

terms. Teachers can do this by incorporating past knowledge and experience of students into the learning process.

It is also obvious that researchers prefer to focus on the impact of watching movies on other facets of vocabulary learning rather than just the word itself. They think that understanding a word entails knowledge of several characteristics of that word. Despite the fact that the aforementioned research papers have made significant contributions to the field of second/foreign language acquisition, it appears that there is still more work to be done in this area. For example, further study is needed to explore the impact of videos (including short snippets, full-length films, and any other sort of audio-visual resources) on the vocabulary acquisition of young learners. This can be done to examine whether there are any disparities in vocabulary acquisition of language learners of different ages due to differences in learning methods and attitudes toward learning the target language.

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PROBLEMS OF USING HIGH TECHNOLOGIES IN THE CLASS

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Abstract: the goal of this study is to show frequent issues that educators confront while seeking to integrate technology into the classroom, as well as potential answers to those challenges. These concerns should be of interest to current and future educators, school administrators, and educational technology experts. The chapter opens by introducing the external (extrinsic) to the teacher hurdles to technology integration, such as access to resources, training, and support. We then provide internal impediments to instructors, such as their attitudes and beliefs, aversion to technology in the classroom, and knowledge and abilities.

Key words: access, training, support, teacher's attitude, beliefs, knowledge, technology

Nowadays, technology is possibly the most powerful element changing the educational landscape. Many school districts are demonstrating their support for higher levels of technology in the classroom by

providing gear such as tablets and PCs, improving internet access, and creating computer literacy programs for both instructors and students.

Although instructors usually recognize the value of educational technology, they frequently find the seamless and successful incorporation of new educational technologies difficult. Technological integration provides considerable obstacles to educators at all levels of school systems, from the procurement of new technology equipment to the adaption of curricula and teaching practices to accommodate new educational resources.

First-order impediments to successful technology integration in the classroom are variables outside of the control of the instructors who employ technology. External constraints must be addressed at the institutional level, and improvements are usually gradual (for example, rolling out technological access one level at a time). Although there is emerging evidence that first-order hurdles are being addressed in the United States, Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, more effort is required to completely overcome these problems. In this part, we will discuss some of the external challenges to classroom technology integration and ways for overcoming them [3, 51].

First, we address the issue of insufficient equipment or connectivity, sometimes known as the access limitation. Implementing instructional technology is impossible if a teacher's school lacks suitable computers and a fast internet connection. Following that, we discuss the issue of inadequate technological training. Teachers will be unable to fully utilize new technology unless they receive good professional development on them. Finally, we explore aspects of the support constraint. Inadequate technical help and administrative/peer support are two main hurdles to technology integration.

Early descriptions of technology integration focused most of their attention on improving computer access in classrooms. Certainly, widespread access to the equipment required to run instructional computer programs is the most fundamental step toward effective technology integration. Consistent usage of instructional technology is impossible if computer lab time is restricted to one hour per week. While many schools around the country are implementing one-to-one (1:1) computing, many kids do not have consistent and dependable access to a computer. Instructors find it incredibly difficult to integrate technology into current lecture plans due to inconsistent computer availability. A primary necessity is regular access to hardware (e.g., laptops or tablets), software (e.g., reading and writing software, internet browsers), and an internet connection [1, 46].

Despite great recent developments, effective use of educational technology for literacy may need more frequent computer teaching than the existing student-to-computer ratio allows. Intelligent tutoring systems, such as those described in this book, may tailor training to student success inside the system, but given this pedagogical approach, regular 1:1 computer access is essential. With limited federal, state, and local financing, schools may be forced to investigate alternative funding sources in order to buy classroom technology. Crowd funding platforms, some of which particularly target education financing, might be used to augment budgets.

According to Ertmer et al, the most often reported cause for a lack of classroom technology deployment is a lack of professional development and training. One of the National Education Association's (NEA) policy proposals is to promote professional development in technology [4, 432]. According to NEA statistics, teachers now have greater confidence in utilizing classroom technology, running software, and surfing the internet; yet, because technology is always evolving, it is more crucial than ever that teachers maintain their technological competence. Even if a school system hires solely instructors who are fluent in current classroom technology, innumerable new technologies will emerge during their teaching careers, necessitating ongoing training to maintain their abilities up to date.

Though we cannot predict how the future will affect professional development, it is apparent that today's teachers do not have adequate access to technology support. According to U.S. Department of Education statistics (2010), 68 percent of school districts indicated appropriate support for instructional technology. While it is heartening that the majority of responding districts believe they have appropriate support, there is certainly space for improvement. Teachers may focus on educating their pupils instead of worrying about technological impediments with increased technology support.

Adopting a new instructional technology can be a lengthy process. If a technology is implemented across the school, teachers should have access to ongoing assistance from trained experts rather than a single hour-long meeting before the school day begins. Of course, this will almost certainly necessitate extra school money, but producers of instructional technology should also place a greater focus on user assistance. Teachers will have access to the resources they need with high-quality assistance from both educational technology producers and school staff. The awareness that help is accessible may boost adoption of classroom devices.

Internal Classroom Technology Challenges

We examined external hurdles to educational technology integration in the classroom in the preceding section. Of course, as Ertmer points out, even if first-order barriers were erased, digital technology would not arrive in all classrooms employing suitable pedagogy instantaneously and easily. Individual educators are ultimately accountable for how technology is used, therefore even when tools are provided, they have options regarding how they use technology.

This section discusses difficulties particular to instructors, their beliefs, and their knowledge. These concerns are, by definition, personal, and hence differ widely amongst teachers, even within the same milieu. As a result, addressing these concerns comprehensively is challenging.

Teachers' attitudes and views

The attitudes and views of teachers are critical in influencing the role and usefulness of technology in the classroom. Teachers' attitudes and ideas regarding educational technology, as well as pedagogy in general, will eventually impact how they apply technology. In the parts that follow, we will explore these concerns as well as approaches to create positive attitudes that can maximize technology use. Now that technology is extensively utilized in schools, the most significant question may be how to best use technology, rather than whether technology will be used at all [5, 330].

Abilities and knowledge

Given the plethora of instructional technology accessible, it is critical that instructors feel comfortable and confident in their abilities to utilize it successfully. Many modern instructors grew up without access to technologies like the personal computer and the internet, yet pupils today nurtured in an atmosphere saturated by computer technology. These "digital natives" might be intimidating to teachers, particularly those with less technology skills. If instructors believe they lack the essential competences while utilizing technology, they may feel less in charge of the class, use less technology, and are less inclined to explore new options for employing technology in class design. Teachers who are less comfortable with technology can preserve control of their classrooms by adhering to conventional teaching approaches. There will be no need to prepare for the issues of educating digital natives in a digital world in the classroom.

Although the process of technology integration provides considerable obstacles to school districts, school administrators, and teachers alike, exciting new educational technologies that allow teachers unique methods of presenting curriculum to pupils are becoming accessible. The research on the reading and writing technologies discussed in this book shows that they can have a significant positive influence on student performance. And, despite certain possible impediments, attempts to implement innovative instructional tools in the classroom will be recognized.

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THE EXPRESSION OF SOCIAL DEXTERITY IN UZBEK FICTION

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ABSTRACT

As it is known, the social status of occupation in the communication is determined, compared to the participants-curry, relationship status, position and role in the family. Speech communication is an important tool for providing information about the social status of the participants. For example, the speech units selected by the owner, the speech etiquette forms can transport information about the social status of the speaker. In particular, the participants' concluding remarks in the life of society are received great attention in the communication culture of Uzbekistan. In this article deixis theory in linguistics, deixis of the social condition, its representatives are discussed. In communication gestural units they are mainly used to express participants' social condition. The social status of linguistics in the speech of the participants of the dialogue is pointed as social deixis, we used terminology of social condition deixis. After all, the social status (social further status) of speech participants is provided in terms of social deixis. The speech units that express social status deixis not only explain speaker and social condition of other participants, but also inform about its subjective evaluation. Linguistic and also extralinguistic units are used to make deixis of social status in the Uzbek language. Language units of deixis of social status language include pronouns, contact units, social lexic units and some supplements. Personal pronoun organize complicated deictic character as a tool to form of social status and person's deixis. They indicate participants of the speech which makes clear individual's deixis and determine social status deixis via showing their relations and social factors in the same time. Supplement -s which indicates grammar meaning of possession, personal suffixes, respect does a task of clarifying social status deixis too. Also, one of active language units that could explain speech participants' social status is reference units. Reference units' have a special duty of not only grabbing attention of listener in the speech, but also defining social relationship between speech participants. Communication units are actively used as a tool of indicating speech participants' social status in our speech. Even spelling name incorrectly to the listener indicates disrespectfulness, lowness of listener's social status or using words that mean relativity with strangers' services as a respect. In speech deictic points which have social symbol are used in lexical field too. This include socially specialized lexic units. In the conversion of speech participants practicing certain field's representatives' special words, slangs indicate that they are in a one group and they are socially equal. Character (right) which was formed by human's job, position, adorennes identifies not only that person's duty (responsibility), but also his position along communicative act. Overall, in Uzbek language expression units of the social condition deixis are various, therefore when each of them are analysed deeply they could obviously give intriguing informations about not only pragmalinguistics, but also sociolinguistics of Uzbek linguistics' researches.

KEYWORDS: Deixis, Social Deixis, Deixis of Social Status, Pronouns, Units of Conversion, Socially Special Lexical Units, Some Affixes, Addressee, Context, Communication, Conversation, Condition, Deictic expression, Discourse, Denotation, Deictic centre, Expression, Linguistic pragmatics, Maxim, Non-linguistic-the same extralinguistic, Person deixis, Pragmatics, Spatial deixis, Speech act

INTRODUCTION

It is well known that society places certain demands on human behavior through moral and social norms. These norms determine the content of human behavior, how to act in a particular situation. It seems that as long as a person lives inseparably from society, in his speech he also obeys the moral and social rules of society. He communicates in his speech, understanding the role of himself (the speaker), the listener and the other in society, that is, his social status (profession, personal qualities, financial status, gender, age). It is known that the social status of communication participants is determined by their occupation, kinship status,