

USE OF INFORMATION COMMUNICATION TECHNOLOGIES FOR FOREIGN LANGUAGE GRAMMAR

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Annotation: The problem is that with all the variety of ICTs, it is possible to use a very small number of them to maximize the effect when teaching a foreign language grammar. Namely, educational films, electronic textbooks, diagrams, tables, and various types of testing. That's probably all.

Key words: educational films, electronic textbooks, diagrams, tables,

The 21st century is the age of high technologies. Teachers now have the opportunity to use various technical tools in the classroom, such as computers, video and audio equipment, satellite TV, the Internet, and much more. This makes it possible to make foreign language lessons more interesting and productive, and to increase students' motivation to learn a foreign language. After all, using the latest technical tools, students not only learn a foreign language, but also can fully use it, for example, communicating with foreign peers both by email (which allows students to train in writing) and using a webcam (which allows students to train in speaking).

As for educational films, the technology of their creation is quite complex due to the fact that it is not enough to simply select and systematize working material, it requires the work of psychologists, who will determine the parameters that will achieve the maximum effect from viewing the film (color scheme, volume, duration, characters, images, quality, etc.). In Addition, the preparation of such a film requires specialists in the field of cinema (animation). Thus, it is simply impossible to create such a material with all the available equipment in the higher school. This is done by special educational centers. This is also the case with electronic textbooks.

But the use of diagrams, tables, graphs, diagrams, drawings and various ways of projecting them (smart-Board, screens of personal computers, creation using special programs and subsequent printing on a printer) is quite possible and to some extent implemented in ordinary schools.

In addition, testing as a method of final or intermediate verification is extremely common. Depending on the ability of the teacher, students are offered to take tests on printed forms, on personal computers in their home network or on the Internet. When working on a computer, it is possible to process the material using special software for composing tests (TestDesigner).

We offer the option of creating a computer-based test using slides (presentation program "MicrosoftPowerPoint») and test materials (in the computer version/ printout).

Theoretical material on the topic "Personal pronouns. Object case of personal pronouns»:

A pronoun is a part of speech that is used in a sentence instead of nouns or adjectives, or more rarely adverbs.

In English, the category of pronouns includes personal pronouns, possessive pronouns, demonstrative pronouns, interrogative pronouns, and others.

The personal pronouns I, you, he, she, it, we, they are part of the person.

The 1st person pronoun I is always capitalized.

There is no 2nd person singular pronoun corresponding to the Russian you in modern English.

Everyone says you when they speak to each other, so you can translate both you and you, depending on who they are talking to.

For the 3rd person singular, as in Russian, there are three pronouns (he, she, it), and in plural - one, common to the three genders-they.

The personal pronoun it replaces a noun denoting an inanimate object or animal, if we do not know and are not interested in its gender, and also replaces the noun child - a child, if we do not know or do not want to emphasize a boy or girl.

The book is on the shelf.

It is on the shelf. It's on the shelf.

Personal pronouns in the nominative and object cases.

Personal pronouns have two cases: nominative and object.

Personal pronouns in the nominative case perform the following functions:

1. subject: I see that picture. I see this picture.

2. the nominal part of the compound predicate: It is (he, she) It's me.
The forms of English pronouns in the object case correspond to the forms of Russian pronouns in *объектном*all cases, except for the nominative, i.e. one form of the English pronoun transmits the meanings of several Russian forms in translation.

Forms of pronouns in the
nominative case:

I - I like Ann.

We - We like Ann.

You - You like Ann.

He - He likes Ann.

She - She likes Ann.

They - They like Ann.

Forms of pronouns in the
object case:

Ann likes me.

Ann likes us.

Ann likes you.

Ann likes him.

Ann likes her.

Ann likes them.

Practical task (test) on the topic "Personal pronouns. Object case of personal pronouns»:

1. Finish your sentences.

Use **I /me /we /us /you /he /him/she /her/they /them. I /me /we /us /you /he /him/she /her/they /them.**

1. I want to see her, but she doesn't want to see me.
2. They want to see me butdon't want to see
3. We want to see them butdon't want to see
4. She wants to see him but don't want to see
5. I want to see him butdoesn't want to see
6. They want to see her but doesn't want to see
7. I want to see them butdon't want to see
8. He wants to see us butdon't want to see
9. You want to see her butdoesn't want to see

2. Finish sentences using me /us /him /her /it /them.

1. Who is that woman? Why are you looking at.....
2. Do you know that man? Yes, I work with
3. I'm talking to you. Please listen to
4. These photographs are nice. Do you want to look at
5. I like this camera. I'm going to buy
6. Where are the tickets? I can't find
8. I don't like dogs. I'm afraid of
9. Where is she? I want to talk to.....
10. Those apples are bad. Don't eat.....

Thus, we can see that the use of ICT in the grammar lesson is possible when studying almost any topic. With the correct location, successful color design, the use of diagrams and tables, voice accompaniment (pronunciation of examples in a foreign language), the material will be perceived easier and faster by schoolchildren, since most of the receptors will be involved. The time spent in the lesson will also be reduced – there will be no need to write down material on the blackboard. And if all students have personal computers at home, the material can be saved on a digital media (floppy disks, CD-ROMs, DVDs, flashcards, etc.) and transferred to a PC-it will reduce the time due to the lack of need for students to write down the material. Quite often, the problem of "not knowing the spelling" of a word occurs. The student may be embarrassed to ask for its spelling, and with the use of ICT tools, this problem completely disappears.

Literature

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