



Effective Online Method of Teaching English

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ABSTRACT

Due to the high importance of Internet technologies, the opportunity to learn foreign languages, in particular English, in a new way, carefully opened the methods for learning English taking into account the use of Internet resources offering 4 effective foreign language teaching methods with the usage of Internet technologies. Distance learning is an integral part of modern educational model, requiring an educational institution and each teacher in particular to revise teaching methods and techniques in accordance with new standards and technologies. Remote educational technologies using the Internet are used today both for the development of individual advanced training courses for users, as well as higher education. Distance learning lessons, conferences, seminars, business games, laboratory work, workshops and other forms of training sessions conducted by means of telecommunications and other opportunities of the World Wide Web, allow teachers to increase motivation for students in the discipline and qualitatively improve learning outcomes.

Keywords:

remote teaching, using digital tools, student and teacher interaction, hybrid teaching, avoiding alternative teaching

The use of remote methods in the study of foreign languages is widely used in modern higher education. Remote teaching foreign languages involves the use of modern information technologies and linguists around the world tried to create computer programs to study certain aspects of the language, then in modern education in connection with the processes of integration and globalization, the Internet plays the main role among media sources. Thanks to the Internet millions of people constantly communicate in social networks, various instant messengers, on Internet forums, as well as in video conferencing programs, for example in Skype. The study of a foreign language becomes necessary, because without close interaction

and understanding of each other will not only be impossible solution of global problems of modern society, but also ordinary communication between people. Today, the Internet offers a variety of ways to study foreign languages. A particular variability is represented by the study of English as the main language of communication of the world community. We will try to analyze the most effective methods of teaching English using some online resources. There are 4 main methods of teaching English language:

1. Grammar Translation - a classic method for studying in English.
2. Direct Method - direct method.
3. Audio-lingualism is one of the first modern methods.

4. Communicative Language Teaching - modern standard method.

Each method has its own focus and priorities. Today, given the pace of globalization, the use of information technologies and opportunities of the Internet, it is possible to review all existing methods with the aim of using them to learn English online considering the options for using existing traditional methods for learning English with the help of information technology. The classic method for learning English is the translation method from native language into foreign and vice versa. The main characteristic of this method is the study of grammatical rules and their application in translation text from native language to foreign. Classic method with the use of the Internet is actually leveled, since the development of translation programs or just translators that are used today among huge popularity of students, make this method ineffective. In addition to translators, this method also implies watching foreign films first with subtitles, then without subtitles. This method is especially effective when watching your favorite movies. So we select on the Internet a few favorite films that have never been tired of looking - and forward, to a new acquaintance in the original language. Watching children's TV shows is very helpful in the initial stages of learning. English, when the vocabulary is still small, and listening skills are lame. The fact is that programs for children use the most common words and simple turns of speech, and this is very suitable for foreign students. Further, the maximum immersion in English: watching clips, news, TV shows, listening to songs and audio clips, the main thing is that all this is interesting for individual's personality. The focus is on good pronunciation, spontaneous use of language without the use of translation, little attention is paid to the analysis of grammar. This method is based on direct student practice in spoken English, comprehension of foreign language in general everyday situations. For such a method worked, small groups of students will be required, as well as their high motivation, because in an artificial environment it is difficult to generate natural situations, as well

as to ensure understanding and sufficient practice for all participants.

Audio-lingualism method is a method of repetition and memorization standard phrases. At that time this method was considered quite successful, but again, subject to work in small groups and a high level of self-motivation. This method is aimed on the formation of a mechanical habit, which is formed through repetition of basic patterns. The same focus on repetition and memorization of standard phrases completely ignores the role of context in the process of language learning. Communicative Language Teaching Method, or communicative technique learning is based on the idea that successful learning of a foreign language occurs through its study in real situations, which, in its turn, leads to natural mastery and ability to use foreign language. The teacher has two main functions: the first role is to facilitate the process of communication between all participants in classroom, as well as the use of various activities; the second role is to act as the leader of this group, supervise the process of learning and motivating students.

Presentation model - a type of presentation (view) educational material that does not analyze and does not require active actions of the user, but achieves the goal accurate perception (understanding) of the material, we call presentational. Such a model is aimed at the ability to present the studied material in the most cognitively beneficial way, including the possibility of multiple presentation of the same material to achieve worthwhile results. Thus, the pages of some virtual textbooks can contain everything that we usually see on the pages of websites and in text documents such as WORD and PDF. But in addition to this, the mechanism of our virtual textbook is equipped with tools that allow teachers to turn regular content into presentation training material. This context-sensitive pop-ups, audio support for arbitrary text fragments, means of focusing attention on individual fragments of the material, concealment and display of secondary and auxiliary information, the possibility of alternative presentation of individual information elements, etc. in front of a teacher

and student goals. The training model is a kind of training material that allows you to organize the process of fixing knowledge and establish a connection between the knowledge, skills and reflexes that are required for the lasting assimilation of the acquired knowledge. A software simulator is a kind of "knowledge recorder", most often representing interactive exercises on previous material. With no time limits, the user can perform work on the simulator, while fixing only correct actions. The result of erroneous actions is reset, reducing the number of attempts. In case of exceeding error limit, the state of the simulator is reset, and the program offers to go through it again. If the user makes an acceptable number of errors, then he receives a recommendation to go through the simulator again and so on until an error-free result is obtained. A test model is a type of educational material that allows to evaluate the degree of assimilation by the user of the studied educational material. Unlike the training model, this model allows teachers to work interactively with larger sections of educational material. If necessary, textual information can be supported by additional multimedia data. Characteristic features of the test model:

- usually used after the user has successfully completed the presentation material and the simulator;
- test material, as a rule, breaks up into numbered tasks;
- within tasks, the user performs several (at least one) actions, each of which is analyzed by the system;
- after the completion of the work, the user receives the result analyzed by the system, where all the mistakes made are clearly visible and the correct answers are shown;
- in any tests there is always a panel of results work performed, which provides an assessment, general statistics correct and erroneous actions, as well as the ability to save completed and analyzed work. To sum up, virtual textbook files, along with other content, may contain additional software modules, expanding their capabilities. Thus, it is possible to create new specialized page elements or internal functions without restrictions that

could be quite informative for English classes to conduct classes.

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