

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

important here. He selects computer programs for the lesson, didactic material and individual tasks, helps students in the process of work, evaluates their knowledge and development. The use of computer technology makes and allows you to make an informed choice of the best training option.

When using a computer, verbal communication activity should be considered in three aspects. Firstly, as a free communication of students in real time through the use of e-mail and information networks, that is, as an authentic written dialogue between communication partners. Secondly, as an interactive dialog interaction of a student with a computer, in which real communication goals are pursued, that is, as a human-machine dialogue. Thirdly, as the communication of students in the classroom in the process of working with computer training programs that act as an incentive for communication and a means of recreating the conditions of the communication situation.

The specificity of the subject of a foreign language determines the active and appropriate use of a computer in the classroom. The leading component of the content of teaching a foreign language is teaching various types of speech activity: speaking, listening, reading, writing. The training computer program is a simulator that organizes the independent work of the student, manages it and creates conditions under which students independently form their knowledge, which is especially valuable, because the knowledge obtained in a ready-made form very often passes their consciousness and does not remain in memory. The use of computers in English lessons is a need of time [3,13].

Significant progress in the development of personal computers and computer technologies leads to changes in the process of teaching foreign languages. The active and appropriate use of a computer in an English lesson is possible and appropriate based on the specifics of the subject itself. The leading component of the content of teaching a foreign language is teaching various types of speech activity speaking, listening, reading, writing. When teaching listening, each student gets the opportunity to hear foreign language speech. When teaching speaking, each student can pronounce phrases in English into a microphone. When studying grammatical phenomena, each student can perform grammatical exercises, has the opportunity to solve crosswords, chain words, search for words, perform game exercises.

A great help in teaching phonetics, the formation of articulation, rhythmic-intonational pronunciation skills, to increase the motivation of students to learn English is provided by the program "Professor Higgins. English without an accent" and also a number of other multimedia textbooks. Sounds, words, phrases and sentences are perceived by students by ear and visually. Students have the opportunity to observe articulation movements on the computer screen and perceive the correct intonation by ear. At the same time, due to the sufficiently high imitative abilities of students, the correct samples are imprinted in their memory.

English language training programs are "Tutor", "Professor Higgins", "Hello, America!" "English Gold" and many others. I will tell you in more detail about the program "11 English lessons" (authors G.G. Silnitsky, I.N. Bochkareva, etc.; Center for Informatics, Smolensk) and "Tutor" (authors A.Ya. Zhislin, R.E. Pchelkin, etc.; International Center for Financial and Economic Development, Moscow).

1) The program "11 lessons" includes grammatical phenomena studied in grades VI-VII of secondary school: tenses, modal verbs. Each lesson is dedicated to a separate topic and includes a large number of exercises that can be used both to train and consolidate, and to control students' knowledge. On the first pages there is a reference material to which the student can resort if necessary, and the vocabulary used in the exercises. There are a lot of exercises, and the level of difficulty is increasing. The teacher has the opportunity to find a task for each student, which is a good incentive to work [4,189].

Let's talk, for example, about working on the topic "Passive voice". For the first time this topic is introduced in the VII class. The topic is difficult, and it takes a lot of time to master it. Let's show in the form of a table a part of the screen that shows the exercise used at the stage of training and fixing the material being mastered.

Unit 11. Majhul nisbat The Passive Voice.
Yordamchi fe'lni hozirgi zamon formasini qo'ying: The letter ... written. The letter is written. The cups ... broken. The cups are broken.

On the left side of the screen - the initial task, on the right - its execution. The words inscribed instead of ellipsis are italicized.

To complete the task, the student brings the cursor and prints the desired word in the place of the ellipsis. He has the opportunity to correct the mistakes made during the recruitment himself. For each completed task, the student, by pressing the F10 button, receives a rating of "very good", "good", "not bad", "bad". All the mistakes made by students during work are visible on the screen, they are highlighted in

red. Thus, it is possible to immediately analyze what has been done, and this is very important. The teacher explains to the student the grade received, if necessary, and writes the result on a control sheet in order to summarize it at the end of the lesson.

Performing this exercise, the student works only with the mouse, so the pace of work is quite fast. The student receives an assessment immediately after completing this exercise: an excellent grade appears on the screen ("very good", "satisfactory" or "more work is needed"). In case of difficulty, students can use the help of the program. In the section "Analyzing difficult passages from the main text" there is a grammatical reference book in which you can find all the necessary information: the rule of formation of a particular grammatical phenomenon and examples of its use in speech.

The first module of the series is for beginners. It is intended for students who are completely unfamiliar with the English language. Here, the main attention is paid to the alphabet, numbers and basic household vocabulary - food, clothing, etc. Next come the Osipov level, medium, high and practical - business English. The program covers all four aspects of language proficiency (reading, writing, speech and listening) using English and real life situations. [1,89]

The program has introductory and final tests for each module. The work of students in this program is fully controlled using a special management system "Teachers Management System". It has great capabilities. Using the Class list option, you can enter lists of classes. By finding the student's last name, you can see how many points he completed a particular test.

0 - 49 points - score "2",
50 - 70 points - score "3",
70 - 85 points - score "4",
85 - 100 points - score "5".

In the Lessons option, you can create lessons for specific classes and individual students.

The use of computer and information technologies at the second and third stages of education allows students to better prepare for the final certification in English in accordance with the requirements of the state standard. In the process of learning, students not only improve the knowledge they acquired during the previous period of study, but also expand their vocabulary, taking into account practical knowledge of a foreign language in standard situations (within the framework of studied monologue statements with elements of reasoning and dialogical conversations in the form of an exchange of opinions). In the process of using information technology by the teacher, students realize creative activities, which includes the ability to ask, explain, study, describe, compare, analyze, evaluate, express their opinions and judgments, argue them, conduct an independent search for the necessary information, navigate the text in English, make brief messages on a given topic. All of the above will allow students to use the acquired knowledge and skills in practice and everyday life to communicate with representatives of other countries; to obtain information from foreign-language sources of information necessary for educational purposes; to expand opportunities in choosing future professional activities; to study the values of world culture, cultural heritage and achievements of other countries; to familiarize representatives of foreign countries with culture and the achievements of Uzbekistan.

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DISTANCE TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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Abstract: Nowadays, the issues of learning a foreign language in the distance learning system are of particular relevance. One of the priority tasks is the organization of distance learning in the metalanguage of linguistics and an increase in the proportion of independent work at all stages. The article is devoted to a distance learning and its features while teaching a foreign language.

Key words: informatization of education, electronic resource, dissemination tools, communicative-activity approach, mastering the material, didactic materials

In the modern world with the widespread globalization and large-scale use of mass media, there are active processes of informatization of education, research and development of modern ICT, the latest forms and methods of educational activities, and especially remote ones.

In recent years, there has been a very urgent need to create and use impressive innovative dissemination tools in the field of education, and especially in the study of foreign languages. Many scientists and educators see the solution to this problem in the mass distribution of distance learning services, the most convenient and real form of acquiring knowledge, forming and developing language skills in modern conditions of widespread informatization.

The principle of individualization, which has always dominated the methodology of teaching a foreign language, but caused some difficulties in its application in practice, today, thanks to the possibilities of computerization, can be fully implemented. A computer program can freely take into account the personal parameters of the user: a different pace of mastering the material, multi-level language competence, the specifics of information perception.

When compiling a model of a professionally oriented course aimed at language training of students in a distance learning system, it is necessary to take into account various means and ways of individualizing students' independent work: independent work mode, multimedia means of influencing different sections of information perception, visual auxiliary means of visualizing linguistic phenomena.

Distance learning is an individual work of "remote" students in the virtual language environment of a specific educational electronic resource, which allows the user to build and organize learning activities "for himself". Exercises, tasks and various instructions observed on the screen help to comprehend the purpose of the upcoming work and prepare well for it, first of all psychologically. The given program leads the trainee through a certain system of tasks in a "stepped" direction, placing the following after each successfully completed task. In the event that the user finds it difficult to overcome a certain stage, he is automatically provided with prompt, meaningful, meaningful variable assistance that is necessary at that moment. He can find a training text if it is difficult for him to resume its content in memory, listen to an audio recording of a part of the text, or use a suggestive hint. The program always provides feedback to the user of the resource, reporting each correct and incorrect answer. When completing tasks, the student receives information about