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FEATURES OF THE IMPLEMENTATION OF INTERNET TECHNOLOGIES IN THE ORGANIZATION OF STUDENTS' WORK IN TEACHING FOREIGN LANGUAGES

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Abstract: This article is dedicated to the development of information educational technology based on teaching foreign language. The development of education today is organically linked to an increase in the level of its information potential. One of the most revolutionary advances in recent decades, which has significantly influenced the educational process around the world, was the creation of the Internet, which literally means "international network".

Key words: Internet, educational processes, practical, methods, information educational technology.

Currently, you can find and purchase educational materials from almost any English language publishing house, as well as use electronic versions of printed publications. You can listen to audio materials and watch videos in unlimited quantities on various sites.

Any theoretical material is available from Internet resources dedicated to the study of the English language, you can use online dictionaries and electronic translators. This accessibility of the material, as well as the rich assortment, help to make the process of learning English interesting and fun.

The current stage in the development of education is associated with the widespread use of modern information and communication technologies (ICT) and the opportunities provided by the global Internet. In this regard, remote access to educational resources published on the Web and the possibility of prompt communication of all participants in the educational process are of decisive importance.

Much attention at the state level is paid to the information of society in general and the education sector in particular. Federal, interdepartmental and sectoral programs are being implemented aimed at solving urgent problems of information of education, including the development of the infrastructure of a unified educational information space, the development of electronic educational resources, advanced training of teachers in the use of information and communication technologies, their introduction into the organization of the educational process, the practice of educational management. institutions.

In recent years, within the framework of programs and projects aimed at creating and developing a unified educational information space, measures have been taken that have made it possible to position information technologies in a new way in the field of education. First of all, this concerns the system of general secondary education. Substantial purchases of computers and licensed software for urban and rural schools have been carried out.

A number of projects have been implemented aimed at developing the telecommunications environment in the education sector. In many regions of the country, the range of educational institutions with full Internet access has been significantly expanded. Much work has been done to improve the content of education and the content of electronic publications and resources. As part of this work, a system of educational portals has been formed, professional sets of electronic educational resources have been developed, websites have been created and are developing that provide access to information resources in almost all disciplines.

The didactic property of a multimedia tool is based on two important functions of the Internet - information and communication, characterized by a text presentation of information; visual information; sound presentation information; integrated presentation of information; search for information; receiving and transmitting information; storage of information; classification and structuring of information.

Learning with the use of Internet technology requires a didactic system that is based on a student-centered approach to education. This approach is based on the development of critical and creative thinking, which can be formed by the presence of a problematic presentation of the material, additional search for the necessary information, comparison of opposing points of view, the search for original solutions to problems, and so on.

possibility of the Internet is determined by various tasks that can be solved in the educational process. The most important tasks that can be implemented when teaching a foreign language by means of Internet technology at a university are characterized by:

- development of foreign language communication skills in different spheres and situations;
- formation and improvement of language skills;
- development of the student's independent and research skills through specially organized activities using Internet technology, which initiates independent activity and eliminates gaps in knowledge, ability, and skill;
- increasing motivation and creating a need for learning a foreign language;
- implementation of an individual approach by means of taking into account the individual characteristics of the student through the use of the communicative service of the Internet;
- the formation of communication skills and communication culture.

Since one of the important reserves for increasing the effectiveness of higher education lies in optimizing the student's independent work, then, given the information of education and a limited number of academic hours that are allocated for studying a foreign language at a university, high-quality foreign language training of specialists is possible only if the main emphasis when teaching a foreign language, it is done not so much for an classroom lesson as for an independent student's activity, which is competently combined with modern information technology in general and Internet technology in particular.

Independent work of a student using the possibility of the Internet can take place in two main ways through:

- classroom work of a student;
- extracurricular student work.

Classroom independent work of a student means completing tasks in a computer class, which is equipped with Internet access, as part of a foreign language lesson under the direct supervision and guidance of teachers.

The second option, when using the Internet, implies extracurricular independent work of a student to perform a specially prepared task with the widespread use of a predetermined Internet capability.

Independent work in this case is structured in such a way that allows students to complete the educational task in any place convenient to him with an Internet access point.

An out-of-class version of the integration of Internet technology will allow the implementation of the following tasks:

- keep a record of the individual characteristics of the student, giving him greater freedom in time and information space for action;
- to minimize the technical complexity of the task by taking into account the level of computer skills and the student's Internet skills;
- to optimally integrate the form of using the Internet technology of teaching, taking into account the main aspects of the educational process when teaching a foreign language with minimal cost;
- to teach students to be more responsible for their own knowledge, since he must be able to organize his own time, decide what information can be used to complete tasks, in what form to present his point of view.

Thus, the specificity of teaching a foreign language creates all the necessary prerequisites for integrating Internet technology into the educational process as a tool for independent activity.

As an information system, the Internet offers its users a variety of information and resources: e-mail; teleconferences; video conferencing; the ability

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to publish your own information, create your own home page; access to information resources; reference directories; search engines; conversation on the net.

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