

# **THE COMPUTER DOES NOT REPLACE THE TEACHER, BUT ONLY COMPLEMENTS IT**

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The computer plays an increasing role in modern education. The use of computers in teaching and overtime work is an effective way to improve motivation and individualization of instruction. Integration of usual lesson with a computer allows the teacher to shift part of their work on the computer, while the learning process becomes more interesting and intense. The computer does not replace the teacher, but only complements it. The use of computer technology makes the lesson more exciting and allows to make an informed choice for best training

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas". In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus). Further support

comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems.

There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the student's experience.

Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have a time limit, but the teacher can either allocate more or less time depending on the students' level, the number of people in a group, or the knowledge of the rules of a game etc.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teacher's aims connected with a game may vary.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree

that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency. However, can they be more successful for presentation and revision than other techniques?

While analyzing theoretical scientific and methodological literature which deals with this problem, we made a conclusion that the usage of method of projects in the aggregate with innovative technologies can be correlated with main tasks of modern education.

Among a great number of computer technologies, which are so widely spread nowadays, we have chosen usage of computer program Microsoft Power Point, since we have made the hypothesis that it's the most suitable technology for the process of teaching English, because it's rather effective, easy to use and it's based on the method of projects which gets only positive opinions. Also we suggested that it would affect upon process of teaching in the best way and we were not mistaken.

Practical experience shows that even those students, who during the standard lesson felt hesitant or didn't want to participate in educational process, were pleased to do the same work if computer programs were used. Their interest of learning English has increased, the percent of home task which were made right became much more higher than in comparison with beginning of integration this complex of lessons in practice.

It proves the importance of the usage this computer program by teacher of foreign languages.

Pupils and teachers do not represent two opposing sides, they work together, side by side, moving towards achieving the common goal of getting knowledge. You can also use computer graphics capabilities. This is particularly important when for entering new vocabulary, as well as the image on the monitor allows you to associate words in a foreign language directly from the action, rather than with words in their native language.

From all mentioned above it follows that the results of the usage of such computer program as Microsoft Power Point are individualization of teaching, raise of

motivation of pupils during the process of learning English, gain feedback pupil-teacher, facilitating the collection of statistics, identification of gaps in knowledge and differentiation of instruction.

Thus, the usage of computer technology Microsoft Power Point reveals new opportunities for learning English and allows to switch to a new level of quality in teaching.

Results, which we have got after our experiment show that usage of Microsoft Power Point helps to integrate new methods of teaching English and creates all conditions for work in teams. Thanks to this experience, pupils are involved in the world of forms and knowledge. It explains the importance of projects which require abilities to analyze knowledge, interpret them, and results of their own work.

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