

## THE USE OF COMPUTER SOFTWARE IN TEACHING FOREIGN LANGUAGE ELEMENTARY SCHOOL LEARNERS.

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**Abstract:** *This article deals with the problem of using computer software in teaching foreign languages elementary school learners. Authors emphasize that the use of computer software in teaching foreign languages allows to realize self-oriented approach in teaching, provides an individualization and differentiation of teaching process taking into account age specific peculiarities of learners, their level of knowledge and skills. On the base of theoretical analyses and within the particular work results on the given problem, the authors prove the effectiveness of the computer software use in elementary school foreign language classes.*

**Key words:** *language, computer software, graphic, writing, listening, sounds, words, effectiveness, school, etc.*

Teaching foreign language by means of computer software has some advantages. First of all, teaching foreign language by means of computer software carries huge motivational potential in it. Under condition of correctly made program computer can help teacher, and learners will feel constant presence of the benevolent instructor as a computer is. To make teaching more interesting for children, programs should include elements of known computer games and even completely repeat game model, skillfully changing it for the educational purposes.

Computer guarantees confidentiality. In the case when the results of learners aren't registered, only the student knows what kind of mistakes he has made, and isn't afraid that schoolmates or the teacher will learn his results. Thus, the self-appraisal of the learner doesn't decrease, and psychologically comfortable atmosphere is created at the lesson.

So computer provides the high degree of interactivity of teaching, than the work in the class or in the language laboratory. It is provided with a constant and direct reaction of the computer to answers of learners during their performing of exercises. As learners themselves define speed of work, teaching by means of computer in the best way corresponds to the principles of individual teaching. Learners can make any number of mistakes, without testing patience of computer, and waste their time only on correction, and analysis of mistakes and may not listen as a teacher again explains already known material.

Each teacher understands huge value of practice in the process of teaching foreign language. In educational process it is not enough to say a phrase once, it is

necessary to repeat some times; it is desirable to change its language registration and more accurately reveal the content. Irreplaceable computer possibilities are: programs which include databases, allow repeating similar constructions, changing only separate components or a context.

Simultaneously according to the same principle the programs of checking grammar and spelling were created. As for oral speech, which long time have been a weak point of computer-based teaching foreign languages for longtime the sharp change was outlined in this area after creating multimedia – a variety of the devices considerably expanding possibilities of computer. Particularly, use of removable media, such as flash-cards, allows saving and using much more information, than earlier, that is why computer can reproduce record of separate words, phrases and the whole texts.

Graphic possibilities of computer point to it even more advantages this method of teaching in comparison with traditional and allow presenting any kind of activity in the form of pictures or animation. It is especially important at the stage of introduction of a new lexicon, because images on the monitor allow associating a phrase in a foreign language directly with an action, instead of a phrase in a native language. Besides, animation attracts the interest of learners and motivates them to learning foreign languages.

It is necessary to notice that computer software has some advantages as compared to traditional methods of teaching foreign languages. They allow teaching various kinds of speech activity and relate them in different combinations, help realize the language phenomena, generate linguistic abilities, create communicative situations, train language and speech actions, and also provide realisation of individual approach and intensification of independent work of learners.

Use of computer at foreign language lessons helps in solution of different didactic problems such as:

- improving pronunciation;
- formulating and developing skills and abilities of reading;
- improving abilities of writing;
- enriching the lexicon of learners;
- training grammar;
- forming steady motivation to studying foreign language.

In teaching listening each learner has an opportunity to hear foreign speech. Teaching speaking each learner can say a phrase in a microphone. Studying grammar phenomena learners can perform grammatical exercises, and train their skills. Teaching writing students have a possibility to solve crossword puzzles, do game exercises.

Sounds, words, word combinations and sentences are perceived by learners in hearing and visually. Learners have possibility to wail articulation on the computer

screen and listen to correct intonation. Thus, in virtues of high abilities to imitation of elementary school learners, the correct samples are embodied in their memory.

Hard disks of computer software existing today allow displaying information in the form of the text, a sound, video and games. Teaching foreign language by means of the computer gives the chance to organize independent work of each learner. Computer programs allow to realize an individual approach to students, computer engage in work every student as much as it is necessary. It is possible to pay special attention to learners lagging in studying.

The general feature of computer software is possibility of their use, both for group work, and for individual studies. Moreover, convenience of computer software is in high quality of self-examination in the process of doing exercises, operative character of similar practice. It is necessary to take into account possibility of using double attempts of searching correct variant, and at the final stage is "prompt". Reduction of time for checking the task is one more positive sign of using computer software because the distinctive color code separates the sentences with the committed errors.

Thus, innovative information technologies take an important place in our life. Its use at the foreign language lessons raise the motivation and informative activity of elementary school learners expand their outlook.

There are different points of view on the problem of using computer software in teaching foreign language. Besides pointing positive moments experts mark also some faults. First one is absence of the qualitative software, and second is impossibility of direct oral dialogue with the computer. But, despite these faults, computer software exists and is successfully used in teaching different school subjects. So, for example in introduction and work with thematic lexicon, for example purchases, foodstuff, clothes etc., it is possible to use computer software such as «Triple play plus in English», «English on holidays», «English Gold» and others. By means of the program «Magic Way» students get the skills in translation of words.

In summary, it is necessary to underline that the role of the teacher consists in the organisation of productive educational process in elementary school and maintenance of constant aspiration to intellectual development. In the course of work learners not only train the basic user skills, but also develop abilities of independent work. Such lessons are more productive and more interesting. Use of computer software in educational process is an effective means of developing cognitive activity of elementary school learners. Computer gradually becomes the tool, which allows to solve the problems of developing language, informative and communicative abilities of a child.

It is necessary to notice that using of some computer programs in teaching foreign language elementary school learners (which choice depends on the objectives and problems of the lesson) in a combination with traditional tutorials is the most

preferable way in practicing the language activities. It is connected with the fact that computer won't replace communication so important for the full mastery of foreign language. Second, control is necessary in the process of doing exercises, with the main purpose of developing serious attitude to the studied subject.

Scientific progress, both in the field of informatics and in the sphere of education increases opportunity of creating computer software which will enable students and computer to carry on dialogue on a certain theme in a foreign language.

We believe the moment occur when scientific progress can adapt possibility of direct oral dialogue with the computer which will turn it into widespread means of education.

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