



INTERNET LEARNING SITES AS RECOURSES FOR LANGUAGE LEARNERS

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Annotation: *The study of foreign languages is one subject where distance learning is crucial in today's educational system. The goals of this study have been developed in this regard. Specifically, to poll college students on the subject of online English language instruction. Based on the findings, inferences are made, potential issues are identified, and suggestions are made to assist fix flaws in distant English language instruction. The poll was completed by 650 fourth-year students from Chinese and Russian institutions. Nine questions made up the survey. According to the study's findings, students have a favorable opinion of distance English education but feel that it is underrepresented in their educational institutions. There are numerous options suggested to address this issue: spreading awareness of the value of unconventional approaches to distance language learning and developing online language communities based on educational institutions.*

Keywords: *Resource For Teaching, Didactic Functions, Learning A Foreign Language, Learning Tool, Internet resources;*

Introduction.

To ensure that all individuals, especially those who lack the finances to receive a traditional education on campus in an educational institution, have equal access to education is one of the primary goals of remote learning. Because it attempts to serve all social strata, remote learning is therefore seen as a more democratic type of education. Yet, compared to full-time education, distance learning approaches have been criticized for being of lesser quality and effectiveness. Although studies have not found any appreciable differences between full-time and full-time courses in terms of effectiveness and quality, this critique is still valid today. Yet, some research even comes to the conclusion that traditional on-campus learning models are inferior to distant learning methods

As a result of technological and social developments in society, distance education was created. Also, the way a course is produced and carried out is influenced by the practice, philosophy, and culture of people-developers. As a result, in addition to the technologies employed, philosophical, epistemological, and pedagogical considerations have influenced the layout and operation of distant learning courses. Each iteration of distant learning evolved in line with the pedagogical principles and technology advancements of the day. Since distant education primarily relies on



communication technologies to bridge the geographic and temporal gap between students, teachers, and learning resources, it is commonly acknowledged to monitor the harmony between pedagogy and technology in this area. In the second and third generations of remote learning, the computer played a key role, and in the fourth generation, it had a big impact by enabling a wide range of educational programs for distance learning over the Internet. In addition, this modification produced a new learning environment that consists of a connected student community rather than a disparate group of isolated pupils.

There is a long list of e-learning models that have been created to include students in worthwhile activities, offer timely feedback, enable dialogues with teachers and peers, and build a community of educators and students. Clear learning objectives in terms of the subject or skill to be studied, as well as the teaching approach, are the major characteristics of the models. Technology's function is to replicate the process and automatically deliver jobs that have undergone comprehensive complexity evaluation. All of these models illustrate how crucial social contact is in distance learning for efficient learning. Hence, while creating training systems based on technologies like audio conferences, video conferences, and computer communications that may support two-way contact between students and teachers, direct communication has been modeled.

Gifted educators have long worked hard to give their pupils as many opportunities as possible for collaboration. The same holds true for the digital era and the many forms of distance learning. The same opportunities for interaction can now be created by language teachers in the context of online communication, whether in real time or with delayed time. Online language learning options include chat rooms with or without audio/video, blogs, discussion forums, and ad boards. As is always the case, the potential benefits of collaborative exchanges depend less on the venue of the training session and more on the appropriate pedagogical design of the activities that the participants must perform. To make the best use of technology, teachers must continue to design their lessons.

The use of internet resources in EFL classrooms

Students' familiarity with Internet tools, resources, and applications can be used to create the specific tasks that the teacher has suggested. The internet has made it possible for people to connect creatively with multimedia networks and sources, which appears to encourage effective learning practices that may be valuable not just for learning but also for communication and everyday life facilitation. Genuine projects are authentic, real-world assignments that put students in closer contact with actual life situations. In this way, the Internet facilitates and encourages ways to introduce more contextualized and realistic exercises that can be implemented in EFL lessons. This kind of activity can be found and offered in a variety of formats, including films, audio materials, photos, and platforms, according to Agostinho and Reeves (2007). In conclusion, the authors claim that multimedia resources like movies, photos,



recordings, and generating materials stimulate people's technological development and interactivity.

In accordance with Macgregor and Lou (2006), the use of web resources has been regarded as a framework that enables the educator to organize and implement a student-centered learning environment. The authors also claim that teachers and students can find engaging assignments and resources on the web to help them plan and conduct lessons.

When used as a primary tool, the internet, according to Macgregor and Lou (2006), has the potential to enable independent learning in students. In light of the fact that using online resources requires a self-centered effort and that users frequently interact with engaging and intriguing content, we could conclude that autonomy can be improved by using online resources.

According to Warschauer ' the Internet is a virtual library with a wealth of useful knowledge for teaching and learning. Additionally, the author makes the case that browsing the web exposes students and facilitators to a wide range of tasks that are available in a variety of formats, including text, pictures, audio, videos, and websites. Warschauer , in his conclusion, believes that since teachers may give students access to a variety of materials, web-based activities support the growth of learning.'¹

In truth, technology has significantly influenced a wide range of fields, making it easier for people to find knowledge. People now have more freedom to create activities for their employment and educational exercises because to the integration of the internet and multimedia resources into daily life.

¹ Mark Warschauer 2001 'Internet for English teaching'

This idea has been employed in the thesis project because it is relevant to explain the advantages of online resources and platforms and to understand how they work in language instruction.

Projects involving international telecommunications are special to us because they provide us the chance to build a real language environment. We had never before been able to produce such conditions using other approaches. Because it is extremely evident to both the teacher and the students that any situation or role-playing game in the lesson is a convention, we were forced to limit ourselves to conditional speech exercises and circumstances in the lessons. With their assistance, it is possible to give foreign language statements motivation, but it is impossible to develop a genuine desire and, as a result, true communication. International projects that are established online based on a similar issue, whose investigation and resolution interest partners from many nations are equal.

The development of communicative competence is the primary aim; all secondary goals (educational, educational, and developmental) are achieved through the implementation of the primary goal. Modern definitions of communication skills allow for the development of multicultural communication skills.

Internet as a Resource for Teaching and Learning.



We have reached a point where a school graduate's computer literacy should be sufficient to use a personal computer without restriction, if we view the lesson as a social order of society to the educational system. This is a necessity determined by the passage of time, the degree of economic progress, and societal moral standards. When it was feasible to transfer knowledge, that period has passed. The child's own participation in the search, awareness, and processing of new knowledge is given considerable attention in education today.

The instructor serves as the coordinator of the educational process and the mentor of the students' extracurricular pursuits, offering them the necessary help and encouragement. The need to reconsider the function and significance of information necessitates reconsidering the subject matter of education. As the country gets more internet-connected, it is unrealistic to anticipate a boom in the quality of education being improved, but it is also absurd to not use new technology in education.

Each child has a favorite subject, which should aid in introducing them to the Internet and other contemporary computer technology. On the other hand, a child can use the Internet as another tool to learn more about a subject they are interested in. Today, we can probably already say that Internet technologies are a part of students' and teachers' overall informational cultures.

'The area dedicated to information education is just starting to fill up. It is essential that topic teachers with many years of expertise contribute to populating this knowledge resource in order to avoid haphazardness and ineptitude. The advent of the Internet as a further effective educational instrument encourages students' motivation to learn, widens each student's area of individual activity, and accelerates the delivery of high-quality content inside a single class.'¹

Everyone is now aware of the Internet's enormous informational capacity and equally astonishing offerings. Nonetheless, it is important to remember that, regardless of the characteristics of one teaching method over another, some educational objectives place a premium on the information-subject environment, didactic activities, and student cognitive activity. These goals and objectives can be achieved using the Internet and all of its resources.

Hence, it is first required to determine which didactic tasks in the actual practice of teaching foreign languages can benefit from the resources and services offered by the World Wide Web.

¹A.A. Andreev. Introduction to distance learning. Teaching aid. - M.: VU, 1997

A natural language environment is created through the Internet, giving language learners the opportunity to interact with native speakers, use authentic documents, and listen to them.

Conclusion.



The integration of web-based activities and tools is beneficial for language teachers and students who are inclined to use these resources in their EFL lectures, according to a research study on the usage of Internet resources in the context of EFL classrooms. In conclusion, rather than giving teachers and students access to materials that enable them to have a significant language learning and teaching process, the internet was seen during the study as an important support to foster learners' autonomy and motivation because it exposes users to a wealth of information that is useful, interesting, and adaptable as well as for English learning or teaching purposes.

It was also discovered that, even though the internet provides students with information and valuable resources, the teacher's guidance is still important for raising students' confidence to perform in the target language because the facilitator offers clarifications and support to those students who are hesitant and those who lack the technological know-how required to interact with the exercises on the internet.

The study found that teachers who used web resources in EFL classrooms were able to keep their students' positive attitudes and involve them in the language learning process by utilizing the World Wide Web's well-known appeal to learners. Additionally, it was demonstrated that although students were eager to learn and practice the language using online resources as previously mentioned, they experienced gaps and insecurity when exposed to the creation of web-based activities. For this reason, students and researchers have emphasized through observation and interviews the necessity of basic computer management skills for a successful completion and the development of exercises through the web as well.

Given that the majority of the focal students improved on the language abilities examined during the research project, some favorable modifications in their language learning development were lastly observed. As stated throughout the research study, it is anticipated that the learners' progress has to do with the fact that the resources chosen for the creating of the activities were real and interesting to them.

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