

USING INTERNET RESOURCES IN RUSSIAN LESSONS

Tasheva Dilorom,
researcher of Samarkand State University veterinary
medicine of livestock and biotechnologies, Uzbekistan

Djanzakova Matluba,
researcher of SamSU academic lyceum, Uzbekistan

Abstract

Innovative educational technology is a process, result and condition of joint creative activity of a teacher and a student, based on a certain philosophical concept and presupposing the mandatory achievement of planned goals in the course of the sequential implementation of a non-standard system of actions and operations. This topic is relevant and at the same time not sufficiently developed for use in an education setting as the aim of the article is to consider the features of studying the Russian language in modern conditions in institutions and study the influence of IT on learning motivation.

Keywords: level differentiation, collective methods, design, multi-level learning, modular learning, principles, natural conformity, dynamism, educational environment abilities, opportunities.

A characteristic trend of the coming 21st century is globalization. The development of macroeconomics and the intensification of business processes at the international level, the creation of transnational corporations that hire young professionals from different countries determine the need to create a global educational space, which is reflected in the signing of the Bologna Agreement by a number of European states. In the context of its implementation, the problem of the quality of teaching a foreign language in Uzbekistan, which has entered the Bologna process, acquires urgent significance [1].

The modern socio-pedagogical situation in Uzbekistan is characterized by innovative processes aimed at finding new pedagogical paradigms and technologies. They are based on the implementation of the idea of personality-oriented education. The main principles of this paradigm are: cultural conformity, a value-based attitude towards the students, the development of his subjectivity, a personal-humane approach, support for students' individuality, creativity, etc. And here, according to the majority of teachers, the most difficult thing is the transition to personality-oriented pedagogical technologies [2].

The concept of “technology” came into pedagogical practice along with scientific and technological revolution in the 20th century. This has become a natural phenomenon, because The teacher, armed with a certain set of methodological and didactic clichés and algorithms, using technical teaching aids, was able to achieve effective results in a more optimal mode of activity. Today there is the concept of “pedagogical technology”, which includes the following content: it is a systematic method of creating, applying and defining the entire process of teaching and acquiring knowledge, taking into account technical and human resources and their interaction, which aims to optimize forms of education.

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New technologies are widely used in the process of learning foreign languages at university [3].

The main goal of teaching foreign languages is the formation and development of the communicative culture of students, training in practical mastery of a foreign language. According to E.S. The teacher’s task is to create conditions for practical language acquisition for each student, to choose teaching methods that would allow each student to show their activity and creativity.

The teacher’s task is to activate the student’s cognitive activity in the process of teaching foreign languages [4] . And modern pedagogical technologies, such as collaborative learning, project-based methods, the use of new information technologies, and Internet resources help to implement a person-centered approach to learning, ensure individualization and differentiation of learning, taking into account the abilities of students, their level of learning, and their inclinations.

At the present stage of higher education reforms, serious changes are associated with the introduction of information and communication technologies (ICT) into the educational process. The implementation of the reform is carried out by the university through solving tactical, methodological and organizational problems. It is the use of information and communication technologies that makes it possible to solve the main contradiction of the modern education system - the contradiction between the rapid pace of knowledge growth in the modern world and the limited capabilities of an individual to assimilate it [5].

Today, it is considered indisputable that humanity is actively creating an information society, and modern infocommunication technologies are acquiring paramount importance in this. That is why the attention of scientists is focused on a

comprehensive analysis of those transformation processes that occur in society as a whole and in education as its ontological manifestation.

All this has a noticeable impact on education: thanks to the introduction of new information and communication technologies, access to education is expanding, and an open education system is being formed

According to E.N. Nasibullina, the level of political, economic and technological development of the world community provides for the formation of students' personal experience of existing in the information space [6]. From the point of view of language education, this involves determining the capabilities of information and communication technologies in relation to the technological basis of the educational environment (where, along with traditional materials and forms of work, new generation educational materials and ICT resources are used), as well as the space that determines the sociocultural uniqueness of the linguistic society being studied.

The methodological literature offers structural blocks for the formation of a technological basis. An analysis of such sources makes it possible to divide the capabilities of ICT in developing intercultural interaction skills into two areas [7]: providing a space within which learning takes place (learning environment), and tools that allow the construction of a "thesaurus of a secondary linguistic personality." The first area, characterizing the information environment, includes a microportal, a closed educational platform, and an Internet site. The second area includes tools of various types: from Internet communication resources, specialized software to general software applications such as Word, PowerPoint, Excel [8].

The introduction of information and communication technologies makes it possible to effectively realize the possibilities of new pedagogical technologies of student-oriented learning: level differentiation, collective methods of teaching, design, multi-level learning, modular learning, which are based on the principles of natural conformity, dynamism, allowing to create an adaptive educational environment that realizes the abilities and opportunities for each student

According to N.S.Kirgintseva [9] "The late 1960s - early 1970s were marked by the inclusion of some cultural elements in teaching foreign languages and the study of language utterances in various social and cultural contexts. As a result, in the theory and practice of teaching a foreign language (FL), there was a transition from audiolingual and grammatical-translation methods to communicative ones." The use of ICT in foreign language education will create a real language environment for the formation of truly communicative skills and abilities.

In turn, this direction has formed the project methodology of education, which in modern conditions seems to be the main line of development of the content and

methods of educational programs. The ICT-based project method (asynchronous text communication) has been widely used in Uzbek education since the early days of the development of the Internet in Uzbekistan. This type of communication continues to play an important role, despite the development of synchronous and multimedia technologies. The combination of active learning methods, with an interactive learning environment and computer-mediated communication, such as the Web, email and chat, allows progress towards solving problems such as:

- motivation to use the acquired knowledge in practice,
- teaching a foreign language outside the language environment,
- information and computer literacy,
- adequate intercultural communication [10].

However, interactive educational computer-mediated communication between teacher and student, when the acquired knowledge is acquired most.

In modern methods of teaching foreign languages, the use of multimedia and hypermedia properties of information and communication technologies plays a significant role [15]. The current variety of methods of teaching a foreign language in educational institutions of various types makes it possible to use all types of teaching aids, including computer electronic courses. It is safe to say that at the moment there are various options for using information and communication technologies both in individual foreign language classes and throughout entire courses [11].

So, for example, N.S. Kirgintseva argues that “today, in the most general terms, we can distinguish three main ways of using the capabilities of modern computers in teaching a foreign language.”

Among them, the author identifies the following:

- use of ready-made software products for learning a foreign language, supplied mainly on CDs;
- the use of software products created directly by teachers (or teachers together with students) in various instrumental environments or visual design environments;
- use of Internet resources [12].

At the same time, the third way of using infocommunication technologies in the practice of teaching foreign languages is the most popular and well-researched.

As many researchers say, the potential of the Internet is inexhaustible, including in the field of education. At this stage, the use of the Internet as a reference and information system predominates in the language teaching process. Telecommunications projects have become widespread in recent years [13]. This form

of work provides an opportunity for a dialogue of cultures, allowing students, in the process of achieving educational goals and objectives, to get acquainted with another culture, with the peculiarities of the mentality of representatives of other countries and cultures. The project method involves creative and research activities of students, allows you to integrate different academic disciplines, use different modes of student work, and organize learning in collaboration. The Internet is equally favorable in the educational process both for organizing individual work (completing tasks based on searching for information, passing tests, filling out forms and forms, etc.) and collective work (creating Internet pages or servers, databases, publishing an Internet newspaper, working in the "patchwork" type letter writing mode) [14].

Thus, it seems possible to state that today in the teaching of foreign languages the following are used (according to the degree of prevalence and linguodidactic sophistication):

- Internet resources (text, video and audio information, forums, e-mail, webquests, chats, teleconferences);
- electronic lexicographic sources (network and local versions);
- multimedia (electronic) textbooks and interactive books for teaching and learning foreign languages;
- elements of artificial intelligence (expert systems, intelligent agents).

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