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Efficiency of Use of Internet Resources in Teaching a Foreign Language at Non-Linguistic Universities

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Abstract:

This article considers the relevance of modern Internet technologies in the teaching of English, as well as analyzes the importance and effectiveness of using web technologies in the study of English, both in pairs and in the independent work of students.

Keywords: Internet resources, web technologies, communication technologies, Internet technologies, multimedia tools.

President of the Republic of Uzbekistan Shavkat Mirziyoyev at the first meeting of the Senate of the Oliy Majlis noted that "raising a healthy and harmoniously developed generation means building the foundation of a state with a great future, gaining high authority in the world." This can be achieved, in our opinion, by being fluent in foreign languages. If in the previous decades of the 20th century the circle of people who had the need to communicate in a foreign language was quite narrow, then at present the situation has changed in the modern world.

In recent years, in the field of teaching foreign languages, the question of the importance and expediency of using Internet resources in foreign language education has been increasingly raised, 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 technologies and the spread of the global Internet open up the widest opportunities for foreign language teachers, methodologists, as well as the students themselves to further improve the educational process. The use of Internet technologies in teaching English 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 student-centered approach to both the student and the entire learning process as a whole, which is the main direction of education today.

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

world. Well-known scientists and teachers E. G. Azimov, V. P. Bepalko, B. S. Gershunsky, I. O. Loginov, E. I. Mashbits, R. P. Milrud, E. S. Polat, N. F. Talyzina, I. V. Robert, A. V. Khutorskaya and others developed didactic aspects of computerization of education.

English plays a big role, as it is the most important tool for international cooperation and intercultural communication. Observations show that English is very common as a second FL. In the modern world, English proficiency no longer considered a professional or personal achievement, but a daily necessity. Thanks to the knowledge of English, it is possible to use world resources that are not available in Uzbek; read books in the original before they translated into Uzbek; watch movies and news in English. It follows from this that knowledge of English makes a person polyvalent, competitive. Consequently, the motivation to learn a language in society is quite high. Today, it is often required quickly and at a good level learn a language. One of the effective ways to achieve this is immersion in the language environment. Distance learning using the Internet helps to carry out such immersion remotely, significantly saving time and money, as well as providing access to knowledge for people with disabilities. Since the need to learn English affects all sectors of society and professional categories of citizens, distance technologies seem to be a rational solution to the problem of combining learning with work.

In foreign language education, great importance is given to communication, interactivity and autonomy of learning, and, importantly, to learning the language in the context of culture. The formation of intercultural competence is impossible without communication in the target language, and IT helps to simulate learning situations or implement theoretical skills in a real act of foreign language communication, including with the participation of native speakers of the target language. The Internet creates a unique opportunity for students to use authentic content (texts, audio and video recordings) and communicate with native speakers(3). Taking into account various factors, the learning process using Internet technologies can be equally effectively implemented both in full-time and remote form. In teaching a foreign language, a linguistic and regional approach plays an important role, which involves the study of a foreign language in a cultural and historical context, since the language is a reflection of culture and continuously develops over time. Thanks to this, the student masters the language, being acquainted with the culture, mentality, traditions and customs of the respective countries, as well as with national literature and folklore. In this regard, Internet resources help to immerse in a foreign language environment and gain real experience of intercultural communication.

To date, there is a tendency to automate the educational process using computer technology, which makes it possible to learn the language remotely, but in an interactive mode. Distance learning differs from distance learning and involves the use of modern Internet technologies that allow conducting courses with the effect of presence (webinars, online testing), when the learning process takes place in conditions close to real. Distance learning does not have this degree of interactivity.

In distance learning, the use of Internet technologies helps the teacher to maintain close contact with the student, control and correct their work. Remote control tools constantly being improved, allowing the teacher to quickly measure the level of assimilation of educational material, analyze the results, put marks, and write comments and remarks. An example is the educational portal of the Magnitogorsk State Technical University, which looks quite well developed from a technical and content point of view (1, 215).

The use of Internet resources in foreign language lessons and in extracurricular activities has a number of undeniable advantages; in particular, it increases the cognitive activity and motivation of students. Provides a higher quality the learning process and independent activities of students, as students they spend a lot of time in the virtual world and are more willing to assimilate information distributed on social networks and mobile

applications. The latest multimedia and Internet technologies help to quickly and effectively master perception of oral speech, put the correct pronunciation, learn grammar rules, master fluent reading and 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 teaching a foreign language to improve existing skills and develop new ones.

At present, the Internet provides exceptional opportunities for teaching a foreign language, as it provides an opportunity live communication in the language being studied, 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 makes it possible to create a technological learning language environment for the formation of foreign language competencies of students [3, 21]. Internet resources provide teachers and students with special programs for teaching foreign languages, regional studies material, news of economics and politics, culture, and the necessary authentic literature, the selection of which the teacher can independently select 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, and 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 when preparing homework with the help of Internet. Moreover, the use of Internet resources both in school activities and in self-study of students provides an opportunity for the development of all types of speech activity. Therefore, for example, oral speech develops using video conferencing using a webcam or appropriate web resources (Skype, Live Messenger) (1, 211). 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 the native speakers of the language being studied. Thus, communication is in no way limited to the topics set at 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 solving one of the pressing problems of interpersonal and intercultural communication, when the student is geographically removed from the teacher.

Using the possibilities of Internet technologies, people who are thousands of kilometers away from each other successfully exchange information in real time. Modern IT characterized by high data transfer rate, compactness of electronic devices, availability. It is very important, and sometimes critical, to be able to quickly access electronic resources and search for the necessary information. Many achievements of humankind - books, museum exhibits, and audiovisual content – are duplicated on the Web.

Due to the widespread use of computer technologies, we analyzed the possibility of using the Internet in the process of teaching foreign languages (FL) in general and English in particular.

Obviously, for a modern person learning a language, Internet resources are of great importance, as they help to solve a whole range of tasks, including, for example:

- Websites of foreign-language newspapers (Washington Post, The New York Times), various portals (YouTube, BBC World Service, CNN World News, etc.)
- Online communication with native speakers: sites for learning and practicing a foreign language (LinguaLeo, Italki, etc.)

- Online teaching of a foreign language, professional retraining courses in the field of foreign languages (webinars, distance learning, educational Internet portals)
- Quick access to educational and reference information: electronic dictionaries, encyclopedias, manuals, reference books (for example, Wikipedia, Rubric on)
- Translation of foreign language information for the initial acquaintance with the text (for example, online services Yandex. Translate and Google Translate).
- Online language proficiency testing (trial tests, trial TOEFL testing, listening tests, etc.).

The use of the Internet allows students independently and quickly find the necessary information in a foreign language. Therefore, there are many sites of linguo-cultural, lexical, grammatical nature on the Web. Moreover, the use of modern technologies allows students to actively engage in oral and written communication with native speakers through video calls, webinars, SMS chats and overcome such phenomena as the language barrier and culture shock

The use of web resources in school classes and in self-training of students, taking into account the age, psychological, individual characteristics of students of any age, will allow you to successfully assimilate language information and develop speech skills. Make the educational process more interesting, vivid, and informative, affect 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. Thus, the possibilities of the resources of the World Wide Web occupy an increasingly strong position in the study of a foreign language, in particular English.

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, and instill a strong desire for self-control and self-improvement, which will positively affect learning outcomes. Moreover, using web resources, teachers greatly simplify the process of communication between students, both among themselves and with native speakers, as schoolchildren get the opportunity to communicate both in writing and orally through video conferences or social networks, not only on school topics, but discovering daily communication situations that are as close as possible to communication in real conditions.

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