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RAQAMLI TEXNOLOGIYALARNING YANGI O‘ZBEKISTON RIVOJIGA TA’SIRI

Xalqaro ilmiy-amaliy konferensiyasi to'plami

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RAQAMLI TEXNOLOGIYALARNING YANGI O‘ZBEKISTON RIVOJIGA TA’SIRI

ВЛИЯНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ НА РАЗВИТИЕ НОВОГО УЗБЕКИСТАНА

IMPACT OF DIGITAL TECHNOLOGIES ON THE DEVELOPMENT OF NEW UZBEKISTAN

Xalqaro ilmiy-amaliy konferensiyasi maqolalar to'plami

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№	MAQOLA SARLAVHASI VA MUALLIFLARI	SAHIFASI
	1-SHO‘BA. DAVLATNING IQTISODIY TARAQQIYOTIDA RAQAMLI TEXNOLOGIYALARDAN SAMARALI FOYDALANISHNING DOLZARB MUAMMOLARI	
1	**FORECASTING GROSS DOMESTIC PRODUCT (GDP) AND GDP GROWTH: AN EXPLORATION OF IMPROVED PREDICTION USING MACHINE LEARNING ALGORITHMS** - Azibaev Akhmadkhon Gulomjon ugli	9-14
2	**ROLE AND PROBLEMS OF DIGITAL TECHNOLOGY IN SMALL BUSINESS AND ENTREPRENEURSHIP** - Kosimov Sardor Dilmurodovich	15-17
3	**O‘ZBEKISTONDA RAQAMLI IQTISODIYOTNI TATBIQ QILISH ORQALI XUFYONA IQTISODIYOTNI YUMSHATISH -** Usmonova Odinaxon Lazizbek qizi	18-19
4	**ADMINISTRATIVE LEGAL REGIME OF THE EMERGENCY SITUATION -** Jalilov Ahmadbek Ikromjon ugli	20-26
5	**ЗНАЧЕНИЕ ЭПИДЕМИОЛОГИЧЕСКИХ ПРОЦЕССОВ В ЧРЕЗВЫЧАЙНЫХ СИТУАЦИЯ -** Джалилов Ахмадбек Икромжон угли	27-31
6	**DAVLATNING IQTISODIY O`SISHIDA INKLYUZIV VA EKSTRAKTIV INSTITUTLARNING O`RNI -** Abdullajonov Davronjon Shokirjon o‘g‘li, Abdullajonova Gulmira Qaxramon qizi	32-35
7	**КИЧИК БИЗНЕС ФАОЛИЯТИНИ РАҚАМЛАШТИРИШНИНГ ТАШКИЛИЙ ТИЗИМИ ВА ҲОЗИРГИ ҲОЛАТИ ТАҲЛИЛИ -** Рахмонов Нодиржон Рахмонжон ўғли	36-43
8	**FUNCTIONAL RELATIONS AND FUNCTIONAL MODELS OF THE PARTICIPANTS OF THE INFORMATION COMMUNICATION MARKET -** Butayev Eldorbek Homitjonovich	44-49
9	**RAQAMLI IQTISODIYOTDA OZIQ-OVQAT XAVFSIZLIGI MUAMMOLARI VA YECHIMLARI -** Mulaydinov Farxod Murotovich, Numonov Fayzulla Nurmuhammadjon o’g’li	50-53
	2-SHO‘BA. TA’LIM VA TARBIYA SAMARADORLIGINI OSHIRISHDA RAQAMLI TEXNOLOGIYALARNI QO‘LLASHNING MUAMMO VA YECHIMLARI	
10	**СКВОЗНЫЕ ЦИФРОВЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ МАТЕМАТИКЕ -** Агафонов Александр Алексеевич	55-58
11	**IMPROVING ENGLISH LISTENING COMPREHENSION THROUGH COMPUTER TECHNOLOGIES TO PRIMARY SCHOOL CHILDREN -** Abdullayeva Barno Umidullo qizi	59-60
12	**WHY STEM LEARNING IS IMPORTANT IN ENGLISH LEARNING -** Ahmadjonova Odina Anvarjon qizi	61-64
13	**ZAMONAVIY MAKTAB TA’LIM JARAYONINDA SIMSIZ TARMOQLAR TEXNOLOGIYALARIDAN FOYDALANISH -** Yokubjonnov Sardorbek Sobitjon o’gli	65-67
14	**THE ROLE OF COMPUTER TECHNOLOGY IN STUDENTS' INDEPENDENT WORK -** Nosirova Dilnurabonu Nodir qizi, Mahmudova Iroda Ismoilovna	68-72
15	**POTENTIAL PROBLEMS WITH PEER RESPONDING IN EFL WRITING CLASSES -** Dilyorjon Solidjonov	73-75
16	**BUGUNGI KUNDA TA’LIM TIZIMI VA ZAMONAVIY AXBOROT TEXNOLOGIYALARI -** Abdullajonov Davronjon Shokirjon o‘g‘li, Azimova Niginaxon	76-78
17	**MAKTABGACHA TA’LIM TIZIMIDA AXBOROT-KOMMUNIKATSIYA TEXNALOGIYALARINING O’RNI -** Abdullajonov Davronjon Shokirjon o‘g‘li, Murodjonova Ibodatxon Dexqonboy qizi	79-82

THE ROLE OF COMPUTER TECHNOLOGY IN STUDENTS' INDEPENDENT WORK

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Annotation: The article discusses the didactic foundations of the use of computer technology in the process of learning a foreign language as a type of independent work of students. The main functions and advantages of using computer technologies as a means of managing students' independent work are noted, the main directions of improving the organization of independent work with their use are indicated.

Keywords: Information technologies, programmed learning, training and controlling computer programs, independent work, the Internet.

The state policy in the field of education, training and employment of the population is carried out in accordance with the global trends in the development of continuing education. Mass computerization, introduction and development of the latest information technologies impose new requirements for the training of a competitive specialist. It is impossible to provide a world-class training of a specialist who is able to independently improve his professional skills in modern conditions without updating the arsenal of traditional methodological methods, tools, techniques, forms the educational process due to the widespread use of information technologies of training (modern computer technologies of training. The modern computer learning system does not include all the programs with which it functions, but only those that directly manage educational activities.

The computer, being the basis of new information technologies, has a number of advantages over traditional learning tools. It makes it possible to implement personality-oriented, individualized learning, makes it possible to activate the independent work of students based on an activity-based approach, makes it possible to comprehensively use and expand the set of educational tasks used in the educational process and gain access to a large amount of required information.

When learning foreign languages, a computer can act as: 1) a teacher (training training computer programs); 2) an expert; 3) an activity partner (interactive programs with a text generation system); 4) an activity tool (an information support tool - reference information

systems; a technical support tool - text editors, a communication tool - the Internet; a distance learning tool - computer networks, Internet); 5) student.

Of particular note are the advantages that make it possible to attribute a computer to the main tools for organizing independent work of students:

- unlimited working time, which is determined by the needs of the student;
- free mode of operation (selection of working hours, determination of pauses in work and the rate of assimilation of the material);
- exclusion of subjective factors in the work (absence of bias towards any of the students, evaluation of the answer based on clear criteria without comparison with the results of other students' work, unlimited patience) [2].

Thus, a computer, computer technologies, computer programs, being a necessary means of managing the entire educational and cognitive activity of a student, which has the character of independent cognitive activity, set the algorithm of functioning and the algorithm of its management.

Due to its didactic capabilities, computer training programs seem promising for use in teaching foreign languages, since they have a number of advantages over traditional methods of teaching foreign languages. They allow you to master different types of speech activity, help to understand language phenomena, create communicative situations, automate speech actions, and also provide an opportunity to take into account the leading language system, the implementation of an individual approach and the intensification of independent work of students.

According to the methodological purpose, there are several types of computer programs used for teaching foreign languages: grammatical programs aimed at mastering the grammatical system of the language, lexical, linguistic and cultural studies, programs aimed at teaching such types of speech activity as reading and writing, phonetic programs. They, in turn, can be educational, controlling, gaming and combined. Because one from the principles of modern methods of teaching foreign languages there is a principle of complexity, then often these types of programs are implemented in organic unity.

There are the following modules of information and computer technology tools for teaching a foreign language: reference, information-training, training, controlling [1].

The reference module is a knowledge base for educational purposes, contains phonetic and grammatical reference books, built-in English-Russian and Russian-English dictionaries and is formed by the corresponding sections of multimedia interactive training programs on CD and general and special English-Russian and Russian-English dictionaries of the ABBYY Lingvo series. The information and training module is designed to present information in English (information

software) and to introduce educational information, provide training and control of the learning process (training software). The training module contains exercises for classes on the local network (audio and text tasks) and didactic materials, when working with which students use a computer as a tool for learning activities. The control module contains tests to test the knowledge of vocabulary and grammar, to check the understanding of oral and written speech, complex tests to establish the level of proficiency in language and speech skills and abilities.

The use of computer technologies in the independent work of students is dictated by the main goals and objectives of the organization of independent work of students, which, in turn, are determined by the goals of learning a foreign language in a non-linguistic university. The overall goal of the foreign language teaching program in modern educational conditions is the formation of professional foreign language communicative competencies among students, which will contribute to their effective functioning in the cultural diversity of educational and professional environments [4].

Programmed learning can act as one of the forms of independent work, be an effective means of managing it, a way of rationalizing it. The use of computer training programs in independent work when mastering a foreign language by students of Uzbek universities is designed to create conditions for the formation of skills and abilities to work independently; it makes it possible to implement a differentiated and individual approach, both in the choice of material and in the pace of work of individual students.

In particular, it is important to take into account the specifics of the foreign language training program. I. P. Pavlova, having analyzed the place of foreign language training programs in the independent work of students, emphasized the specifics of the training program as a special kind of teaching aid, which consists in the following:

1) must assist in the implementation of all the features of programmed learning;
2) it should be aimed at achieving only one specific goal: the formation of a certain concept, speech skill and skill;
3) it should be designed for independent work outside the classroom in the absence of a teacher, which is associated with algorithmic, rigid management;
4) students should be offered algorithmic tasks on the basis of which they should learn to derive algorithmic rules;
5) the program structure should contain components that ensure all stages (phases) of activities aimed at achieving the set goal [3].

In particular, the implementation of the main methodological provisions is considered relevant in the curricula: speech orientation, differentiated and interrelated teaching of different

types of speech activity, taking into account the influence of the native language, the dominant role of exercises.

Taking into account the specifics of the training program, the question of the types of independent work that can be provided by these programs is solved. We believe that it is advisable to limit the use of the training program to the independent educational and practical work of students in a foreign language, both outside the classroom in the absence of a teacher in conditions of self-control, and in conditions of strict indirect management. It is proposed to limit the scope of the training programs solving algorithmic problems for the formation of speech skills. Therefore, the specific weight of exercises for working out and automating the use of language material and the development of speech skills should prevail.

Computer testing is the most universal way to control the assessment of students' knowledge [5]. Educational and control computer programs in a foreign language, which are a system of training lexical and grammatical exercises, should be widely used in the independent work of students. They will help students to assimilate and consolidate the necessary grammatical material, to carry out further control of the skills of its use; to introduce and work out new vocabulary in professional texts, to control the assimilation lexical material. Software tools enable students to work in an independent mode corresponding to their level of training and see their own success in learning the language.

With programmed language teaching, it should be, first of all, not about programming the process of transferring a certain amount of knowledge to a student, but about programming the process of training and controlling students in the use of the studied language phenomena.

Thus, teaching and controlling computer programs in a foreign language, which are a system of training lexical and grammatical exercises, should be widely used in the independent work of students. The computer in the independent work of students performs informative, stimulating, organizational, training and training, controlling and correcting functions.

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