

ICT IN TEACHING ENGLISH TO SCHOOLCHILDREN OF UZBEKISTAN

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ABSTRACT

Development of ICT has changed the teaching process of the English language, due to the great deal of authentic materials, ready lesson plans, plenty of handouts, new tools of teaching all available in the Internet. The difference between pronouns of English and Uzbek languages causes great difficulties for schoolchildren to acquire them. In this regard the use of ICT tools can help them to learn English pronouns fast, and ease difficulties. In order to reveal the interference between the English and Uzbek pronouns, we compared their grammatical structures and underlined the difficult points.

Keywords: Multimedia language program, English pronouns, Uzbek pronouns, schoolchildren, teaching.

INTRODUCTION

Since the issues of computerization of education and the introduction of information technologies in the educational process were studied by many scientists' considerable experience has been accumulated in the use of information technologies in teaching foreign languages. But, despite this, as practice shows, the practical application of information technology in English classes in Uzbek schools has not yet become widespread. The main reasons for this are the lack of development of the methodological aspect of the use of information technologies in the field of teaching English and the lack of a single tool for describing the types of educational activities regarding information technology.

In our opinion, the development of a methodology for teaching foreign languages using information technology in foreign language lessons created taking into account the native (Uzbek) language of schoolchildren and contributing to the development of linguistic competence can significantly increase the effectiveness of training. To create methodological complexes aimed at teaching foreign languages using information technology, first of all, you need to be aware of the possibilities of information technology. In this regard, this section attempts to reveal the potential of information technology in teaching English pronouns.

Currently, information technology is one of the main sources of information and, unlike textbooks, has a high degree of interactivity, multimedia, causing keen interest among school children and facilitating their successful assimilation of the material studied.

LITERATURE REVIEW

Studies in the implementation of information technology in the educational process show that information technology accelerates the learning process, helps to methodically organize the

work of students, individualize the learning process, motivate students for better results, create a favorable learning environment by ensuring confidentiality, and model students' communication activities.

In the above works, the effectiveness of the application of information technologies in the educational process is confirmed. However, they do not sufficiently explain the selection of a certain means of information technology in teaching specific language phenomena. We would like to highlight what particular means of information technology contribute to improving the effectiveness of teaching various aspects of the language, in particular, grammatical phenomena.

Language multimedia programs are becoming increasingly popular in our country. The main reason for this is the ability to provide information in a variety of formats (text, hypertext, audio, video, picture, drawing, graphics, sound, animation) and the ability to demonstrate the material through a single computer and projector, which are currently equipped with English language classrooms for elementary classes of secondary schools.

Considering the issue of introducing multimedia language programs into the educational process, A.V. Popova notes that when developing the skills of the reading technique, the capabilities of multimedia language programs are realized through the introduction and activation of reading material, for the visual representation of the articulatory features of sounds, demonstrations of the function of the speech apparatus. The author believes that multimedia language programs make it possible to combine the verbal-logical form of presenting educational information with the figurative and accompany the textual presentation with a graphic representation.

Studies by A.A. Pribytkova, A.N. Kolesnikova show the effectiveness of using language multimedia programs in teaching foreign pronunciation and phonetics. As the main advantages of language multimedia programs in teaching foreign language pronunciation, A. Pribytkova notes interactivity, multimedia, multi-level, systemetic and autonomy.

Complementing the advantages of language multimedia programs, K.V. Aleksandrov notes a deeper individualization and intensification of the learning process, a high degree of authenticity, the creation of a new learning environment, the possibility of interacting with virtual images and the possibility of automated control.

Based on the foregoing, it can be noted that the main advantages of language multimedia programs when teaching English pronouns, in our opinion, is the ability to:

- development of various types of exercises for mastering the English pronouns;
- providing information in various formats;
- work on the program both individually and in pairs;
- repeated repetitions of presentations and exercises;
- regulation of sound and pace of work on the program;
- obtaining an instant result of the exercises performed;
- tracking errors;
- work on the program in the classroom and extracurricular time.

Language multimedia programs can be used both when presenting new grammatical material, and when activating the material by providing various exercises. Presentation of pronouns in multimedia language programs can be carried out on the basis of a table, diagram, picture,

animation, sound, text material. Varying exercises depends on the technical capabilities of the program.

It should be noted that language multimedia programs can be created on the basis of various software environments. The easiest to use is, in our opinion, the Articulate Storyline software environment. This program provides extensive learning opportunities for English pronouns. The program allows you to create a linear and branched learning path, post materials from the Internet, create hyperlinks and interactive courses according to ready-made templates, place characters from program databases, record audio and video without leaving the program, display the results of work performed, develop interactive exercises on based on embedded algorithms, save created interactive courses in a format for reading via the Internet or mobile devices. The functioning of this software environment is identical with PowerPoint, the functions of which, for the most part, are familiar to many.

As noted earlier, the type of exercise depends on the technical capabilities of the software environment. Articulate Storyline allows you to develop exercises for:

- the right choice from a variety of answers;
- text input in the field;
- marking the correct answer (by tick, by pressing a button);
- manipulations.

The above confirms the practicality and ease of use of the Articulate Storyline software environment in creating a multimedia language program, in particular, and in teaching English pronouns.

Language multimedia programs can be used at different stages of training. Language multimedia programs intended for primary classes can be replete with pictures, animations, songs, for middle classes - tables, diagrams, diagrams, text materials, hyperlinks to Internet materials.

An analysis of the advantages and possibilities of language multimedia programs developed on the basis of the Articulate Storyline software, made it possible to choose them as the main tools of teaching pronouns.

Language multimedia programs have certain didactic characteristics and methodological functions that allow their implementation in the process of teaching English pronouns.

Table 1: Didactic characteristics and methodological functions of multimedia language programs in teaching English pronouns

Didactic characteristics	Methodological functions
Multimedia	Use of materials of various formats (audio, video, text, graphics, animation, picture) when introducing pronouns
Interactivity	Creation of interactive exercises for working out grammatical material; the ability to quickly verify the accuracy of completed tasks
Systematic	Systematic provision of grammatical material in multimedia language programs on the principle of “from simple to complex”, starting from the study of forms and semantics of pronouns and ending with their use
Self-control	Error analysis based on the provision of correct answers after completing tasks

The didactic characteristics and methodological functions of multimedia language programs, prerequisite for the formation of grammatical skills of the correct use of English pronouns.

Table 2: Formation of grammar skills by means of information technology

Grammar skills	Language multimedia program
Recognize pronouns in spoken and written language	+
Differentiate pronouns	+
Correlate the sound image of pronouns with its graphic image	+
Identify the Antendent of the Pronouns	+
Detect collocations	
Formulate a grammar rule based on examples	+
Correctly choose and use pronoun forms	+
Replace nouns with appropriate pronouns	+
Correctly construct grammatical constructions using pronouns	+
Correctly interpret the meaning and translation of pronouns into their native language	+

METHODOLOGY

A review of scientific and methodological literature shows that pronouns are considered both from a linguistic and methodological point of view, taking into account the synonymy, their stylistic and anaphoric use. There are a number of works devoted to teaching pronouns, which are traditionally carried out on the basis of explanatory, illustrative, question and answer, and partially search methods. However, there are no special methodological studies on the problem of teaching English pronouns to students of secondary schools with the Uzbek language of instruction by means of ICT, which confirms the need and relevance of this study.

In order to identify difficulties in teaching English pronouns, a comparative analysis of English and Uzbek pronouns is carried out. As it turned out, the categories of pronouns in the English and Uzbek languages partially coincide. The main difference is the absence in the Uzbek language of the categories of possessive, relative and reflexive pronouns.

Firstly, we decided compared the case system of English and Uzbek. It is well known that personal pronouns in English have two cases: nominative and objective. In the Uzbek language, pronouns have a case system, which consists of 6 cases: “*bosh kelishik, qaratqich kelishigi, tushum kelishigi, junalish kelishigi, urin-payt kelishigi, chiqish kelishigi*”. The nominative case of personal pronouns in English is the same as *Bosh kelishik* pronouns in the Uzbek language, the objective case is coincided with *tushum, junalish kelishigi* in the Uzbek language. The remaining cases of the Uzbek language are transmitted in English using prepositions.

When introducing students with the passive voice of the English language, students of the Uzbek audience experience difficulties in choosing the correct case forms of pronouns. For example:

He was given a present. - Unga sovg'a berildi.

She was offered a new job. - Unga yangi ish taklif qilindi.

As you can see, the cases of *tushum* and *junalish* in the Uzbek language correspond to the objective case in the English language, which leads to the appearance of interlanguage interference, which is reflected in the use of the objective case instead of the nominative. For instance:

Me was invited to the party / instead of I was invited to the party /.

In the Uzbek language, a personal pronoun in the form of a third person plural “*ular*” is used in the meaning of “respect” in relation to a single person. In the English language, the personal pronoun in the form of a third person plural “*they*” is used in relation to persons in the plural in indefinitely personal and generalized personal meanings. However, they are not used in the sense of “respect” in relation to a single person. This phenomenon is intercultural interference, manifested in the use in English speech of third-person plural “*they*” instead of third-person singular “*he, she*”, which is erroneous. For example:

Oying qani? - Ular hozir keladilar.

Where is your mother? - They are coming (instead of She is coming).

In the Uzbek language, there is no category of possessive pronouns. However, possessive pronouns of the English language correspond to the personal pronouns of the Uzbek language in *Qaratqich kelishigi*. The ability of nouns in the Uzbek language to express affiliation with the help of suffixes causes the appearance of interlanguage interference, which is expressed in the omission of possessive pronouns in English. This leads to errors like:

He opened eyes / instead of He opened his eyes /.

The English language is characterized by the use of possessive pronoun with body parts, while in the Uzbek language possessiveness in such cases can also be transmitted by possessive affixes, and the use of a personal pronoun in the possessive case is excessive.

Demonstrative pronouns both in English and in the Uzbek language indicate the temporal or spatial proximity / distance of the person, subject in relation to the speaker. Replacing the substantive phrase and used in relation to animate persons, demonstrative pronouns in the Uzbek language take the form of the plural of “*lar*” and express either plurality or respect.

In the Uzbek language, the category of reflexive pronouns is formed by the pronoun “*O’z*” and the addition of possessive affixes to it, while in English, by the addition of -self or -selves to personal or possessive pronouns.

The indefinite pronouns of the Uzbek language correspond to the English indefinite pronouns some, any, somebody, someone, something, anybody, anyone, anything, one: “*bazi bir, bir kancha, bir nima, bir necha, bir narsa, kimdir, nimadir, allakim, allanima, birov*”. When studying the indefinite pronouns of the English language, interlanguage interference can occur, which manifests itself in the omission of some, any, as well as intralanguage interference, manifested when someone, somebody is used.

In English and Uzbek, negative pronouns perform the same function, i.e. deny the presence of a person or object. In English, negative pronouns are formed by the word no in combination with one, body, thing: *no one, nobody, nothing, none*. In the Uzbek language, they are formed by a combination of the word “*hech*” with the interrogative pronouns “*kim, nima, qaysi, qanday, qachon*”: *hech kim, hech nima, hech qaysi, hech qanday, hech qachon, hech narsa*”.

In the Uzbek language there is no category of relative pronouns. Relative pronouns of the English language are transmitted into the Uzbek language with the help of definitive clause.

Definitive pronouns can appear in adjective and substantive meanings. When used adjectively, they act as a definition for the subsequent name. In the substantive meaning in English, the

pronouns remain unchanged, and in the Uzbek language they take on the affixes of plurality, belonging and case.

RESULTS

The purpose of the training is the formation of communicative and grammatical competencies, suggesting the correct use of English pronouns.

The learning objectives include: 1) the ability to correctly spell pronouns; 2) mastery of the sound and graphic image of pronouns; 3) correlation of sound image with graphic one; 4) development of skills for the differentiation of pronouns in oral and written coherent speech; 5) the development of skills for the correct use of pronouns in the English language of students.

The content of the training includes linguistic, psychological and methodological components. The methodology for teaching English pronouns is based on competency-based, communicative-activity, personality-oriented approaches. Their implementation is carried out using the following general didactic and methodological principles: accessibility, individualization, consistency and consistency, strength of assimilation of results, multimedia visualization, interactivity, contextual learning, communicative focus, accounting for the native language, problem learning.

Teaching English pronouns is based on inductive, problem-searching, reproductive-creative, research methods, control and self-control in individual, pair and group forms of learning through multimedia language programs, linguistic corps, web quest and blog technology.

The result of the training is the formation of students' grammatical competencies in the use of English pronouns.

The created teaching methodology includes methods for presenting pronouns, exercises, and algorithms for sequentially performing work on teaching students English pronouns.

The presentation of pronouns is based on the following methods of introduction: a) as part of a speech sample, b) based on clarity, c) based on context, d) as a problematic issue, e) based on patterns, e) translation. The choice of a particular way of presenting new grammatical material depends on the stage of training and the speech training of students.

Further consolidation of the material is realized through the developed receptive exercises: to recognize the acoustic image of the pronouns (listen to the spoken word and select the identical one; listen to the spoken word and select its corresponding image; find the sound image of the word; listen to the sentence and choose what you hear), to differentiate pronouns (listen to phrases and arrange them into columns; listen, read and find the corresponding picture; listen, look at the picture and select the appropriate sentence; listen and correctly distribute things; determine what words highlighted pronouns combine with; identify the missing pronoun; based on examples, determine the meaning of the pronouns that and which), as well as reproductive: for the construction of words and sentences (make words from given letters; make sentences from given words; combine sentences; rephrase the sentence according to the model) e gaps in pronouns (fill in gaps with these words; put the right word; listen and print the missed word), to replace nouns with pronouns (replace nouns with pronouns), to reproduce the material (tell what products are needed to prepare this dish, and distribute the products in the necessary

columns; listen to the announcer's questions and answer them; describe the picture) on based on multimedia language programs, linguistic corps, web quest and blog technology.

In order to determine the effectiveness of the proposed methodology for teaching English pronouns, experimental training was conducted.

The experiment included a search, formative and final stages.

At the search stage scientific literature on the research topic was studied and ways for developing methods for teaching students English pronouns through information technology were outlined. The current state of teaching pronouns was determined by: analysis of the State educational standard in foreign languages, the curriculum and educational complexes in English in the aspect of the topic under study; questionnaires among teachers of English; determining the level of formation of skills in the use of pronouns in English speech of students.

At the formative stage, experimental training was carried out in the 1st, 2nd, 3rd, 5th, 9th grades of secondary schools of the Republic of Uzbekistan with the Uzbek language of instruction, during which the methodology of teaching English pronouns was tested using information technology.

The total number of students involved in the experiment was 628 students in secondary schools; 314 of them are control groups, and 314 are experimental. In each school, one of the 1st, 2nd, 3rd, 5th, 9th grades was allocated for the control group and one of the 1st, 2nd, 3rd, 5th, 9th grades for the experimental group Teachers - experimenters received instruction on conducting classes according to the developed teaching methodology.

Classes in the elementary grades of control groups were conducted using the Kid's English textbook and multimedia supplement, and in the pilot classes, using the Kid's English textbook and a specially designed language multimedia program. Classes in the 5th and 9th grades of the control groups were taught using the Fly High textbook, while the experimental classes were taught using the Fly High textbook and the author's multimedia language program.

At the final stage, after the completion of the experimental training, a final section was conducted among students in grades 1, 2, 3, 5, 9. To assess the statistical significance of differences in the assimilation of pronouns by students in the experimental and control groups, Student's distributions and the two-sample Pearson criterion were used.

The calculations show that the criterion for assessing the control of knowledge is greater than one and the criterion for assessing the degree of knowledge is greater than zero.

Therefore, the qualitative indicator in the experimental groups is higher than in the control.

CONCLUSIONS

The conducted scientific and methodological study on the method of teaching English pronouns to students of secondary schools based on the use of information technology made it possible to formulate the following conclusions:

- Intralinguistic, interlanguage and intercultural interference were revealed on the basis of a comparative analysis of the pronouns of the English and Uzbek languages;

- The didactic properties and methodological functions of language multimedia programs have been established, allowing students to form skills in the correct use of English pronouns;
- The receptive and productive grammatical skills of using English pronouns, formed by students on the basis of multimedia educational programs are determined;
- Multimedia educational programs have been developed - Personal pronouns, Possessive pronouns 1, Possessive pronouns 2, Possessive pronouns 3, Demonstrative pronouns, Indefinite pronouns, Object pronouns, Relative pronouns, aimed at forming students' grammar skills in the correct use of English pronouns;
- Web quests and blogs have been created on the Internet that contribute to the formation of grammatical skills of the competent use of pronouns in English speech of students and their addresses on the Internet are presented;
- The receptive and reproductive exercises for the formation of grammatical skills of using pronouns in the English language of students based on multimedia language programs have been developed.

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