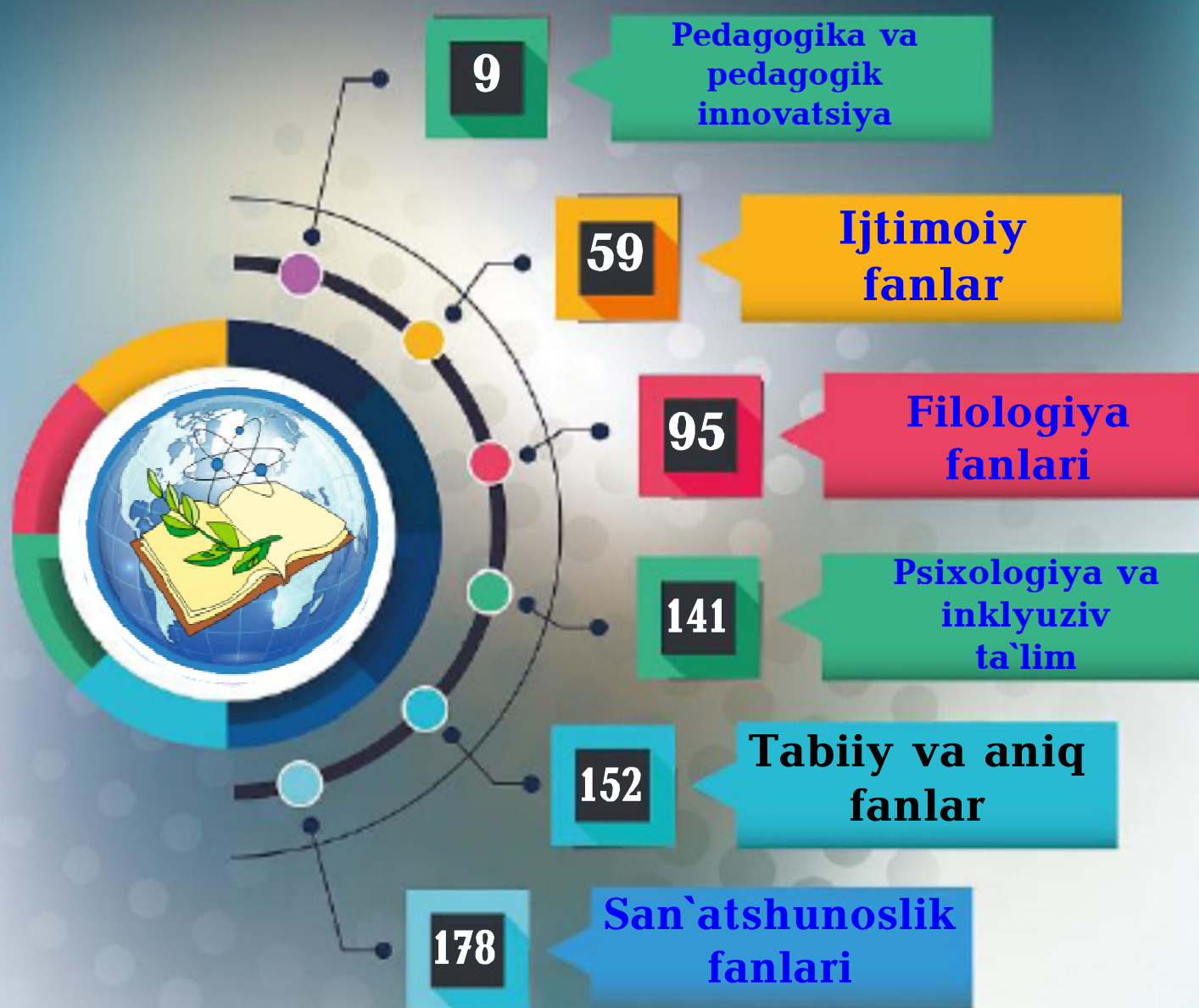


# TAFAKKUR

## ZIYOSI

*ilmiy-uslubiy jurnal*  
*Тафаккур зиёси 2/2020*



**Журналнинг халқаро ISSN рақами: 2181-6131**

**Журналнинг Index рақами: 3535**

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ҳам долзарб муаммолардан. Бугунги кунда лисон ва нутқни изчил фарқлаш асосида изоҳли луғатлар тартиб бериш, лексемаларни ўқув изоҳли, даражаланиш, уядошлик, маънодошлик каби луғатларда тавсифлаш масаласи ўта долзарблиги билан характерланади.

Тилнинг энг таъсирчан сатҳи унинг лексикасидир. Давр руҳи, аввало, лексикада акс этади. Шу боисдан тил ижтимоий-сиёсий кўтарилиш ва эврилишлар гирдобига тушганда унинг лексикаси ва тилшуносликда лексик талқинлар янгича тус олади. Истиклол даврида ўзбек тили лексикаси бўйича тадқиқотлар салмоғининг ниҳоятда кенг қамровли талқинлар объектига айланганлиги ҳам шу ҳолат билан белгиланади. Бироқ бугунги кунда назарий лексикологик тадқиқотлар қамровининг ортиб боришига қарамасдан, амалий лексикографик ва лексикологик тадқиқотлар, нутқ ва мулоқот маданияти масалалари бўйича изланишлар салмоғининг сезиларсиз эканлиги ачинарли-

дир. ҳолбуки, назарий, фундаментал тадқиқотлар инновацион, инновацион тадқиқотлар амалий тус олмас экан, ўзбек тилининг қўлланиш самарадорлиги ошиши муаммоларини ечиш долзарб, ечимини кутаётган масалалар сифатида қолаверади. Чунки "инсоннинг мукаммаллашувида тилнинг ўрни беқиёс. Шунинг учун тил тадқиқи, тил таълими соҳасида олиб борилаётган ишларда инсоний камолот биринчи ўринга чиқиши лозим. Шу нуқтаи назардан қаралса, кўпинча лингвистик тадқиқотлар, она тили бўйича бериладиган билимлар амалий ҳаётдан анча йироқдек тасаввур уйғотади. Давр эса кўплаб фан соҳаларида ўрганиш манбаига прагматик ёндашувни тақозо қилмоқда. Зеро, Президентимиз таъкидлаганларидек, она тилидан амалий фойдаланиш самарадорлиги тилшунослик ва тил таълимидаги долзарб вазифалардан ҳисобланади, бунга эришиш эса ёшларни юксак маънавиятли шахслар қилиб тарбиялашда катта роль ўйнайди"<sup>5</sup>.

<sup>5</sup> Менглиев Б. Тилда имконият ва воқелик муштараклиги // "Маърифат" газетаси, 2013 йил 15 май.

Тақризчи: ф.ф.ф.д.(PhD), Ф. ЖУМАЕВА

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## THE INTERNET IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

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**ABSTRACT:** The main purpose of teaching foreign languages is the formation and development of a communicative culture of students, training in practical mastery of a foreign language. A communicative approach involves teaching communication and building the ability to intercultural interaction, which is the main function of the Internet. Modern pedagogical technologies, such as training in collaboration, a project methodology, the use of new information technologies, Internet resources help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students, their level of education, inclinations, etc.

**KEYWORDS:** foreign language, communicative culture, new technical means, activity, Internet, practical mastery.

**АННОТАЦИЯ:** Основной целью обучения иностранным языкам является формирование и развитие коммуникативной культуры студентов, обучение практическому овладению иностранным языком. Коммуникативный подход подразумевает обучение общению и формирование способности к межкультурному взаимодействию, что является основной функцией Интернета. Современные педагогические технологии такие, как обучение в сотрудничестве, проектная методика, использование новых информационных технологий, Интернет-ресурсов помогают реализовать лично-ориентированный подход в обучении, обеспечивают индивидуализацию и дифференциацию обучения с учётом способностей студентов, их уровня образования, склонностей и т.д.

**Ключевые слова:** иностранный язык, коммуникативная культура, новые технические средства, деятельность, Интернет, практическое мастерство.

**АННОТАЦИЯ:** Чет тилларини ўқитишнинг асосий мақсади талабаларнинг сўзлашув маданиятини шакллантириш ва ривожлантириш, чет тилини амалий жиҳатдан ўргатишдир. Коммуникатив ёндашув мулоқотни ўқитишни ва Интернетнинг асосий вазифаси бўлган маданиятлараро ўзаро таъсир ўтказиш қобилиятини шакллантиришни ўз ичига олади. Ҳамкорликда ўқитиш, лойиҳа методологияси, янги аҳборот технологияларидан фойдаланиш, Интернет ресурсларидан фойдаланиш каби замонавий педагогик технологиялар ўқувчиларни шахсга йўналтирилган ёндашувини амалга оширишга ёрдам беради, ўқувчиларнинг қобилиятлари, уларнинг билим даражаси, мойиллиги ва бошқалар ҳисобга олинган ҳолда таълимни индивидуализатсия ва табақалаштиришни таъминлайди.

**Калит сўзлар:** чет тили, коммуникатив маданият, янги техник воситалар, фаолият, Интернет, амалий маҳорат.

The problem of using the Internet in the process of teaching a foreign language began to be discussed abroad in the early 90s of the last century. For a deeper understanding of the issue, we studied special literature and analyzed numerous studies. Increasingly, the question arises of the use of new information technologies in teaching a foreign language. This is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is the formation and development of a communicative culture of the student, teaching practical mastery of a foreign language. The teacher's task is to create the conditions for practical mastery of the language for everyone, to choose such teaching methods that would allow them to show their activity, their creativity. The task of the teacher is to intensify the student's cognitive activity in the process of teaching foreign languages. Modern pedagogical technologies (training in collaboration, a project methodology, the use of new information technologies, others) and Internet resources, in particular, help to implement a personality-oriented approach to learning, provide individualization and differentiation of training, taking into account the abilities of students, their inclinations, etc<sup>1</sup>.

#### **The Internet allows you to effectively solve a number of didactic problems:**

- \* activate the mental abilities of students,
- \* attract passive students to work,
- \* make classes more visual,
- \* provide the educational process with new, previously inaccessible materials, authentic texts,
- \* accustom students to independent work with materials,
- \* provide instant feedback,
- \* increase the intensity of the educational process,
- \* provide live communication with representatives of other countries and cultures,
- \* to form the skills of effective reading, writing and listening, monologic and dialogical speech, Expand words knowledge,
- \* cultivate tolerance, receptivity to the spiritual and cognitive experience of other nations,
- \* implement a personality-oriented and differentiated approach to learning,
- \* to form skills providing information competence, etc.

The possibilities of using Internet resources are enormous. The global Internet creates the conditions for obtaining any information necessary for students and teachers located anywhere in the world: regional geographic material, youth news, articles from newspapers and magazines, necessary literature, etc. Using the Internet in the educational process makes it possible to feel what real communication is, helps to better learn a foreign language with the help of foreign friends, promotes the interpenetration of two cultures, enriches students with intercultural knowledge and skills. As an

information system, the Internet offers its users a variety of information and resources. A basic set of services may include:

- \* e-mail (e-mail);
- \* teleconferences (usenet);
- \* video conference;
- \* the ability to publish your own information, create your own homepage and post it on a Web server;
- \* access to information resources:
- \* help directories (Yahoo !, InfoSeek / UltraSmart, LookSmart, Galaxy);
- \* search engines (Alta Vista, HotBob, Open Text, WebCrawler, Excite);
- \* online conversation (Chat), etc<sup>2</sup>.

The demand for foreign languages in the modern world is now obvious to everyone. Direct ties between domestic and foreign higher education institutions expanded and joint educational programs for inter-school cultural and educational exchange of students began, as well as for joint activities of universities as partners in the field of pan-European education, international student development, and participation in international projects. Now there is an opportunity to continue studying at international higher educational institutions, more and more citizens go on vacation abroad, foreign contacts expand. In the process of studying this issue, it was proved that, ideally, a foreign language lesson is an immersion in the environment of the language being studied. However, mastery and creativity alone are not enough to realize the task. Additional helpers are needed to recreate this immersion effect in the classroom. Such resources today, of course, are information and educational technologies and, in particular, the Internet.

Using the Internet in the educational and educational process can significantly stimulate the cognitive process of students, develops skills in working with a variety of sources, etc. For students: a variety of techniques increases interest in studying the subject, the process becomes more fun. Using a computer can liberate closed students, increasing independence, the ability to participate in various contests, contests, projects, and more.

For the teacher: solving new methodological problems, improving the professional level. The process of co-creation with subject teachers is stimulated. The computer allows you to create a base for monitoring student performance, a set of test tasks.

Preparing for a lesson becomes a real creative process, and the brightness, entertainment and novelty of computer elements, in combination with other methodological techniques, make the lesson fascinating and memorable. Students learn to talk with their correspondence partners in a correct and interesting way, giving both factual information and their comments on this issue (expressing their opinion, indicating reasons). They master the technique of conducting a conversation (the correct beginning and conclusion of a letter, the

<sup>1</sup>. Andreev A. A. *Introduction to Internet equipment. Tutorial.* - M.: Logos, 2003. P. 24.

<sup>2</sup>. *New pedagogical and information technologies in the education system: Textbook. allowance for loans. ped Universities and systems qual. ped frames* / E.S. Polat, M.Yu. Bukharkin, MB. Moiseeva, AE. Petrov; Ed. E.S. Polat. - 2nd ed., Erased. - M.: Publishing Center "ademia", 2005. P. 4.

<sup>3</sup>. Pegrochenkov AG. *Computers and the Internet in teaching foreign languages / Teacher, 2003.* - No. 1 /

ability to question, give information, draw conclusions)<sup>5</sup>.

As for the linguistic design of a written foreign language statement, the work on this program certainly contributes to the development of such skills as grammatical correctness, variability of the lexical-syntactic units used, and the adequacy of the lexical-grammatical means used.

The experience of using the Internet has shown that the integration of a regular lesson with a computer allows the teacher to transfer part of his work to a computer, making the learning process more interesting and intensive. The computer "fits in" with the structure of the educational process in the best way, most fully meets the didactic requirements and maximally approximates the process of teaching a foreign language to real conditions. Computers can perceive new information, process it in a certain way and make decisions, they can memorize the necessary data, reproduce moving images, control the operation of such technical training aids as speech synthesizers. Computers significantly expand the ability of teachers to individualize instruction and enhance cognitive activity of students in teaching a foreign language, and make it possible to adapt the learning process to the individual characteristics of students. Each student gets the opportunity to work in his own rhythm, i.e. choosing for themselves the optimal volume and speed of assimilation of the material.

The use of computers in foreign language classes significantly increases the intensity of the educational process. Computer training assimilates a much larger amount of material than was done at the same time in the context of traditional training. In addition, material is more firmly absorbed when using a computer.

The computer also provides comprehensive (current, milestone, final) control of the educational process. Control, as you know, is an integral part of the educational process and performs the function of feedback between the student and teacher. When using a computer to control the quality of students' knowledge, greater objectivity of assessment is achieved. In addition, computer control can significantly save training time, as the knowledge of all students is simultaneously tested. This enables the teacher to pay more attention to the creative aspects of working with students. Another advantage of a computer is the ability to accumulate statistical information during the educational process. Analyzing statistical data (the number of errors, correct / incorrect answers, requests for help, time spent on individual tasks, etc.), the teacher judges the degree and quality of knowledge formation among students.

Computers create favorable opportunities for organizing independent work of students in foreign language classes. Students can use a computer both to study individual topics and to self-control the knowledge gained. Moreover, the computer is the most patient teacher, able to repeat any tasks as desired, achieving the correct answer and, ultimately, automating the skill being worked out.

Moreover, the computer does not replace the teacher, but only complements it. The selection of

training programs depends primarily on the current training material, the level of training of students and their abilities.

The range of computer use in the educational process is very large: from testing students, taking into account their personality characteristics to the training of certain skills. The computer allows you to completely eliminate one of the most important reasons for the negative attitude to study - failure due to a lack of understanding of the material or knowledge gaps. Working on a computer, you get the opportunity to complete the solution to the problem, relying on the necessary assistance.

And it is necessary that every teacher understands a simple idea: a computer in the educational process is not a mechanical teacher, not a deputy or an analogue of a teacher, but a tool for teaching children, enhancing and expanding the possibilities of his teaching activities.

Analyzing the experience of using the Internet in foreign language lessons, it can be argued that the most fruitful process of education and training is provided by a reliably built system of relationships. Such a system should be characterized by:

\* *interaction of factors of sheet and cooperation in organizing the educational process;*

\* *students have a sense of psychological community with teachers;*

\* *unity of business and personal communication;*

-including students in a reasonably organized system of pedagogical communication, including through a variety of forms of activity. The possibilities of using Internet resources are huge. The global Internet creates the conditions for obtaining any information necessary for students and teachers located anywhere in the world. A basic set of services may include:

- *email, newsgroups, video conferencing;*

- *the ability to publish your own information, create your own home page and post it on a Web server;*

- *access to information resources;*

- *reference catalogs; search engines; live chat online.*

All these resources can be actively used in the lesson.

In foreign language classes using the Internet you can solve a number of didactic problems: to form listening and reading skills using the materials of the global network; improve writing skills; replenish vocabulary; form a sustainable motivation to learn English.

Students can take part in testing, quizzes, contests, competitions held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc. Students can receive information on a problem that they are currently working on as part of the project. Communicating in the true language environment provided by the Internet, students find themselves in real life situations. Involved in solving a wide range of significant, realistic, interesting and achievable tasks, students learn to respond spontaneously and adequately to them, which stimulates the creation of original statements, rather than the template manipulation of language formulas.

**Тақризчи: ф.ф.н. О.Р. ИСАРОВ**

<sup>4</sup>. Polat E.S. *Some conceptual provisions of the organization of distance learning foreign languages on the basis of a computer // IYASH 1999. No. 6 //*.

<sup>5</sup>. <http://www.bell-labs.com>