

названиям фразеологических оборотов. И только тогда наша речь может стать более естественной.

Использованная литература:

- Кунин « Англо-русский фразеологический словарь» М., 1967
Даль И. В. «Пословицы русского народа» М., 1957
Буковская М. «Словарь употребительных английских пословиц» М., 1985.

Advantages of informational technologies in educational process

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This article is about the usage of new information technologies in Higher Educational Establishment. The main task of teaching foreign languages is forming and developing communicative culture of students, teaching practical using foreign languages.

Using informational technologies in educational process will form positive motivation. Contemporary ways develop higher requirements to learning practical acquisition of foreign language in everyday communication and professional sphere. Volume of information arises and often routine methods of its teaching, keeping and working out are non-effective. Using informational technologies allows to expose a large amount of possibilities of computer as one of the means of teaching. Computer teaching programs have many advantages before traditional methods of teaching. They allow to train different kinds of speaking activity and in different combinations, to help, to acquire language phenomena, to form linguistic skills, to make up to communicative situations, to automatize language and speaking activities, also to supply possibility of controlling leading representative systems, realization of individual approach and intensification of students' individual works. In to have tests, monitoring of academic process of its own informational fulfillment of instrumental sphere for elaboration of computer lessons, training didactic materials, using resources and services of Internet for class and individual works, also project activities of students.

For example, all teaching computer programs set perfection of definite grammatical structures, grammatical phenomena are worked out at every lesson: positive, negative and interrogative sentences, comparative degrees of adjectives, Participle, Passive voice, pronouns, prepositions and etc. all kinds of work of one lesson are directed to work out a definite Grammar phenomenon.

"Grammar" chapter includes two chapters: theoretical and practical. By checking students' knowledge the program notices its successes, in case it is necessary it prompts. Also the program works out a definite grammar structure, for example, Present Continuous is used in many dialogues, for example, students' conversation about their education universities. After listening to

dialogue, they make it up individually with pictures. To make up tests on Grammar using computer helps to learn grammar material better.

In conclusion it is necessary to notice that introducing into academic process using multimedia programs do not single out traditional methods of teaching, but combined in harmony with all set of teaching: introduction, training, using, and control. Using computers allows not only arise effectiveness of teaching many times, but also stimulate students for further individual learning the English language.

Used literatures:

- Brown, H Douglas (1994) "Principles of Language Learning and teaching".
Kashen, Stephen D. (1997) "Principles and Practice in Second Language Acquisition"
Касин И. В. Сеталь М. М. Новые технологии в обучении иностранным языкам.
Полінова Т. А. «Внедрение компьютерных технологий в преподавании иностранного языка».

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Machine translation today and tomorrow

"The field of machine translation (MT) was the pioneer research area in computational linguistics during the 1950s and 1960s. When it began, the assumed goal was the automatic translation of all kinds of documents at a quality equating that of the best human translators. It became apparent very soon that this goal was impossible in the foreseeable future"¹. – says famous German linguist Bernhard Schroeder. Human revision of MT output was essential if the results were to be published in any form. At the same time, however, it was found that for many purposes the crude (unedited) MT output in an unknown language as quickly as possible. For many years, however, this could be useful to those who wanted to get a general idea of the content of a text later use of MT (i. e. as a tool of assimilation, for information gathering and monitoring) was largely ignored. It was assumed that MT should be devoted only to the production of human-quality translations (for dissemination). Many large organizations have large volumes of technical and administrative documentation that have to be translated into many languages. For many years, MT with human assistance has been a cost-effective option for multinational corporations and other multilingual bodies (e. g. the European Union). MT systems produce rough translations which are then revised (post-edited) by many organizations reduce costs and improve MT output by the use of 'controlled' languages, i. e. by reducing (or even eliminating) lexical ambiguity and simplifying complex sentence structures – which may itself enhance the comprehensibility of the original texts.