

THE USE OF COMPUTER TECHNOLOGIES AND INTERNET RESOURCES IN TEACHING VOCABULARY TO STUDENTS

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Abstract: The use of information and communication technologies allows to significantly increase the efficiency of the process of teaching a foreign language. The use of multimedia programs in teaching vocabulary is especially relevant. Multimedia allows to simultaneously carry out operations with still images, dynamic images (video films, animated graphic images), text and sound. Synchronous impact on human hearing and vision increases the volume and degree of assimilation of information transmitted per unit of time.

Key words: computer technologies in the process of teaching foreign languages, practical exercises for teaching vocabulary using a computer program.

The aim of the study is to theoretically substantiate the methodology of using computer technologies in the process of teaching foreign languages and to develop practical exercises for teaching vocabulary using a computer program.

The use of a computer also provides certain conveniences for the teacher, since he does not have the opportunity to bring to school all the items he needs, and their visual representation requires a lot of time.

Vocabulary is central to English language teaching because without sufficient vocabulary pupils cannot understand others or express their own ideas. Why is vocabulary learning so important? To understand a text, one must understand the words that represent the ideas or concepts. Studies confirm the high correlation between vocabulary knowledge and reading comprehension.

Let's consider the possibilities of using a computer at all stages of vocabulary learning.

Familiarization with words includes the disclosure of their form, meaning and use. Using a computer allows you to form a graphic image of a word simultaneously with its sound and motor image. At the demonstration stage, words and corresponding pictures appear on the screen. Simultaneously with the graphic image of words, younger students have the opportunity to listen to the word (in this case, the sound image of words is formed). Written recording of vocabulary helps to strengthen the connections of words (speech motor, auditory, visual) and thus contributes to their better memorization.

Visual and auditory perception helps the child to actively, consciously assimilate lexical material.

The stages of working with computer programs are as follows: demonstration, consolidation, control. Using the example of the computer program "English on holidays", we will consider these stages.

The computer helps to organize and control vocabulary at all stages of its study. When teaching with the use of a computer, children perform exercises simultaneously, and each student is immediately informed of the result. Without the use of a computer, it is very difficult for a teacher to check the performance of all exercises by all students simultaneously due to lack of time in the lesson. In this regard, the teacher assumes that if a student can perform some operation with lexical material when performing one specific exercise, then he or she can probably perform the same operation (or a similar one) in other exercises that this student has not been tested. The teacher has to draw conclusions about the level of formation of the lexical skill based on individual answers not only for individual children, but also for the entire class.

Control by the teacher consists of direct observation of the performance of training exercises, while the teacher calls on individual students to check whether they have been performed correctly or incorrectly, or uses a delayed check in oral and written form. And the delay in communicating the results to the student (with

delayed control) is inversely proportional to the effectiveness of the training. When teaching with the use of a computer, control is carried out at all stages of teaching vocabulary due to the fact that with its help the problem of feedback is solved. Thus, the computer creates conditions for individualization and intensification of the process of teaching vocabulary, ensuring that all students perform exercises of equal complexity simultaneously.

One of the most revolutionary achievements in recent decades, which has significantly influenced the educational process throughout the world, was the creation of a worldwide computer network called the Internet, which literally means "international network".

The Internet has no meaning without communication - it is an international multinational, cultural society whose life is based on electronic communication of millions of people around the world, speaking at the same time - the most gigantic conversation in terms of size and number of participants that has ever taken place. By joining it in a foreign language lesson, we create a model of real communication.

Communicating in a true language environment provided by the Internet, students find themselves in real life situations. Involved in solving a wide range of meaningful, realistic, interesting and achievable problems, schoolchildren learn to respond to them spontaneously and adequately, which stimulates the creation of original statements, and not the template manipulation of language formulas.

Primary importance is given to understanding, conveying content and expressing meaning, which motivates the study of the structure and vocabulary of the foreign language, which serve this purpose. Thus, the attention of students is concentrated on the use of forms, rather than on the forms themselves, and grammar is taught indirectly, in direct communication, excluding the pure study of grammar rules.

Mastering communicative and intercultural competence is impossible without communication practice, and the use of Internet resources in a foreign language lesson is simply irreplaceable in this sense: the virtual environment of the Internet allows you to go beyond time and space, providing its users with the opportunity for authentic communication with real interlocutors on topics that are relevant to both parties. However, we must not forget that the Internet is only an auxiliary technical means of teaching, and in order to achieve optimal results, it is necessary to competently integrate its use into the lesson process.

The main goal of the educational process is the holistic development of the student's personality. The means of developing the personality, revealing its potential internal abilities, is independent cognitive and thinking activity. Therefore, my task was to provide such activity in the lesson, which is facilitated by modern interactive technologies."

"In interactive technology, students act as full participants, their experience is no less important than the experience of the teacher, who does not so much give ready-made knowledge as encourages students to independently search. The educational environment acts as a reality in which the student finds for himself an area of mastered experience. The student's experience is the central activator of educational cognition.

The interactive methods and forms through which I implemented the interactive teaching model within the lesson were universal, interesting, exciting, made the lesson dynamic, more intense, created a positive emotional mood, involved all students in the work. An enthusiastic and involved child learned the educational material better.

The essence of the methods, as well as the use of computer technology and the Internet is to make students active participants in the educational process, increase their motivation, and interest them in the subject being studied. As practice shows, all this leads to an increase in the level of mastery of a foreign

language, which is especially important at present, due to the increased demands on graduates.

The effectiveness of the educational process largely depends on the teacher's ability to properly organize a lesson and competently choose one or another form of conducting a lesson.

It is difficult for a modern teacher not to get lost in the methods and means of teaching, and the most important task for him is to highlight the most effective, creatively oriented ones.

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