

digital literacy gaps among learners are essential considerations in diverse educational contexts. Additionally, maintaining a balance between technology and pedagogy is crucial to prevent the overreliance on digital tools at the expense of meaningful language instruction. Educators must judiciously integrate digital resources into lesson plans, ensuring they complement rather than overshadow traditional teaching methodologies.

Best Practices in Digital Integration. To maximize the effectiveness of digital integration in ESP teaching, educators can adopt several best practices. Firstly, they should conduct needs assessments to identify learners' proficiency levels, linguistic needs, and technological preferences. This information can inform the selection and customization of digital tools to suit learners' diverse requirements.

Moreover, educators should provide scaffolding and support to help learners navigate digital platforms and resources effectively. Clear instructions, tutorials, and technical assistance can empower learners to utilize digital tools autonomously and purposefully.

Furthermore, fostering collaboration and communication through online forums, discussion boards, and collaborative projects can enhance learners' language proficiency and professional communication skills within their respective domains.

The integration of digital tools into ESP teaching represents a pedagogical revolution, enriching the learning experience and preparing learners for success in their chosen professions. By leveraging interactive technology, personalized learning experiences, and authentic resources, educators can empower ESP learners to master specialized language skills and thrive in today's digital age.

REFERENCES:

1. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge University Press.
2. Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing, and Research*. Cambridge University Press.
3. Warschauer, M. (1996). Computer Assisted Language Learning: An Introduction. *Modern Language Journal*, 80(4), 547–546.
4. Hubbard, P. (2008). *Computer Assisted Language Learning: Critical Concepts in Linguistics*. Routledge.

IMPLEMENTATION OF COMPUTER TECHNOLOGY IN TEACHING FOREIGN LANGUAGES AT SCHOOLS

Kaipbergenova F.T. - PhD in Pedagogics, Scientific advisor

Hayitboyeva Shoiri Ikrom qizi – Student

Department of English language and literature,

Nukus State Pedagogical Institute named after Ajiniyaz

The student must ensure that the educational materials are regularly updated and identify any flaws in the learning materials. Additionally, the educational material should evolve to reflect changes in grammar and vocabulary. Finally, limited funds prevent the immediate overhaul of existing foreign language training systems. As a result, it is up to the student to take on the challenge of modernizing the educational complex.

The process of learning English is a complex, constantly evolving system. The use of computer technology in foreign language teaching has made it easier to access information and has reduced the time needed for language learning [1]. There is now a wide range of multimedia products, internet resources, electronic textbooks, and databases with texts and exercises available for language learning. However, the abundance of resources makes it challenging to find the necessary information, and many educators struggle to incorporate existing multimedia programs into their teaching. While universities and schools are using computer technology and software for teaching, the available multimedia products may not fully meet the specific needs of each institution or the requirements of teachers and students. The approach to teaching a foreign language varies in each higher education institution based on factors such as students' future professions, depth of study, level

of language mastery, and individual teacher's goals [2].

There are currently diverging opinions on the use of computers in foreign language instruction. Some argue that computers should replace teachers, while others believe that computers cannot deliver material in the same way that a teacher can. In our view, a computer should be used as a supplementary tool, similar to other technical training tools or textbooks. It's important to remember that computers offer several advantages, such as combining video and audio information, text information, the ability to record one's own voice for pronunciation practice, and self-correcting tools. Computers also provide excellent opportunities for testing language proficiency or specific topics with or without the involvement of a teacher, which can reduce time spent checking results. For instance, a computer may ask students to listen to a phrase and type it exactly as spoken, then automatically check their answers against a template and store the results in a database. We emphasize the key methodological functions that can be implemented using computers:

- Informative - One of the primary benefits of computers is their capability to store and process large amounts of information, making them widely utilized in language education as an information system;

- Training - The use of computers for training purposes has become increasingly important [3].

Until recently, computer technology was mainly introduced in the area of information technology education. Even a few advantages of personal computers over teachers in the training and reinforcement of educational material have emerged as significant.

The computer is utilized as a tool for both trainees and trainers in the educational process of information technology, primarily for acquiring information and technical support. The computer's role in the learning activities described relies on its capacity to effectively capture information, store and transmit large amounts of data, and process statistical and grouping data. This enables its objective use in the educational process while also saving significant time for the teacher.

REFERENCES

1. Grebenev I.V. Methodological problems of computerization of school education. //Pedagogy. No. 5. 1994.
2. Karamysheva TV. The study of foreign languages using a computer. - S.P.:Union, 2001.
3. Tulepbergenovna K. F. FORMATION OF STUDENTS'SYSTEM OF LEXICAL COMPETENCE //SCIENCE TIME JOURNAL. – 2024. – T. 2. – №. 1. – C. 6-12.

THE ROLE OF PICTURES IN TEACHING VOCABULARY TO YOUNG LEARNERS

*Kalimbetova Kizlargul Yusupovna-assistant teacher,
Nukus State Pedagogical Institute
named after Ajiniyaz, Nukus*

Pictures are one of these valuable aids. Pictures have a major role to play in language classroom. They are an effective resource for the teaching /learning process and contribute in the progression of language skills. Pictures are used in teaching young learners since they are not yet able to understand words and long phrases, the utilization of a didactic aid is required in this process. In order to reach the aim and fulfill tasks put forward before education every teacher, every researcher in the field of methodology should think of finding the effective ways of teaching children [5]. Showing pictures to what's being taught is a good way to build student' engagement. It is also enriches learners' memories in which they can store vocabulary.

Pictures meet with a wide range of use not only in acquiring vocabulary, but also in many other aspects of foreign language teaching. Wright demonstrated this fact on an example, where he used one compiled picture and illustrated the possibility of use in five very different language areas. His example shows employing pictures in teaching structure, vocabulary, functions, situations and all four skills. Furthermore he pointed out that “potential of pictures is so great that only a taste of their full potential can be given” in his book.