ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ
ИНГЛИЗ ТИЛИ БИРИНЧИ ФАКУЛЬТЕТИ

ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ КАФЕДРАСИ

ЕРЕЖЕПОВА АЙГУЛ

“NEW PARADIGM OF FOREIGN LANGUAGES TEACHING: “COMPUTER-LEARNER”

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ЕРЕЖЕПОВА АЙГУЛ

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STATEMENT OF INTENT

Integration of the Republic of Uzbekistan in the global educational and information space, globalization processes, development of international cooperation in all spheres of life is associated with the search for new ways of formation of the modern personality, capable to navigate in the information society freely.

In these processes, a Decree of the President of Uzbekistan signed on December 10, 2013 "On further measures foreign language learning system improvement" plays a special role in teaching foreign languages.

Necessity for new knowledge, information literacy, and ability to independently acquire knowledge contributed to the emergence of a new kind of education - innovation, where information technology will play an integrating role. Computer, projection equipment, local area networks, Internet are not only changing modern methods of teaching, but also bringing a new look to the classic pedagogical problem.

Thus, this qualification paper deals with modern approaches to English language teaching, namely new paradigm of teaching “computer-learner”. This allows creating a brand new case study, in which the guidelines will become the skills and qualities that are in demand of the XXI century, and as teaching methods technology and networking services, information retrieval and creation of digital objects are used. The new paradigm of education implies a revolutionary change - a new educational mission, a new vision of the ultimate goal of education, levels of education and the role of students in the process of teaching a foreign language.

It becomes evident that due to the dynamic progress of new information technologies in today's society there is a need to change the educational process, clarification of goals, objectives, development of new technologies, the

introduction of more effective methods and means of training. "Foreign Language is a subject, which by virtue of their specificity (creation for studying artificial language environment due to lack of natural) suggests the most flexible and extensive use of various means of training." (Bar T., 2001)

We admit that several methodologists have applied their contributions to the list of investigations on application of new paradigm “computer-learner” in teaching English. For example, foreign scholars O.P.Kryukova, T.E.Kedrova, R.P. Milrud., A.L.Denisova, N.E. Astafieva, N. Lyman, D. Laurillard, Lebedeva T.N., Jonassen D., Warschauer M., Healey D. had created theoretical preconditions for describing the importance of implementing computer technologies in teaching. Also we looked through the books written by honored scholars of our university as J.Jalolov, U.Hoshimov, T.Sattorov and G. Mahkamova.

The topic of the work under discussion is closely connected with Methodology of Language Teaching and ICT course.

The methods used to carry out research are: complex approach to the study of foreign language teaching methodology, observational analysis.

The main material includes articles on the problems discussed, magazines and journals containing articles about teaching technologies and Internet sources.

The aim of the research is based on a detailed study of new paradigm’s development and ways of its implementation.

According to the aim the following tasks were put forward to study

a) Chuksina L.N., (2000). “New paradigm of foreign languages teaching: “computer-learner”;
b) Salamova N.T., (2013). “Using ICT in English language teaching”;
c) Tumoyan S.P., (). “Readiness of students and teachers to usage of modern information and pedagogic technologies”.

Besides the tasks to carry out were thought out:

- to identify the characteristic features of modern approaches in

language teaching;

- to investigate the importance of using new paradigm “computer-learner”;
- to reveal significant features of a new paradigm;
- to study effective ways of developing a “computer-learner” paradigm;
- to implement effective development strategies of a “computer-learner” paradigm.

The structure is as following:

In the Statement of Intent the researcher tried to outline the necessity of carrying out the researches to fulfill the reforms accepted for the purpose of improving foreign languages in Uzbekistan.

In Literature Review the theoretical background of the research was brought under discussion.

In Research Plan part the aim, objectives, methods of practicing the lessons, varieties and type of tasks were briefly stated.

In Data Collection the stages of the lessons conducted were pointed out.

In the Results and Discussion part analysis of assessment were resolved.

Final Reflections describes the summarizing ideas about developing ways of implementation of the new paradigm “computer-learner”.

Literature review

To carry out the investigation on modern approaches to English language teaching, videlicet a new paradigm “computer-learner” we have overviewed several scientific and practice based articles, books and manuals. Thus the opinions of the methodologists and scholars may be found different on development and execution of new paradigm.

However, we consider as important to define the term "paradigm" and that there is a paradigm of education. "Paradigm - [from Greek. “paradigm” - "model", "theory"] - a set of values, methods, technical skills and means adopted by scientific community in the framework of an established scientific tradition in a certain period of time”. The concept of paradigm refers to the methodology of scientific knowledge, serves as the basic principles of cognitive activity, a source of methods and standards of solutions of problematic situations. In his article Kunanbayev S.S. highlights the term "pedagogical paradigm" and gives this definition: "... a set of stable recurring semantic characteristics that define the essential features of schemes of theoretical and practical teaching activities, and interaction in education, regardless of the extent and forms of reflection." (2001.) The paradigm of education - a kind of educational revolution that is changing the principles, content and learning objectives.

Another concepts we use in our qualification paper are CAI, CALL and CELL. Here we take definitions given by C.Bolter (2007). According to C.Bolter (2007), “CAI stands for computer assisted instruction; an aid for teaching in which computers are used to enhance the learning environment by assisting students in gaining mastery of specific skills. This form of instruction can be used in conjunction with computer-mediated communication.

Concerning the definition of CALL, we again take variant of C.Bolter (2007): “Computer-assisted language learning.” Differ from CALL, CAI is used for specific purpose of learning a language.

CELL – computer-enhanced language learning. “Humanistic elements of the use of computers in language learning emerge in discussions of types and techniques of learning, where CELL brings the real world into the classroom, makes learning more relevant, develops the learners’ sense of responsibility, promotes non-linear and cooperative learning, helps reduce the use of meta-language and changes the role of teacher.”(Hoven, 1999)

Below we listed the ideas and opinions of scientists who dealt with problems of the very topic:

a) Chuksina L.N., (2000). “New paradigm of foreign languages teaching: “computer-learner”.

Despite the fact that the man-machine learning systems are well known in teaching of technical and natural sciences, experience in the development and usage of such systems in the methodology of teaching foreign languages is accumulated slightly. This fact motivates us to analyze the paradigm of "computer - learner", not only from the standpoint of design problems, and cognitive learning. In the traditional educational process, teacher is a source of knowledge and he/she presents knowledge to students, who are in turn, passive receivers of the information. They are built up on “teacher-learner” relationships. Modern information technologies form new type of interaction “computer-learner”, where an initiative of action belongs to a learner. This paper analyzes the possibility of usage of new paradigm “computer-learner” in foreign language learning and its organizational structure.

According to Chuksina L.N., a central issue of the theory of learning with the computer is the organization of an effective interaction of students with computer training program, which resulted in the formed knowledge, skills and abilities in the right amount. Characteristic features of computer technologies of training are:

- active student position (individual choice of the way of understanding an educational material from options provided by a team of program developers);
- transition process of the "learning" category (Teach) to a qualitatively new category of "study" (Learn) foreign language independently and consciously;
- interactive communication in educational environment (digital libraries) and educational community (consultants, partners, colleagues);
- information richness and flexibility in teaching methods with a computer (control of training speed, animation effects, picture words, statistics of questions and answers, optimization of loads, etc.).

These features indicate that we are dealing with a new approach to the study of foreign languages, namely - "centered on a student" (student-centered approach). Thus, the paradigm "computer - learner" provides freedom of choice and decision-making in an educational process. Learner must understand, what strategy it is better to learn. J. Rubin and J. Thompson considered several possible strategies: "manifest consciousness", "organize their own learning," "be creative", "learn to deal with uncertainty," "learn from their mistakes," "use the context."

Thus, the existence of the paradigm of "computer - learner", according to Chuksina L.N., is founded on the following didactic principles:

- principle of natural conformity states that a learning technology must be consonant with the nature of human's biological and spiritual needs;
- principle of activeness requires from students a great psychological pressure of attention, thinking, memory, and will;
- principle of individualization of learning takes into account individual abilities of students in the course of learning;
- principle of intensity provides the maximum amount of absorption material with a minimum of training;

- visibility principle;
- principle of optimization calls for a conscious choice in the educational process of the optimal training variant, taking into account its effectiveness, time and resources;
- principle of consciousness involves understanding of learning objectives by students.

Multimedia computer provides such a possibility in the paradigm of "computer - learner". K. Reysser writes: "Computer environment is likely to have instruments of empowerment of the mind or" catalysts "for smart and strong-willed student who can independently solve problems in virtual space. These tools should provide incentives and favorable effects, in order to promote constructive activities such as planning, demonstration and reflection. "

Summarizing all the above, we formulate a number of general requirements for computer-based training programs.

- student must have direct access to the interested area of expertise;
- software must have a clear and concise instructions;
- software must be able to connect the feedback to control condition of education;
- objectives of the exercises incorporated in the software must be accessible and understandable to the student.

Since the paradigm of "computer - learner" facilitates self-study of foreign languages, student must possess all the methods of knowledge development, namely, methods of teaching. Therefore, the question arises from the position of the designers on how to create a software product that student could easily use to learn.

Activation of the learning process by taking into account the individual characteristics and the formation of independent work skills. The use of ICT in the educational process allows to individualize and differentiate the learning process by implementing an interactive dialogue, allowing self-selection mode of

training activities and computer visualization of the studied objects. Individual work at the computer helps a learner to create comfortable conditions for performing tasks under the program.

Tools actively influence the development of self-reliance, self-control and reflection. In order to choose the complexity of the test, learners must assess their capabilities, their readiness to check the assimilation of a particular subject. Task performing in the training mode is not limited in time and it is possible to use prompts. It is important that the student thus receives information not only about how many tasks he/she performed right, but where he/she was mistaken. When student calls for help he/she can choose its form - verbal (making text or voice), a graphical, symbolic. To do this, learner must understand the way in which it is easier to absorb and process information. The student gains experience of independent search for information from various sources.

Empowering the presentation of educational information. In the process of learning different channels of perception and information processing must be involved - auditory, visual, and kinesthetic. Multimedia tools are combined into single information of different nature - text, audio, graphics, photographs, video. This creates a special environment, which is deeper and more versatile for human exposure. In addition, ICT tools allow simulating processes that are difficult to observe in real life. They can be used multiple times to view, stopping at appropriate moments, doing accents, analyze, predict the course of events and to test their hypothesis. Educational animation allows to show dynamic processes, difficult to understand; it creates a visual and emotional image of formal rules; making studied processes clearer and closer to life; to identify the various dependencies.

Presentation of information and possibility of studying it constantly expanding due to increasing possibilities of interactive computer systems: *multimedia technology*, connects the complex (text, sound, color, size, animation and sensory) perception of information; *telecommunications*, allowing to expand

the boundaries of the social environment within cognitive development of the learner; *artificial intelligence*, raising a level of education to the conscious experiment and investigation.

The changing nature of informational interaction of participants in the educational process. Under the conditions of informational supply of education (compared to traditional methods of teaching) nature of the educational purpose of information exchange between the student, the teacher and the learning tool changes, functioning on the basis of information technologies, with feedback from each of them. This learning tool has interactivity, the ability to "ask questions", "answer questions", "offer" various modes of operation with an information resource, and correct action learning.

Monitoring progress in teaching and learning outcomes. Each student works individually at computer choosing a level of difficulty and pondering an answer as much time as he/she needed; there is an instantaneous response analysis, which allows the respondent to ascertain their knowledge or correct a wrong answer, or look for help from a teacher or a reference material, not to limit the time of the assignment; it is possible to release students from fear of negative (sometimes incorrect) response as computer programs can record results without marks, emotionally respond to the correct execution of the tasks, point out errors correctly; remove the problem of subjective assessment of knowledge in the survey as computer assesses analyzing a number of correct assignments. Thus, computer allows teachers to change control of students' activities, providing flexibility in managing training process.

As a conclusion with the usage of new paradigm "computer-learner", the communication of the information can be done in a more effective manner and it can be an effective instructional medium for delivering educational information. This is because it enables the teacher to represent the information in various media, i.e., via sound, text, animation, video and images. With the help of computers (or other digital tools), the teacher is now the director of the

knowledge and can use the various combinations of media elements to create interactive educational content. The result is a stimulating environment for learning and retaining the information delivered. The marriage of content and multimedia technology results in interactive multimedia materials which can be delivered to the students in student-centered, or mixed teaching and learning modes.

b) Salamova N.T., (2013). "Using ICT in English language teaching"

In Uzbekistan education is declared as a priority in the field of social development. The success of the ongoing reforms in the country depends on the scale and level of education quality and training. An educated person in today's society - is not only and not so much the man armed with knowledge, but knows how to produce, acquire knowledge, make it deliberately as and when he needs in dealing with the problems it faces, able to apply existing knowledge in any situation. In this regard, there are new challenges for education: the formation of students' information and communicative competence.

Education with a computer, i.e. usage of the paradigm "computer-learner" makes it possible to organize individual work of each student. Computer can perform many functions; therefore, it is often compared with the artificial intellect. Software, such as an electronic textbook, exercise machine, electronic test program, and computer models of knowledge analysis and assessment, it allows to display information on a computer screen in the form of text, audio, video, games. Selection of training programs depends primarily on current training material, level of students' training and their abilities. Working with the computer not only helps to increase interest in learning, but also makes it possible to adjust the presentation of educational objectives, the promotion of right decisions. In addition, computer allows eliminating one of the major causes of the negative attitude to learning - failure due to lack of understanding of the material, as a student has an opportunity to use a variety of reference books and

dictionaries. At the stage of training, at the stage of the application, knowledge, skills, abilities generated can be used in a variety of communicative tasks and situations, taking into account personal characteristics of the trainees. It can create optimum conditions for a successful development of the program material: while providing a flexible, adequate and feasible exercise load for all students in the class. In addition, it is difficult to overestimate a role of computer as a means of teachers' control over the activity of pupils, as well as means of formation and improvement of learners' self-control. Using a computer makes it possible not only to repeatedly increase the effectiveness of training, but also to encourage students to further study of English language. Another situation arises with the use of computer in the learning process. Computer is an indispensable tool for preparation and testing, monitoring the learning process, self-content media tools to develop computer classes, preparation of teaching materials, use of resources and Internet services for classroom and independent work. This way, computer takes over the lion's share of routine teacher work, releasing him/her time for creative work, which is the art of development cannot be given by computer.

As obvious, availability of technical training and control for use in the foreign language classroom is determined by the following criteria. They must: first, enhance the productivity and efficiency of the educational process;

secondly, provide an immediate and constant reinforcement of correct training activities of each student;

thirdly, raise awareness and interest in language learning;

fourthly, provide prompt feedback and functional control actions of all learners;

fifth, have an ability to enter their answers quickly without extensive coding and encryption.

It should be noted that computer takes such a negative psychological factor as fear of wrong answer. During the traditional classroom various factors (pronunciation defects, the inability to articulate their thoughts aloud, etc.) do not

allow many students to show their real knowledge. Being "alone" with a display, a student, as a rule, does not feel stiffness and tries to show the best of their knowledge.

Students can use computers to study certain topics, as well as for self-acquired knowledge. Moreover, computer is the most patient teacher, capable to repeat any task n-number of times, achieving a correct answer, and eventually executed by automation skills. The use of a computer allows the best way to implement the method of individual learning a foreign language, because student studying teaching text in an accessible own pace, having the opportunity to work again causing material difficulties.

Already at the first stage of training, i.e. in the process of setting goals and tasks of students' cognitive activity, a teacher is involved indirectly. Direct presentation of assignments to a learner is carried out by computer. Of course, teacher must take an active part in the preparation of training programs, determining a sequence of student's actions in solving a particular problem. But the most important in the implementation of psycho-pedagogical function of education - students presentation and adoption of goals and tasks of teaching and cognitive activity - in terms of computerization possible acute shortage of direct teacher-student contact, the living word of the teacher.

Computer is loyal to the diversity of student answers: it does not accompany the work of students' laudatory or condemnatory comments that develops their independence and create a favorable social and psychological atmosphere in the classroom, giving them self-confidence, which is an important factor for the development of their personality.

The computer does not specify the methods and content of teaching, it is only effective means of learning, which is appropriately included in the educational process. Therefore, the development of methodical bases of teaching foreign languages through a computer should be based on a thorough analysis of didactic and methodological capabilities, contributing to the implementation of

the main objectives in teaching foreign languages - building skills of communicative competence. From this it follows that the computer allows:

- to simulate the conditions of communicative activities;
- to master the lexical and grammatical skills;
- to individualize and differentiate instruction;
- to improve motivation;
- to increase the volume of the language training;
- to contribute to the development of self-learners;
- to ensure the transfer of linguistic material in other types of speech activity.

The computer is able to help a school seriously. Multimedia training programs allow without a teacher and put to practice pronunciation, grammar, learn, and listen to "native speakers". School teachers who have mastered the computer, have the opportunity to get a lot of useful materials from the training centers through the Internet. And computer itself will be a powerful means of motivation, as students themselves, consciously, want to improve their knowledge. (Polilova, 1997.)

The main feature that distinguishes a computer from other hardware, is the possibility of an organization of human-computer dialogue through interactive programs. In the presence of the telecommunication channel a computer can act as an intermediary between two parties, and take on a part of the learning process. To do this computer has storage capacity and operational information processing represented in the form of multimedia. Added to this is it has an ability to access remote databases (digital libraries) via Internet, an ability to communicate with all partners through electronic conferencing, an ability to transmit information in any form and any volume. Thus, "computer can be used not only as a traditional didactic means learning process, but also realize the possibility of using it at a distance learning." (Glyzunkova, 2008.)

Of course, content of education and its purpose is not dependent on the form of training. However, usage of computer tools requires a different form of knowledge representation, cognitive activity to acquire knowledge and choice of teaching methods.

First of all, this is due to the advent of the possibility of optimizing a learning process by moving its center of gravity to work independently, to strengthen these activities and increase its efficiency and quality. Using computer tools allow a learner to obtain basic information not only from teacher, but also through interactive tutorials that help to learn one or another discipline with a certain degree of competence.

Another important consequence of the application of computer tools is a usage of innovative teaching methods, which are collective research character. These methods take an active form, aimed at decision-making as a result of independent creative activity. Below we give several types of team and group activities.

A) Information search.

In projects of this type, students must use various sources of information (electronic or paper) to solve problems.

Such a task can be writing a report, an abstract, an answer to quiz questions, drawing up a scenario for an event, and performing scientific and practical work. Undisputed advantage of multimedia in this case is the opportunity to use almost any large library of the world, archives of international scientific organizations (NASA, UNESCO, etc.), the richest thematic collection of photographs, without leaving the classroom.

B) Simultaneous fulfillment of tasks (including competitions and tele-contests).

In this type of project, students in different places are offered the same tasks to fulfill them. Then an electronic exchange of decisions takes place.

Computer telecommunications quiz (tournament, competition) is a competitive group question-answer game using both E-mail and WWW for communication between groups of students from different cities (schools, universities, etc.).

Such competitions are especially promising for rural schools. Without serious financial investments and the need to leave classrooms, students of such schools may, with an Internet-connected computer and an Internet-based teacher, participate in contests of any rank, including international ones.

Unfortunately, most of the computer training projects running on the Internet and developed in developed countries are not known in Uzbekistan. The disadvantage of this type of projects is their orientation to the traditions that have developed in the European and American education: pragmatic, applied, superficial, unsystematic. Such projects hardly fit into the subject system of education in Uzbekistan.

However, in the next few years, one of the most popular technologies in education system of Uzbekistan are computer-based training technologies based on telecommunication support of traditional forms of education and collectively conducted educational projects under the guidance of the teacher.

As a result, it is impossible not to mention in this connection such an increasingly widespread method of generalizing the data of individual researchers, as scientific Internet conferences of various levels. Given the shortage of funding for public education institutions, this form of scientific conferences seems to be the most economical and effective. As an example, we can cite “Foreign languages in Uzbekistan” (www.fledu.uz) — an online portal and electronic journal designed to promote the development of foreign language learning methods in our country.

“Editorial board of Foreign languages in Uzbekistan” (www.fledu.uz) — an online portal and electronic journal” is formed on the basis of laws of the republic of Uzbekistan, the Decree No.283 of the Cabinet of Ministers on 16

October 2013, Regulation of the state institution “Editorial board of Foreign languages in Uzbekistan” online portal and electronic journal” and other legal documentations, and incorporated to the Ministry of higher and secondary special education of the republic of Uzbekistan.

Moving to the next point we can state that the role of teacher as the technology improves more and more limited to the management of the educational process, but this does not diminish its impact in the cognitive activity and does not displace it from the educational process.

Thus, "a form of training with the use of computer tools differs from existing both in the educational process, and in teaching methods." (Ugrinovich, 2008.)

Principles of a didactic concept of computers usage in teaching foreign languages:

1. Structure of the learning process should be based on independent cognitive activity of a student.

This principle determines a ratio of subjects of learning process and role of teacher in learning process. Undoubtedly, personal communication both sides have an invaluable quality of full-time training, and it will never replace fellowship with anyone, even the most intelligent computer.

However, in such a situation, a determining factor is a pedagogical talent of teacher, which in mass education has no such effect, as in an individualized learning.

According to a survey conducted among younger students, there are three main ways in which a computer can be used in carrying out educational functions:

a) as a tutor, to perform certain functions of teacher, and the machine can do them better than people;

b) as a device that simulates certain objective situation (simulation).

There is a serious multifaceted problem of choosing an implementation strategy for computer training that would allow the use of all the advantages and avoid losses, since they would inevitably have a negative impact on the quality of the educational process, which not only enriches the human knowledge and practical skills, but also creates a moral character. Education serves as an extremely individualized student work process with the familiar information presented on the display screen. (Hutorskoy, 2005.)

The substantial basis of mass computerization of education is certainly due to the fact that the modern computer is an effective means of optimizing a mental labor conditions in general, in any of its manifestations. R. Williams and K. Muckley in the article "Computers in school" wrote: "There is one feature of the computer, which is revealed when it is used as a device for teaching others, and as an assistant in the acquisition of knowledge is its inanimation." It is friendly "to communicate with a user and in some moments "support" it, but it will never show signs of irritability and will not feel that it was bored. In this sense, usage of computers perhaps is the most useful in certain aspects of teaching individualization. " (R. Williams, K. Muckley, 2008)

Until now, computer and Internet is not perceived by many teachers as another learning tool. It prevents above all the fear of the teacher in front of a subject-technology, inability to use the new features. It is necessary to train teachers, and not just impart technical skills, but also demonstrate how to make a computer information technology part of the school process. To an already existing information and computer technology, huge efforts of teachers and trainers required for development of video scripts, computer and text programs, training and information databases.

As a result we have a combination of different types of work in the classroom of a foreign language using information and computer technology is an important element of student motivation, it helps to maintain their interest in the subject during the entire training period. If there are latest technical resources it is

easier to implement a student-centered approach to teaching students of different levels, it is possible to organize the entire training process rationally, solve a problem of "weak-strong student."

c) Tumoyan S.P. “Readiness of students and teachers to usage of modern information and pedagogic technologies”.

By definition, Robert I.V., informatization of education - is "the process of ensuring the scope of methodology of education, technology and practice development and optimal use of modern information and communication technologies (ICTs), aimed at the implementation of psycho-pedagogical training and education purposes." (2003)

Therefore it is necessary to rethink and clarify many issues of foreign language teaching, including the system of relations in the paradigm "computer - learner".

All of the above points to the necessity of developing new research directions in modern technique associated with the creation of educational tasks on computer and a usage of ICT in the learning process.

Integration into the educational process of information and communication technologies contributes to the development of a creative factor of mental ability to learn, first, the reorganization of the cognitive process in which the learner becomes a creator, and secondly, the fact that the studied material becomes a means to achieve creative goals. Pozdnyakov V.A. in his work notes that the use of computers in the learning process generates in pupils both algorithmic and creative thinking, and the value of this cognitive abilities component is very large, because mental activity of a man in any case should not copy computer’s "system thinking". (2004)

According to Tumoyan S.P., the backbone factor of readiness for action is a student-oriented interaction, in which there are psychological formations of personal and interpersonal nature.

Readiness for action is the willingness to show independence, creativity, initiative, responsibility and mutual support.

Formation of independence requires an organization of the learning process, so students obtain to the extraction of knowledge purposefully, develop their ability and necessity to act independently. It is a condition of all human psychophysical systems that ensure effective implementation of certain actions. The structure of the psychological readiness to act is a complex multi-level education. There are two approaches to the essence of psychological readiness: functional and personal.

In result there is a new psychological problem - the formation of students' psychological readiness to master new information technologies. This problem is integrative in nature and involves the formation of readiness at various levels:

- information availability (accumulation of knowledge, personal experience);
- intellectual (cognitive development, creativity as the property of the person);
- motivational (formation of achievement motivation, learning motivation, self-motivation).

Terms of willingness to learn new information technologies, we understand as a set of psychological and pedagogical conditions that shape the student's ability to use accumulated personal and educational potential optimally, to carry out a reflection process of knowledge acquiring, develop their own personality, seeing himself as a subject of the educational process.

Concerning entertaining as a source of learner's motivation , computer's capabilities are truly inexhaustible, and the main problem lies in the fact that this entertaining should not become a prevailing factor in the use of computer and do not obstruct learning objectives.

Valeological aspect is related to the definition of the conditions and requirements that contribute to health preservation in the process of student's activities in the educational information environment. It is necessary to characterize an impact of information and communication technologies on intellectual activity of students. However, we must consider an impact of information technology on brain development and mental health of students. Ways to overcome negative effects associated with usage of new information technologies in education are a thorough psychological justification for every action in a computer training program; increased focus on substantive correctness; usage of game forms of training.

Learner's willingness to learning conditions in the information educational environment depends on information culture, creativity, responsibility, ability to continuously update the knowledge and skills to use information and communication technologies for educational purposes and psychological component necessary for effective interaction with classmates and teacher.

Effective usage of information and communication technologies in the educational process may be performed if following didactic conditions are accomplished:

- provision of an opportunity to work on a computer and use a variety of peripheral devices for each student;
- developed PC software contributes to the formation of professional abilities, in accordance with identified didactic capabilities;
- implemented method of use of computers in the process of formation of professional abilities, ensuring the inclusion of a learner in the "ahead" of the professional activity, developed on the basis of didactic principles: scientific, systematic and coherence, visibility, accessibility, communication training with life, awareness training, the implementation of a differentiated

approach and continuity in learning, unity, training and development, as well as co-operation - co-creation in the process of formation of professional skills;

- to provide teacher's readiness to implement developed technique using a computer in the process of professional abilities formation.

Self-learning methods are highly developed on the basis of modern information and communication technologies. New technologies have led to the development of a variety of methods where a student interacts with educational resources with minimal involvement of teacher and other students.

Learner's individual work intensification within the paradigm "computer-learner" is supported by sufficient software, main constituent part of which is educative-controlling program. Due to consistent interaction between computer and learner, system characteristics of new paradigm will be defined by quality of educative-controlling program and ways of its application on condition that learner acts, because he is interested in his action's results. In order to do this problem situations should be designed, as learner could use his knowledge, predominantly – newly accepted. If herewith he/she solves a problem, satisfaction, proud and solemnity will be displayed before the proof of rational analysis. In other words, constant "computer-learner" interaction should be emotionally positive (in order to motivate here and now), however negative on errors (needs correct answers) and on answers quickness.

To conclude with, we should understand that if we want to use all affluence of ICT's didactic facilities, system approach should be implemented, i.e. "this direction means technology of educational process – development and implementation of computer-informational learning models, combining a machine and human. It will lead to changes of learning contents, review of educational process methods and organizational forms, composition of full courses, founded on usage of informational and communicational technologies of

education, that finally will raise education to qualitatively high level" (Mogilev A.V, 2004)

Summarizing the results of this part, we formulate the essence of "computer - learner" paradigm as follows.

A new paradigm is a purposeful system of complex psycho-physiological interactions of the subject (learner) with artificially created foreign language environment, subject is able to perceive, to meet the needs and reflect in a given volume of knowledge, through the revitalization and expansion of his intellectual capacities in the educational process.

PROSEDURES AND PROCESS

A. *RESEARCH PLAN*

III.1. Statement of purpose

The current qualification paper is focused on analyzing how implementation of the new paradigm "computer-learner" can change the quality of English language teaching and learning at schools; and suggesting the most effective teaching methods while using paradigm above.

1.The goal

The core goal of this research is to examine the current situation in computer class of the very school and determine how pupils have been comprehending computer classes, so that researcher will be able to demonstrate easier ways of teaching the material given in the course book "Fly high 7" in order to implement the new paradigm in English language teaching – "computer-learner".

2. Research questions

For the reason above, she puts the following questions in front of her. The answers of these questions count as a half meaning of this qualification paper.

- ✓ On which level the computer competence of pupils?
- ✓ How pupils will react to the new approach?
- ✓ What methods are suggested in teaching/learning with the new approach – paradigm "computer-learner"?
- ✓ Which of them are considered more efficient and essential?
- ✓ How pupils will perceive information in Fly High 7 course book e-version?

3. The objectives

The objectives of this study are:

- ✓ To look for topic related books, scientific researches, thesis works done by students, magazines and newspaper articles, internet materials, video, audio and any other supportive data.
- ✓ To analyze the whole found materials and make a list of methods for teaching by the "computer-learner" paradigm.
- ✓ To design materials and teaching aids in e-version according to the teaching methods which researcher is going to use (mainly using ISpring program).
- ✓ To put into practice the whole preparation and to conduct lessons using the new approach to the seventh grade pupils for gaining the statistics, and for making assimilation percentages unit by unit by checking the pupils' knowledge concerning their acquiring of the topics.
- ✓ Afterwards researcher shows the results and assimilation percentages of an experiment which she made and studies by comparing the pre-test results and the post test results.

II. Method

It is not a secret that not all pupils have the same experiences, abilities, skills and interests. Some understand and learn better by seeing, or by listening, while others by feeling, touching or by being physically involved. It is therefore important that the methods chosen by educators match their learners' profile, experiences, abilities and interests. It is also equally important to encourage learners that may have different learning styles (visual, auditory or kinesthetic) to participate in different types of teaching methods and techniques. However, it can be a challenge to conduct lessons only with the help of the new paradigm "computer-learner". So we will try to meet the needs of each pupil.

During research we will use several methods: observation of pupils; collecting quantitative and qualitative data (tests, questionnaires), etc.

A. The subjects

The subject of this investigation is the seventh grade pupils of the school № 182, which is located in Chilanzar district, Tashkent city. The subject was chosen randomly. The facility of this school is quite satisfying because the school was provided with nearly all essential teaching aids, materials and technical units by the Ministry of Education of Uzbekistan. The subject is consisted of 19 pupils; 8 of them are boys and 11 of them are girls. Nearly every pupil of the classes is in the same age (13-14), however different nationality-Uzbek, Russian, Tatar, Kazakh (Table 1). 6 of them are bilingual and 12 of them are multilingual. As their levels of the English language knowledge were dissimilar (A1, A2 level), it was rather difficult to choose the material for them.

Before conducting a lesson with the new paradigm "computer-learner", learner took a test where reading, writing, listening and speaking skills of pupils were assessed according to CEFR criteria.

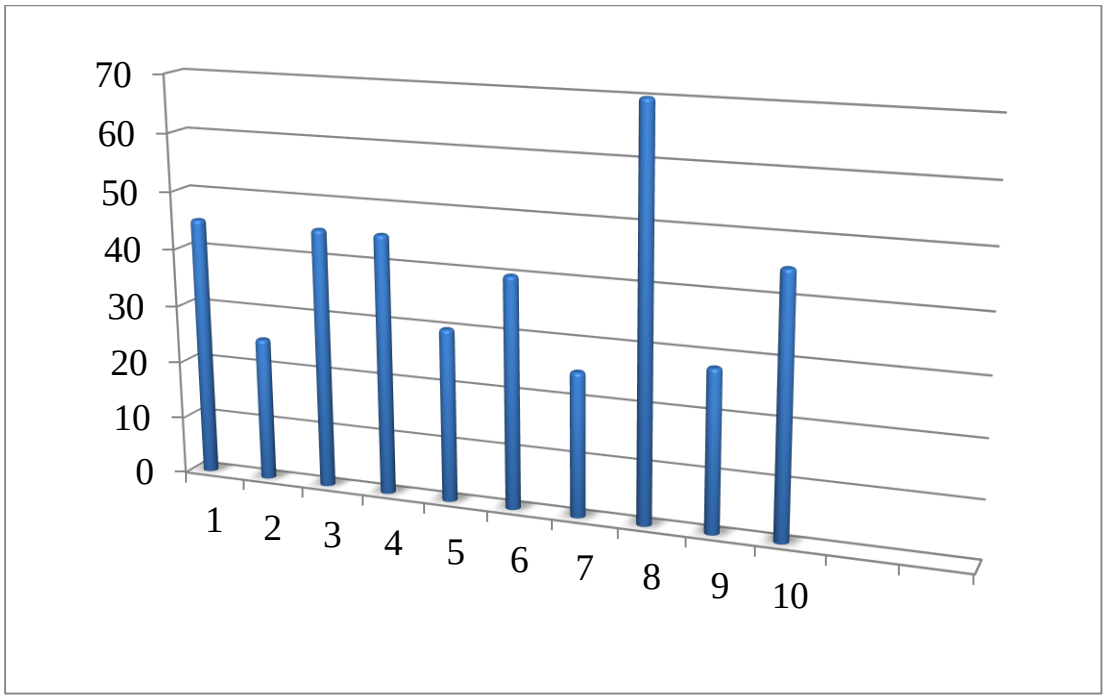
Test contained questions related to four language skills: reading, writing, listening and speaking. Questions and tasks given to pupils are in the Appendix .

During a speaking test following topics were used:

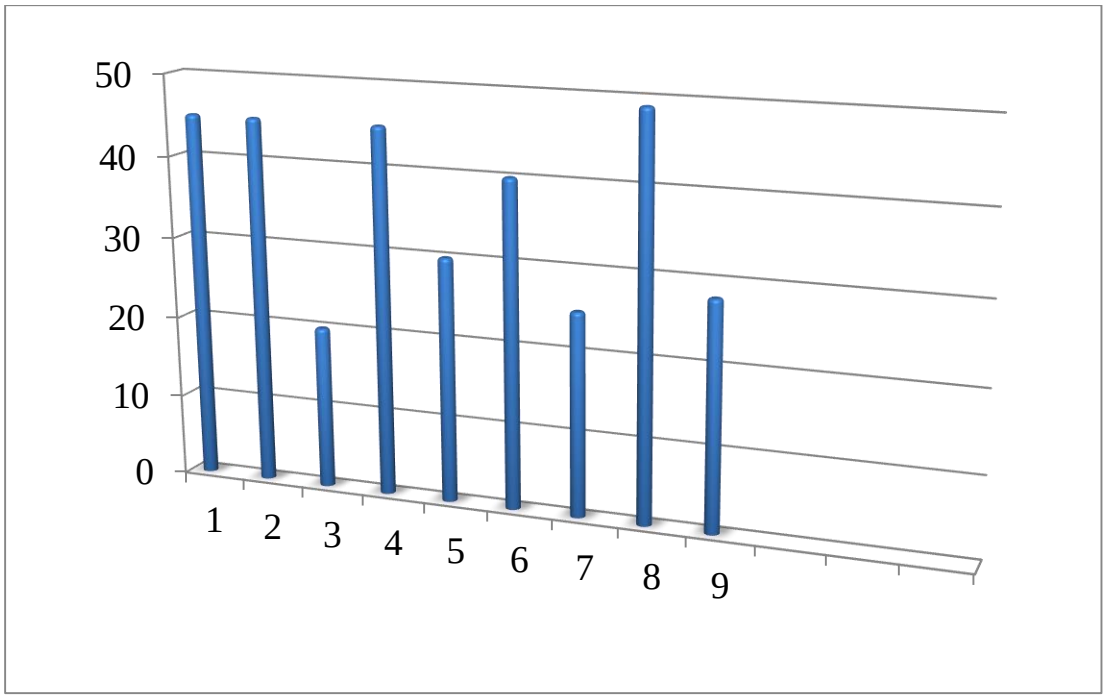
- My hobby
- My family
- My regular day
- My school
- My best friend

According to the results of the test researcher identified language levels of the pupils (Appendix A - Table 1).

Pupils 1-10



Pupils 11-19



Materials

The materials have the significant function in this investigation, so that the researcher pays attention to every detail of them. Investigator tries to use every opportunity for achieving the reliable statistics for this research. The researcher had used computers and multimedia aids as the basic teaching materials; and using them 10 lesson plans were designed, also methodological books, Internet materials, questionnaires, activities, different exercises, listening tracks were used as materials during the research.

10 lesson plans used for 10 lessons. They are formed by the researcher according to the levels of the students (A1-A2). They consist of activity, objective, procedure, duration, mode of interaction, materials and aids. During lessons using computers additional activities, various exercises, listening tracks were used to organize lesson effectively and to wake an interest in the students to the lesson.

Questionnaires were used by researcher in this qualification paper to get more personal information and pupils' attitudes to the process of studying language. Also questionnaires were used in order to observe that very school's

teachers' attitude and their possibilities in using the paradigm "computer-learner". The researcher used two questionnaires. The first one consists of 10 questions and was designed for pupils. The second one consists of 12 questions and was designed for teachers.

Equipment

The researcher has used a computer class, a flash driver, classroom tools as equipment.

As this qualification paper deals with the new paradigm "computer-learner" personal computers were used as the main tool to conduct lessons: to play the tracks, to work with activities during the class. Flash driver was used to save, download, and deliver the materials. Classroom tools were also used to conduct the lesson effectively.

A. PROCEDURE

Variables

According to some methodologists there exist five variables in statistical studies of language teaching and learning.

In this study we can illustrate such variables as:

The dependent variable was ability to use computers and informational technologies in learning English language.

The independent variables were the factors (pupils' level, age and interests) influencing the selection of tasks for EFL learners, i.e. suitable language tasks used while teaching within the new paradigm "computer-learner".

The moderator variables are essential to choose necessary material for conducting the research and to direct pupils' learning process.

The control variable was the possible outcome from the research and ways of assessing the pupils.

The intervening variable was identifying the improvement of pupils' English language skills, both fluency and accuracy owing to the applying of the new paradigm "computer-learner" in the lessons of English language.

1. Specific steps of experiment

Analysis of data

At the beginning of the research researcher observed several lessons with the control group of pupils. Also she used peer observation as her group mates were practicing at the same courses of study. During observations, researcher adopted various teaching styles, methods, the learners' reactions, behavior, and interaction between teachers and young learners. The goal of these observations was to discover the learners' weaknesses and choose particular activities to help them to improve their language skills.

The next stage of the research was to take a questionnaire from several English language teachers and seventh grade pupils. There were 10 questions with multiple choices. The questionnaire was referred to pupils' English language competence and computer intelligence. Questions were suitably organized according to levels of students. Questionnaires for both teachers and pupils were aimed to know their attitude to the new approach in learning English and their readiness to use computers as learning tool. Pupils were asked several grammar questions, computer related questions, such as "what for do they use computers" and etc.

The results of the teachers' questionnaire show that pupils language skills are rather low and pupils make lots of grammar mistakes, such as in the usage of wrong verb tenses, lack of vocabulary leads to the usage of words twice in one sentence, instead of using synonyms. However pupils can make up sentences not breaking the word order.

All teachers, who participated in questionnnaire, consider that implemetation of the new paradigm "computer-learner" can face some problems,

however it can be rather beneficial for both teachers and pupils during education process.

Results of pupils' questionnnaires indicate that pupils use computers mostly for entertaining, but not for improving language skills using educative programs. However, almost 70% of pupils sometimes use computers for making presentations, writing essays and reading e-books and publicatons. Other 30% of pupils rarely use computers even for entertaining. Almost all pupils are interested in using computer tools for learning and consider them as an effective means for English language learning.

Next stage of the research was a conduction of lessons with a group of seventh grade pupils. 10 lessons were held during the research. In the next part we give several lesson plans with activities and feedbacks on how pupils dealt with activity on computers.

DATA COLLECTION

Actually the observation process began from 6th until 20st of February. During this period of time researcher prepared activities and watched the pupils' progress. The February month was devoted to the study of the topic: "Shopping and customers' rights". During all lessons researcher used to put down the learners' mistakes, lacks, strengthens and weaknesses etc. At the end of the passive practice researcher had decided with the possible ways and techniques that could be more appropriate for learners.

In fact the observer used to attend the classes both related and also non related subjects taught to the class 7"B". English language was taught by an experienced teacher Ikramova Shakhnoza Tashpulatovna. She used course book Fly High 7 in the lessons. However, teacher rarely used computer tools and almost all lessons were teacher-centered.

Having observed the lessons we have got to know pupils' abilities, interests and weak points, moreover observation helped to identify the type of interaction between teacher and pupils. It was mostly teacher-pupil interaction. However we decided to conduct lessons where pupils used computer programs in learning process and interacted with each other more; and here the teacher played the role of instructor and facilitator. What is more, the testing part helped us to clarify pupils' level that was 60 % A1, 30% A2 and 10 % are the pupils with lack of knowledge of Enlish language.

Actually, pupils were taught English by the course book Fly High 7 and researcher used to utilize e-version of this book (Student's book) in teaching process, however the activities and tasks were not coinciding for the research work. Therefore, in order to conduct the lesson in open atmoshere and make more computer-learner interaction we have prepared some activities for learners that

were, undoubtedly, appropriate for their level and in the frame of the new paradigm.

Here are some lesson plans that researcher had conducted with feedbacks and outcomes for each activity:

LESSON 1

"INDEPENDENT WORK. GRAMMAR EXERCISES"

LESSON OUTLINE

Beginning stage (5 min)

- ✓ Greeting part;
- ✓ Talking about today's topic and introducing the structure of the lesson.

Topic: Grammar exercises

Time: 45 min

Level: Pre-Intermediate

Skills: Reading, listening, speaking; transferable skills

Aims:

- ➢ educational: to practice using Present Simple tense
- ➢ up-bringing: to develop pupils' ability to work in groups and individually; to create a friendly and respectful atmosphere
- ➢ practical: to develop students' language skills

Materials: computers with e-version of Fly High 7: coursebooks, pictures; ISpring program with tests and activities concerning the lesson

Methods: work in pairs and independently

Main part of the lesson (35 min):

✓ **Warm-up (5 min**)

Activity 1. Pupils should read given sentences and then underline the verb in each sentence. For each right answer they get 1 score.

Read the following sentences. Underline the verb in each sentence.

1. We live in an apartment on the boulevard.
2. Some children learn very fast.
3. We go for swimming lessons on Sunday.
4. I like my new bike.
5. Babies sometimes sleep during the day.
6. My dad buys a newspaper every morning.
7. These dolls belong to Kathleen.
8. I often walk to school with my dad.
9. My sister plays the piano very well.
10. Sarah sometimes reads in bed at night.

Feedback: *This task helps learners to warm-up by revising verbs and their forms. Applying such kinds of easy tasks is both entertaining and effective for learners' language skills. All pupils could complete the task fast and easily.*

✓ **Pre-activity (5 min)**

Pupils should fill in the blank spaces with the third person singular form of the verbs in parentheses. For each right answer they get 1 score.

Fill in the blank spaces with the third person singular form of the verbs in parentheses.

Example: Ali (look) sad today.

1. Sumiko (speak) English very well.
2. Mr. Kim (come) to school on his motorbike.
3. My neighbor's dog (bark) very loudly.
4. My little brother always (brush) his teeth properly.
5. Dad is so tall that his head almost (touch) the ceiling.

6. Our dog (catch) the ball in its teeth.

7. Mom (mix) vinegar and oil to make salad dressing.

8. Sally (try) not to disturb her brother when he's reading.

9. Dad (buy) his newspaper from the store on the corner.

10. Her music (annoy) me when I'm doing my homework.

Feedback: *Such kind of task is a first step to teach learners type their questions using ISpring program. The exercise id effective for learners' language skills such as writing, reading, grammar and helps to develop their decision-making skills. Almost all pupils could complete the tasks without mistakes, however, several of them faced failure in compiling it.*

✓ **While-activity (10 min)**

Pupils are asked to look at the pairs of subjects and verbs below. Then write a sentence using each subject with the simple present form of the verb. Note: Pupils should remember that they can also use the simple present tense to talk about the future.

1. Dad/walk
2. Mother/look for
3. He/like
4. I/want
5. Sarah/cook

Feedback: *This very task helps pupils to broad their knowledge of Present Simple tense and revise it. All pupils got rather high scores (4 of 5).*

✓ **Post-activity (15 min)**

1. Pupils should complete sentences by writing *am, is* or *are* in the blank spaces and write their own 3 sentences using Present simple tense. For each right answer they get 1 score.

Complete the following sentences by writing *am, is* or *are* in the blank spaces.

1. The weather beautiful today.
2. All the children on the playground.
3. Boys! You always late for class.
4. you on the basketball team, too?
5. Nobody in my class interested in football.
6. this computer more expensive than that one?
7. Sally my best friend.
8. Mom and Dad downstairs watching television.
9. Paul and Henry in the computer room.
10. The Eiffel Tower the tallest monument in Paris.

Feedback: *Applying such kinds of tasks is both entertaining and effective for learners' language skills such as writing, reading, grammar and helps to develop their decision-making skills. Almost all pupils could complete the tasks fast and easily and while checking answers and counting scores we realized that they practiced Present Simple tense once more and improved usage of it.*

Ending part of the lesson (5 min):

✓ **Feedback.** Pupils get feedbacks from teacher and classmates concerning their answers (their scores gained during compiling tasks) and participation during the lesson.

✓ **Assessment**. Pupils are assessed according their replies and scores. The teacher gives excellent marks for students who have completed activities correctly, fast and used structures in a proper way ("5"). Pupils who have been active, but have had some mistakes are marked "4". Pupils who have been passive, have done rude mistakes during conducting the lesson are assessed "3".

Entirely, the first lesson seemed to be conducted successfully since the pupils liked the activities they did. Also the main goal was to motivate pupils to

use computers and make them learn language not automatically but through the tasks spontaneously. Teacher's role in the paradigm "computer-learner" is as a facilitator and controller, so during the lesson researcher tried to control pupil's interaction with computer and their scores.

Second lesson plan was given in short form with procedure and feedbacks (full version Appendix D).

Lesson 2

Topic: "East or West, Home is best"

Time: 45 min

Level: Pre-intermediate

Skills: reading, listening, speaking, writing

Aims:

- educational: to practice Passive voice (present tense)
- up-bringing: to broaden pupils' knowledge of geographical and cultural peculiarities of Uzbekistan
- practical: to develop students' language skills

Materials: computers with e-version of Fly High 7: coursebooks, pictures; ISpring program with tests and activities concerning the lesson

LESSON OUTLINE

Main part of the lesson (35 min):

- ✓ **Warm-up (5 min)**

"Brainstorming".

Pupils write 3 associations to the cities of Uzbekistan.

Feedback: *Applying such kinds of tasks is both entertaining and effective for learners' language skills such as writing, spelling and helps to develop their outlook. Researcher here checked pupils' ability to work independently and give reasons for their decisions.*

- ✓ **Pre-activity (10 min)** Activity 1. Listening.

Pupils listen and say which towns from the text are not mentioned in the text.

Feedback: *During a modern and interactive lesson all 4 language skills should be practiced; so with the usage of computers this task becomes easier. For example, the task above, assists in developing listening skills. Furthermore, pupils there learn to identify e-version of texts and working with them. Researcher here checked pupils' ability to work in groups and give reasons for their decisions.*

8 other lessons plans were worked out with the usage of computer and informational technologies; after conducting the lessons final testing was taken from the pupils of 7 "B" form (Appendix). Results are presented in the next chapter.

RESULTS AND DISCUSSION

Below we are going to describe some techniques for effective implementation of the new paradigm in English language teaching "computer-learner" in schools, with the usage of e-versions of course books and off-line tests.

The goal of teaching English in schools is pupils' communicative efficiency. In order to enable pupils make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion, slips and errors in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communicational and educational situation. However, in the "computer-learner" paradigm mainly writing, reading and listening skills are developed. These skills are also efficient in language acquisition.

Instructors and teachers can use a balanced activities approach that combines language input, structured output, and communicative output, so that to assist pupils develop their communicative efficiency in all four language skills.

In all that processes some benefits and drawbacks of electronic tools, i.e. textbooks, course books, should be taken into consideration.

What attracts teachers and students in multimedia (electronic) textbooks and course books? The fact is that knowledge that provides a high level of language competence is always subject to rapid changes. Electronic textbooks allow you to track these changes and, thus, provide a high level of pupils' training.

Advantages of electronic textbooks:

- ✓ Visibility of the material presentation (use of diverse colors, illustrations, sound, video, animation, etc.).
- ✓ Study of several lexical topics in each course book and the a series of course books (from 1st form till the 9th) that respect the continuity of the lexical and grammatical material.

- ✓ Interactive mode allows students to control the speed of educational material.
- ✓ The possibility of regular updating of the textbook as new data become available (an electronic textbook is located in one specific place in the virtual space that millions of people have access to; in order to add or fix anything, it is enough to make changes to one file, and tomorrow millions of people will have an edited version of the old textbook).
- ✓ Easy to use.

Disadvantages of existing electronic textbooks:

- ✓ Lack of real account of the age characteristics of the declared range of learners.
- ✓ Lack of feedback giving possibility (only built-in test systems provide instant control over the assimilation of the material, but not course books).
- ✓ Lack of linkage to specific lexical and grammatical material of the program, to which a pupil is engaged in.
- ✓ Limited opportunities for group and teamwork.
- ✓ Lack of real communication, which cannot be programmed even in interactive mode.

These shortcomings do not make it possible to use electronic course books as the main means of teaching, leaving them an auxiliary, mostly training, role.

Talking about teachers who use this paradigm we can state that experience in the area of teacher training has shown that teachers attending courses about e-learning, computer notebook-classes, or teaching with new media expect demanding interactive content or multimedia applications. It is not easy to convince teachers who are often enthusiastic about and eager to work with the new media, that e-learning is actually about learning and teaching and thus

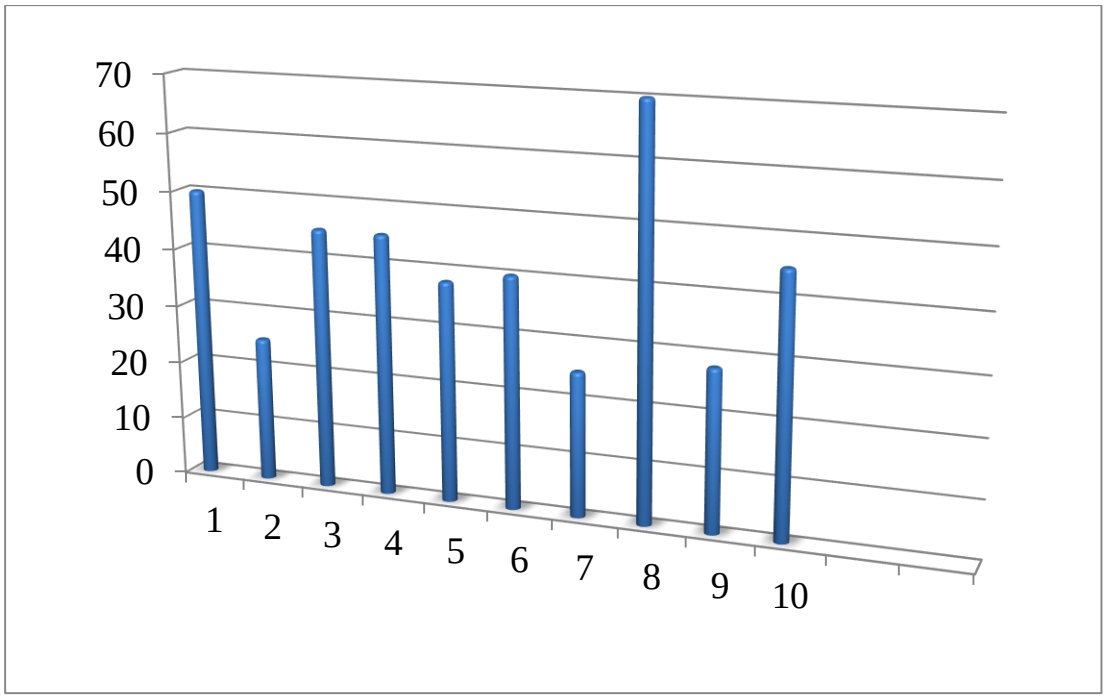
requires didactics above all. In particular in computer notebook-classes, the development from teacher-centered to student-centered learning often results in content-centered learning, which reduces the students' activities to mouse clicks in an interactive, content-based environment. This development is far from the concept of the construction of knowledge through free action in realistic situations. Teachers in notebook classes have a universal tool at their disposal, which – combined with a bit of imagination – can help them to find new ways of learning. In our educational system it is rather difficult to implement e-notebooks to check the progress of pupils and their home works.

Generally, in communicative language teaching, teachers will find themselves talking less and listening more. They must step back and observe, acting as a facilitator (Larsen-Freeman, 1986). Therefore, a classroom during a communicative activity is far from quiet, and monitoring and giving feedback to possibly up to twenty students, who are supposed to be doing the required task, is a difficult task for present teachers. This is where technology comes in, technology as the means to a didactic goal, and not an end in itself.

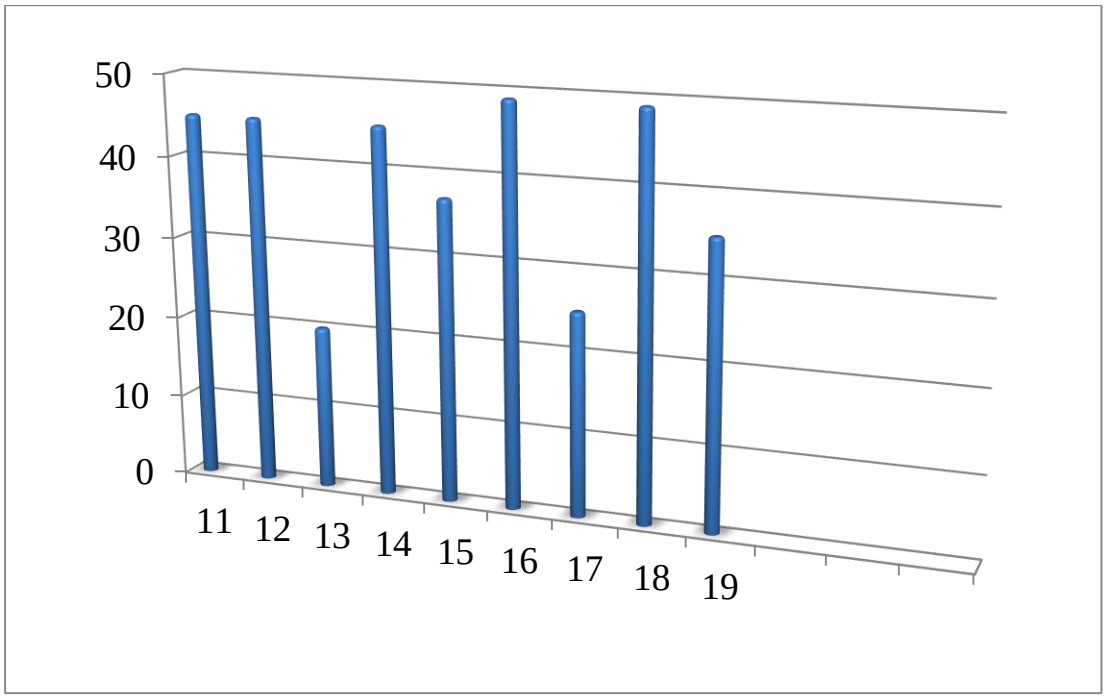
Using all didactic principles, we can state that implementation resulted in positive trend in enhancing pupils' language skills, which can be observed in the final testing results.

According to the results of second final testing we can observe that most part of pupils (65%) coped with the testing better than the first one (Appendix D - Table 2). Test questions and tasks are given in the Appendix. However, results in graphics are presented here in order to compare pre-test and post-test results.

Pupils 1-10



Pupils 11-19



Obviously, after the implementation to the traditional lessons the paradigm “computer-learner” pupils developed their language skills, mostly writing and reading.

Actually, pupils were taught English language by the course book Fly High 7 and researcher used to utilize this book’s e-version and audio-recordings of it in teaching process, however some activities and tasks were not coinciding for the research work. Therefore, in order to conduct the new paradigm lesson several applications and activities were used, that were, undoubtedly, appropriate for their general level. As in Fly High 7 there are many reading exercises, we decided to implement more listening and speaking activities. With some of the you will get acquainted further.

For instance, *Talk to Me* program that allows language learners to have an interactive conversation with the computer. The focus is on improving grammar skills and listening comprehension, while enhancing vocabulary and written expression. In addition, the quality of the student's pronunciation is indicated via voiceprints and a scoring system that make use of Automatic Speech

Recognition (ASR) software. This program includes a variety of exercises, for example:

Dialogue Exercises, where computer talks to learners and after getting responds builds up further dialogue.

Picture/Word Association.

Crossword Puzzles.

Video- based exercises.

Simulated Conversations. In this mode learners can practice real-life conversations.

As it was stated in the Chapter 2 “Literature review” speaking somehow neglected in the paradigm “computer-learner”. However, nowadays many and many applications are created in that way. For example, sentence pronunciation and phonetics exercises. There model sample sentence or word is shown and pupils listen to it and then repeat, imitating the computer's model. In our lessons we played sentences and words given in Fly High 7 package, where many listening tracks are presented and chosen according to the level of pupils.

In fact, research has indicated that the student-centered teaching mode outlined here is highly motivating and fruitful. This can be accounted by a number of reasons. Firstly, the role that computers play in motivating pupils as learners of English language cannot be overstated. In the English language classroom, this great potential has certainly been acknowledged in the areas of writing, reading and listening, but has not yet been sufficiently used in the area of speaking, where many language teachers still see the challenge rather than encouraging oral communication. Second reason is the fact of having the recording equipment for each pupil or group of pupils, with the learners in

control, forces the teacher from the role of source of new information, which is otherwise quite hard to withdraw. Therefore, pupils become more responsible managers of their own learning, the teacher just ensuring that they are on the right path. Thirdly, with a powerful production tool in front of them – a computer –, the suggested activities leave pupils in suspense as to the outcome of an exercise, which will vary according to their reactions and responses. "When pupils are interested, they are conscious, focused and thinking about and in English. Students' motivation to learn then comes from their desire to communicate, to convey meaning – the goal of modern language teaching" (De Szendeffy, 1997).

FINAL REFLECTIONS

As students tend to put the emphasis on completing a set task rather than on learning something from it, encouraging students to reflect on their work has probably been the most difficult part of this method, but also the most valuable. Generally, the implementation of the paradigm "computer-learner" takes a considerable amount of time, because the students and the teacher have to get used to the new teaching scenario as well as the technology involved. Furthermore, the method, stimulating as it may be for students, is generally time-consuming for the teacher, both in the preparation and feedback stage. In return, in all of the four classes where computer-assisted exercises and activities have been applied, students' language performance has improved.

ICT tools in educational process change organizational forms and methods of training, but also leads to the emergence of new methods based on the inherent means of ICT features associated with new types of learning activities of students, there is a strengthening of the role of learning ICT-based learning in a methodical system in all subject areas, which leads to qualitative changes in teaching, aimed at ensuring the growth of activeness and independence in learning.

Thus, one of the main criteria for assessing the quality of the multimedia training course in a foreign language is the amount of information resources. Increasing this parameter it is possible today thanks to modern technology of data compression. At the same time, a large amount of incorrect or incomplete presenting the material, of course, is not conducive to high-quality mastering a foreign language, but rather the contrary, the student will plunge into confusion completely discourage him any desire to learn with the help of a computer.

To avoid this, teacher must:

- carefully plan and structure the course material;
- course should be equipped with the necessary methodological support, i.e, training program should "be able to" organize the work of the student on the computer, checking and controlling his answers;
- requires a centralized data collection and maintenance of statistics on the results of study. In the particular case of these statistics can be transmitted over the Internet to organize distance learning;
- must be correct and timely control action in order to adjust the learning process, which in turn is not possible without the machine his statements analysis (both written and oral).

The criteria for comparison of the volume of information resources:

Among the many criteria adopted for the quantitative comparison of multimedia training courses, as well as for the comparison of volumes, teacher should consider the following:

- amount of text (Kb) - the amount of text resources of the course, directly involved in the learning process, in kilobytes;
- all words in the dictionary - the number of word units in the dictionary of the course; It is voiced - voiced by the number of word units in the dictionary of the course;
- sound (h / MB) - the volume of sound in the clock / in megabytes;

• logical volume sound to date (h) - the audio volume in hours, listening to a total in all modes provided by the developers;

• video format - the format of the video segments;

• volume of the video (MB) - the volume of video clips, in megabytes;

• audio format - audio format; illustrations format;

• number of images - the number of illustrations, directly involved in the learning process.

The results shown in the previous chapter and following to the suggestions given above can, of course, only be taken as an indication of the paradigm's success, which will have to be confirmed by the collection of further data in the near future. For example, it still remains unclear whether speaking has actually suffered due to an increased emphasis on writing and reading. Furthermore giving feedbacks becomes a bit tough task for teachers who use this paradigm in teaching English language. However, it is indisputable that it has given students increased responsibility to participate in their linguistic development and helped them to gain confidence in using English language in their studies.

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Appendix A

Table 1

№	Pupils' name	Age	Gender	Level
1	Abdurakhmonov I.	13	Male	A2
2	Agzamov B.	14	Male	A1
3	Akramov A.	14	Male	A2
4	Allabaeva D.	14	Female	A2
5	Alisherova F.	14	Female	A1
6	Abdusalomova T.	14	Female	A2
7	Alibaeva Z.	14	Female	A1
8	Boltabaev I.	13	Male	B1
9	Bositkhonova N.	13	Female	A1
10	Burieva G.	14	Female	A2
11	Bulatova Z.	14	Female	A2
12	Guseva A.	14	Female	A2
13	Efimova E.	13	Female	A1
14	Jurabekzoda Kh.	13	Male	A2
15	Jurabekzoda Kh.	13	Male	A1
16	Juraev S.	14	Male	A2
17	Isakova J.	14	Female	A1
18	Kamolov I.	14	Male	A2
19	Kamilova K.	13	Female	A1

Appendix B

Questionnaire to the students

1. Do you use computers in your everyday life?

2. How often do you use computers?

3. Do you use a computer for your studies (doing home tasks, making presentations, etc)?

4. Do you use computer as a language learning tool?

5. Would you like to use computer as a language learning tool?

6. Do you know any educative programs?

7. Would you like all lessons at school to be taught in English and with the usage of computers?

8. How would you benefit from computer-assisted language learning?

Appendix C

Questionnaire for the teachers

1. Do you prefer teaching through traditional methods or modern ones?

2.What problems do you see in the students' language skills?

3.How do you try to go over expected problems?

4. Do you consider a new paradigm "computer-learner" can be effective for learners' language skills?

5.What other skills can be formed and developed through implementation of a new paradigm "computer-learner"?

6.What development strategies can you suggest during implementation of a new paradigm "computer-learner" in this school?

Appendix

Table 2

№	Pupils' name	Level
1	Abdurakhmonov I.	A1+
2	Agzamov B.	A2
3	Akramov A.	A2
4	Allabaeva D.	A2
5	Alisherova F.	A1+
6	Abdusalomova T.	A2
7	Alibaeva Z.	A1
8	Boltabaev I.	B1
9	Bositkhonova N.	A1
10	Burieva G.	A2
11	Bulatova Z.	A2
12	Guseva A.	A2
13	Efimova E.	A1
14	Jurabekzoda Kh.	A2
15	Jurabekzoda Kh.	A1+
16	Juraev S.	A2+
17	Isakova J.	A1
18	Kamolov I.	A2
19	Kamilova K.	A1+

Appendix D

Lesson 2

"EAST OR WEST, HOME IS BEST"

Topic: "East or West, Home is best"

Time: 45 min

Level: Pre-intermediate

Skills: reading, listening, speaking, writing

Aims:

- educational: to practice Passive voice (present tense)
- up-bringing: to broaden pupils' knowledge of geographical and cultural peculiarities of Uzbekistan
- practical: to develop students' language skills

Materials: computers with e-version of Fly High 7: coursebooks, pictures; ISpring program with tests and activities concerning the lesson

LESSON OUTLINE

Beginning stage (5 min)

- ✓ Greeting part;
- ✓ Talking about today's topic and introducing the structure of the lesson;

Main part of the lesson (35 min):

- ✓ **Warm-up (5 min)**

"Brainstorming".

Pupils write 3 associations to the cities of Uzbekistan.

For example: 1. Nukus – Savitsky Museum, beshbarmak, desert.

2. Khiva

3. Bukhara

4. Karshi

5. Termez

6. Tashkent

7. Fergana

8. Andijan

✓ **Pre-activity (10 min)** Activity 1. Listening.

Pupils listen and say which towns from 1a are not mentioned in the text.

Katya: Uzbekistan is in Central Asia between the Amu Darya and the Syr Darya Rivers. It is divided into the Republic of Karakalpakstan, 12 regions and the capital of the Republic, Tashkent. Samarkand is the centre of Samarkand region. It is more than 2,500 years old. It is famous all over the world for its historical monuments, such as the Registan and Bibi-Khonum.

Tom: Are we going to see these places tomorrow?

Katya: Sure we are. Termez is in the centre of Surkhandarya region. It is a port and railway centre. Urgench is the administrative, economic and cultural centre of Khorezm region. Some of our most famous scientists and philosophers, Beruni and al Khorezmi, lived there. Now Namangan. It is one of the oldest towns in Uzbekistan. Today it is an important industrial centre. It is famous for khon atlas. Damien! Are you listening or are you asleep?

Damien: What? Oh, sorry.

Katya: Navoi is named after the Uzbek poet and thinker Alisher Navoi. You can ride camels there.

Damien:Wow! Can we go there and ride camels?

Katya: Sure. Now Kashkadarya region. Amir Temur was from Kashkadarya. You know him as Tamerlane. Fergana is a big industrial and cultural centre in the east. It is famous for fruit. The Great Silk Road went through Fergana and connected it with China, India and other countries.

Djizzak is the centre of a big cotton-growing region. Bukhara is famous for its scientists and poets such as Rudaki and Avicenna. Andijan, home of the poet Mukhammad Bobur, is another ancient city. Like Djizzak and Bukhara, Andijan is on the Silk Road. Nukus is the capital of the Republic of Karakalpakstan. It is a centre for silk worms and ...

Victoria: Can we go there? I'd like to see silk worms ...

- ✓ **Ending part of the lesson (5 min):**
  - ✓ Feedback. Pupils get feedbacks from teacher and classmates concerning their answers and participation during the lesson.

  - ✓ Assessment.

Pupils are assessed according their activeness and correctness during doing activities. And they assessed:	**"5"**	Pupils who have completed activities correctly, fast and used structures in a proper way
	"4"	Pupils who have been active, but have had some mistakes
	"3"	Pupils who have been passive, have done rude mistakes during conducting the lesson

  - ✓ Home task: Lesson 3, Task 1 and 2, p.69