the other hand, particular attention was given during the development of the system to take into account students' needs through iterative pilot tests, careful observations, and students' interviews. For instance, both the feedback frame and the main window use appropriate mathematical notation and students can provide answers using their usual mathematical notation and not linear format which was proven to be confusing for them and obstructed their learning (together with our research in affective aspects as they were often frustrated and demotivated because of that).

Preliminary results and further work is the fact that it is now applied and in constant use makes students value its very existence: support for their studies and not an experiment in which they are called to participate. This allows detailed observations on students behave our and reactions, the evaluation of long-term retention and more realistic results. For brevity we cannot elaborate on the results, which show that the feedback and even the naive suggestions are closely followed by most of the students perceiving it as additional support during their interaction, but rather emphasize the fact that the logging facilities of walls permit detailed analysis of students' interactions, which often involve actions that might not have been taken in a strictly controlled experiment. These observations will facilitate further research on how to model effort, performance and generally their interaction with the system. Of course disentangling effort from the rest of the affective characteristics is a rather difficult task. Therefore, as a general framework, we propose to use de Vicente's model and aspects of the planner described to regulate the instruction. In addition, in order to be able to evaluate the system in reality, it will be enhanced with a model that takes into account cognitive aspects and students abilities. For instance, Active Math's student model fits particularly this description (especially since its designed for mathematical domains) and considering its usefulness as a framework we have already attempted to incorporate aspects of its API. The results from our preliminary data could inform the design of a "diagnose" of effort, performance or other characteristics (such as sensory interest). This analysis will be improved by a qualitative study to investigate what students perceive of their interaction. The latter, in conjunction with the paradigm where experts were questioned about students' interaction should inform further the design of a motivational component and the actions the system should take but also result to some insight into issues related to mathematics education where affective aspects are often neglected.

M.R. Khalikova

THE NEW METHODS OF TEACHING ENGLISH

(TUIT Karshi branch. Uzbekistan)

There are many methods of teaching languages. Some have had their heyday and have fallen into relative obscurity; others are widely used now; still others have a small following, but contribute insights that may be absorbed into the generally accepted mix.

The grammar translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. It was the predominant method in Europe in the 19th century. Most instructors now acknowledge that this method is ineffective by itself. It is now most commonly used in the traditional instruction of the classical languages.

At school, the teaching of grammar consists of a process of training in the rules of a language which must make it possible to all the students to correctly express their opinion, to understand the remarks which are addressed to them and to analyze the texts which they read. The objective is that by the time they leave college, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts. The teaching of grammar examines the texts, and develops awareness that language constitutes a system which can be analyzed. This knowledge is acquired gradually, by traversing the facts of language and the syntactic mechanisms, going from simplest to the most complex. The exercises according to the program of the course must untiringly be practiced to allow the assimilation of the rules stated in the course. That supposes that the teacher corrects the exercises. The pupil can follow his progress in practicing the language by comparing his results. Thus can he adapt the grammatical rules and control little by little the internal logic of the syntactic system. The grammatical analysis of sentences constitutes the objective of the teaching of grammar at the school. Its practice makes it possible to recognize a text as a coherent whole and conditions the training of a foreign language. Grammatical terminology serves this objective. Grammar makes it possible for each one to understand how the mother tongue functions, in order to give him the capacity to communicate its thought.

The direct method, sometimes also called natural method, is a method that refrains from using the learners' native language and just uses the target language. It was established in Germany and France around 1900. The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language. This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching.

According to this method, printed language and text must be kept away from second language learner for as long as possible, just as a first language learner does not use printed word until he has good grasp of speech.

Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation should also be avoided because this would involve the application of the learner's first language. All above items must be avoided because they hinder the acquisition of a good oral proficiency.

The audio-lingual method has students listen to or view recordings of language models acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. The audio-lingual method was used by the United States Army for "crash" instruction in foreign languages dur-

ing World War II. Due to weaknesses in performance, audio-lingual methods are rarely the primary method of instruction today.

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse.

In recent years, Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction.

Language immersion puts students in a situation where they must use a foreign language, whether or not they know it. This creates fluency, but not accuracy of usage. French-language immersion programs are common in Canada in the state school system as part of the drive towards bilingualism.

Paul Rowe's minimalist/methodist approach. This new approach is underpinned with Paul Nation's three actions of successful ESL teachers.[citation needed] Initially it was written specifically for unqualified, inexperienced people teaching in EFL situations. However, experienced language teachers are also responding positively to its simplicity.

Language items are usually provided using flashcards. There is a focus on language-in-context and multi-functional practices.

Directed practice has students repeat phrases. This method is used by U.S. diplomatic courses. It can quickly provide a phrasebook-type knowledge of the language. Within these limits, the student's usage is accurate and precise. However the student's choice of what to say is not flexible.

Code switching, that is, changing between languages at some point in a sentence or utterance, is a commonly used communication strategy among language learners and bilinguals. While traditional methods of formal instruction often discourage code switching, students, especially those placed in a language immersion situation, often use it. If viewed as a learning strategy, wherein the student uses the target language as much as possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language, then it has the advantages that it encourages fluency development and motivation and a sense of accomplishment by enabling the student to discuss topics of interest to him or her early in the learning process -- before requisite vocabulary has been memorized. It is particularly effective for students whose native language is English, due to the high probability of a simple English word or short phrase being understood by the conversational partner.

Blended learning combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. It has been a major growth point in the ELT (English Language Teaching) industry over the last ten years. Some people, though, use the phrase 'Blended Learning' to refer to learning taking

place while the focus is on other activities. For example, playing a card game that requires calling for cards may allow blended learning of numbers (1 to 10).

Tutoring by a native speaker can be one of the most effective ways of learning. However, it requires a skilled, motivated native tutor, which can be a rare, expensive commodity. That tutor may draw on one or several of the above methods. New online offerings allow for language tutoring over the internet.

References
1. Betty Shrampfer Azar. Understanding and using. English grammar. 2002 y.

O.V. Porubay, M.V. Lazareva

TEACHING PROGRAMMING IN HIGHER EDUCATION USING INFORMATION AND COMMUNICATION TECHNOLOGIES

(Fergana Branch of Tashkent University of Information Technology named after Muhammad Al-Khorazmi)

Introduction

The actual problem of today's education is preparation of individual, freely adaptable enough in today's complex world, able to realize their interests, abilities, and claimed to be useful in modern life. The most important role in this matter is given to enhance the cognitive activity, development of creative abilities of students, which is one of the conditions for their successful socialization. Future demands from today's students a wealth of knowledge in the field of information and communication technologies. Already proposed jobs require quite a considerable amount of computer knowledge, and this volume is growing, expanded and updated. Students should acquire the necessary skills in the application of information and communication technologies, as they penetrate deeper into our lives. Information and communication technologies are having an increasing impact on all spheres of human activity. The use of such technologies in education can improve the performance of teachers and students enhance the effectiveness of teaching and learning. Such knowledge includes the ability to work with information to solve common information tasks with the help of modern public information resources (tools and resources). The learning process is largely based on the information. Information processing and communication have always been and remain the main types of training activities.

One of the major challenges facing education is mastering studying information and communication technologies to develop skills to work with information. It is obvious that, using only traditional training methods can not solve this problem. Therefore, in the present time, there is the need to organize the learning process based on modern information and communication technologies, where the sources of information are increasingly using electronic means. Another argument in favor of the use of information technology in the learning process is fast and efficient control of knowledge of students. This form allows you to submit the material as a system of