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**COMPUTER PROGRAMS IN TEACHING FOREIGN LANGUAGES TO STUDENTS OF
CORRESPONDENCE DEPARTMENTS**

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Abstract: This article is devoted to the problem of teaching foreign languages to students of correspondence departments in non-linguistic universities. Along with the analysis of the existing system of teaching foreign languages to correspondence students, the issues of teaching English in practical classes with the help of teaching aids and training computer programs are considered.

Keywords: correspondence, career, special, advanced technology, prestige, linguistic culture, network plan, original literature

摘要：本文致力于非语言类大学函授系学生的外语教学问题。在分析现有函授学生外语教学体系的同时，探讨了在实践课中借助教具和培训计算机程序进行英语教学的问题。

关键词：通信、职业、特殊、先进技术、声望、语言文化、网络规划、原创文学

Introduction: At the present stage of society development a component of successful mastering of a profession and moving up the career ladder is the knowledge of a foreign language, so its study during university training seems appropriate and necessary.

In this regard, non-linguistic universities are faced with the task of acquiring not only special knowledge, but also the successful mastery of a foreign language, while the goals and content of teaching foreign languages are focused on the profile of the specialty. The production requires workers who speak a foreign language and are prepared for its assimilation and improvement with the help of advanced technologies, necessary to get acquainted with foreign achievements in a certain professional field.

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Main part: Of all the forms of education in higher educational institutions, the most difficult is correspondence. Correspondence education differs from other forms in a more individualized approach to the learning process, the absence of any age restrictions, and the speed of introducing the acquired knowledge into practical activities.

In addition, if the system of full-time education is “aimed” for the future, and students will apply the acquired knowledge in the future, in conditions that will somehow differ from the conditions of their period of study, then for the correspondence form, the situation is somewhat different. This form is associated with the training of people, as a rule, already sufficiently formed professionally. People who make certain pragmatic requirements that they clearly represent to the system of their education. They see higher education as a way to improve personal social and professional prestige, to expand the knowledge necessary for work. Thus, a characteristic feature of distance learning is the opportunity to introduce best practices into practice already “today”, and not in the distant future.

In this regard, university teachers should prepare part-time students for a minimum period of time to form not only language and speech skills and abilities, but also expand, update, enrich knowledge through the use of special texts, mastery of professional terms, training in professionally oriented translation, and also develop skills communication in the field of professional communication, to formulate the ability to work with documentation.

At the same time, the current system of correspondence education in non-linguistic educational institutions is not capable of providing high-quality training of specialists in the discipline "Foreign Language" for a number of reasons:

- low knowledge of first-year students, which entails low motivation in the field of teaching foreign languages, reduces professional cognitive activity student, his ability to learn someone else's vocabulary[1] ;

- the lack of modern special educational literature, which greatly affects the effectiveness of the educational process;

- the lack of knowledge self-education technology in the conditions of a long intercessional period;

- the lack of students motivation in the study of a foreign language, considering the main special disciplines;

The educational activity of a part-time student is mainly limited to working with textbooks, teaching aids. For effective work, a student of a correspondence department at a university should be given teaching aids, in which language material is carefully selected, focused on professional activities, where part-time students could work independently, and at the same time be able to evaluate their work. For this you need to:

- the vocabulary and themes of the texts corresponded to the future specialty;

- grammar material must be provided in an accessible volume;

- the compiled system of exercises should provide the possibility of consolidating and repeating the material covered with access to speech.

Success in distance learning a foreign language will depend on the right strategy, called the approach. As a component of the learning system, the approach acts as a general linguistic basis for learning and

gives an idea of the chosen learning strategy, which serves as the basis for choosing the methods and techniques of language teaching.[1]

It should be fundamentally distinguished all means of education in the correspondence department from the means used in the full-time department, such as:

- *standard training programs (including work and calendar);*
- *modern special textbooks and manuals containing material on all types of speech activity (listening, speaking, reading and writing) with instructions and methodological developments for their use;*
- *materials for self-sufficient work (audio and video);*
- *computer programs and electronic guidelines for the organization of self-education;*

At the present stage, the use of electronic resources is designed to facilitate the process of mastering a foreign language as much as possible. Educational electronic publications are aimed at independent study of educational material that meets the tasks of distance learning. The electronic textbook ensures the continuity of the learning process. It makes it possible to control educational activities and the level of assimilation of the material, as well as information retrieval activities, subject to the implementation of integrative feedback [7].

The positive aspects of electronic textbooks for part-time education include the following points:

- *possibility of unlimited ubiquitous use.*
- *novelty in the approach of reflecting educational material.*
- *increasing the motivation of independent cognitive activity of the student.*
- *expanding the possibilities of control and self-control of the level of formation*

The use of an electronic textbook, unlike traditional teaching aids, for part-time students is built on an independent basis. The use of electronic textbooks is based on computer technologies, which are closely related to the principle of self-education, and also contributes to the modernization of the educational process at the correspondence department of a non-linguistic university.

Another solution to this urgent problem may be the use of educational computer programs in the educational process, which contributes to the organization of independent work of students, the development of independent activity skills, the qualitative assimilation of the studied material and its application in practice, which will lead to an increase in the quality of higher education.

Important in mastering foreign languages is the correct organization of independent work with the help of educational computer programs. Training computer programs with the least expenditure of effort and time give more effective results. High activity of the teacher is necessary only when studying vocabulary and reading the text. After the introduction of new material, it is advisable to give a number of tasks (exercises for memorizing professional vocabulary, understanding the content of the text, creative tasks) for independent work in order to consolidate the material and self-control.

The use of pre-programmed exercises will improve learning performance as at the same time, the sequence of tasks is observed, and students can immediately check the correctness of their performance.[2] The system of exercises should have a communicative and creative nature, taking into account the future professional activities of part-time students. But taking into account the specifics of training, the emphasis should still be on developing independent work skills using original material and reference literature. [4] Therefore, a self-planned organization is needed work and its

methodological support (information support: curricula, educational literature, reference books; computer support: educational computer programs).

Educational computer programs, consisting of professionally oriented texts, dictionaries, a system of tasks and means of controlling the level of the formed skills and abilities of students, significantly increase the efficiency of mastering knowledge and allow for a limited number of classroom lessons to ensure the formation of general communicative and professional communicative competencies; provide students with the opportunity to apply knowledge in professionally significant situations.

Thus, the use of educational computer programs to determine the level of knowledge helps to identify gaps; positive impact on student motivation; checking the entire group at the same time; providing opportunities for self-control.[3] Also, the teacher can quickly analyze the results and provide timely advice and guidance to students.

Conclusion: In conclusion, it should also be noted that the described approaches to distance learning a foreign language can be implemented using computer technology in practical classes. Unfortunately, for the subject "Foreign Language", the practice of using computer technologies in the process of studying at a university in the correspondence department is not developed, and the creation and implementation of educational computer programs remain rather narrow, despite the fact that a personal computer is suitable for teaching any kind of speech activity. and aspects of the language. Insufficient use of computer technology in teaching

The effective use of electronic tools and teaching computer programs in the system of distance education will help create a new model for teaching a professionally oriented foreign language, which will allow realizing the main goal of learning already in practical classes: to form general communicative and professional communicative competence. But it should also be taken into account that that high-quality distance learning computer programs are not enough, although their choice is constantly expanding.

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