Zespół redakcyjny

Redaktor naczelny - Adam Barczuk

Mikołaj Wiśniewski

Szymon Andrzejewski

Dominik Makowski

Paweł Lewandowski

Rada naukowa

Adam Nowicki (Uniwersytet Warszawski)

Michał Adamczyk (Instytut Stosunków Międzynarodowych)

Peter Cohan (Princeton University)

Mateusz Jabłoński (Politechnika Krakowska im. Tadeusza Kościuszki)

Piotr Michalak (Uniwersytet Warszawski)

Jerzy Czarnecki (Uniwersytet Jagielloński)

Kolub Frennen (University of Tübingen)

Bartosz Wysocki (Instytut Stosunków Międzynarodowych)

Patrick O'Connell (Paris IV Sorbonne)

Maciej Kaczmarczyk (Uniwersytet Warszawski)

Dawid Kowalik (Politechnika Krakowska im. Tadeusza Kościuszki)

Peter Clarkwood(University College London)

Igor Dziedzic (Polska Akademia Nauk)

Alexander Klimek (Polska Akademia Nauk)

Alexander Rogowski (Uniwersytet Jagielloński)

Kehan Schreiner(Hebrew University)

Bartosz Mazurkiewicz (Politechnika Krakowska im. Tadeusza Kościuszki)

Anthony Maverick(Bar-Ilan University)

Mikołaj Żukowski (Uniwersytet Warszawski)

Mateusz Marszałek (Uniwersytet Jagielloński)

Szymon Matysiak (Polska Akademia Nauk)

Michał Niewiadomski (Instytut Stosunków Międzynarodowych)

Redaktor naczelny - Adam Barczuk

СОДЕРЖАНИЕ

ИСКУССТВОВЕДЕНИЕ

ИСТОРИЧЕСКИЕ НАУКИ

ФИЛОЛОГИЧЕСКИЕ НАУКИ

ФИЛОСОФСКИЕ НАУКИ

ФИЛОЛОГИЧЕСКИЕ НАУКИ

Mukhitdinova Nodira Abdullayevna
doctor of philosophy, associate professor of the department,
Graduate school of business and entrepreneurship,
Tashkent, Uzbekistan

PRIVILEGES OF COMPUTER ASSISTED LEARNING FOR INDEPENDENT LEARNERS

Abstract. Innovation should now be viewed as a necessary and positive change. Human activity weather it is industry, business or education needs for constant change and innovation to be sustainable. From a historical point of view, humanity has undergone several revolutions. The history of modern information and communication technology is considered to be the last ones. Everything that is new today is getting obsolete tomorrow and becoming an old trend. Due to these changes, the demand for modern information and communication technologies is increasing day by day. In particular, the demand for these technologies is growing in the education system (in our case teaching foreign languages as a second language), and the interest of the humanity to information and communication technologies in the education system is increasing. In the period of intensive development of information technology, especially computer, the relevance of this topic is the comparison of traditional textbooks with new types of textbooks of the new generation, which are displayed on the computer monitor.

Key words: informational technologies, information overload, computer, paradigmatic and syntagmatic nature of the text, internet, written speech and oral speech based didactic texts, computer-based didactic text.

Everyone knows the importance of information technology to the development of civilization. According to some scientists, the main invention in the field of information technology is the invention of writing. That is why it is important to take into account the high technologies that come into our modern life.

Thanks to computer technologies that provide with enormous speed the transfers of vast amounts of information from one point of the globe to any other, today's civilized humanity is entering a new, **information age**. And today it is hardly possible to find a topic that is more fashionable and widely discussed than the current global information revolution and the changes to which it led and will lead in the future both in society as a whole and for each person in particular. Proceeding from this, it is natural that there are no indifferent to these changes. Some of them praise and announce the beginning and the main content of the new era in the history of mankind, the approval of the information society. Others treat them with caution, noting that these changes complicate a person's life and lead people into a virtual world that is far from reality. Others recognize both the new opportunities and perspectives that information technologies offer, and the dangers that need to be realized and warned in time. [8, pp.256-266; 6]

Professional development is a very important part of this **information age**. The number of students involved in studying as well as their demands is growing day by day. Meanwhile, student demographics have changed, and the definitions and differences between traditional and non-traditional students have become fuzzy. Most students today have many commitments, and they must strive for success both in training and at work. Consequently, an increasing number of students enroll in online education to receive their degrees or diplomas. In turn, higher education is increasingly stimulated by technology to meet the needs of students. Learning environments that function independently of time and place, such as those created using **computer-based communications**, satisfy these needs, giving students the flexibility and convenience of participating in classes from any place at any time. [5, 7]

Modern education has created the problem of information overload of students and the problem of orientation in an excessive amount of information.

How to be? What to do if an overloaded society simply misses some of the information especially in the sphere of education? Society put **traditional textbooks** aside and are simply absorbed in the technology by which they receive information and which leads them to **information overload**. [12]

The contradiction between the rapid rate of increase in knowledge in the modern world and the limited possibilities for their assimilation by the individual forces modern pedagogy to abandon the all-round development of the personality and move on to the development of a person's abilities for self-regulation and self-education. Modernization of education will help to overcome the crisis. The modernization of education is impossible without the introduction of information and communication technologies into the educational process. The effectiveness of computers and information technologies depends on how we use them, on the ways and forms of application of these technologies. [4]

And of course, questions arise that require an answer: what is the essence of the modern information revolution that has taken place, and what new does it bring into the life of society? What new opportunities and perspectives are opened by information technologies in all their diversity and rapid change? And how to harmonize the needs and abilities of a person with a stormy, multi-layered, rapidly growing and changing flow of information?

However, we must remember that the modern information revolution is not the first in the history of mankind.

The first and most significant information revolution that separated a person from the rest of the animal world is the emergence of oral speech, ways to

formulate your thought in sound symbols and communicate it to another member of your community. A powerful channel for the accumulation and transmission of information, enrichment of knowledge and experience, and warning of dangers has emerged. This radically changed the living conditions and development of our very distant ancestors, became the foundation of their progress in prehistoric times. [2;11]

Oral speech, along with the unique ability to reflect the thoughts of a person, has several disadvantages. The most important of these shortcomings were the limitedness of the oral speech in space and in time. With the advent of writing - the second information revolution, which happened after the Neolithic revolution and to some extent was its result - these restrictions on oral speech were lifted. Humanity was able to not only transmit thoughts at a distance, but also in time [2; 1].

Over time, the growing flow of new knowledge and skills demanded new ways of consolidating and transferring the accumulated information from generation to generation, which oral speech could no longer cope with. The main features of writing include the following: unlimited in space and time; text written on paper can be reproduced anytime and anywhere; the knowledge presented is of a syntagmatic nature; the amount of text is measured by the number of pages; feedback from the delivery of the text cannot be achieved during the delivery of the text or at the end of this - for this, a meeting with the lecturer is required; the dimensions of the text are set. [9]

The invention of symbolic information and its fixation in stone, clay tablets, on papyrus, and then on paper, multiplied many times the possibilities to accumulate, transmit and perceive knowledge and experience, information about the most important events. A new stage in the social division of labor was the emergence of groups of people professionally engaged in informational activities - scribes, readers, teachers, etc.

The third information revolution can be considered as the invention of printing. The development of sciences stimulated by book printing accelerated the rate of accumulation of knowledge systematized by branches. This knowledge could be quickly replicated, and it became available to many, often far from each other geographically and in time, participants in the intra-industry process. It was a huge step in intellectual progress, education, assimilation and transmission of scientific and cultural achievements.

The fourth information revolution can be attributed to the invention and distribution of radio and television. This made it possible to reduce distances, transmit, overcoming boundaries, the necessary information in sound or figurative form, create a growing information field covering the entire globe. A person became a citizen of the world, learning about events from any part of the world planet in real time. But again, there is no contact between lecturer and student.

But we must remember that electronic educational resources do not replace a textbook. The book is a universal, fairly simple and operational means of describing objects, processes and abstractions. The medium of abstractions can only be text, which itself is a combination of symbolic abstractions. In addition, the book does not require additional technical means of reproduction, it is convenient to use anywhere and at any time.

Now we are facing a new big invention in the sphere of information technologies, a new means of communication different from both oral and written speech – computer, E –mail, internet .... . Thanks to computer technologies that provide with enormous speed the transfer of vast amounts of information from one point of the globe to any other, today's civilized humanity is entering a new, information age The process of society informatization originates in the 60s of the last century. And today it is hardly possible to find a topic more fashionable and widely discussed than the modern global information revolution and the changes that it has led and will lead in the future, both in society as a whole and for each person in particular [8, pp. 256–266; 10]. As a result of analyzes of various texts created with the help of writing and printing, we came to the conclusion that the text displayed on a computer monitor is not a written or oral means of communication, but a means that includes the possibilities of both written and oral speech. And if with the advent of writing (and even more so, book printing) mankind in a very short time reached heights that it could not achieve in hundreds, thousands of years of its development, then the rapid development of computer technologies, and in this regard, the invention of a new means of displaying information deserves no less attention from philology and linguistics, which this area of knowledge has been given throughout its history to written texts in their relationship with oral speech

In this article, we provide analyzes of the nature of oral, handwritten and printed types of didactic (educational) texts in comparison with "texts" displayed using computer technology. Below are the results of our analysis:

In this article we'll try to reveal that the text displayed on computer monitor is neither a written speech nor an oral means of communication. It embraces both the features of oral means of communication and a written speech [9]. We'll try to show it by comparing the characteristics of traditional textbooks to the electronic ones [3].

A written speech-based didactic texts have both negative and positive sides.

Here are the main characteristics of written speech-based didactic texts:

- It is unlimited in space;
- It is unlimited in time;
- Paper fixed and can be reproduced at any time and at any place;
- Presented material is of a syntagmatic nature;
- The amount of text is measured by the number of pages;
- Feedback cannot be achieved in the process of text delivery or at the end of it – the presence of a lecturer in this case is obligatory;
- In order to make corrections, the text can be reproduced anytime and anywhere

- The measurements of a text are fixed.

Positive sides of written speech-based didactic texts:

- It is unlimited in space;
- It is unlimited in time;
- Paper fixed and can be reproduced at any time and at any place;
- In order to make corrections, the text can be reproduced anytime and anywhere

1. Negative sides of written speech-based didactic texts:

- Presented material is of a syntagmatic nature;
- The amount of text is measured by the number of pages;
- Feedback cannot be achieved in the process of text delivery or at the end of it – the presence of a lecturer in this case is obligatory;
- The measurements of a text are fixed.

Didactic text "(information)" based on high technology.

The development of modern information technologies presents its requirements for creating a new type of textbook that takes into account not only the capabilities of a printed sheet of paper, but also the capabilities of a display screen that allows you to concentrate not only on printed products on the monitor, but also sound, animation in combination with a printed product, color, graphics, etc., while focusing the learner's attention exclusively on this piece of information. With the advent of a computer - a new subject of writing (a monitor screen) and a tool of writing - a keyboard, great opportunities are discovered for organizing a teaching material [3]. One of the signs of this change is the emergence of a new type of exercise in the form of test tasks, which were first used exclusively to control knowledge and now they are increasingly used to transfer knowledge in the learning process. With regard to teaching a foreign language, this type of assignment allows you to attach each assignment (up to a single word, letter) to a specific rule that provides comprehensive instructions for the correct use of this phenomenon in the language. In general, the presentation of the material on the monitor display is fundamentally different from the organization of material on paper. As in oral speech, the material on paper is lined up in a line, a chain, that is, in fact, it is. Unlike paper, the presentation of the material on the monitor is paradigmatic, that is, the material here is arranged in the form of tree branches in the system. Thanks to a more effective presentation of the material, a new type of teaching material allows conducting the training process with great potential.

As a result of analyzes conducted when comparing oral based and written speech based didactic texts with the didactic texts created using high technologies, we can notice that there are fewer shortcomings in the texts created by using high technologies.

The main characteristics of a high technology-based didactic text

- It consists of two parts - the first is displayed on the monitor for the student, the second is the text of the software itself, i.e. an algorithm, a set of instructions for the computer without which the first text cannot be displayed on the monitor.
- The text displayed on the computer monitor is also divided into two parts: the first is not related to the algorithm and can be displayed on the monitor without its help, and the second can only be transmitted in accordance with the instructions of the algorithm
- The text displayed on the computer monitor without the help of the algorithm is essentially the text that was usually displayed on a piece of paper with the only difference being that it is now displayed on the monitor screen.
- The text displayed on the computer monitor in accordance with the commands of the algorithm is the main part of the didactic text and can be shown in printed form or in the form of graphs, drawings, presented in the form of audio or video accompaniment.
- The text of the algorithm itself will never be shown. The main task of this text is to monitor the execution of commands specified by the algorithm.
- The nature of the text is of paradigmatic character; its volume is not limited: the more text is shown on the monitor screen, the easier it is to understand and the larger a group of information recipients are involved in the educational process.
- This text is permanent.
- There are no restrictions on the place and time - in other words, it can be transferred anywhere in the world and at any time.
- Text volumes are measured by the amount of information displayed (in other words, the number of topics, tasks, solutions, etc.)
- Information on the computer monitor can be presented in a combination of written texts with a video image, oral text, graphs, drawings, diagrams, etc. The information in these texts can be found with ease and speed (the possibilities for finding information are unlimited).
- Comments on informative material (rules) are not provided in a distinct generalized form (as, for example, in the case of printing text), the form that they are able to meet any requirements of the task separately.
- A computer monitor can demonstrate an unlimited amount of didactic material without affecting its interactivity, which can meet the requirements of the learner (regardless of his level of knowledge).
- Feedback on the text can be received during or after the presentation of the text. There is no need to meet with a lecturer about this.

Positive sides of high technology-based didactic text

- The nature of the text is of paradigmatic character; its volume is not limited: the more text is shown on the monitor screen, the easier it is to understand and the larger a group of information recipients are involved in the educational process.
- This text is permanent.

- There are no restrictions on the place and time - in other words, it can be transferred anywhere in the world and at any time.

- Text volumes are measured by the amount of information displayed (in other words, the number of topics, tasks, solutions, etc.)

- Information on the computer monitor can be presented in a combination of written texts with a video image, oral text, graphs, drawings, diagrams, etc. The information in these texts can be found with ease and speed (the possibilities for finding information are unlimited).

- Comments on informative material (rules) are not provided in a distinct generalized form (as, for example, in the case of printing text), the form that they are able to meet any requirements of the task separately.

- A computer monitor can demonstrate an unlimited amount of didactic material without affecting its interactivity, which can meet the requirements of the learner (regardless of his level of knowledge).

- Feedback on the text can be received during or after the presentation of the text. There is no need to meet with a lecturer about this.

Negative sides of high technology-based didactic text

- Not any

Taking all this into account we have to conclude that the mankind is facing a very big invention which is equal and even more important than the inventions of a written speech and later on printing. We know how fast the nations that used these inventions in everyday life moved forward. High technologies are developing much faster and our nation should take this fact into consideration and do its best to fully use it in all spheres of life including education. Now it is important for all teachers of foreign languages, that is philologists explore all the possibilities of creation of electronic textbooks, without referring to programmers, which will provide an opportunity not only for students but also people to learn languages on their own at any time and in any place.

References:
1. A.Amirova, B.A.Olhovikov, Y.V.Rojdestvenskiy: Essays on the history of linguistics. Moscow 1975.
2. A.Ismailov: Extended abstract of dissertation on procuring of a scientific degree of candidate of philological sciences.
3. A.Ismailov, V.A.Fyodorov, "Short Intensive Computer - Lingaphone Course of Social English" Tashkent "University" 2009.
4. A.Spirkin, Dialectical Materialism. Consciousness of the World and the World of Consciousness.
5. Chun-Ying Chen, Dissertation work "Managing perceptions of information overload in computer-mediated communication"
6. D.A.Radjabova Modern educational technologies in teaching a foreign language // Young scientist. — 2017. — №13. — pp.592-595. — URL https://moluch.ru/archive/147/41269/
7. Ed. Paul A. Winters. San Diego, The Information Revolution Will Transform Education
8. I.Kalandiya: St. Petersburg Philosophical Society, 2005 – pp. 256-266
9. N.A.Fayziyeva: Extended abstract of dissertation on procuring of a scientific degree of candidate of philological sciences. 2011
10. Rodriguez, Patricio, Nussbaum, Miguel, Lopez, Ximena, Sepulveda, Marcos, Educational Technology & Society, "Monitoring and Evaluation Scheme for an ICT-Supported Education Program in Schools"

Internet resources:
11. https://flexiblelearning.auckland.ac.nz/ela/m3b_b/43/files/EducationVBReadings/the_information_revolution_will_transform_education.pdf
12. https://www.interaction-design.org/literature/article/information-overload-why-it-matters-and-how-to-combat-it

УДК: 811.11-112

Urazbaeva Dilbar Turdibaevna
Senior teacher at the foreign languages department,
Nukus state pedagogical institute
Nukus, Uzbekistan, Karakalpakstan

THE IMPORTANCE OF IMPROVING ONLINE READINESS SKILLS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Уразбаева Дильбар Турдыбаевна
Старший преподаватель кафедры иностранных языков,
Нукусский государственный педагогический институт
Нукус, Узбекистан, Каракалпакстан

ВАЖНОСТЬ ПОВЫШЕНИЯ НАВЫКОВ ГОТОВНОСТИ ОНЛАЙН ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ КАК ИНОСТРАННОМУ ЯЗЫКУ

Summary. The article describes the importance of using online learning to enhance students' English language skills through online. The descriptive analysis of mean was used to express and measure the effectiveness of e-learning in improving the students' English language skills. Also, the article will identify key components of online learning readiness such as technology, human resources in teaching English as a foreign language (EFL)