USING DIGITAL RESOURCES IN TEACHING FOREIGN LANGUAGES

Sultanova Khilola Jamolutdinovna
Acting Associate Professor of Foreign Languages
Tashkent University of Information Technologies named after Muhammad al Khorezmi

ABSTRACT

The article examines the requirements for the personal and professional qualities of future specialists, presented by modern society, about their development in the process of teaching foreign languages, and on the use of digital technologies and Internet resources for this. In particular, the value of the systematic choice of teaching aids is shown to achieve specific goals set by the teacher.

Keywords: modern education; computerization; digital technologies; choice of teaching aids.

INTRODUCTION

In an era of rapid development of information technologies, society makes a requirement for future specialists have the skills and abilities necessary for independent acquisition of knowledge and their application in practice to effectively solve various problems, collect and analyse facts, generalizations and reasoned conclusions to achieve success, you need to be sociable, work together in various situations, look for a way out of conflict situations; think critically and creatively, finding ways to solve emerging problems using modern information technologies; work independently to improve their own cultural level. [2]

The development of the above skills and cognitive skills of students in the educational process occurs due to active learning technologies [4].

Currently, the main indicator when choosing means of teaching is the achievement of the final levels of foreign language proficiency developed by the Council of Europe and representing an effective pan-European system information exchange [3].

"Educational activities for language acquisition should be a fun, meaningful activity and real language creativity. Only in this case a student from a learner will turn into a learner, gain autonomy and a desire to self-develop in accordance with new educational standards "[1].

Currently, global computerization has covered all spheres of human activity, including science and education. The development of the Internet and the emergence of many computer programs that simplify the learning process, to a large extent changed the study of foreign languages, making it faster and easier to work with authentic sources.

Computer training programs have a number of advantages over traditional teaching methods, being, first, by means of direct audio-visual interactive interaction. Their use in the classroom together with traditional teaching methods allows you to train various types of speech activity, to understand the nature of linguistic phenomena, to form linguistic abilities, to create communicative situations, to automate linguistic and speech skills isnd ensure the implementation of an individual approach and intensification of the student's independent work, and also helps to increase cognitive activity, motivation and quality of knowledge of trainees.

Computer communication technologies allow implement in new way methods that activate creative student activity. They can participate in virtual discussions on various educational sites and thematic forums; carry out joint creative projects together with students from various educational institutions. Thus, the use of modern information and communication technologies in the educational process can be considered as one of the active forms of individualization of learning [5].

The next pop-up questions are the following: "How to use these technologies?", "What methods Do you have the fastest results when using different applications? "," How to use them during the lesson? "," How to use them for your needs? "," How to update them? " etc.

At the same time, the seemingly paramount question is very rarely asked: "Why do we need to use digital resources?"

It should be noted that if we want training was most effective, we must change the order reverse these issues and begin planning the use of technology by setting the goal we are striving to achieve, that is, with the question "Why?".

When considering the question "What to use?", We will inevitably face a huge number of available digital resources, each of which has a large number of admirers who prefer it as the most effective or revolutionary. There are many digital resources, both online and requiring installation on a device that implements the processes of creating a new one or researching an existing one.

These resources can also be presented in the form of various courses (MOOCS, I-tunes Courses), tools (Google Docs, Camtasia, and Explain Everything), encyclopaedias and other academic sources (Google Search, Wikipedia, offline dictionaries, Microsoft Office) and help research at various stages: collection of information, synthesis, further supervising the research process and working with research results. As well as the process of creation, starting from unification into creative teams, planning, and ending with the analysis of the work done.

The main difficulty in choosing digital technologies, asking first of all the question: "What to use in the learning process?" and the consideration of all these applications consists the fact that we are often not aware of the difficulties that arise with the direct use of the selected resources due to lack of awareness of how to apply them and use it correctly. The teacher may not have enough time or desire to study in detail all the possibilities and rules for using the selected resources.

In order to make the most of applications and programs, we must first ask questions: "Why? What is the main purpose of using computer technologies in the educational process? "

The reasons can be different:
- To improve the understanding of the studied;
- Increase teaching time by encouraging students to use educational applications and resources outside the classroom;
- To increase the level of the teacher's work efficiency;
- Development of students' independence;
- Increasing the level of skills in working with computer technologies;
- Development in students of such qualities as determination and purposefulness in achieving results;

- Preparing students for the future life;
- Increasing student motivation;
- Reducing the amount of used physical resources, etc.

For example, if we want to improve the understanding of students the studied material or topic, we must, when planning consider those resources that will contribute to the awareness of the topic. To do this, you need to look at this problem from different angles. Currently, the Internet and various online resources offer educators and students extensive access to expert opinion on many issues.

The teacher may not always act as such an expert because it is impossible to be fully knowledgeable in every area, and because often he too immersed in the problems and needs of his students, to objectively assess this or that issue. Therefore for studying a certain topic, it is necessary to be acquainted with the opinion of an expert who has a more complete and modern vision of the subject of research.

To get the opinion of experts, such Internet resources as youtube.com and ted.com with the platform ed.ted.com, which allows you to create your own lesson based on the proposed video. The teacher can break the video into thematic fragments and work out the discussion of what he saw on lesson [6].

The use of Internet resources in teaching foreign languages makes it possible to create conditions for the development of all the necessary and appropriate competencies in students of the present day.

Methods for sharing contemporary ideas, trends, and their further discussion, which are widely used by teachers now, also have great motivational power in teaching foreign languages.

Along with this, having your own computer and digital devices with Internet access for almost every student greatly facilitates the teacher's task of engaging ness of students in the process of teaching a foreign language through the Internet [7].

The main questions when choosing a digital technology teacher are what to apply, how to apply and, most the main thing is why use this or that resource. It is necessary, first, to determine the main goals and objectives of the classes, and, consequently, the use of computer innovations in the framework of this lesson.

Then we must already be asking the question of which resource needs to be used for the most effective achievement of these goals and objectives, and, finally, how the training tool we have chosen is functioning. Detailed comprehending the above issues can significantly increase student engagement in the educational process and development of their skills and abilities necessary for successful implementation of future professional activities.

LIST OF USED LITERATURE

1. Belyaeva I.S. Iz opita sostavleniya uchebnogo posobiya po angliyskomu yaziku dlya studentov texnicheskogo vuza / I.S.Belyaeva, A.Ye.Shabanova // Vestnik Tverskogo gosudarstvennogo texnicheskogo universiteta. Seriya: Nauki ob общestve i gumanitarnie nauki. – 2016. – № 3. – S. 18–23.

2. Golubeva N. B. Razvitie kriticheskogo mishleniya kak vajniy element formirovaniya professionalno-orientirovannoy inoyazichnoy kompetensii // Vestnik universiteta. – 2015. – № 3. – S. 257–261.

3. Ivanova T.A. Obuchenie inostrannim yazikam v tverskom gosudarstvennom texnicheskom universitete v usloviyax integratsii Rossii v yedinoe obrazovatelnoe prostranstvo / T.A. Ivanova, I.V. Skugareva, A.Ye. Shabanova // Vestnik Tverskogo gosudarstvennogo texnicheskogo universiteta. Seriya: Nauki ob общestve i gumanitarnie nauki. – 2016. – № 2. – S. 88–93

4. Okan G. I. Aktivnie metodi obucheniya v vuze: soderjanie i osobennosti vnedreniya // Nauchniy dialog. 2012. № 1. S. 265–270.

5. Akai O.M., Kalashnikova A.A., Kalashnikov I.A., Pshenichnaya A.Yu. Pragmatic level of language personality in social networks. Current issues of linguistics and didactics : The interdisciplinary approach in humanities (CILDIAH 2017) Proceedings of the 7th International Scientifi c and Practical Conference. Advances in Social Science, Education and Humanities Research. – 2017. – R. 9–14.

6. Boldyreva, N.V. Infl uence of information and communication technologies on effectiveness of educational process // European Science and Technology: Materials of the Vth international research and practice conference. Vol. II, Munich – Germany, 2013, p. 75–80.

7. Brent, H. Infographic: The Gamifi cation of Education. 2012 // http:// www.technapex.com/2012/08/infographic-the-gamifi cation-of-education.