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## PROBLEMS OF TEACHING A FOREIGN LANGUAGE IN INTERNET RESOURCES IN TECHNICAL EDUCATIONAL INSTITUTIONS

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**Annotation.** The article discusses the problems of teaching a foreign language in technical educational institutions using Internet resources.

**Keywords.** Technical universities, foreign languages, Internet resources.

In today's fast-growing technological society, there is a growing need for highly qualified and professionally qualified specialists. Uzbekistan has clearly defined the criteria for entering the global educational space and is modernizing the education system in accordance with international requirements. The driving force of the innovative processes taking place in technical higher education institutions is the desire to adapt to the domestic labor market and enter the world education system as a full member. We need to constantly adapt educational programs to the requirements of the labor market. The quality criterion determines the readiness for practical activities and the real competitiveness of the graduates.

One of the most revolutionary achievements that has had a significant impact on the global educational process in recent decades has been the creation of a global computer network called the Internet, which means "international network" [1].

Cyberphases for educational purposes is an entirely new field of general didactics and special methodology, as the changes that take place affect all aspects of the learning process, from the choice of technical and work methods to the changing requirements of students' academic degrees.

An important basis for the mass computerization of education is undoubtedly explained by the fact that the modern computer as a whole is an effective means of optimizing mental working conditions in all its manifestations.

Information and pedagogical technologies are based on the following main electronic didactic functions [1-4]:

- Ensuring the awareness and content of information about the received education, the formation of ideas and concepts;
- information content, because teaching aids are a direct source of knowledge, ie. carriers of a particular data;
- compensator, which facilitates the learning process, contributes to the achievement of the goal, with less time;
- flexibility aimed at maintaining a favorable environment for the learning process, the organization of demonstrations, independent work, continuity of knowledge;
- integrative, which allows to consider an object or event as a part and as a whole.

One of the new requirements for teaching foreign languages using Internet

resources is to create interactions in the classroom, which is commonly referred to as interactivity in methodology. This principle is not new, but so far there is no single definition of this approach.

Interactivity is “combining, coordinating, and complementing communicative goal and outcome efforts through speech”. From this we can conclude that a virtual interactive approach is one of the tools to achieve a communicative goal in the lesson. This is distinguished from the principle of communication by the presence of real cooperation, the lack of focus, where the main focus is on developing communication skills and working in a team, although this is not a mandatory goal for a communicative task.

The main goal of learning a foreign language is the formation of communicative competence, all other goals (learning, learning, development) are realized in the process of achieving this main goal [2].

Teaching a foreign language means teaching communication, data transmission and comprehension. There are three ways to take foreign language teaching to a new level on the Internet: communication, information, and publishing. Communication is done via email, large layers of information are posted on the World Wide Web, publishing can be done by creating your own page on the Internet.

Communicating in a real language environment provided by the Internet, students face real life situations. Students involved in solving many important, real, interesting, and achievable problems learn to respond to them spontaneously and adequately, which encourages the creation of originals rather than manipulating the template of language formulas.

As an information system, the Internet offers its users a variety of information and resources. The basic package of services includes: e-mail (e-mail); news groups (usenet); video conferencing; the ability to publish your personal information, create your own personal page (homepage), and host it on a web server; access to information sources: data catalogs (yahoo !, ultrasmart, look smart, galaxy); search engines (alta-westa, hot-bob, open text, Webs-rawler.); online chat.

These resources can be actively used in the lesson.

The internet is a great tool for getting information about the latest events in the world. With the help of the Internet, you can turn your audience into a news agency, your students into first-rate reporters. This type of activity is suitable for large courses as it involves great reading and interpreting skills, fluent speech.

You can invite students to work in two or three, offering scholarly articles covering all areas of life: sports, weather, culture. The advantage of this work is that in addition to differentiating the tasks, the whole audience is fully involved: strong students can learn more difficult articles, weak students can be reported on weather conditions or things in the field of culture.

In addition to working on reading and speaking skills, you can replenish your vocabulary. To do this, students should be invited to compile dictionary articles based on the information they have read. It is possible to acquire new grammar skills, examples of which are given in the articles. Here you should also provide links to sources. To develop intercultural competence, there are advantages to researching articles on a particular topic by only one news agency over

a long period of time: by studying the problem in depth, students can not only determine a particular country's position on the problem being studied, but also learn the basics of such a view. , will be able to predict the course of events. After the work is done, a discussion or teleconference is necessary, in which the work of each student or group becomes a separate branch of the common problem, i.e. students gain multifaceted things by sharing their results and putting them together.

In order to teach communication in a foreign language, you need to create real, real-life situations that encourage learning of the material and develop appropriate behavior, and this can be done with the help of new technologies, especially the Internet.

It is well known that what a person learns, he strives to use in his future activities. The use of students' knowledge, skills, and abilities is based on transmission, and transmission primarily depends on how appropriate the learning environment is for the conditions in which that knowledge, skills, and abilities need to be used. Therefore, it is necessary to prepare the student to participate in the process of learning a foreign language in the context of communication with foreign languages. This defines the essence of communicative learning, which consists in the fact that the learning process is a model of the communication process.

In addition to communicative needs, students need to learn how to use the Internet to be more responsible for themselves. They need to develop their ability to cope with a situation where their language resources are insufficient; have good exercise skills; the ability to evaluate one's own speech and

development, as well as the ability to identify and solve learning problems.

Developing students' independence through the global network is a gradual process that needs to be constantly encouraged. Perhaps the most important task facing a language teacher is to find the best ways to lead students to gradually growing independence.

It takes time to communicate online. A supportive socio-psychological environment in which the student participates is needed. He is confident that he will be respected as a person with his own views, interests, strengths and weaknesses, and preferred style of learning. This atmosphere is characterized by a spirit of mutual assistance, learning a foreign language via the Internet is a socially defined experience.

Teaching in real language on the Internet helps to shape the student's speaking ability, as well as provides a sincere interest in teaching vocabulary and grammar and therefore efficiency. In addition, the Internet only develops skills that are important for a foreign language. It is primarily concerned with mental operations: analysis, synthesis, abstraction, identification, comparison, mukhtapaziya, verbal and semantic prediction, and so on.

With the power of Internet technology, it is possible to go beyond foreign powers, even in terms of "language". The Internet develops students' social and psychological qualities: their self-confidence and ability to work in a team; acting as an interactive approach tool, creating a conducive learning environment.

Interactivity not only creates real-life situations, but also forces students to respond

to them adequately through a foreign language. And when it starts working, we can talk about language competence, even if there are mistakes. The key is the ability to respond spontaneously, appropriately to others, to express their feelings, to tune in and reconstruct along the way, i.e. we can view interactivity as a way to self-develop through the Internet: partners' language, skills, manners the ability to track and copy the use of rules can bring out new meanings of problems during a joint discussion.

Today, there are many sites dedicated to learning English. Students majoring in "Surface Transport Systems" of technical universities use the website city.net in their classes, which allows you to travel to different countries, where you can find all the information about the selected country - from photos of monuments, natural resources and land. You can find detailed information about the transport system in the language you are studying. City.net is a great navigator. Once in any country, students can get acquainted with its features using hypertext or links (links). In the process of training students majoring in "Ground Transportation Systems" in technical higher education institutions, they show great interest in information and computer and Internet technologies, in which case the Internet is a good tool for developing their technical and creative abilities. development of independence; developing responsibility and perseverance, etc. The Internet allows students not only to get the information they need, but also to publish their work, which is a great incentive to learn. Therefore, the aim of our work is to increase the information culture and literacy of students; expansion of the didactic environment; is to develop students' creative abilities.

Thus, using the information resources of the Internet, adding them to the learning process, it is possible to effectively solve a number of didactic tasks in the English classroom:

- formation of various reading skills;
- Improving the skills of listeners on the basis of original audio texts of the Internet, as well as prepared by the teacher;
- Improving the skills of monologue and dialogic speech on the basis of problematic discussions presented by a teacher or student, network materials;
- to improve writing skills, individually or in writing, to respond to partners involved in the preparation of essays, essays and other epistolary products of joint activities of partners;
- Fill in the active and passive phrases with a dictionary of modern English, which reflects a certain stage in the culture of peoples, social and political structure of society;
- cultural knowledge, including the rules of speech etiquette, in particular, the speech behavior of different peoples in communication, especially the culture, customs and traditions of the country under study;
- The formation of active interest of students in a foreign language in the classroom on the basis of the systematic use of "live" materials, the discussion of not only questions related to the textbook, but also current issues of interest to all.

The role of the teacher in working with the Internet will change, its main task is to develop the personality of students, to support and guide their creative pursuits. Relationships

with students are based on the principles of collaboration and joint creativity. In such circumstances, it is necessary to reconsider the organizational forms of educational work developed today: an increase in individual and group work of students, a departure from traditional classes with the predominance of explanatory and visual teaching methods, an increase in practical and creative work.

The above is the basis for the formation of priorities arising from the requirements of higher education informatization in terms of training of specialists in the field of electricity:

- It is necessary to improve the educational process for future electricians on the basis of regular use of Internet technologies in technical higher education institutions, to review the organizational forms of educational activities, to develop a training package.

methodological documents that take into account the specifics of the professional activities of electricity specialists;

- It is necessary to study the issues of providing methodological and practical recommendations for future electricians on the formation of professional qualities, characterized by the development of modern information technologies and the ability to use them optimally.

In short, the use of Internet technologies is important and relevant in the formation of information and communication competence of future electricians, modernization of the educational process and updating the content of foreign language courses.

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