

The use of telecommunication technologies also implies providing students with a greater degree of independence, which is especially important, for example, at the middle and senior stages of teaching English, when, in accordance with age-related psychological characteristics, students increasingly need partial independence from the teacher. The use of the Internet, in addition, in many cases is closely related to the method of project work (for example, the creation of presentations, sites based on the material collected on the net on a given topic), which provides an opportunity for creative self-expression. Thus, another important aspect of the use of computer technology in a foreign language lesson is the creation of a favorable socio-psychological atmosphere and the maintenance of motivation for learning a foreign language.

Often, the teacher faces the problem of finding authentic, modern and interesting information for students on the topics provided for in the curriculum. This problem can also be solved with the help of the Internet, which is not only a communication tool, but also the most extensive information resource.

As an information system, the Internet offers its users a variety of information and resources. The standard set of services provided on the World Wide Web are as follows:

- electronic mail (e-mail);
- reference directories (Yahoo!, InfoSeek/Ultra Smart, Look Smart, Galaxy);
- search engines (Alta Vista, Hot Bob, Open Text, WebCrawler, Excite, and such well-known Russian search engines as Yandex, Rambler);
- echo conferences (message boards);
- teleconferences (UseNet);
- videoconferencing;
- access to news, information resources;
- conversation in the network (Chat) - text and voice.
- the possibility of publishing one's own information, creating one's own home page (homepage) and placing it on a Web server;

All these opportunities offered by the Internet can be successfully used in a foreign language classroom.

The use of Internet resources in a foreign language lesson in terms of mastering communicative and intercultural competence, which is impossible without the practice of communication, is simply irreplaceable: The Internet virtual environment allows us to go beyond time and space, providing its users with the opportunity to authentically communicate with real interlocutors on topics relevant to both sides. However, we must not forget that the Internet is only an auxiliary technical learning tool, and in order to achieve optimal results, it is necessary to correctly integrate its use into the lesson process [3]

Thus, concluding all the previously stated, using the information resources of the Internet, it is possible, by integrating them into the educational process, to more effectively solve a number of didactic tasks in an English lesson.

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## **THE ROLE OF FILMS IN TEACHING ENGLISH FOR INTERMEDIATE LEVEL LEARNERS**

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**Annotation:** This article describes the role of films in the study of language skills for intermediate level learners, as well as the problems and recommendations given by the author on the topic.

**Keywords:** feature film, listening comprehension, skills, dialect.

**Annotatsiya:** Ushbu maqolada badiiy filmlarning o'qitishdagi o'rni haqida gap boradi, shuningdek, o'rta darajadagi o'quvchilar uchun barcha ko'nikmalar bo'yicha bir qancha ma'lumotlar berilgan. Muallif tomonidan mavzu bo'yicha amalga oshirilishi kerak bo'lgan muammo va tavsiyalar aks ettirilgan.

**Kalit so'zlar:** badiiy filmlar, tinglash, ko'nikma, malaka, sheva.

In recent years, the demand for language learning in the Republic of Uzbekistan is growing. This indicates an increasing demand for primary and secondary tools in language learning, as well as the use of new technologies in modern teaching.

The role of modern technology in the study and teaching of language skills is invaluable. One such tool is feature films. Because feature films have been one of the main tools for learners to learn listening comprehension and speaking skills. The effectiveness of such research methods is well known. In terms of research, observations from teachers in different countries show that students learning a particular language found that lessons using videos, cartoons, and feature films were more interesting and effective for them. This indicates that there is a language environment in which a particular class or classroom is being taught and that it can engage learners.

According to our president's edict which is hold as PQ-5117-coh 19.05.2021 is one of the bright example of contribution of developing foreign language in our motherland. They are followings:

Creating the necessary conditions for the promotion of foreign language learning among the population and their perfect mastering, coordination of the introduction of internationally recognized foreign language teaching programs and textbooks at all stages of education and the development of modern teaching skills in teachers;

Organization of high-demand foreign language teaching based on the results of the analysis of the needs of regions, sectors and educational institutions for foreign language specialists;

Coordinate the development of methodologies and recommendations for language learning for all segments of the population in order to introduce a chain of continuous education on the principle of "kindergarten-school-higher education institution-enterprise" in the field of foreign language teaching;

Organize the creation of videos, games, entertainment, films and other educational content for the development of basic foreign language skills;

To develop methods of professional translation from the state language into foreign languages and from foreign languages into the state language, as well as to assist in the training of specialists in this field;

To conduct foreign language proficiency rankings by regions, sectors, government agencies and educational institutions, to develop proposals for further popularization of foreign language learning [1, 1-2].

One of the most pressing issues facing English language learners and educators today is grammar. More use of the mother tongue than the language learned during the lesson hinders the development of listening and speaking skills, which leads to a longer duration of language learning and causing the achievement of the goal to be delayed. Because of these problems, it is recommended to use a variety of videos, movies, and feature films during lessons and classes. But as they say there are two sides to the coin, there are a number of non-violent aspects to the use of feature films, including street words, jargon, and dialect of the nation whose language is being studied. both attentive and accurate to the age of the learners, their statements are meaningful and of course as few street words, jargon, dialects as possible are recommended by the teachers and recommended to certain rules and norms it is advisable to check for compliance.

Through feature films, students have the opportunity to collect information not only on the language of the nation, but also on its culture and customs, lifestyle and, of course, how words are pronounced, and fluency in speech. In addition, students studying English as a 2nd language also have problems with the correct pronunciation of words, and one of the main shortcomings is the lack of language environment and insufficient use of audio materials. Usage of feature films can be a solution to this problem. If we take a deeper approach to the topic, there are more effective ways to use feature films, one of which is to use films with subtitles while watching movies that have been proven to be more useful for intermediate learners to understand sentences and write. Also helps them remember the verbal form. Observations show that there are all the conditions for language learning, and it is up to us to become experts in the profession we have chosen to become a mature person for the future of our country.

There are languages in the world that are not grammatically similar to each other in writing and reading. That is, it requires more work from foreign language learners, but also perseverance and patience. In such situations, real-life examples are needed. Feature films can be a solution to such problems. If the pronunciation tone of words causes hesitation or difficulty in learners, they can turn to feature films and get the information they need i.e. how to pronounce the word and how to use the compounds to help develop the ability.

Films can also be a good help for teachers to use different techniques. Through films, the customs of the country are taught in parallel with the differences in the types of speech and even the formal and informal style of speaking. This gives the learners an impression of the language and a worldview of the culture. Also in language teaching and learning they can be effective way to achieve effective results.

Nowadays, people who are interested in language and are in this field try to use modern ways and new methods of teaching, which is a requirement of this period. It is not a question of which aids to use or how to teach, but a thorough study of the language and the ability to communicate fluently, both orally and in writing. Most language learners watch feature films as a form of entertainment, and whether they prefer viewing in English or their L1, watching films constitutes an important means by which they interact with an influential cultural product. As a communicative device, most feature films expose learners to language scripted for an L1 audience. Although the language used in films might not be a realistic portrayal of how speakers use language in the real world, films are still authentic resources that can be harnessed for language teaching purposes. In fact, feature films can serve to enhance language learning by acting as a medium with which learners may cognitively and affectively engage in the classroom and in informal learning settings [3, 92-94].

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## THEORETICAL AND METHODOLOGICAL APPROACHES TO THE USE OF COMPUTER TECHNOLOGIES IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

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**Abstract:** Currently, the introduction of a personal computer, multimedia technology and the global information computer network Internet affects the education system, causing significant changes in the content and methods of teaching foreign languages. The modern teacher faces the problem of finding a new pedagogical tool. This article sheds light on the theoretical and methodological approaches to the use of computer technologies in the process of teaching a foreign language.

**Key words:** Computer technologies, method, FL, Internet, multimedia.

The computer allows you to qualitatively change the control over the activities of students, while providing flexibility in the management of the educational process. The role of the teacher is no less