

USING COMPUTER PRESENTATIONS IN TEACHING FOREIGN LANGUAGES

Daminova B.E.

Assistant professor of Karshi State University Orchid Number: 0009-0001-4211-6082,

Bozorova I.J.

PhD of Karshi State University
Orcid Number: 0009-0009-0699-0125,

Turaeva G.N.

Husanova G. Z.

Uroкова S. U.

Students of Karshi State University

Annotation. This article discusses the use of modern technologies for effective teaching of a foreign language. The advantages of using the PowerPoint program for teaching a foreign language are analyzed.

Key words: foreign language, learning, new opportunities, modern technologies, interactive learning, PowerPoint program.

The development of modern technologies provides new opportunities for effective teaching of foreign languages. A variety of computer programs make the process of mastering a foreign language fun and productive, as they help create a situation of high motivation. The variety of Internet resources provides the opportunity to widely use various services to develop the necessary linguistic skills. Living conditions in our time place special demands on

university graduates. And this, in turn, increases the responsibility of higher educational institutions for the quality of training of specialists.

Using a computer in the classroom gives good results: it develops the creative and research abilities of students, increases their activity; contributes to the intensification of the educational process, helps the development of students' cognitive activity and interest in the subject; develops logical thinking in students, significantly increases the level of reflective actions with the material studied in class. The computer can be used at all stages of learning: when explaining new material, consolidating, repeating, monitoring knowledge, skills and abilities. ICT accelerates the learning process; contribute to a sharp increase in student interest in the subject; improves the quality of material absorption; allow you to individualize the learning process; make it possible to avoid subjective assessment.

The specificity of a computer as a teaching tool is associated with its characteristics such as complexity, versatility, and interactivity. Using a computer, you can organize individual, pair and group work in the lesson. However, it must be remembered that a computer cannot replace a teacher in the classroom. It is necessary to carefully plan your time working with a computer and use it exactly when it is really needed.

Today at the process of teaching, in particular foreign languages, requires changes not only in the content of the material taught, but also the use of modern technologies, methods and forms of teaching. In this article we consider the possibilities of using the Microsoft PowerPoint computer program when teaching foreign languages.

The MS PowerPoint program is a specialized automation tool for creating and designing presentations designed to visually present the artist's work to a group of other people. The program ensures the development of electronic documents of a special kind, characterized by complex multimedia content and

special reproduction capabilities. MS PowerPoint allows you to develop the following documents:

Key features and tools of PowerPoint:

1. Creating new presentations using the auto content wizard, as well as the wizards for creating a title slide, slides, notes and handouts.

2. An extensive set of layouts and design templates for individual slides and presentations in general.

3. Possibility of arbitrarily changing the content and design of slides and presentations.

4. The ability to create your own presentations (without using templates and wizards), as well as your own slide and presentation templates.

5. A set of tools for managing presentation display

6. Possibility of including various animation and multimedia effects in the presentation demonstration.

MS PowerPoint documents are written in special format files with extensions .ppt, .pot and .pps. The .ppt extension is assigned to files containing a presentation under development, the .pot extension to files containing a presentation template, and the .pps resolution to files containing a completely finished presentation.

PowerPoint has become one of the most common teaching tools today.

The study allowed us to draw the following conclusions:

1) the use of the computer program PowerPoint when teaching foreign languages to engineering students at a university is possible and very successful, as it allows teachers to use visualization not only to increase motivation for the discipline being studied, but to build skills and develop abilities in the main types of speech activity in a foreign language language;

2) during the experiment and subsequent analysis of student questionnaires, it was revealed that a certain percentage of students do not know how to work with the information presented on the slides, so we consider it advisable to teach

students, and also, possibly, teachers who have difficulty organizing their classes when using the computer program PowerPoint;

3) the PowerPoint computer program is a tool for presenting information, stimulating and maintaining interest and motivation for the lesson, and not an element replacing the teacher, therefore, abandoning traditional forms (board and marker), in our opinion, is impossible, since the leading role in explaining the material is given to specifically the teacher.

The use of computer presentations makes the teacher's work easier in the classroom: it saves a lot of time, makes it possible to provide additional interesting material, and increases the effectiveness of the lesson, but creating a presentation also requires painstaking preparatory work.

As practice shows, having basic computer literacy, a teacher is able to create original educational materials that captivate, motivate and target students for successful results in the PowerPoint computer program.

There are a number of benefits to a PowerPoint presentation:

- combination of various text audio and video visualizations;
- the possibility of using the presentation as a kind of interactive, multimedia board, which allows you to more clearly semantize new lexical and grammatical (and possibly phonetic) material, as well as provide support for teaching all types of speech activity;
- the possibility of using individual slides as handouts (supports, tables, diagrams, graphs, diagrams, collages, printouts on paper, etc.);
- the ability to control students' attention through animation effects and hyperlinks;
- the ability to use various forms of organizing cognitive activity (frontal, group, individual);

- activating the attention of the whole class; maintaining the cognitive interest of students, enhancing learning motivation, as well as the effectiveness of perception and memorization of new educational material;

- monitoring new knowledge and systematizing the studied material;

- saving study time.

The purpose of a lesson presentation could be:

- updating knowledge;

- accompaniment of the teacher's explanation of new material;

- primary consolidation of knowledge;

- generalization and systematization of knowledge.

Presentation slides can be used during explanations, reinforcement, or to create a problematic situation in the lesson. The selection of material for a presentation must comply with the principles of science, accessibility, and clarity. The most productive presentations have proven to be those in which, after explaining or presenting the material, exercises for consolidation or control are inserted. Students do these exercises directly from the screen individually or frontally. The ability to show the correct answer allows you to organize peer- or self-test quickly and efficiently.

Thus, a creative approach allows the teacher to make the most effective use of a very important tool in his work - the computer, represented by modern computer educational technologies. The use of computer educational programs in the process of teaching English does not interfere with the solution of a communicative task, but, on the contrary, increases its effectiveness, since the teacher can build a lesson that could most effectively achieve the set educational goal.

References:

1. Student M. D. et al. THE ROLE OF MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING LESSONS IN MATHEMATICS AND COMPUTER SCIENCE //Экономика и социум. – 2024. – №. 2-2 (117). – С. 88-93.

2. Ergash o'g'li Q. F., Jumanazarovna B. I. METHODS OF DISPLAYING MAIN MEMORY ON CACHE //Ответственный редактор. – 2020. – С. 6.

3. Benzerara M. et al. Advanced Strengthening of Steel Structures: Investigating GFRP Reinforcement for Floor Beams with Trapezoidal Web Openings //E3S Web of Conferences. – EDP Sciences, 2024. – Т. 497. – С. 02013.

4. Бозорова И. Ж. МЕСТО И РОЛЬ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ЭКОНОМИЧЕСКИХ ПРОЦЕССАХ //Экономика и социум. – 2024. – №. 2-1 (117). – С. 910-915.

5. Daminova B. E. GAUSS AND ITERATION METHODS FOR SOLVING A SYSTEM OF LINEAR ALGEBRAIC EQUATIONS //Экономика и социум. – 2024. – №. 2 (117)-1. – С. 235-239.

6. Nurfahasdi M. et al. Optimization of Efficiency Mercury (Hg) Removal with Electrocoagulation Using Zinc (Zn) Electrode by RSM Methods //E3S Web of Conferences. – EDP Sciences, 2024. – Т. 497. – С. 01002.

7. Daminova B. E., Oripova M. O. METHODS OF USING MODERN METHODS BY TEACHERS OF MATHEMATICS AND INFORMATION TECHNOLOGIES IN THE CLASSROOM //Экономика и социум. – 2024. – №. 2 (117)-1. – С. 256-261.

8. Vozorova I. J. METHODS OF PROCESSING AND ANALYSIS OF BIO SIGNALS IN ELECTROCARDIOGRAPHY //ПРОБЛЕМЫ СОВРЕМЕННЫХ ИНТЕГРАЦИОННЫХ ПРОЦЕССОВ И ПОИСК ИННОВАЦИОННЫХ РЕШЕНИЙ. – 2020. – С. 97-99.

9. Даминова Б. Э. ПРИНЦИПЫ И ТРЕБОВАНИЯ АДАПТАЦИИ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ В ИЗМЕНЯЮЩИХСЯ

СОЦИАЛЬНО-ЭКОНОМИЧЕСКИХ УСЛОВИЯХ //Yosh mutaxassislar. – 2023. – Т. 1. – №. 8. – С. 31-36.

10. Bozorova I. J., Sh M. F., Rustamov M. A. NEURAL NETWORKS. NEURAL NETWORKS: TYPES, PRINCIPLE OF OPERATION AND FIELDS OF APPLICATION //РОЛЬ ИННОВАЦИЙ В ТРАНСФОРМАЦИИ И УСТОЙЧИВОМ РАЗВИТИИ СОВРЕМЕННОЙ. – 2020. – Т. 130.

11. Даминова Б. Э. СОДЕРЖАНИЕ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ И ТЕНДЕНЦИИ ЕГО ИЗМЕНЕНИЯ ПОД ВЛИЯНИЕМ НОВЫХ СОЦИАЛЬНО-ЭКОНОМИЧЕСКИХ УСЛОВИЙ //Yosh mutaxassislar. – 2023. – Т. 1. – №. 8. – С. 72-77.

12. Bozorova I. J., Zoxidov J. B., Turdiyeva M. A. STORAGE OF BIOMEDICAL SIGNALS AND FORMATS OF BIOSIGNALS //СОВЕРШЕНСТВОВАНИЕ МЕТОДОЛОГИИ И ОРГАНИЗАЦИИ НАУЧНЫХ. – 2020. – Т. 116.

13. Daminova B. FORMATION OF THE MANAGEMENT STRUCTURE OF EDUCATIONAL PROCESSES IN THE HIGHER EDUCATION SYSTEM //Science and innovation. – 2023. – Т. 2. – №. А6. – С. 317-325.

14. Маматмурадова М. У., Бозорова И. Ж., Кодиров Ф. Э. ПРОБЛЕМЫ СОВРЕМЕННЫХ ПРОГРАММНЫХ И КОМПЬЮТЕРНО-ИНЖЕНЕРНЫХ ТЕХНОЛОГИЙ И СОВРЕМЕННЫЕ ТЕХНОЛОГИИ СОЗДАНИЯ ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ //Инновации в технологиях и образовании. – 2019. – С. 294-297.

15. Esanovna D. B. et al. ELECTRONIC TEXTBOOK AS A BASIS FOR INNOVATIVE TEACHING //MAVZUSIDAGI XALQARO ILMIY-AMALIY ANJUMAN. – С. 660.