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USE OF INTERNET RESOURCES IN TEACHING A FOREIGN LANGUAGE

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ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТ-РЕСУРСОВ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Abstract. This article discusses the relevance of the use of modern Internet technologies in the teaching of foreign languages and also analyzes the importance and effectiveness of the use of web technologies in the study of foreign languages both in class and in the independent work of students. The author analyzes different points of view on the expediency of using information technology in the teaching of foreign language and expresses a comprehensive position on this issue, supported by illustrative examples of the positive effect of using modern technology. The author believes that using web resources, teachers greatly simplify the process of communication of students both among themselves and with native speakers, as students are able to communicate both in writing and orally through video conferences or social networks, and not only on the subject matter but discovering situations of daily communication, as close to real-life communication as possible.

Аннотация. В настоящей статье рассматривается актуальность применения современных интернет-технологий в обучении иностранному языку, а также анализируется важность и эффективность использования веб-технологий в изучении иностранного языка как на уроке, так и в самостоятельной работе учащихся. Автор статьи анализирует различные точки зрения на целесообразность применения информационных технологий в обучении иностранному языку и выражает целостную позицию по данному вопросу, подкрепляя наглядными примерами положительного эффекта в ходе использования современных технологий. Автор считает, что используя веб-ресурсы, преподаватели значительно упрощают процесс коммуникации учащихся как между собой, так и с носителями языка, так как студенты получают возможность общаться как письменно, так и устно посредством видео конференций или социальных сетей, при этом не только на темы по предмету, а открывая для себя ситуации ежедневного общения, максимально приближенные к коммуникации в реальных условиях.

Keywords: Internet resources, web technologies, communicative technologies, Internet technologies, multimedia, student's independent work, social networks, foreign language teaching.

Ключевые слова: интернет-ресурсы, веб-технологии, коммуникативные технологии, интернет-технологии, мультимедийные средства, самостоятельная работа студентов, социальные сети, обучение иностранному языку.

Discussion

In recent years in the field of foreign language teaching the question of the importance and expediency of using Internet resources in foreign language education has been increasingly raised, which implies not only analyzing the use of new technical means, but also researching the positive and negative sides of the introduction of innovative forms and methods of teaching [9].

Modern methods of teaching foreign languages are connected with the ongoing technological progress, as well as with the technological renewal of the learning process. Recent advances in high technology and the spread of the global Internet provide foreign language teachers, methodologists, and students themselves with tremendous opportunities for further improvement of the teaching process [7].

That is why it is so important to improve the methodology of using computer information technologies in teaching English. Modern information technology is becoming part of the learning process. Computer technologies and the English language class are an actual direction that requires modern approaches and innovative solutions.

Modern pedagogical technologies such as collaborative learning, project methods, the introduction of modern information technologies and Internet resources can help bring to life a person-centered approach to learning, provide individualization and differentiation of training, taking into account the capabilities of children and their level of learning.

The possibilities of Internet resources are endless. The universal Internet creates conditions for obtaining any important information for students and teachers from anywhere in the world: country study material, announcements from the life of young people, notes from printed editions and magazines, etc. At English lessons with the help of the Internet you can solve the whole range of didactic tasks: to form reading skills, improve the knowledge of written language, enrich the vocabulary of students, create motivation in teenagers to learn English.

The idea of introducing Internet technologies in the course of theoretical and practical classes in a foreign language, according to E. Y. Sokolova, has been widely spread among teachers, methodologists around the world. The didactic aspects of computerization of education have been developed by well-known scientists and educators E. G. Azimov, V. P. Bepalko, B. S. Gershunsky, I. O. Loginov, E. I. Mashbitz, R. P. Mil-rud, E. S. Polat, N. F. Talizina, I. V. Robert, A. V. Khutorskoy and others [10].

Scientists believe that the expediency of using the Internet is due to the fact that information technology provides a time- and money-saving method of learning a foreign language that meets the needs of students in an information society. Web resources provide the opportunity for foreign language learners to be in constant contact with native speakers, up to 24 hours a day, thereby introducing the learner in a continuous process of active use of a foreign language, as well as allowing them to choose the time and place of training, its options, types and even a teacher, a native speaker, depending on the needs of a particular learner.

The famous American scholar David Crystal in his publication "Language and the Internet" identifies several reasons for the advisability of using the Internet in foreign language teaching [3]. He argues that one reason is that the linguistic nature of online communication is necessary to improve language learning. Another reason for the effectiveness of using the Internet in foreign language teaching, according to the scholar, is that web-based resources create beneficial conditions for writing instruction because online resources provide an audience for written communication. The next reason put forward by David Crystal is that communicating online increases students' motivation to learn a live language several times, and there is a positive effect of the large amount of time students spend online [3].

Considering different opinions about the benefits of using Internet resources in teaching foreign languages, we refer to the opinions of foreign researchers. For example, in the recommendations for teachers at Cambridge University, M. Warschauer states that the Internet is one of the factors contributing significantly to the promotion of the use of computers for language education [12]. According to the scholar, with the appearance of the Internet language learners got a great opportunity to communicate with other students or native speakers of the language being studied all over the world with minimum expenses and time. In addition, M. Warschauer highlights one of the advantages of using computers and the Internet in the practice of teaching and learning languages specifically for teachers, arguing that the Internet and live language communication have now become a single process, constantly available to the target audience of foreign language learners [12]. As a result, one of the main advantages of the introduction of web technologies is to provide the teacher with a huge variety of learning resources, materials, technologies through the Internet. It is through the Internet that teachers now have the opportunity to easily obtain various materials for teaching students, as well as discover all the most modern methods of teaching a foreign language, used both in Uzbekistan and in the countries of the target language.

Having analyzed the popularity of Internet resources in foreign language teaching, we come to the conclusion that it is necessary to classify and structure the possibilities of using the Internet in foreign language teaching, as they really ensure the effectiveness and interest of students in mastering a foreign language. The use of ICT in the course of teaching a foreign language has an impact on the professional growth of the teacher, his ability to “keep up with the times”, which in turn is reflected in a significant increase in the quality of education of students and their knowledge of the foreign language [3].

The use of the Internet in a communicative approach is highly motivated: its goal is to get students interested in learning a foreign language by building and expanding their knowledge and experience. Students should be prepared to use the language for real communication outside the classroom, for example: when visiting the country of the target language, when hosting foreign guests at home, when corresponding and with students from other countries.

Educational Internet resources should be aimed at comprehensive formation and development:

–aspects of foreign language communicative competence in all variety of its components (linguistic, sociolinguistic, sociocultural, strategic, discursive, educational-cognitive);

–communicative and cognitive skills to search and select, summarize, classify, analyze and synthesize the information obtained;

–communicative skills of presenting and discussing the results of work with Internet resources;

–ability to use the Internet for self-education with the purpose of acquaintance with cultural-historical heritage of different countries and nations, as well as to act as a representative of the native culture, country and city;

–skills to use the resources of the network to meet their information and educational interests and needs.

–It is necessary to note the role of the teacher in the use of Internet resources. The role of the teacher changes in the educational process due to new didactic possibilities of using Internet technologies, goals and objectives of education, it is aimed at cooperation and collaboration with students, implementation of joint search and analysis of the results. The teacher rather as an adviser, a partner who guides students' activities, promotes their independent research search.

–There are a number of tasks that can be performed with the help of the Internet:

- integrating web materials into the content of the lesson (integrating them into the curriculum);
- self-guided information retrieval by students as part of their project work;
- in-depth independent study of the first or second foreign language, elimination of gaps in knowledge, skills, and abilities;
- self-preparation to pass the qualifying exam as an external student;
- systematic study of a particular aspect of a foreign language at a distance under the guidance of a teacher;
- raising motivation and creating the need to learn a foreign language by means of live communication;
- formation and development of reading skills and abilities, directly using the materials of the network of varying degrees of complexity;
- formation and development of listening skills and abilities on the basis of authentic audio texts of the Internet, also accordingly prepared by the teacher;
- improving monological and dialogical skills based on problem-based discussion of online materials presented by the teacher or a student;
- improving writing skills by responding individually or in writing to a partner;
- adding vocabulary, both active and passive, with the vocabulary of a modern foreign language, reflecting a certain stage of development of culture of the people, the social and political structure of society, using authentic texts from the country of the studied language;
- acquaintance with cultural knowledge, including speech etiquette, features of speech behavior of different peoples in the conditions of communication, peculiarities of culture, traditions of the country of the studied language.

Speaking about the specific ways of using the possibilities of the Internet in teaching English, the following should be singled out as the most effective:

- e-mail correspondence with peers who are native speakers and learners of English as a foreign language in other countries (modern, lively language, promptness of information, opportunity to study another culture, to get knowledge from “first hands”)
- participation in international telecommunication projects (improving one’s language skills, developing a general outlook, acquiring special knowledge necessary for completing a particular project).
- participation in text and voice chats (although this activity is the most interesting for students, it unfortunately does not always work in places with insufficient connectivity)
- participation in telecommunication contests, Olympiads, tests (an opportunity to obtain an objective assessment of knowledge, to self-assert oneself, prepare for exams, participate in other types of contests and Olympiads)
- the possibility of prompt free publication of student’s creative works (to increase motivation, so necessary for teenagers to assert themselves) [1].
- access to self-education on free or paid distance learning courses, including training in leading foreign educational institutions.

Conclusion

In conclusion, it should be emphasized that the Internet provides many opportunities to improve the quality of teaching a foreign language and to create incentives for learning. It is an excellent assistant in the organization of the learning process, namely in teaching various types of speech activity; but despite the many obvious advantages of the Internet, many experts who actively

use it in their teaching practice and advocate the introduction of new technologies in the educational process, emphasize the need for rational, methodologically justified, strictly dosed, proportionally differentiated depending on the aspect and purpose of teaching use of the Internet in the classroom

The didactic potential of the Internet is very great. It can become a means of achieving educational goals, both for the student and for the teacher. In this case, the teacher becomes an assistant doing the work that is most organic to the modern educational context. The Internet does not replace the teacher but becomes one of the most important means of teaching a foreign language in the modern stage.

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