

ENHANCEMENT OF LEXICO-GRAMMATICAL COMPETENCE IN TEACHING FOREIGN LANGUAGE BY MEANS OF IT (ON THE EXAMPLE OF CONSECUTIVE TRANSLATION)

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Abstract: In this article, the methods of increasing the lexico- grammatical competence of a foreign language through information communication technology are studied as examples.

Keywords: lexico- grammatical, IT, communication, cognitive activities.

The grammatical side of the language is the syntactic patterns of organization of texts and words, syntagmas and sentences, word formation and form formation. Providing the formation of skills oral and written communication, grammar is paramount practical value in teaching any foreign language. According to the Exemplary Educational Program of the Secondary General education, the main goal of a high school student in the field of grammar side of speech is the productive mastery of grammatical phenomena that were previously learned receptively, and communicatively oriented systematization of grammatical material learned in basic school. And the main tasks include: Improving the skills of recognition and use in speech previously studied communicative and structural types of sentences; systematization of knowledge about compound and complex sentences, including conditional sentences with varying degrees of probabilities: probable, improbable and impossible: Conditional I, II, III. Formation of skills of recognition and use in speech sentences with the construction I wish (I wish I had my own room), construction so / such + that (I was so busy that forgot to phone to my parents), emphatic constructions like: It's him who..., It's time you did smth. Improving the skills of recognition and use in speech in the most common tenses of the real 43 pledge: Present Simple, Future Simple and Past Simple, Present and Past Continuous, Present and Past Perfect; modal verbs and their equivalents. Knowledge of signs and skills of recognition and use in speech verbs in the following forms of active voice: Present Perfect Continuous and Past Perfect Continuous and Passive Voice: Present Simple Passive, Future Simple Passive, Past Simple Passive, Present Perfect Passive. Knowledge of signs and recognition skills when reading verbs in Past Perfect Passive, Future Perfect Passive; impersonal forms of the verb (Infinitive, Participle I and Gerund) without distinguishing their functions. Formation of skills of recognition and use in speech various grammatical means for expressing the future tense: Simple Future, to be going to, Present Continuous. Improving the skills of using a certain / indefinite/zero articles; nouns in singular and plural (including exceptions). Improving the skills of recognition and use in speech personal, possessive, demonstrative, indefinite, relative, interrogative pronouns; adjectives and adverbs, including adverbs expressing quantity (many / much, few / a few, little / a little); cardinal and ordinal numbers. Systematization of knowledge about the functional significance of prepositions and improving the skills of their use: prepositions in phrases, expressing the direction, time, place of action; about different means of communication in the text to ensure its integrity, such as adverbs (firstly, finally, at last, in the end,

however, etc.) [4,99]. Improving the skills of recognition and use in speech such complex grammatical phenomena is impossible without the use of methods of active learning, problem-based learning, satisfaction 44 principles of visibility, accessibility and redundancy of tasks. Achieve these tasks can be done using ICT, since such training has a high degree of student autonomy, and it is possible to provide a sufficient number of tasks to work out a certain grammar skill. And the material in the form of images, diagrams and video clips will fully satisfy the principle of clarity. According to the Federal State Educational Standard, the study of a foreign language in high school is aimed at achieving the following goals: Further development of foreign language communicative competence, including speech competence, i.e. functional use of the target language as a means of communication and cognitive activities; language competence responsible for mastering new language means in accordance with the topics and areas of communication; sociocultural competence, involving the expansion of the volume knowledge about the socio-cultural specifics of the country / countries of the language being studied, improving the skills to build their verbal and non-verbal behavior adequate to this specificity, taking into account profile-oriented situations communication, the ability to adequately understand and interpret linguistic and cultural data; compensatory competence that ensures improvement the ability to get out of a situation in the conditions of a lack of language means in the process of foreign language communication, including in profile-oriented situations of communication; educational and cognitive competence responsible for the further development of special educational skills to improve learning use the language being studied in order to continue education and self-education, primarily within the framework of the chosen profile. Development and education of the ability to personal and professional self-determination of students, their social adaptation; formation of an active life position as a citizen and patriot, and also as a subject of intercultural interaction; development of such personal qualities, such as a culture of communication, the ability to work in cooperation, including in the process of intercultural communication; developmentability and readiness of high school students for independent study foreign language, to further self-education with its help in different areas of knowledge; acquisition of creative experience, experience of design and research work using the studied language, including in line with the selected profile [3,65].

All these requirements are met by learning with the use of means. Information and communication technologies. After all, it is the means ICT will be able to provide the formation of all of the above foreign language communicative competencies and social adaptation high school student. They will help prepare you for the future. Self-education not only in the field of the studied foreign language, but will also expand the boundaries in other professional areas. Using a computer in teaching English significantly affects the effectiveness of the educational process. The computer is a multifunctional technical tool learning and allows you to store in memory the language material of significant volume, find information of interest and provide it in a convenient for the user form. The main disadvantages of computer-assisted learning are the following: abuse of computer effects, redundancy paints, the inability of some ready-made educational computer programs be adapted to the traditional lesson due to their inconsistency school curriculum, methodological goals and didactic principles in learning [1,99]. A significant advantage of using modern technologies when teaching the grammar of a foreign language is the possibility generalizations of grammatical material in tables, charts, diagrams, which can be interactive, which can significantly reduce the volume of textual information, favorably affecting the figurative memorization of grammar. Information and communication technologies allow to diversify the process of acquaintance with a new grammatical phenomenon. An example of such a task would be a listening text or reading, in which a new grammatical structure.

Existing modern computer programs offer a variety of grammar exercises, the main advantage which is an instant verification of the correctness of execution, while errors are highlighted in color and sound signal, which greatly improves memorization. If problems arise, the student can return to fulfillment of certain points in the exercise. Often programs includes grammar guides. Thanks to

technology hyperlinks, you can navigate from a specific reference topic to corresponding exercise and vice versa.

To implement the principle of differentiation of training allows the presence grammar exercises of various levels [2,25]. Learning with the use of ICT tools is convenient because it can be use in all aspects of the language: phonetics, grammar, spelling, vocabulary. It is also suitable for practicing all skills and abilities: writing, listening, reading, speaking. At the same time, ICT tools can be used at all stages of mastering these skills: consolidation of the material, its repetition or control. Therefore they can be introduced into the process of forming one or another grammatical phenomena, while involving all types of speech activity of students. Undoubtedly, at the stage of acquaintance with a new grammatical phenomenon it is better to use visual and auditory visualization, providing an illustration or video clip. The main objective of this stage is not only the presentation of new information, but also the creation positive communication background, conducive to involuntary memorization of the structure. At the stage of improvement grammar skills ICT tools will also be ideal match the goals. It should be noted that this step is immediately after the initial training of a new grammar. To memorize the form and meaning of a grammatical phenomenon, you can use game techniques using ICT tools such as "Who wants to be a millionaire?", "Find the mistake", a quiz with an answer, classifying, composing a picture, or completing a maze by choosing the correct grammatical structure. It is important to note, that ICT allows you to create these materials in bright colors, with animation Or even with soundtrack. These assignments are very helpful fixing a new grammar, as they involve motor fixation, which helps to strengthen connections - visual, auditory, speech-motor, which favors better memorization.

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