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Research Article

USE OF INTERNET RESOURCES IN THE PROCESS OF LEARNING ENGLISH AS A FOREIGN LANGUAGE

Jumanazarov Samandar Urinovich
An English Teacher In Department Of Foreign Languages, Karshi Engineering-Economics Institute, Uzbekistan

ABSTRACT

This article focuses on the importance of informational resources of Internet into the educational process. It also outlines application of information technologies - the creation of optimal conditions for the individualization of students' educational activities, the orientation of students towards self-education, an increase in the share of independence and the degree of participation of each student in the educational process, the development of cognitive interest.

KEYWORDS

effectiveness, Internet resources, authentic language, skills and abilities, independent website, technical tool.

INTRODUCTION

In the world where globalization has affected all aspects of life, knowledge of several languages has become an essential need for every person. It is impossible to imagine the life of a modern person without information technology. Knowing a language means not just mechanically mastering a number of words, but understanding the world of native speakers of a given language, their culture, understanding idioms. In the classroom, the teacher should not be limited to the transfer of ready-made linguistic facts; he should activate the student's cognitive activity. Based on this, you should think about how to increase the student's motivation to study. The cognitive activity of students can be low for various reasons; one of them is the use of outdated teaching methods.

The effectiveness of the impact of educational material on the student audience largely depends on the degree and level of illustrativeness of the oral material. The visual saturation of the educational material makes it bright, convincing and contributes to the intensification of the process of its assimilation.

Literature review. One of the new requirements for teaching languages using Internet resources is the creation of interaction in the classroom, which is usually called interactivity in the methodology. This principle is not new, but there is still no single definition of this approach. According to the definition of R.P. Milrud, interactivity is "the unification, coordination and interaction of the efforts of the communicative goal and the result by speech means" [1]. According to this definition, we can conclude that the interactive approach in the virtual space is one of the means to achieve the communicative goal in the classroom.

By teaching authentic language, the Internet helps in the formation of speaking skills, as well as in the teaching of vocabulary and grammar, providing genuine interest and, therefore, effectiveness. Moreover, the Internet develops skills that are important not only for a foreign language. This is primarily associated with mental operations: analysis, synthesis, abstraction, identification, and comparison, comparison, verbal and semantic forecasting, etc.

Thus, the skills and abilities formed with the help of Internet technologies go beyond the limits of foreign language competence even within the framework of the "language" aspect. The Internet develops the social and psychological qualities of students, their self-confidence and their ability to work in a team, creates a favorable atmosphere for learning, acting as a means of an interactive approach. The Internet is an excellent resource for live Russian colloquial speech, as participants use a "hybrid" form of speech (a mixture of oral and written texts). In this regard, teaching the Russian language on the basis of authentic texts gives students the opportunity to replenish their vocabulary and shows a written version of the conversational style of speech. To solve these problems, the most suitable form of training is an Internet forum. [2]

A forum is an independent website or section of a website, which is an interest club for communicating on the Internet on a specific topic and with a fairly stable composition of participants. Forum communication is a special electronic conversation where communication takes place in an asynchronous form. On the one hand, this communication is phatic; on the other hand, it is pragmatic: most often a participant comes to the forum in order to obtain information on a specific issue. Materials from the forum as an Internet resource in Russian language lessons are best used for advanced level students, since in order to achieve this level, a student must have

a high level of communicative competence in all areas of communication.

Texts from the forums can be used:

- as a source of new words, phrases and expressions;
- as the main text when presenting a specific topic of the lesson;
- as a reference material in the lessons-discussions;
- when teaching a conversational style of speech. [3]

The World Information Network gives a lot in the process of self-education, allows each user to choose their own path of learning.

One of the techniques currently widely used for oral presentations are computer presentations that allow you to focus the audience's attention on the significant points of the information presented and create visual images in the form of diagrams, diagrams, graphic compositions, etc.

The use of computer technology in the Russian language classes has the following goals:

- the formation of skills to work with electronic resources to find the necessary information;
- development of communication skills;
- practice of individual and group work;
- creation of electronic documents, presentations, tables, etc.;

- providing the student with the amount of information that is optimal for him (implementation of a student-centered approach);
- improving the culture of speech and writing;
- development of creative thinking of students (method of projects). [4]

The task of the teacher is to teach students to learn independently, to acquire knowledge from various sources of information in an independent way, to master the widest possible variety of types and methods of independent work.

The difficulty in the activities of teachers in organizing independent work in the educational process lies in the fact that many teaching aids do not yet fully contribute to the successful development of students' cognitive activity, their independence. In them, rules, laws, conclusions are often given ready-made and require only memorization. The solution to this problem is the use of information and communication technologies in the lesson. The advantages are undeniable: it is both the operational control of knowledge, and an element of entertainment that increases students' interest in learning, and the creation of conditions for individual independent research and reflection. The use of electronic resources gives a new status to the independent work of students, when learning in form becomes individual, independent, but in fact controlled and managed. Only a computer is able to carry out such a diverse form and content of

communication with the student (informative, reference, consulting, productive, verbal, non-verbal - graphics, color, sound signaling).

The computer significantly changes teaching methods due to the wide diazotization of the educational process, the active role of the student in the assimilation of the material. The following forms of using information technology in language classes are possible:

- computer presentations created by a teacher and a student;
- electronic textbooks;
- electronic dictionaries, encyclopedias;
- fragments of virtual lectures (it should be noted that virtual lectures can be used both partially, at a certain stage of work, and completely).

The use of computer forms of control implies the possibility of testing students' knowledge (at different stages of the lesson, with different goals) in the form of testing, using a computer program, which allows you to quickly and effectively fix the level of knowledge on the topic, objectively assessing their depth.

The following forms of students' homework with the use of computer technologies can be distinguished:

- Working with electronic encyclopedias, multimedia courses, textbooks, dictionaries, Internet capabilities.
- Work with testing programs.
- Creative works:
- the creation by students of presentations on the topic of the lesson, diagrams, diagrams, etc.;
- work with the Microsoft Publisher program, which allows you to get a real product of your activity in the form of a newspaper, magazine, booklet, etc. [5]

Discussion and result. This technical tool is used to present the results of group work on a project, to prepare a newspaper or information leaflet, to publish an educational dictionary or a collection of linguistic fairy tales composed by students, to design a book cover, etc. Thus, the method of independent work in the English language based on computer technologies include the creation of positive motivation, a system of guidelines for educational activities; taking into account the level of training, the potential of the student, the complexity of the educational material; differentiation of the scope of educational activities; a combination of management by the teacher and self-management by the student; regularity and systematicality of doing homework: the frequency of control, the intensity of feedback in training, the system of corrective actions. The use of information technology opens up new perspectives for teaching

the English language, providing fundamentally new opportunities for the formation of educational independence of students. [6]

Thus, the main purpose of the use of information technologies is to create optimal conditions for the individualization of students' educational activities, the orientation of students towards self-education, an increase in the share of independence and the degree of participation of each student in the educational process, and the development of cognitive interest.

Conclusion. In summary, a set of exercises, including the sequential distribution of a series of actions graded according to the degree of difficulty, given in a certain sequence, is one of the necessary conditions for the successful teaching of written speech. It is known that for the emergence of any speech utterance, it is necessary to have thoughts that determine the content of the utterance. The presence of thoughts that determine the content of the utterance is directly dependent on the speech material. Psychological research has proven that the richer the content of the studied material with facts of interest to students, the more this material causes thoughts in them.

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