Efficiency of Using Internet Technologies in Teaching Foreign Languages

Sharipov Feruzjon Isor o 'gli
Teacher, Department of Methods of Teaching English, Uzbekistan State University of World Languages, Tashkent, Republic Of Uzbekistan

A B S T R A C T
The article deals with the issues based on analyzing effectiveness of using internet technologies in teaching foreign languages. As we know, one of the problems of modern education is the need to maintain a balance between the comprehension of the learning process itself and the methods of traditional education. The key to solving this problem is the Internet technologies in education, which involve the integration of new computing devices, the global distribution of web services and powerful software. This integration provides unlimited learning opportunities anywhere, anytime. Internet technologies constantly expand learning opportunities, provide practical experience of their implementation in the learning environment.

A R T I C L E I N F O
Article history:
Received 05 April 2022
Received in revised form
03 May 2022
Accepted 14 Jun 2022

Keywords: Face-to-face learning, knowledge, education, social networks, internet technologies, learning process.

Hosting by Innovatus Publishing Co. All rights reserved. © 2022

INTRODUCTION

Nowadays, in the modern world, the view of knowledge has also changed. Previously, it was believed that knowledge can only be obtained from various sources, but now such a way of working with information as “information loading” is also being considered. It is understood that social networks and the tools that can be found in them are used by students in order to independently create and upload content to the platform. The social network is not used as a ready-made bank of information, it is the information inside which is created by users.

DISCUSSIONS

Social networks, along with many other information and communication learning tools, were involved in the traditional educational process in English classes. These platforms have shown that they can be used effectively outside the classroom. The term "social network" is now very common in various areas of life. This indicates that the phenomenon is quite widespread in society. So far, there is no consensus on how exactly this term should be interpreted. For example, E. Bondarenko writes in his article that a social network is “software on the Internet that allows you to create your own profiles and connect with other participants in the virtual space” [5, p. 3]. A very similar definition can be found in the works of M.D. Boyd, where a social network is defined as “an Internet service that allows everyone to create a public or semi-public profile within the system, organize social relationships with other users. The nature and nomenclature of these relationships may vary depending on the site” [1, p. 211]. Some of the most popular social networks as Facebook, Tick Tock, Instagram and Twitter.

Face-to-face English classes can be characterized as limited in time and place of organization. It is the resources of the Internet that help to expand a person's ability to study not only within the walls of his educational institution. Social networks make it possible to organize distance learning, which is great for practicing all kinds of language skills and completing assignments, no matter where the student is and what time he does it.

After analyzing the data on the didactic properties of modern ICT, we can conclude that they are also

applicable to social networks.

Multilingualism, multiculturalism. Social networks are filled with content by the user himself, which means that information is provided in many languages of the world. Therefore, they are a good platform for learning English.

Inside social networks you can find tools such as blog, microblog, wiki, podcast, chat and much more that can be used by applying knowledge of the English language. Their diversity should encourage teachers to actively use social networks in teaching. In addition, the use of social Internet platforms will increase students' interest in the language, motivation and incentive to actively participate in various work formats and language practice [2].

Information technology is a set of processes that help collect, store and process information. The rapid development and spread of networked information technologies has opened up new perspectives in the field of education. The main goal of information technology is the effective creation and use of information resources in accordance with human requirements.

Any information technologies are based and depend on information, organizational, software, methodological and technical support. The main properties of information technology are interaction with the external environment, integrity, expediency, development over time, components of the structure.

All modern information technologies require significant expenses, scientific equipment and difficult training. The introduction of information technologies in any area begins with the development of software and the creation of information flows in the training systems of professionals.

The toolkit of information technology is interconnected software products for a specific type of computer, the technology for performing actions in which helps to achieve the final result. Any information technology consists of a design automation system and CASE technology.

METHODS AND ANALYSIS

The main problem of information technology is the rapid obsolescence and change to new technologies. It is connected with the imperfection of the means of technology. The main reason for this problem is the low development of methods for applying information technology.

To introduce modern information technology into an educational institution, it is first necessary to analyze all possible risks of lagging behind competitors due to mandatory obsolescence. Because any information technology is replaced by newer versions.

The rapid growth in the productivity of specialists in the development of new products and the quality of their creation, as well as the reduction in design time, are the main problems of modern society. The solution of these problems is determined by the degree of acceleration of scientific and technological progress.

The modern development of information technology entails an increase in the complexity of information systems that are created in various fields of human activity.

Today, the requirements for learning systems involve solving a variety of problems in choosing an individual framework for learning. A complete solution of these problems is impossible without the implementation of interrelated organizational, methodological and program-theoretical requirements.

The most effective way is the formation of computer training centers that operate on the basis of network technologies. These centers solve a complex of issues that are associated with a regular increase in the number of people who want to get an education, regardless of their location.

There are the following principles for creating these training centers:

1 versatility;

2 openness;

3 use of standard network solutions based on an integrated and universal database.

The system of education should be a means of independent study of academic disciplines by teachers of

any form of education and specialties. It is also necessary that the training system be prepared for the development of courses and the study of technical, humanitarian, natural sciences and socio-economic disciplines.

The computer learning system must be provided with the possibility of using the following modern methods and technologies of distance learning:

1 virtual lab;

2 electronic textbooks;

3 attestation and training testing;

4 reference books and dictionaries;

5 asynchronous and synchronous means of communication.

A modern computer learning system should be an open toolkit that allows a teacher to develop their own distance learning courses using the tools provided by the system.

The use of standard network solutions based on an integrated and universal database makes it easy to increase and scale the training system.

The use of Internet resources in the process of teaching various academic disciplines is today considered one of the topical issues of education. The main effective solution to this issue is the use of electronic editions of educational complexes and teaching materials. They allow teachers to receive modern data through photos, graphics, audio and video.

Internet resources in training can be used:

1 in the preparation of teachers of specific academic disciplines for external exams;

2 when preparing teachers for admission to educational institutions of a specific profile;

3 for in-depth study of a section or topic from the curriculum, or outside the curriculum;

4 to eliminate gaps in skills, knowledge and skills in specific subjects of the training program;

5 to study the main course of the training program, for people who are unable to attend educational institutions;

6 for additional teaching in a variety of subjects.

The study of theoretical and methodological literature showed that the use of Internet resources is not a guarantee of high-quality education, but plays the role of a "tool" that, together with modern teaching technologies, should enhance, personalize and rebuild the education system in a new way.

Hypertext technologies have helped develop data warehouses in information networks. Various categories of people have access to such repositories. The Internet contains a large number of different information resources that differ in subject matter, direction, composition, coverage and accessibility. These information resources are portals, sites and databases.

Hypertext is text that is presented in the form of autonomous blocks linked to each other by associations. With it, links are placed on Web pages that allow you to go to other pages or parts of this page.

Thus, hypertext organizes the relationship between various pages, uniting them into a common system.

The standard for representing knowledge and data on the Internet is the HTML hypertext markup language, which is recognized by the browser. When viewing Web resources in a browser, the user can navigate from one page to another that is located on another site.

Web pages on the Internet are interconnected with each other using hyperlinks. In order to develop pages and hypertext documents, conventional software and specialized programs are used. This way of presenting knowledge and data is called the World Wide Web.

Hypertext links in HTML are placed in the body of the document and are part of it. To increase the efficiency of access in hypertext systems, certain information storage formats are used. Documents in the

WWW service are ordinary files that are generated in a text editor.

Information material on the Internet includes the following elements: information articles, consisting of a concept or definition; a title consisting of the subject of the object being described; text, which may include various examples and explanations.

The main requirements for the construction of such a structure are:

1. the logic of highlighting a structural unit and comparing it with the content of the section;
2. availability for the teacher of the possibility of direct navigation from any structural unit to any other, logically connected with it;
3. the ability to move from this section to another section of the course.

Hypertext links in an electronic document can act as hyperlinks to the following elements: a dictionary of concepts and terms, personalities, static images, multimedia elements, text structural components, Internet resources, a list of historical dates and events.

Today, a subject teacher who works with modern information technologies needs the following skills and knowledge to organize professional activities in a telecommunications environment:

1 features and purpose of the telecommunications environment;

2 main network information resources and features of working with them;

3 features of conducting and organizing telecommunication projects;

4 methodological basis for organizing the work of students and teachers in the network;

5 main rules of user behavior on the network, as well as knowledge of telecommunications etiquette;

6 operation of electronic mail and online information services;

7 selection and processing of data that were received over the network;

8 organization of data search over the network;

9 organization and development of a network training project and a thematic teleconference.

Internet resources can be represented by databases, presentations, electronic educational complexes, educational films, teaching aids, collections of educational and teaching materials, textbooks. These resources are in addition to traditional teaching methods.

Today, the most effective means of optimizing learning is the use of electronic libraries of various profiles and directions, presented on the Internet.

Electronic libraries, which are located on the Internet, have the following disadvantages:

1 all books are scanned and not always processed with high quality;

2 electronic data may contain viruses;

3 is not always a convenient system of information retrieval on the site.

When working with Internet resources, students develop such basic skills in working with data as the ability to critically analyze it and effectively use it to solve practical and cognitive problems. Students also develop knowledge and skills of computer and information technology tools.

Electronic libraries, which are located on the Internet, have the following advantages:

1 large amount of data and selection of available literature,

2 ease of use and low cost of the data obtained;

3 minimizing the time that was spent searching for data.

Gradually, students master the features of the structure of data flows, the skills of their selection, analysis, search, evaluation, processing and systematization of the use of methods and means of their protection.

As well as, one of the important characteristics of modern society is the rapid development of information and communication technologies, their active implementation not only in scientific, educational and industrial activities, but also in the spiritual and cultural spheres, in everyday life.

The main goals of informatization of society is the most complete satisfaction of its information needs in all areas of activity. The source of economic potential in the modern world is knowledge, which is acquired by obtaining appropriate education and the ability to use it.

Education is a complex social institution that has a relative independence of functioning, has the ability to actively influence the development of social, demographic, professional and spiritual life. Therefore, the relationship and interdependence of education on society has a humanistic meaning.

The Internet has unique opportunities for improving the quality of education and preserving cultural heritage.

Using the Internet, you can present your educational or cultural-cognitive information in the most convenient and visual form based on hypertext or hypermedia text, organize a tele- or videoconference, use chat or e-mail for communication.

CONCLUSION

The technical and information capabilities of the global Internet are constantly being improved and developed. Users of this network have unlimited access to this global repository of information, regardless of age, location and time of day.

This new phenomenon of the Internet has all the technical, software and communication capabilities for use in self-development of the individual and the organization of the educational process using the widest range of information resources that more than one generation of teachers dreamed of. However, with the advent of such a phenomenon that has all these capabilities, their use occurs spontaneously, chaotically and not systematically.

The achievements currently available in the field of informatization are primarily due to the highest level of hardware and software of modern and communication technologies (multimedia, hypermedia technologies, virtual reality, the Internet system).

Meanwhile, the use of modern computer and telecommunication technologies often does not have sufficient scientific and pedagogical justification, the creation of information resources occurs spontaneously, and there is also insufficient knowledge of the negative factors in the use of these technologies.

References:

1. Isachenko, O.V. Computer network Software. M.: Infra-M, 2012. - 120 p.
2. Kalinkina, T.I. Telecommunication and computer networks. Architecture, standards and technologies. M.: 2010. - 288 p.
3. Komarova, T.S. Information and communication technologies in education. M.: 2011. - 128 p.
4. Lesnichaya, I.G. Informatics and information technologies. M.: 2006.
5. Maksimov, N.V. Modern information technologies. M.: Forum, 2008.
6. Mikhasev, V.G. Computer networks, Internet and multimedia technologies. M.: 2007.
7. Nikolskaya, I.A. Information technologies in special education. M.: 2011.
8. Romanova, Yu.D. Informatics and information technologies. M.: 2011.
9. Ryazantseva, T.I. Hypertext and electronic communication. M.: 2010.
10. Sergeev, S.V. word. Excel. Internet. Email. M.: 2008. - 320p.
11. Smirnov, A.V. Methods of application of information technologies in teaching. M.: 2008. – 240p.