

THE RELEVANCE OF USING INTERNET RESOURCES IN TEACHING A FOREIGN LANGUAGE

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Abstract: This article examines the relevance of using modern Internet technologies in teaching a foreign language, and also analyzes the importance and effectiveness of using web technologies in studying a foreign language both in class and in students' independent work. The author analyzes various points of view on the appropriateness of using information technology in teaching a foreign language and expresses a holistic position on this issue, supporting it with illustrative examples of the positive effect of using modern technologies.

Key words: Internet resources, web technologies, communication technologies, Internet technologies, multimedia tools, independent work of students, social networks, teaching a foreign language.

In recent years, the issue of the importance and feasibility of using Internet resources in foreign language education has been increasingly raised in the field of teaching foreign languages, which implies not only an analysis of the use of new technical means, but also a study of the positive and negative aspects of introducing innovative forms and methods of teaching. Modern methods of teaching foreign languages are associated with ongoing technical progress, as well as with the technological renewal of the learning process. The latest achievements in the field of high technology and the spread of the global Internet open up the broadest opportunities for foreign language teachers, methodologists, and the students themselves for further improvement of the educational process.

The relevance of using Internet resources in teaching foreign languages, the study of their types and features are due to both the productivity of their use for better assimilation of basic knowledge, and the convenience, cost-effectiveness of using certain means in the conditions of the modern information society. The feasibility of using new information technologies is dictated by the needs of modern education in increasing the effectiveness of training, in particular, the need to develop skills of independent learning, search activities, research, creative approach to learning, the formation of critical thinking of modern schoolchildren [5]. The use of Internet technologies in teaching a foreign language is due not only to the desire to modernize the learning process, but also to the fact that on the basis of web technologies it becomes possible to implement a personality-oriented approach both to the student and to the entire learning process as a whole, which is the main direction of education in our time [4].

The idea of introducing Internet technologies into the course of theoretical and practical classes in a foreign language, according to E. Ya. Sokolova, has become widespread among teachers and methodologists all over the world.

Didactic aspects of computerization of training were developed by well-known scientists and educators E. G. Azimov, V. P. Bespalko, B. S. Gershunsky, I. O. Loginov, E. I. Mashbits, R.

P. Milrud, E. S. Polat, N. F. Talyzina, I. V. Robert, A. V. Khutorskoy and others [9]. The use of Internet resources in foreign language lessons and extracurricular activities has a number of undeniable advantages, in particular, it increases the cognitive activity and motivation of students, ensures a higher quality of the learning process and independent activity of students, since students spend a lot of time in the virtual world and are more willing to absorb information distributed in social networks and mobile applications. The latest multimedia and Internet technologies help to quickly and effectively master the perception of oral speech, establish correct pronunciation, study grammar rules, master fluent reading and deep understanding of authentic texts, create real communication situations, remove psychological barriers and increase interest in the language. All of these are the most important tasks of teaching a foreign language to improve already acquired skills and develop new ones. At present, the Internet provides exceptional opportunities for teaching a foreign language, since it provides the opportunity for live communication in the language being studied, provides access to all kinds of authentic materials and a huge number of educational resources in text, audio and video formats. In the context of language education, this allows you to create a technological learning language environment for the formation of foreign language competencies of students [1]. Internet resources provide teachers and students with special programs for teaching foreign languages, regional studies material, economic and political news, culture, the necessary authentic literature, the selection of which the teacher can carry out independently and adapt to specific educational goals. Students, in turn, with the right choice of material, programs, resources get the opportunity to take part in Internet conferences, webinars, competitions, create multimedia presentations in the process of working on projects. Thus, students are in constant contact with a foreign language both during school time and when preparing homework using the Internet. Moreover, the use of Internet resources both in school activities and in independent learning of students provides an opportunity to develop all types of speech activity. For example, oral speech is developed through the use of video conferences using a web camera or relevant web resources (Skype, Live Messenger) [2]. Written speech is improved with the use of social networks (Facebook, Twitter), where students have the opportunity to practice written communication skills with classmates, as well as with native speakers of the language being studied. Thus, communication is in no way limited to the topics assigned at school, which makes it possible to create a real situation of interaction in a foreign language, where students unconsciously practice grammatical structures and train their active vocabulary. Therefore, it can be concluded that distance learning helps to solve one of the pressing problems of interpersonal and intercultural communication when the student is geographically remote from the teacher.

Voevoda E. V. emphasizes the importance of using such resources in preparing students for state exams. Thus, students get the opportunity for continuous contact with the teacher, and also develop the necessary self-control skills when solving electronic versions of examination papers. The introduction of web technologies in preparation for state exams allows you to teach graduates to work independently, monitor their level of knowledge lexical units, grammatical material, the ability to work with printed and audio text. For example, the British Embassy website offers users material on all types of speech activity in accordance with the European Scale of Language Proficiency. Students have the opportunity to determine their level of preparation for a particular exam, and a large number of test materials are available to them, where students practice various types of speech activity, and also monitor their readiness for the final certification. All this allows graduates to prepare for passing foreign language exams in a

continuous mode, combining work at school and at home [2]. Scientists believe that the expediency of using the Internet is due to the fact that information technology provides a time- and money-saving method for learning a foreign language that meets the needs of students in the information society. Web resources provide an opportunity for foreign language learners to be in constant contact with native speakers, up to 24 hours a day, thereby introducing the student into a constant process of active use of a foreign language, and also allowing him to choose the time and place of study, its options, types and even a teacher, a native speaker, depending on the needs of a particular student. The famous American scientist David Crystal in his publication "Language and the Internet" identifies several reasons for the appropriateness of using the Internet in teaching foreign languages [7]. Another reason for the effectiveness of using the Internet in teaching foreign languages, according to the scientist, is that web resources create favorable conditions for teaching written speech, since network resources provide an audience for written communication. The next reason, put forward by David Crystal, is that online communication increases students' motivation to study a living language several times over, and also has a positive effect on the large amount of time students spend on the Internet [7]. Considering various opinions on the benefits of using Internet resources in teaching foreign languages, we turn to the opinions of foreign researchers. For example, in recommendations for teachers at Cambridge University, M. Warschauer states that the Internet is one of the factors that makes a significant contribution to the promotion of the use of computers for language education [3]. According to the scientist, with the advent of the Internet, foreign language learners have received an excellent opportunity to communicate with minimal costs and time with other students or native speakers of the language being studied around the world. 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 [3]. As a result, one of the main advantages of introducing web technologies is providing the teacher with a huge variety of educational resources, materials, and technologies via the Internet. It is through the Internet that teachers now have the opportunity to easily obtain various materials for teaching students, and also discover all the most modern methods of teaching a foreign language used both in Uzbekistan and in the countries of the studied language. Having analyzed the popularity of Internet resources in teaching foreign languages, we come to the conclusion that it is necessary to classify and structure the possibilities of using the Internet in teaching foreign languages, since they really ensure the effectiveness and interest of students in mastering a foreign language. The use of ICT in teaching a foreign language affects 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 a foreign language [8]. In general, several general positive aspects can be highlighted in the use of Internet resources in teaching. Thus, ICT in a foreign language lesson allow: to ensure stable motivation for learning a foreign language; to create a comfortable atmosphere in the lesson; to ensure a high degree of personalization of learning; to increase the volume of work performed and increase the volume of knowledge, skills, abilities acquired in the lesson; improve the quality of control of students' knowledge; - rationally plan and organize the educational process, thereby increasing the effectiveness of the lesson; - develop students' communicative competence by means of authentic materials; - provide students with access to various dictionaries, reference systems, - electronic libraries, repositories and other information resources [8]. In modern methods of

teaching foreign languages, the most common resources have long been identified that have proven their effectiveness in the practice of teaching English. These Internet resources contain various language materials, including text, audio and visual on a variety of topics in the language being studied. Internet search engines allow the teacher to use authentic materials in the classroom, such as audio, video and text, get acquainted with works of fiction by authors from the country of the language being studied, join a foreign language culture, develop their horizons and gain vocabulary for their active vocabulary [6]. There are several types of Internet services that can be used for independent work of students:

1. Hotlist (list by topic) is a kind of list of sites with texts on the topic being studied. If the user wants to create it, he needs to enter a keyword in the search engine.
2. Multimedia scrapbook (multimedia draft) is presented in the form of a system of multimedia resources, where in addition to links to text sites there are also a large number of multimedia materials, including tables, photographs, audio files and video clips, graphic information, animated virtual tours. These files can be easily downloaded by both teachers and students and used as visual demonstration material when studying a certain topic.
3. Treasure hunt is a web resource where, in addition to links to various sites, you can find questions about the content of each site. Using these questions, the teacher can monitor the cognitive activity of students. At the end of the search, one more general question can be asked for a comprehensive understanding of the topic. This request will receive a detailed answer, which will include answers to more detailed questions on each of the sites.
4. Sample subject is a site that occupies the next level of complexity compared to the previous resource. It also contains links to text and multimedia materials on the global Internet. When working with this resource, the user must not only familiarize themselves with the material, but also express and argue their opinion on the issue being studied.
5. Webquest (Internet project) is the most complex type of educational Internet resources. This resource includes a scenario for organizing project activities on a topic chosen by the teacher using Internet resources [6]. Having summarized the information obtained during the study of these services, we can note that when using the Internet in educational activities, the teacher must clearly understand the appropriateness of its use at a certain stage of training, all the positive and negative aspects of implementing web technologies. Using web resources in school classes and in independent training of students, taking into account the age, psychological, individual characteristics of students of any age, will allow successfully assimilating language information and developing speech skills, making the educational process more interesting, bright, informative, affecting all types of memory and all ways of perceiving language material, thereby facilitating the process of learning a foreign language for both the teacher and students. In conclusion, it should be noted that the use of Internet resources and multimedia tools gives teachers an excellent opportunity to improve learning management, increase the efficiency and objectivity of the educational process, save the teacher's time, increase students' motivation to gain knowledge, interest them in learning foreign languages, instill a strong desire for self-control and self-improvement, which will have a positive effect on learning outcomes. Moreover, by using web resources, teachers significantly simplify the process of communication between students and native speakers, since schoolchildren have the opportunity to communicate both in

writing and orally via video conferences or social networks, and not only on school topics, but also discovering situations of everyday communication that are as close as possible to communication in real conditions.

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