

THE IMPORTANCE OF INTERNET RESOURCES FOR LEARNING ENGLISH

Rustamov Azizbek Utkurovich

Assistant teacher and scientific researcher of Sam SIFL

rustamovazizbek451@gmail.com

Contact: (97) 913 14 11

Abstract. *The article examines the issue of intensifying the educational process through the use of educational Internet resources, such as electronic dictionaries, websites of foreign-language newspapers. Translator program. The article describes the entire range of language skills that can be developed using Internet learning.*

Key words: *English language, distance learning, virtual educational environment, foreign languages, Internet technologies, educational Internet resources, communication skills.*

INTRODUCTION.

Over the past decades, the process of computerization has received the widest application in literally all spheres of human activity. The development of computer information technologies (IT) contributes to globalization, strengthening international cooperation, increasing trade turnover and providing services online. In our work, information technology is understood as a set of methods and devices used by people for the purpose of processing information, as well as identifying principles and developing methods for optimizing education through the analysis of a number of factors that increase educational effectiveness, through the design and application of methods and materials, and through the evaluation of the methods used.

At present, the role of IT is not just great, but colossal. In this regard, it seems relevant to study the prospects and possibilities of using Internet resources for educational purposes - for learning English. The problem of effective use of computer technologies in the process of teaching and self-study has received quite wide coverage in pedagogical science and in practice. K. MacLean, B. Hunter, S. Papert and some other foreign scientists were among the first to address the issue of developing a comprehensive system of computerized teaching. Research has shown that computer technologies can be used in all educational disciplines. Russian science also pays great attention to studying the possibilities of computerized learning, especially in teaching foreign languages. For example, E.D. Nosenko, O.P. Kryukova, P.I. Serdyukov and others note that the use of computer technology in education acts as a complex factor stimulating an improvement in the quality of the educational process. The works of educational researchers in Russia and abroad especially the scientists E.I. Dmitrieva, A.G. Oleynik, D. Sadker, P. Slatery and others confirm the hypothesis about the promising nature of computerization of teaching foreign languages, since modern technologies allow not only to optimize working methods, but also to improve learning outcomes. Using the capabilities of Internet technologies, people located thousands of kilometers from each other successfully exchange information in real time. Modern IT is characterized by high data transfer speed, compactness of electronic devices, accessibility, etc.

The ability to quickly access electronic resources and search for the necessary information seems very important, and sometimes critical. Many human achievements – books, museum exhibits, audiovisual content are duplicated on the Internet. Due to the widespread use of computer technologies, we analyzed the possibility of using the Internet in the process of learning foreign languages. It is obvious that for a modern person studying a language, Internet resources are of great importance, as they help solve a whole range of problems. In recent years, the issue of using new information technologies in teaching foreign languages has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of students' communicative culture, teaching practical mastery of a foreign language. The task of

the teacher is to create conditions for practical language acquisition for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. The task of the teacher is to activate the student's cognitive activity in the process of learning foreign languages. Modern pedagogical technologies such as collaborative learning, project-based methods, the use of new information technologies, and Internet resources help to implement a personality-oriented approach to learning, and ensure individualization and differentiation of learning taking into account the abilities of students. The forms of work with computer training programs in foreign language lessons include: learning vocabulary, practicing pronunciation, teaching dialogic and monologue speech, teaching writing, practicing grammatical phenomena, access to authentic information, websites of foreign-language newspapers, various portals, online communication with native speakers, websites for studying and practicing foreign languages, online learning of foreign languages, courses for professional retraining in the field of foreign languages (webinars, distance learning, educational Internet portals), prompt access to educational and reference information: electronic dictionaries, encyclopedias, teaching aids, reference books, translation of foreign-language information for initial familiarization with the text (online services Yandex.Translate and Google Translate), online language testing (trial tests, TOEFL trial testing, listening tests).

Using the Internet allows students to independently and quickly find the necessary information in a foreign language. Thus, the Internet offers many sites of a linguocultural, lexical, and grammatical nature. Moreover, the use of modern technologies allows students to actively engage in oral and written communication with native speakers via video communication, webinars, SMS chats and overcome such phenomena as the language barrier and culture shock. For successful acquisition of language material, it is necessary to constantly replenish active and passive vocabulary. That is why, regular work with a dictionary is a must in the process of learning a foreign language. In the age of computer technology, it is impossible to imagine learning a foreign language without an online dictionary or translator. Firstly, online dictionaries provide all the necessary information in seconds, you just need to enter the desired word and expression in the search field. Secondly, online programs and dictionaries have many times more capabilities and functions than their paper counterparts. Electronic dictionaries provide the maximum number of meanings of a word, explanations, examples, for which there is simply no room in a paper dictionary. Thirdly, online dictionaries are interactive. For example, they allow you not only to see the transcription, but also to listen to how the word is pronounced. Some dictionaries even allow you to listen to examples or read user explanations. Examples include online dictionaries Multileks, Multitran, Yandex.Dictionary, Prompt, Longman Contemporary dictionary, Oxford Living Dictionaries, Dictionary.com, Urban Dictionary.com, Collins Dictionary.

It is obvious that modern computer technologies provide broad didactic opportunities for the effective implementation of the principles of personality-oriented learning using multisensory technical means. In particular, the use of Internet resources stimulates active cognitive interest of students, meets the requirements of organizing an accessible educational environment and contributes to increasing the efficiency of assimilation of linguistic material, provides students with expanded opportunities to obtain language material in various formats and in a comfortable mode due to the automation of routine operations and the objectification of knowledge control.

References:

1. Гальскова Н.Д. Теория и практика обучения иностранным языкам. Начальная школа. М.: Айрис-пресс, 2014. 240 с.
2. Костюченко М.В., Трутнев А.Ю. ИНТЕРНЕТ-РЕСУРСЫ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА // Международный журнал прикладных и фундаментальных исследований. – 2018. – № 1. – С. 181- 185;
3. Рогова Г.В. Методика обучения иностранным языкам в средней школе. М.: Альянс, 2016. 282 с.
4. Соловова Е.Н. Методика обучения иностранным языкам. М.: Просвещение, 2002. - 267 с.

5. Телицина Т.Н. Использование компьютерных программ на уроках английского языка. ИЯШ. - № 2. 2002. - с. 23- 35. URL: <https://appliedresearch.ru/ru/article/view?id=12090> (дата обращения: 02.02.2023).