

Efficiency of Using Electronic Educational Resources in Teaching Foreign Languages

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Annotation: The use of computer technology is one of the key factors in improving the quality of teaching foreign languages in higher education institutions, allowing you to create the most productive learning environment. This article analyzes various electronic resources used in the process of teaching foreign languages.

Keywords: foreign language teaching, e-learning, electronic educational resources, electronic reference and information systems.

INTRODUCTION

It is known that, e-learning and distance learning technologies are widely introduced into the educational process of higher educational institutions. The main goal of distance learning is to ensure the availability of higher education for those categories of the population who, due to their employment in professional activities or remoteness from the locations of higher educational institutions, are unable to attend classes.

Nevertheless, e-learning has a number of advantages, such as the presentation of a large amount of information, the choice of an independent trajectory for studying the topic, interactivity, and others that justify the inclusion of its elements in the real educational space of the university.

A necessary condition for the use of e-learning is the creation of an electronic information and educational environment, which includes electronic information resources, electronic educational resources, a set of information technologies, telecommunication technologies, relevant technological tools that ensure the development of educational programs by students in full [2].

DISCUSSIONS

When learning a foreign language, the following electronic educational resources can be used:

- electronic textbooks for obtaining the necessary information and practicing lexical and grammatical skills;
- audio and video recordings, allowing to improve the skills of listening to foreign speech;
- electronic tests for self-control of the level of assimilation of the studied material;
- Electronic reference and information systems (electronic dictionaries, thesauri, glossaries, electronic encyclopedias).

The characteristic features of modern electronic reference and information support in a foreign language include:

- ✓ use of hypermedia and hypertext technologies;
- ✓ the ability to search by keywords or expressions;

- ✓ availability of modules for automatic translation of texts;
- ✓ the possibility of storing large amounts of information;
- ✓ The possibility of presentation on various media [1].

In e-learning a foreign language, the following forms of communication are distinguished:

- synchronous communication, involving real-time communication with the use of distance learning technologies, videoconferencing, virtual classes, etc.;
- asynchronous communication, involving the exchange of information with a time delay using e-mail, forums, websites, blogs, etc.;
- Mixed communication based on a combination of synchronous and asynchronous technologies [3].

The use of electronic educational resources increases the motivation of students to learn a foreign language, reduces the time to search for information, and contributes to the faster formation of foreign language communicative competence.

E-Learning technology fully meets the needs of today's learners. The concept of teaching, when the teacher is the central figure in the lesson and dominates the passive learners, is outdated. Teaching a foreign language is one of those areas where information and communication technologies have organically fit into the educational process. The Internet, YouTube, Skype, Twitter, blogs and podcasting are the most successful online tools that have changed the methods and ways of teaching foreign languages. The organization of video conferences and seminars in a foreign language makes the lesson more interesting and motivates students to study a foreign language [3].

A diverse set of technical teaching aids is used by teachers to create a creative atmosphere in the classroom. These tools make learning more interesting, interactive, meaningful and stimulating because they have the power to reform traditional forms of learning. The promotion of E-Learning technology expands the possibilities of the process of learning a foreign language, as it goes beyond the traditional way of learning.

Easy and quick access to materials, the ability to choose the place, time and pace of learning, immediate feedback from the teacher or other students - these are the advantages that make learning a language interesting.

Foreign language teaching has undergone tremendous changes in recent years, and from our point of view, five main trends can be distinguished in the teaching of a foreign language:

1. Create networking groups.
2. Taking into account the needs of the teacher and students.
3. Using the technology of reflective practice in foreign language classes for professional purposes.
4. Creation of a teacher's portfolio.
5. Development of educational electronic materials.

Today, teachers of HEI are faced with the task of changing the attitude of students to the study of a foreign language in terms of foreign language proficiency as a means of communication, and not in terms of imitating native speakers of this language.

The spread of tablets and smart phones threatens the existence of printed textbooks, and there is a possibility that they may disappear in a few years. In addition, access to knowledge has changed dramatically in terms of flexibility and mobility. At present, Internet resources are considered as alternative means of information for studying a foreign language. Let's consider a few examples of using Internet resources in the course of a lesson or students' independent work.

Online learning (distance learning/online learning) provides an opportunity to create well-designed, interactive e-learning environments. There are thousands of language learning websites that offer training to improve basic language skills: listening, speaking, reading and writing.

Of the numerous online tools that the teacher has the opportunity to use to intensify the teaching of a foreign language and motivate students to learn the language, we have identified the following [3]:

Email.

Students can correspond via e-mail with native speakers in the target language by creating a personal account (g-mail, yahoo, hotmail, etc.). They can send the completed assignment to the teacher for review. The teacher, in turn, has the opportunity to provide students with their feedback on the work done, offer to work on the mistakes, etc.

Blog.

A blog is a personal or professional website that is exposed to the public online, the main content of which is regularly added entries containing text, images or multimedia. The differences between a blog and a traditional diary are determined by the environment: blogs are usually public and involve third-party readers who can enter into a public debate with the author (in a comment on a blog post or on their own blogs). Blogs become interactive when participants act in different roles: writer / reader / reviewer.

Blog.

This is a blog in the form of video recordings (video blog).

Skype

Every computer or laptop has audio and video features. Students using video cameras can communicate with their teachers and friends, as well as with native speakers. This helps them improve their pronunciation and expand their vocabulary.

Smartphone's and iPods.

Students can install apps on their mobile device or use websites to:

- ✓ improving pronunciation skills (<http://www.learnenglish.de>);
- ✓ translation (www.translate.ru/dictionary/en-ru/bingo);
- ✓ spell checker (<http://www.lingualeo.com>);
- ✓ using the SMS messaging service to practice writing skills;
- ✓ Installation of the Viber application to practice speaking skills.

Also, the use of smart phones or iPads allows students to create and share texts, images, audio and video recordings. In addition, students can record and listen to their speech.

The use of electronic educational resources presented in electronic digital form and including the structure, subject content and metadata about them, greatly facilitates the work of the teacher and allows you to organize educational work with students, regardless of their location and time [2].

Vivid examples of EER are electronic textbooks and teaching aids, methodological materials and educational and visual materials, interactive training programs. Pedagogical EER also includes electronic educational publications, which are a set of electronic educational materials (electronic educational and methodological complexes and electronic sets of educational and methodological materials in disciplines) [4].

CONCLUSION

In conclusion, it should be noted that such advantages of modern EER as the breadth of distribution, multimedia, interactivity and accessibility make it possible to save time, find the necessary information in the right section, get acquainted with it, perform lexical and grammatical exercises and pass the test control. And all this the student can do independently, at a convenient time and in the right amount [4].

Meaningful and appropriate use of EER allows you to improve the quality of education, convey the necessary knowledge to students, motivate independent creative activity and consolidate the material covered. The use of EER in the educational process is not the goal of the teacher, but a means to increase the amount of knowledge and improve their quality, develop the skills and abilities needed in the modern world.

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