a wide range of meaningful, realistic, meaningful and achievable targets, successful completion of which is gratifying and boosts their confidence.

The Internet can be used as effective applications for the development of the grammatical, lexical skills knowledge test. This includes all sorts of training lexical, grammatical, phonetic exercises, reading, grammar, tests, IQ tests, etc., Teachers or pupils themselves can find such sites.

The biggest advantage of using Internet resources is the development of intercultural competence, i.e., getting to know different cultures, identify ways they interact and overlap each other, the formation of cultural universal, necessary to achieve mutual understanding and fruitful cooperation with the direct communication.

The Internet has tremendous potential as a tool for teaching and learning foreign languages. Network-based technology can contribute significantly to:

1. **Experiential Learning.** The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. Information is presented in a non-linear way and users develop more flexible thinking skills and choose what to explore.

2. **Motivation:** Computers are most popular among students as they are often associated with fun and games. Student motivation is therefore increased, especially whenever a variety of activities are offered. This in turn makes students feel more independent.

3. **Enhanced student achievement:** Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their attitude towards learning and by helping them build self-instruction strategies and promote their self-confidence.

4. **Authentic materials for study:** All students can use various resources of authentic reading materials either at school or from their home. Those materials can be accessed 24 hours a day at a relatively low cost.

5. **Individualization.** Shy or inhibited students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace.

6. **Independence from a single source of information:** Although students can still use their books, they are presented with opportunities to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfils the need for interdisciplinary learning in a multicultural world.

7. **Global Understanding:** A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, an English Language teacher's duty is to facilitate students' access to the web and make them feel like citizens of a global classroom,

practicing communication on a global level.

8. Greater Interaction. Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on line exercises. [8]

As a professional teacher you can bring a lot of exercises on a situational basis, as well as on the Internet provide us with graphics (static or dynamic) and sound information. Here on these opportunities on the Internet and we will calculate the analysis of possible ways to use resources and network services in the foreign language lessons and in extra-curricular activities of students. The rest should solve technology training.

We list these features:

- if your computer has a sound card, then we can write (with certain specifications), audio information (speech of political and public figures, interesting presentations on various topics of native speakers on various issues), reducing it to the desired limits on your recorder;
- held in cooperation discussion groups for the discussing a problem with the information obtained from the Internet network resources, and then arrange a general discussion of the entire class;
- conduct linguistic analysis of certain oral or written statements of speakers containing idioms, realities, idioms, proverbs, sayings, neologisms that reflect the specifics of the functioning of the target language in the culture of the people;
- use at least fragmentary artistic works of authors studied the language of the country, resulting in the virtual library. This is especially beneficial material for all kinds of projects, discussions;
- use of electronic grammar reference materials offered in these exercises, and vocabulary guides, dictionaries, directories regional geographic nature, materials of distance learning courses available in the public domain to be included in the lesson.

Result and analysis. We, together with our fellow Kazakhs like Kayrat and Umida, made experiment among students of 9th grade of the gymnasium in our city to determine the features of Internet resources in the learning process of Foreign Languages and develop their all language learning skills. Our experiments lasted for about 5 months (II and III semester). Finally, we have such amazing results.

Table 1. Indicators of academic progress of the English language by marks taken from the tests (II semester):

Grade	9 ^A grade students	9 ^B grade students	9 ^C grade students
The number of students	13	13	13
«excellent» mark	1	1	4
«good» mark	8	9	8
«satisfied» mark	4	3	1
«unsatisfied» mark	0	0	0

Table 2. Indicators of academic progress of the English language by

marks taken from the tests (III semester):

Grade	9 ^A grade students	9 ^B grade students	9 ^C grade students
The number of students	13	13	13
«excellent» mark	1	1	4
«good» mark	8	9	8
«satisfied» mark	4	3	1
«unsatisfied» mark	0	0	0

This experiment was held during II and III academic semesters in 2021-2022. According to the 9th grade study plan most of all lessons were given by help of school materials. In comparison with the result of III semester we can mention great differences in their results. In III semester students used to work with Internet-resources and easily improved their language learning skills such as listening, reading, vocabulary, grammar and speaking. They could develop their critical thinking abilities and easily manage all difficulties that they faced to during III semester. We see from the diagram that in the III semester the number of excellent and good leveled students increased.

Perhaps one of the most essential achievement according to the experiment result is the study of language in a cultural context. In my opinion, language and culture are inextricable and interdependent from each other. Understanding the culture of the target language means understanding of the language. Our experiment showed the Internet is a valuable resource to both language teachers and learners. For example, the Internet could create natural environment in order to develop cultural and general knowledge of the English language. Our students could obtain geographical, historical, social, economic, and political information from the countries in which the target language is spoken. For instance, e-mail, Facebook and Skype on the Internet allowed students to communicate with native speakers. In this manner, the Internet facilitated the use of the specific language in an authentic setting. Moreover, students could read web versions of daily newspapers and same-day news reports from sources.

Conclusion. Finally, the Internet provided supplemental language activities, which include reading, listening and grammar tests, comprehension questions, grammar, vocabulary and pronunciation exercises. Students could search the Web for such sites that served as the best method for experiencing and presenting creative works. They could use different Internet sources as a platform for their own work such as essays, poetry, or stories.

To sum up, the Internet cannot replace the language classroom or the interaction between the language teacher and student, but it can offer a vast amount of information and lends itself to communication possibilities that can greatly enhance the language learning experience.

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