

THE NECESSITY OF USING THE INTERNET RESOURCES AS AN EXAMPLE OF TEACHING ENGLISH LANGUAGE

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Annotation. This article discusses about how to work with computer educational programs in the study of foreign languages, in particular, in the study of English, which is currently becoming a demand for digital technologies aimed at accelerating the educational process in our country. In addition, the advanced pedagogical experiences of developed countries on the organization and development of the educational process based on digital technologies are described. You can also get information about the research conclusions of scientists of developed countries such as M. Fairbairn, Voivode E. V., David Crystal and Russian scientist Danilov on the organization and development of the educational process based on digital technologies. Moreover, by studying the experiences of these scientists, you can get information about the aspects that can be applied to the development of the quality of education in our country based on digital technologies.

Keywords: innovative methods of teaching, internet, approach to learning, critical thinking, hotlist, multimedia scrapbook, treasure hunt, WebQues.

Introduction. In accordance with Decree No. PF-60 of the President of the Republic of Uzbekistan dated January 28, 2022 "On the development strategy of the new Uzbekistan for 2022-2026" [1], as well as, through the development of personnel training activities in the form of distance education in the field of digital technologies in order to implement the priority tasks of bringing the field of information and communication technologies to a new level, the task of establishing the education of more than 6.5 thousand young people in the field of information technologies per year has been set. In this regard, various new projects are being created in educational institutions, and existing projects are being improved.

In recent years, the issue of the importance and expediency of the use of Internet resources in foreign language education has been increasingly raised in the field of foreign language teaching, which involves not only the analysis of the use of new technical means, but also the study of the positive and negative aspects of the introduction of innovative forms and methods of teaching. Modern methods of teaching foreign languages are associated with the ongoing technological progress, as well as with the technological update of the learning process. Recent advances in

high technology and the spread of the global Internet provide teachers of foreign languages, methodologists, as well as students themselves with great opportunities for further improvement of the educational process. [2; P 97.]

Relevance of the topic. The relevance of the use of Internet resources in teaching foreign languages, the study of their types and characteristics are due to both the productivity of their use for better assimilation of basic knowledge, and the convenience, cost-effectiveness of the use of certain means in the modern information society. The expediency of application of new information technologies is dictated by the needs of modern education in improving the efficiency of learning, in particular, the need to develop skills of independent learning, search activity, research, creative approach to learning, the formation of critical thinking of modern students.[3; p 13.] 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 person-oriented approach to both the student and the entire learning process in General, which is the main direction of education in our time.

Material and research methods. The latest multimedia and Internet technologies help to quickly and effectively master the perception of oral speech, put the correct pronunciation, learn grammar rules, master fluent reading and a deep understanding of authentic texts, create real situations of communication, remove psychological barriers and increase interest in the language. All this is the most important task of learning a foreign language to improve the skills already acquired and the development of new ones. At the moment, the Internet provides exceptional opportunities for learning a foreign language, as it provides an opportunity for live communication in the target language, provides access to all kinds of authentic materials and a huge number of learning resources in text, audio and video formats. In the context of language education, this allows creating a technological learning language environment for the formation of foreign language competences of students. Internet resources provide teachers and students with special foreign language training programs, country study material, economic and political news, culture, the necessary authentic literature, the selection of which the teacher can conduct independently and adapt to specific educational goals. Students, in turn, with the right choice of material, programs, resources have the opportunity to participate in online conferences, webinars, competitions, create multimedia presentations in the process of working on projects. Thus, students are in constant contact with a foreign language both at school and in the preparation of homework via the Internet. Moreover, the use of Internet resources both in school activities and in self-study of students makes it possible to develop all types of speech activity. For example, oral speech is

developed through the use of video conferences using a webcam or appropriate web resources (Skype, Live Messenger). Written language 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 the native speakers of the studied language. Thus, communication is not limited to the topics specified in the school, which makes it possible to create a real situation of interaction in a foreign language, where students unconsciously work out grammatical structures and train their active vocabulary. Therefore, it can be concluded that distance learning contributes to the solution of one of the pressing problems of interpersonal and intercultural communication, when the student is removed from the teacher geographically.

Voivode E. V. emphasizes the importance of the use of such resources in the preparation of students for the state exams. Thus, students have the opportunity of continuous contact with the teacher, as well as develop the necessary skills of self-control in solving electronic versions of examination papers. The introduction of web technologies in preparation for state exams allows to teach graduates to work independently, to control their level of knowledge of 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 activities in accordance with the European scale of foreign language proficiency. Students have the opportunity to determine their level of preparedness for a particular exam, as well as for them to open a large number of test materials, where students practice different types of speech activity, as well as control the readiness for the final certification. All this allows graduates to prepare for exams in a foreign language in a continuous mode, combining work at school and at home. Scientists believe that the feasibility of using the Internet is due to the fact that information technology provides a time- and financial-saving method of learning a foreign language that meets the needs of students in the information society. Web resources provide an opportunity for foreign language learners to stay in constant contact with native speakers, up to 24 hours a day, thereby introducing the student to the constant process of active use of a foreign language, as well as allowing him to choose the time and place of training, its options, types and even teachers, native speakers, depending on the needs of a student.

The well-known Russian scientist Danilov defines several reasons for the expediency of using the Internet in teaching foreign languages. 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 the use of the Internet in teaching foreign languages, according to the scientist, is that web resources create favorable conditions for teaching writing, as network resources provide an audience for written communication. The next reason, put forward by David Crystal, is that online communication several times increases the motivation of students to learn a live language, and also has a positive effect on the large amount of time spent by students on the Internet. Considering different opinions about the benefits of using Internet resources in teaching foreign languages, we appeal to the opinions of foreign researchers. For example, in the recommendations for teachers at Cambridge University, M. Fairbairn states that the Internet is one of the factors that make a significant contribution to the promotion of the use of computers for language education. According to the scientist, with the advent of the Internet, foreign language learners have an excellent opportunity to communicate with minimal cost and time with other students or native speakers of the studied language around the world. In addition, M. Fairbairn highlights one of the advantages of using computers and the Internet in the practice of teaching and learning languages for teachers, arguing that the Internet and live language communication have now become a single process, constantly accessible to the target audience of foreign language learners. 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 Russia and in the countries of the studied language. After analyzing the popularity of Internet resources in teaching a foreign language, we come to the conclusion that it is necessary to classify and structure the possibility of using the Internet in teaching a foreign language, as they really ensure the effectiveness and interest of students in mastering a foreign language. The use of ICT in teaching a foreign language has an impact on the professional growth of teachers, on their ability to "keep up with the times", which in turn affects a significant improvement in the quality of education of students and their knowledge of a foreign language.[5; P 22-33.]

Result and analysis. There are several types of Internet services that can be used for independent work of students and for language learners in any age:

1. Hotlist (list on the topic) is a kind of list of sites with texts on the topic under study. If the user wants to create it, he needs to enter a keyword in the search engine.
2. Multimedia scrapbook (multimedia draft) appears as a system of multimedia resources, where in addition to links to text sites, there are also a large number of

multimedia materials, including tables, photos, audio files and video clips, graphic information, animation virtual tours. These files can be easily downloaded by both teachers and students and can be used as a visual demonstration material when studying a specific topic.

3. Treasure hunt is a web resource where in addition to links to various sites you can find questions on the content of each site. With the help of these questions the teacher can control the cognitive activity of students. At the end of the search can be asked one more General question on a comprehensive understanding of the topic. This request will receive a detailed response, 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 Internet. As part of the work with this resource, the user should not just get acquainted with the material, but also to Express and argue their opinion on the issue under study.

5. WebQuest (Internet project) is the most complex type of online learning resources. This resource includes the scenario of the organization of project activities on the topic chosen by the teacher using the Internet resources. [6; P 63-68.]

We even used these internet services as an experiment in the education process in several general education schools and educational centers in Jizzakh. [4; p 14-19.] Summarizing the information obtained during the study of these services, we can note that using the Internet in educational activities, the teacher needs to clearly understand the feasibility of its application at a certain stage of training, all the positive and negative aspects of the introduction of web technologies. The use of web resources in school classes and in self-preparation of students, taking into account the age, psychological, individual characteristics of students of any age, will successfully assimilate language information and develop speech skills, make the educational process more interesting, bright, informative, affect all kinds of memory and all ways of perception of language material, thereby facilitating the process of learning a foreign language for both teachers and students.[8]

Using internet resources in teaching English language has become a necessity in today's digital age. The internet offers a vast array of resources that can greatly enhance language learning and provide students with engaging and immersive experiences. Here are some reasons why using internet resources is beneficial:

1. Access to Authentic Materials: The internet provides access to a wide range of authentic materials such as articles, videos, podcasts, and news websites. These resources expose students to real-life language usage, helping them develop their listening, reading, and comprehension skills.

2. Interactive Learning: Internet resources often offer interactive activities, quizzes, and exercises that make learning English more engaging and enjoyable. Students can practice their grammar, vocabulary, and pronunciation skills through interactive games and exercises.

3. Multimedia Learning: The internet allows for the use of multimedia elements like videos, audio clips, and images, which can make language learning more dynamic and appealing. Multimedia resources help students visualize concepts, improve their pronunciation, and enhance their overall language skills.[7; p 1-4.]

4. Authentic Communication: Online platforms and social media provide opportunities for students to engage in authentic communication with native English speakers or other English learners from around the world. This helps students improve their speaking and writing skills, gain confidence, and develop cultural awareness.

5. Personalized Learning: Internet resources offer a wide range of content and materials that can be tailored to individual learning needs. Students can choose resources that align with their interests and language proficiency level, allowing for personalized and self-directed learning.

6. Real-World Connections: The internet enables students to explore English language in real-world contexts. They can access websites related to their areas of interest, join online communities, and participate in discussions, which helps them apply their language skills in practical and meaningful ways.[9]

7. Continuous Learning: Online resources provide students with the opportunity to continue learning outside the classroom. They can access materials at any time, review lessons, and practice their skills independently, fostering a lifelong learning mindset.

It's important to note that while internet resources offer numerous benefits, it's crucial for teachers to guide students in using reliable and credible sources. Additionally, a balanced approach that combines online and offline activities is recommended to ensure a comprehensive learning experience.[10; p 362-367.]

Conclusion. In conclusion, it should be noted that the use of Internet resources and multimedia gives teachers an excellent opportunity to improve learning management, increase the efficiency and objectivity of the educational process, save time of the teacher, increase the motivation of students to acquire knowledge, interest them in learning foreign languages, instill a strong desire for self-control and self-improvement, which will have a positive impact on learning outcomes.

Moreover, using web resources, teachers greatly simplify the process of communication of students with each other and with native speakers, as students are able to communicate both in writing and orally through video conferences or social

networks, not only on school topics, and discovering the situation of daily communication, as close to communication in real conditions.

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