



Internet as a Resource for Teaching and Learning

Charos Sultonova

Lecturer Theoretical aspects of English - 3 Department,
English language - 3 faculty,
Uzbekistan state world languages university

ABSTRACT

The article considers about internet as a resource for teaching and learning. It defines the didactic functions of the Internet for the subject "foreign language", the purposes of using the Internet for learning a foreign language, as well as the possibility of using the Internet as a learning tool.

Keywords:

Resource For Teaching, Didactic Functions, Learning A Foreign Language, Learning Tool,

If we consider the lesson as a social order of society to the education system, then today we have reached the level where the computer literacy of a school graduate should be sufficient to freely work on a personal computer as a user. This is a need dictated by time, the level of economic development and the moral values of society. The time has passed when it was possible to impart knowledge. In education, a special emphasis is placed today on the child's own activity in the search, awareness and processing of new knowledge. The teacher acts as the organizer of the learning process, the leader of the amateur activities of students, providing them with the necessary assistance and support. It is necessary to rethink the place and role of information, which leads to a rethinking of the content of education. One should not expect a surge in improving the quality of education in the country as it becomes internetized, but it is also unreasonable not to use new technologies in education.

Each child has his favorite subject, which should help in discovering the possibilities of using modern computer technologies, the Internet. Conversely, the Internet can become another tool for a child to learn about a favorite

subject. Probably, today we can already say that Internet technologies are part of the general information culture of teachers and students.

The information educational space is just beginning to fill up. In order to avoid haphazardness and incompetence, it is necessary that subject teachers with many years of experience contribute to filling this information resource. The emergence of the Internet as another powerful tool in education stimulates the desire of children to learn, expands the zone of individual activity of each student, and increases the speed of supplying quality material within one lesson.

It is from this position that you can consider and analyze the stages of the lesson. The modern lesson ideally should not be limited by the subject and the teacher. It's good when it is an Event in the chain of cognition, or more precisely, children's exploration of the world around them. An event that should bring the child closer to the understanding of modernity, the awareness of the integrity of the world. Emphasis in the functions of the modern lesson can be arranged as follows: equipping students with deep and conscious knowledge; teaching students independent activities to acquire

knowledge; the formation of strong motives for learning, self-improvement, self-education, self-education; the formation of the moral foundations of the individual, focused on universal values, etc.

Now everyone understands that the Internet has colossal information capabilities and no less impressive services. But we must not forget that, no matter what properties this or that means of teaching, the information-subject environment, didactic tasks, the features of the cognitive activity of students, due to certain goals of education, are primary. The Internet with all its capabilities and resources is a means of realizing these goals and objectives.

Therefore, first of all, it is necessary to decide for which didactic tasks in the practice of teaching foreign languages the resources and services provided by the World Wide Web can be useful.

The Internet creates a unique opportunity for foreign language learners to use authentic texts, listen and communicate with native speakers, i.e. it creates a natural language environment. But how to use it? How can all this fit into a real educational process with three hours a week and a very limited amount of language resources in a general education school and somewhat more favorable conditions in linguistic gymnasiums?

Let's first recall once again the features of the subject "foreign language", regardless of the opportunities that the Internet offers us, as well as the type of educational institution in which this language is taught.

The main goal is the formation of communicative competence, all other goals (educational, educational, developmental) are realized in the process of implementing this main goal. Communicative competence in its modern sense provides for the formation of the ability for intercultural interaction.

In our time, it is this goal that is most in demand by any category of students, students studying a foreign language. Even if the further specialization of the graduate is not related to foreign trips, contacts with foreign specialists, the use of the worldwide Internet is becoming an increasingly necessary condition for receiving and transmitting information on any

specialty. Basic information online in English. However, information and subject environments are rapidly developing on the Internet and in other languages. An educated person, who can only be in demand in the conditions of rapidly developing technologies in the developed countries of the world, must have information in his field. Modern means of communication with partners, access to information resources of the Internet require a fairly fluent knowledge of not only computer technology, but also foreign languages. This is a reality to be reckoned with, and perhaps one of the reasons why UNESCO declared the next century the century of polyglots. The priority value in the age of informatization is information. The path to success in many areas is access to information and the ability to work with it, of course, not only in their native language.

The specificity of the subject "foreign language" lies in the fact that the leading component of the content of teaching a foreign language is not the basics of science, but methods of activity - teaching various types of speech activity: speaking, listening, reading, writing. In accordance with the psychological theory of activity, learning of any kind of activity occurs in the process of its implementation, actions and operations associated with it. Therefore, in order to teach students various types of speech activity, it is necessary to provide practice to each student in the type of speech activity that he masters in a given period of time. At the heart of the formation of skills in any kind of foreign language speech activity are auditory motor skills. Therefore, the priority in teaching a foreign language belongs to oral exercises. This is the main specificity of the subject and the main difficulty of teaching, especially when it comes to the formation of speaking skills.

Another feature of the subject "foreign language" should be borne in mind. It is possible to teach speech activity only in communication, live communication. And for that you need a partner. A computer program, a CD-ROM disk, no matter how interactive they may be, can only provide quasi-communication (that is, communication with a machine, and not with a

living person). The exception is computer telecommunications, when a student enters into a live dialogue (written or oral) with a real partner - a native speaker. In addition, communicative competence, as we have seen, is closely related to linguistic, as well as cultural, in particular, regional competence. Therefore, the system of teaching a foreign language should be built in such a way that students are given the opportunity to get acquainted with the culture of the country of the language being studied. It is necessary to teach schoolchildren to respect the manifestations of this culture, i.e. be capable of intercultural interaction. Of course, this task is partially solved by selecting the content for textbooks and teaching aids. But true acquaintance still does not occur.

That is why, when preparing for the next lesson, planning a chain of lessons on the topic of oral speech and reading, it is important for the teacher to keep in mind the didactic properties and functions of each of the selected teaching aids, clearly understanding for which methodological task this or that teaching aid may be the most effective. .

If we keep in mind the Internet, it is also important first of all to decide for what purposes we are going to use its capabilities and resources. For example:

- to include the materials of the network in the content of the lesson (integrate them into the curriculum);
- for students to independently search for information as part of their work on a project;
- for independent study, deepening of the first or second foreign language being studied, elimination of gaps in knowledge, skills;
- for self-preparation for passing a qualified exam as an external student;
- for the systematic study of a certain course of a foreign language remotely under the guidance of a teacher.

All these, quite obviously, are different tasks, united, however, by a single goal of learning - the formation of communicative competence. Based on the specifics of the subject, knowing the didactic properties and functions of the Internet, its capabilities and resources, we can determine for which didactic tasks certain services and resources on the

network can be used. Only after that it is possible to determine the method of their application in the classroom or after school hours, in full-time or distance learning.

Let's start with the lesson. Of course, direct access to the Internet in the classroom is practically excluded, since it is hardly possible to find any acceptable number of foreign language classrooms in our schools equipped with a sufficient number of computers with Internet access. Although it should be said that some teachers, having only one computer and Internet access in the classroom, try to use this small opportunity in the classroom. Therefore, it is necessary to look for other ways here. By the way, especially in large cities, one should take into account the fact that many families already have home computers with real Internet access, and the teacher should take this possibility into account.

So, how can you use the opportunities provided by the Internet in foreign language lessons? Let us turn directly to the analysis of these possibilities. However, in this case, you will have to take into account the configuration of the computer used for these purposes:

- whether the computer is equipped with a sound card, sound columns;
- whether the computer is equipped with a video camera for video conferencing with partners.

As for the sound card, the vast majority of modern computers have it in their configuration or can have it at the request of the user. This is not a problem now, and the cost of the sound card is not high. As for the video card or video phones that have appeared recently that are connected to a computer, in our country this is still exotic, quite expensive and therefore not very accessible to the mass of users. Therefore, theoretically (i.e. technically), the task of organizing oral communication with native speakers can be carried out. In practice, for the majority of users, such a network service is not yet available. From here we can really count on the possibilities of the Internet to provide us with textual, graphic (static or dynamic) and sound information. It is these possibilities of the Internet that we will rely on when analyzing possible ways of using the resources and

services of the network in foreign language lessons and in extracurricular activities of students. The rest should be solved by learning technologies. Let's list these possibilities:

- the teacher can, before the lesson, in the school media library or from his home computer, if any, select certain authentic reading materials on the topic of oral speech being studied;

- if the computer has a sound card, it is possible to record (with certain technical conditions) also sound information (speech of political and statesmen, interesting speeches on various topics by native speakers on a variety of issues), reducing it to the required limits on your tape recorder;

- conduct an oral discussion of the letters received by e-mail from project partners;

- conduct a discussion in cooperation groups on one or another problematic information obtained from Internet resources, and then organize a general discussion of the whole class;

- to carry out a linguistic analysis of certain messages, oral or written statements of native speakers containing phraseological units, realities, idioms, proverbs, sayings, neologisms, reflecting the specifics of the functioning of the language being studied in the culture of the people;

- to use, at least in fragments, the literary works of the authors of the country of the language being studied, obtained in virtual libraries. This is especially fertile material for various kinds of projects and discussions;

- use the materials of electronic grammar reference books, the exercises offered in them, as well as lexical reference books, dictionaries, reference books of a country-specific nature, materials of distance courses available in the public domain for inclusion in the lesson.

However, the listed examples of using Internet resources in the lesson do not exhaust these possibilities. Rights A.A. Leontiev is that pedagogical technologies cannot be learned. It is possible to outline only guidelines for their possible application. The creative potential of the teacher will tell him the area of search, and professionalism will give impetus to interesting findings and solutions.

Thus, using the information resources of the Internet, it is possible, by integrating them into the educational process (subject to appropriate didactic interpretation), to more effectively solve a number of didactic tasks in the lesson:

- to form reading skills and abilities directly using the materials of the network of varying degrees of complexity;

- improve listening skills based on authentic Internet audio texts, also prepared by the teacher accordingly;

- to improve the skills of monologue and dialogic utterance on the basis of a problematic discussion of the network materials presented by the teacher or one of the students;

- improve writing skills, individually or in writing compiling answers to partners, participating in the preparation of abstracts, essays, and other epistolary products of joint activities of partners;

- replenish your vocabulary, both active and passive, with the vocabulary of a modern foreign language, reflecting a certain stage in the development of the culture of the people, the social and political structure of society;

- get acquainted with cultural knowledge, including speech etiquette, features of the speech behavior of various peoples in the conditions of communication, features of the culture, traditions of the country of the language being studied;

- to form a sustainable motivation for foreign language activity of students in the classroom based on the systematic use of "live" materials, the discussion of not only questions for textbook texts, but also "hot" problems that are of interest to everyone.

It is especially interesting to use Internet materials when working on a project. The teacher can search for various, sometimes even contradictory information on the network on a problem that is subject to discussion and research at a given time. Offering such materials to students in small groups, the teacher can set the task - to select information suitable for the problem under discussion, agree with it, take note in the work on the project, or, on the contrary, challenge it, of course, with reason, which also requires facts, information .

Moreover, each group working on its own problem can be offered appropriate material on the problem of discussion. It can be selected by the teacher with the help of some students. Enough literate network users, or even transfer as a task to these students, but, of course, having determined the scope of the search.

Similar work can be done with respect to listening. There will definitely be guys in the school who know how to record audio information from the network onto their tape recorder. You can use other sources, in particular the most convenient - numerous programs on CDs. But it is still not momentary material. And the significance of information on the Internet lies precisely in the fact that you can always use, if necessary, the most recent information or select a specific digest on a particular problem. You can also use the services of a chat, teleconference or e-mail to get the opinion of native speakers, citizens of the country whose language is being studied, on a particular problem and discuss in the lesson different points of view on the same problem (for example, presidential elections in the country, events in different parts of the world, opinions about a book read, features of education in different countries, traditions of celebrating the same holidays in different countries, such as Christmas, etc.). At the same time, you can choose the necessary and very interesting illustrations. Here you have the dialogue of cultures right at the lesson, stimulated by real contacts with representatives of this culture. After all, the vast majority of projects, both intra-school and international, begin and end in the classroom, although extracurricular activities take considerable time, of course, if we are talking about group projects in which all students of the group participate. Almost any such project takes on completely different colors if materials borrowed from the Internet are used in the process of working on it.

However, the didactic possibilities of the Internet are much wider, of course, for organizing extracurricular activities of students in the field of a foreign language in addition to lesson activities. First of all, and most importantly, we need the Internet to create a

need for communication in a foreign language - written or oral (recall how important real communication is for the formation of communicative competence, intercultural interaction). The power of the Internet allows both. Let's start, of course, with the main thing. The most effective use of the network is to organize joint telecommunication projects with native speakers.

International telecommunications projects are unique for us in that they provide an opportunity to create a real language environment. No other methods and technical means allowed us to create such conditions before. That is why we had to confine ourselves to conditional speech exercises and situations in the lessons, since it is quite obvious both for the teacher and for the students that any situation, any role-playing game in the lesson is a convention. With their help, it is possible to create motivation for foreign language statements, but it is impossible to form a genuine need, and, accordingly, genuine communication. International projects that are organized on the Internet on the basis of some common problem, the study of which, its solution are equally interesting and significant for partners from different countries, creates a genuine language environment.

The participants in the work on the project are concerned with reflection, research, respectively, searching, collecting the necessary information, discussing it among themselves and with partners. And most importantly, the language here really acts in its direct function - a means of forming and formulating thoughts. This is a true learning environment, a real immersion not only in the problem under study, but also in the foreign language activity itself, in another culture. By the way, the problem being studied together can be anything: ecological, political, creative, historical, regional studies, linguistic, etc. The main thing is that it is researched, discussed by the project participants and solved in a foreign language accepted for communication in this community of participants. When working on the project, almost the most diverse possibilities and resources of the Internet are involved. The search for the necessary information leads the

project participants to virtual libraries, databases, virtual cafes and museums, to various information and educational servers. The need for live communication with real partners draws its participants to the possibilities of e-mail, teleconferencing, chat technologies (IRC). The need to prepare a joint product of a particular project, presented by each participant in his audience (in the classroom, school) or on specially created Web pages on the Internet, requires access to text, graphic editors, the use of various network programs that allow the use of graphics, animation, animation, i.e. multimedia tools. Thus, the project becomes interdisciplinary.

In addition to joint telecommunications projects in extracurricular activities, students can independently work to improve their knowledge in the field of a foreign language. To do this, there are a great variety of courses in the networks for different categories of students, designed for self-education or learning under the guidance of a teacher (distance courses).

The participation of children in teleconferences, including online (in real time), chats, in which schoolchildren (and not only) from different countries of the world take part (accordingly, such conversations are usually conducted in a foreign language) is an additional very interesting and useful opportunity new contacts and real speech practice. During such discussions, conversations, "free chatter", there is not only an exchange of information on a particular problem, but also acquaintance with some elements of another culture.

The issue of integrating the Internet into education and, in particular, its use in teaching foreign languages is currently quite relevant. This is mainly due to the fact that when using the Internet as a means of teaching a foreign language, many goals and objectives of education and upbringing are realized in the best possible way.

The main goal of teaching a foreign language to secondary school students is to educate a person who is willing and able to engage in intercultural communication, successful in their activities, versatile students of higher educational institutions, professionals who are willing and able to receive self-

education. Participation in various international programs, the opportunity to study abroad implies not only a high level of foreign language proficiency, but also certain personality traits: sociability, lack of a language barrier, knowledge of international etiquette, a broad outlook, the ability to what is called "submit" oneself. As a rule, when performing various tests when entering a higher educational institution or participating in competitions or olympiads, a strict time limit is set for each task, which also requires a special type of preparation. To achieve all these goals, the use of Internet resources in teaching foreign languages is certainly effective assistance to the teacher.

Based on my own experience, I came to the conclusion about the huge role of the Internet in learning a foreign language in rural schools and small towns, where it is always difficult to maintain the required level of education. If in big cities students have the opportunity to communicate with native speakers, watch films in the original language, participate in international projects, then in small towns one of the most serious problems of learning a foreign language is the problem of motivation, since "live" communication cannot be out of the question. How easily this problem can be solved with the help of the Internet is clear to everyone: this is e-mail correspondence with schoolchildren from other countries, the creation and implementation of joint telecommunication projects, the ability to read books in the original language, participate in various competitions and olympiads, text and voice chats, publishing children's creative work on educational and art sites and receiving feedback on them from all over the world. At the same time, not an imitation of communication is created, but an interesting, exciting dialogue of two or more cultures takes place, and if the projects affect the regional aspect, then the general knowledge of schoolchildren expands, and interest increases not only in learning a foreign language, but also in other subjects. All students, regardless of age and level of education, take part in any kind of Internet-related activity with true passion, while the interest does not fade for several years.

Language and cultural barriers disappear, academic performance improves, schoolchildren become confident in their abilities.

As a result of the work done, I achieved the main goals that I pursued: I considered this problem in depth, analyzed and noted its advantages and disadvantages, and also tried many methods and techniques in practice. Based on the work done, I came to the conclusion that it is necessary to use the Internet as one of the main means of teaching a foreign language, since I noticed many positive aspects when using it for both students and teachers.

The students showed a great interest in studying the subject due to the following points:

- “conclusion for success” in each lesson increases students' self-esteem;
- interesting and varied forms of working with a computer increase motivation;
- organization of situations of communication in the classroom forms ease of communication and implements the leading age-related motivation — communication.
- great opportunities for visual presentation of language material contribute to its better assimilation;

The teacher has a passion for work caused by:

- professional growth in the development of new approaches;
- job satisfaction, where the result is visible after each lesson.

Therefore, I hope that working with the Internet as a means of teaching a foreign language will become part of the daily practice of teaching in all educational institutions. For this, the necessary prerequisites are already being created, and gradually, from the plane of conversations and theoretical searches, the use of the Internet in teaching foreign languages is getting a real embodiment in our country.

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