USING ELECTRONIC EDUCATIONAL RESOURCES (EER) IN TEACHING FOREIGN LANGUAGES

Mustafoyeva Sarvinoz Xolmurodovna

The Trainer-assistant teacher of

The Department of Languages,

Samarkand State Medical University

Kholbekov Abdulaziz, 1st year student

Annotation: The main purpose of this scientific article is to study the benefits of using various mass media in teaching foreign languages, problems of integration of information and communication technologies into the traditional educational process. This article also presents a selection of current foreign-language printed publications, their versions in electronic format, as well as Internet sites of international public information TV channels and news agencies. With the advent of digital platforms, the nature of modern media has changed, they began to be unidirectional. As well as, we emphasize the exceptional efficiency use of authentic material and a wide range of illuminated topics in the period press, linguistic actuality of media sources, their informative saturation for the formation of skills and abilities of inter language and intercultural communication in the fields of social, household, socio cultural and professional communication.

Keywords: innovation, methodology, computer technology, internet resourses, electronic education, communication…etc.

XORIJIY TILLARNI O‘QITISHDA ELEKTRON TA'LIM RESURSLARIDAN (EER) FOYDALANISH

Mustafoyeva Sarvinoz Xolmurodovna

Tillar kafedrasi stajyor-assistenti

Xolbekov Abdulaziz, 1-bosqich talabasi

Samarkand davlat tibbiyot universiteti

Annotatsiya

Ushbu ilmiy maqolaning asosiy maqsadi xorijiy tillarni oʻqitishda turli ommaviy axborot vositalaridan foydalanishning afzalliklarini hamda axborot-kommunikatsiya texnologiyalarini an'anaviy ta'lim jarayoniga integratsiya qilish bilan bogʻliq muammolarni oʻrganishdan iborat. Maqolada xorijiy tillarga oid zamonaviy bosma nashrlar, ularning elektron formatdagi versiyalari, shuningdek xalqaro axborot telekanallari va axborot agentliklarining internet saytlari misol tariqasida keltirilgan. Raqamli platformalarning paydo boʻlishi bilan zamonaviy ommaviy axborot vositalarining tabiati ham oʻzgardi va ular yangi kommunikatsiya shakllarini shakllantira boshladi. Shuningdek, maqolada autentik materiallardan samarali foydalanishning muhimligi, davriy matbuotda yoritiladigan mavzularning keng qamrovi, media manbalarining lingvistik dolzarbligi hamda ularning ijtimoiy, maishiy, madaniy va kasbiy muloqot sohalarida tillararo va madaniyatlararo kommunikatsiya koʻnikmalarini shakllantirishdagi informativ ahamiyati alohida ta'kidlangan.

Kalit soʻzlar: innovatsiya, metodologiya, kompyuter texnologiyalari, internet resurslari, elektron ta'lim, kommunikatsiya va boshqalar.

ИСПОЛЬЗОВАНИЕ ЭЛЕКТРОННЫХ ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ (EER) В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Мустафоева Сарвиноз Холмуродовна

стажёр-ассистент кафедры языков

Холбеков Абдулазиз, студент 1 курса

Самаркандского государственного медицинского университета

Аннотация

Основной целью данной научной статьи является изучение преимуществ использования различных средств массовой информации при обучении иностранным языкам, а также проблем интеграции информационно-коммуникационных технологий в традиционный образовательный процесс. В статье представлен обзор современных печатных изданий на иностранных

языках, их электронных версий, а также интернет-сайтов международных информационных телеканалов и новостных агентств. С появлением цифровых платформ характер современных средств массовой информации изменился, и они начали развиваться в новом формате. Кроме того, в статье подчеркивается высокая эффективность использования аутентичных материалов и широкий спектр освещаемых тем в периодической печати, актуальность языковых источников медиа, а также их информативная насыщенность для формирования навыков межъязыковой и межкультурной коммуникации в социальной, бытовой, социокультурной и профессиональной сферах общения.

Ключевые слова: инновация, методология, компьютерные технологии, интернет-ресурсы, электронное образование, коммуникация и др.

The use of computer technology is one of the key factors in improving the quality of teaching foreign languages in higher education institutions, allowing us to create the most productive learning environment. Currently, information and communication technologies have firmly entered our life; have become an integral part of modern society and education. You will not be surprised by the ability to select and use a variety of Internet resources, including in teaching a foreign language. However, it is not always possible to find a suitable electronic educational resource that fully corresponds to the purpose of the lesson and the needs of students. In this case, the question arises of creating your own digital materials. And here a problem arises - teachers are not always ready to solve such a problem. Many of them simply abandon the idea of developing an ESM for a number of reasons, namely: the low level of ICT literacy and ICT competence of the teacher himself, the information "vacuum" in which he often finds himself, as well as lack of time, which shortens the process of preparing for the lesson to a minimum. Digital resources facilitate the organization of educational activities, for example, when automating a control system, which federal standards should be

based on when creating didactic materials, and how you can accelerate the development of an ESM.

EER is an educational resource in digital form with a specific structure, subject content and metadata. The structure, methods, tools for the development of ERM is determined by its functional purpose and the specifics of its application in specific information and educational environment. In this case, the subject content should correspond to the level of the received education and contribute to the formation of the competencies specified by the program of the discipline, and the metadata (i.e., the description of the resource) should include a brief description of all the parameters of the ESM. A single standard metadata model allows you to systematize and keep records of existing electronic resources, and also makes it possible to find them on the Internet. It should be noted that there are many classifications of digital educational resources, and this creates certain problems in their cataloging. So, depending on the specific defining characteristic, ERM are subdivided into several groups:

• by type (textbook, reference book, laboratory practice, testing system);

• on a functional basis that determines the importance and place of ESM in the educational process (program-methodical, educational-methodical, training, auxiliary);

• by the nature of the information provided (curriculum, curriculum, methodological instructions, assignments for practical exercises, textbook, workshop);

• by the format of basic information (text, graphic, sound, software, multimedia);

• by the form of presentation (convection, programmed, problematic, combined);

• by the nature of interaction with the user (deterministic, non-deterministic);

• by purpose (general secondary, specialized secondary, higher, specialists);

• on the organization of the text of the resource (mono editions, collections);

• by the availability of a printed equivalent (electronic analogue of a printed publication, an independent electronic tool);

• by the technology of distribution (local, network, combined distribution).

In accordance with the presented classification, one and the same resource can be characterized in different ways, for example: by type - a computer textbook, by the format of information - multimedia, by the form of presentation of the material - a combined educational publication, by the nature of user interaction - deterministic, by purpose - general average, according to the organization of the text - a collection, according to the presence of a printed equivalent - an independent medium, according to the technology of distribution - local. In addition, attention should be paid to a number of didactic, organizational and technical requirements for educational resources. Let us dwell in more detail on the consideration of the didactic principles of constructing an ERM.   These include:

• pedagogical expediency of using the resource in the educational process,

• scientific nature of the content, i.e. sufficient depth, correctness and scientific reliability of the presented material, as well as taking into account the latest scientific achievements in the studied subject area,

• systematic and consistent training - consistent and systematic assimilation of certain knowledge, skills and abilities,

• accessibility - compliance of the complexity and depth of the material with the age and individual characteristics of students,

• problematic - the creation of an educational problematic situation, for the solution of which active mental activity is required,

• visibility - an emphasis on the sensory perception of the objects under study to increase the efficiency of assimilation of the material,

- conscientiousness, independence of learning - students' understanding of the ultimate goals and objectives, the ability to independently search and extract information, make independent decisions,

- strength of the acquired knowledge - deep comprehension and processing of the material, its memorization and application in practice,

- modularity and variability of presentation - the division of the content of the ESM into training modules and micro modules, minimal in volume, but closed in content, due to which the choice of an individual learning path is available.

ESM should also ensure the fulfillment of the requirements of interactivity, adaptability, consistency and structural and functional coherence of the material, integrity and continuity of the learning cycle. Regardless of the purpose, method of use or technology of implementation, the basis of any didactic tool, including ESM, is the educational material of the studied subject area. The creation of an electronic resource includes 2 stages: preparation of the material and its layout. First, the teacher selects sources, develops the main content, structures and processes data, both textual and graphic, multimedia. At the first stage, it is possible to use general-purpose software: text and graphic editors (Word, Paint, Photoshop, Corel Draw, Picture Publisher), audio and video digitizing programs (Movie Maker, Video Pad Video Editor, Wave Editor, Free Audio Editor).

The teacher can create materials not only for the whole course, but also for individual lessons and provide access from any, even mobile platform, since the finished resource is saved both in the local version (for recording on media) and in the online version. As an example, consider the iSpring Suite for creating multimedia ESM with embedded YouTube and Flash videos, interactive exercises and various types of test tasks. We chose this program for a number of reasons: firstly, it has a simple, intuitive interface, as it is an add-on to the popular and most widespread Microsoft PowerPoint presentation editor (PPT). Secondly, the application makes it possible to create various types of ERM: courses, tests, interactive tasks, simulators, video lessons. To do this, it is enough to find a

suitable template or layout in the library of ready-made content. Thirdly, presentation materials are easily converted into electronic courses in SCORM format, which allows them to be integrated into any distance learning systems. And finally, the created ERM can be used not only on personal computers, but also on mobile devices that almost every student has. In this case, even insufficient technical equipment of the office does not prevent the use of ICT in the educational process.

LIST OF USED LITERATURE

1. Araujo, M. C., P. Carneiro, Y. Cruz-Aguayo, and N. Schady. «Teacher Quality and Learning Outcomes in Teaching languages by media. - IDB Working Paper Series. 2016. - P. 32.

2. Attanasio, O. P., & Kaufmann, K. M.Education choices and returns on the labor and marriage markets: Evidence from data on subjective expectations. Journal of Economic Behavior & Organization. 2017. - P. 55.

3. Abilasha R., Ilankumaran M, «New Trends in English Language Teaching A Novel Perspective, International Journal on Studies in English Language and Literature (IJSELL), Vol.2, No.11. 2014. -PP. 46-48.

4. Arikunto S. Dasar-Dasar Evaluasi pendidikan. Edisi Revisi. Jakarta: PT. Rineka Cipta. 2009. -P. 71.

5. Azadi Somayeh S., et al The Role of classroom interaction on improvement of language skills among Iranian EFL learners. International Journal of Language Learning and Applied Linguistics World (IJLLALW) Volume 8 (1), January. 2015. - P. 126.

6. Brown, H.D.Teaching by Principles. An Interactive Approach to Language Pedagogy. New Jersey: Prentice Hall Regents. 2004. - P. 77.

7. Bahrani, T., & Tam, S. S. The role of audiovisual mass media news in language learning. English Language Teaching. 2009. -P. 42.

8. Bahrani, T., Tam, S. S., & Zuraidah M.D. Authentic language input through audiovisual technology and second language acquisition. SAGE Open, 2014. - P. 8.

Internet resources

http://www.thesun.co.uk/sol/homepage/article157mm0.ece

http://vphil.ru/index.php?option=com_content&task=view&id=826

http://genhis.philol.msu.ru/article_66.shtml

http://www.iiste.org/Journals