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USE OF INTERNET RESOURCES FOR DISTANCE LEARNING OF A FOREIGN LANGUAGE

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Technology.**ABSTRACT**

Various training systems that have been quite effective in the past do not completely correspond to the current realities. Today they do not take into account modern human capabilities, as well as the needs of production. Over the past decades, the process of computerization has been widely used in literally all spheres of human activity. In conditions of intensification of various processes, it is difficult to imagine a modern educational organization without its own website, internal corporate network, and constant access to the Internet. The Internet system in the best way favors the study of a foreign language remotely, since with the help of social networks and all kinds of chats, we can communicate with native speakers at any time of the day, thereby practicing not only spoken language, but also grammar.

INTRODUCTION

The development of the Internet and information and communication technologies (ICT) has significantly changed the way of life for millions of people around the world. A characteristic feature of modern society is its involvement in global information flows, the speed of which is constantly increasing. Education as one of the spheres of social life, which determines the level and prospects of the development of society, is also significantly influenced by the processes of informatization [1, 2].

Nowadays, the Internet is being intensively introduced into the educational process. Today we have reached the level when a person's computer literacy must be sufficient to at least freely work on a personal computer as a user. In teaching, a special emphasis is placed today on the student's own activity in the search, understanding and processing of new knowledge. The teacher acts as the organizer of the learning process, the leader of the students' amateur performances, providing them with the necessary help and support. Today we can already say that Internet technologies are part of the general information culture of the teacher and students [6].

Various training systems that have been quite effective in the past do not completely correspond to the current realities. Today they do not take into account modern human capabilities, as well as the needs of production. In the modern world, a student must learn to independently obtain the necessary information from various sources, form his own point of view, be able to argue for it, and apply the knowledge gained in practice. If previously the goal of education was ready-made knowledge, now they are becoming only auxiliary means of human intellectual development. Because of this, the requirements and approaches to learning foreign languages are changing. Distance learning provides a unique opportunity to gain new knowledge by independently planning the place and time [5].

Over the past decades, the process of computerization has been widely used in literally all spheres of human activity. In conditions of intensification of various processes, it is difficult to imagine a modern educational organization without its own website, internal corporate network, and constant access to the Internet. On a personal level, the same thing is happening, and the number of Internet users is growing steadily. The development of computer information

technology (IT) contributes to globalization, strengthening international cooperation, increasing trade and providing online services. In our work, information technologies are understood as a set of methods and devices used by people to process information, as well as the identification of principles and the development of methods for optimizing education by analyzing a number of factors that increase educational efficiency, through the design and use of methods and materials, as well as using estimation of the applied methods [7,8].

METHOD

Distance learning is a new form that can complement any type of distance learning: full-time, part-time or evening. Thanks to this system, students have the opportunity to master new materials, consult with teachers, perform control and examination work at a convenient time using their home computer [5,12].

Under distance learning Istomin A.A. understands "the interaction of a teacher and students with each other at a distance, reflecting all the components inherent in the educational process (goals, content, methods, organizational forms, teaching aids) and implemented by specific means of Internet technologies or other means providing interactivity" [2,3].

The problem of the effective use of computer technologies in the process of teaching and self-study has received a fairly wide coverage in pedagogical science and in practice. K. McLean, B. Hunter, S. Papert and some other foreign scientists were among the first to address the issue of developing an integral computerized learning system. Research has shown that computer technology can be used in all educational disciplines. Russian science also pays great attention to studying the possibilities of computerized learning, especially in teaching foreign languages. For example, E.D. Nosenko, O. P. Kryukova, P.I. Serdyukov et al. Note that the use of computer technology of teaching acts as a complex factor that stimulates the improvement of the quality of the educational process. The works of educational researchers in Russia and abroad (E.I.Dmitrieva, A.G. Oleinik, D. Sadker, P. Slateri, etc.) confirm the hypothesis about the promising nature of computerization of teaching foreign languages, since modern technologies allow not only to optimize working methods, but also improve learning outcomes [8-11].

The Internet makes it possible to receive the latest news from the countries of the target language, articles from the media, interesting regional material, feature and educational films. There are both special programs for teaching a language and checking knowledge of vocabulary and grammar, as well as modern authentic materials for teaching reading and listening. The Internet allows you to find a wide variety of illustrative material that is successfully used in the lessons. Interesting data can be printed and used as a visual or handout didactic material [6,13].

Distance learning, as an analogue of distance learning, gradually increased the range of technologies used. Its main principle is the direct interactive interaction of the student with the teacher. Distance learning technology is

focused primarily on conducting understandable, student-friendly classes that are held virtually, in the form of an Internet videoconference. Simultaneous transmission of video, sound, slide and graphic information, tone from teacher to student and back creates the effect of face-to-face training and allows you to achieve the desired result. But to say that distance education and distance learning are the same thing is definitely wrong. Distance learning is tasks by mail (no matter which one: which is delivered in envelopes, or by e-mail), self-study books, cassettes. In distance learning, the student is in continuous contact with the teacher, and sometimes even with other students. As a rule, electronic textbooks are used for distance learning. The most important thing is their mobility, availability of communication with the development of computer networks and constant updating of information material. In addition, there is a constant control of knowledge in the form of computer testing [5,14].

From the point of view of A.A. Istomin, DL is considered quite effective, since its main advantages are long-range action, flexibility of the training schedule, and asynchrony. In addition, it is important that DL can be carried out in parallel with other types of educational activities, and the audience coverage here is practically unlimited. Despite the change in the role of a foreign language teaching in comparison with the classical teaching model, one cannot speak of any cardinal changes. The trainer will also continue to share his experience and knowledge in the learning process. The change will consist only in the fact that he will retrain from “overseer” to “mentor” [2,3]. The ability to understand the interlocutor and perceive information by ear is one of the most important skills in language acquisition. It is impossible to imagine modern teaching of a foreign language without listening to audio and watching videos. All British textbooks include discs with audio recordings, allowing you to train your listening skills and thus learn new vocabulary and grammar, improve pronunciation [4,15].

For the successful assimilation of language material, it is necessary to constantly replenish active and passive vocabulary. That is why in the learning process, regular work with the dictionary is a prerequisite [8].

In the process of teaching a foreign language, students perform various types of work: they are engaged in the translation of foreign texts and articles, prepare messages and reports, are engaged in creative project activities, prepare presentations, albums and posters [6,16].

It is important to note that distance learning does not replace, but effectively complements the traditional education system, making it possible to teach what the student needs, when and where it is convenient for him. In other words, distance learning is aimed at organizing a productive, independent, educational and cognitive activity of a student.

RESULT

The Internet system in the best way favors learning a foreign language remotely, since using social networks and all kinds of chats, we can

communicate with native speakers at any time of the day, thereby practicing not only spoken language, but also grammar [5].

Distance learning allows the teacher to implement the following functions of controlling the assimilation of knowledge:

- 1) Actually controlling, or checking;
- 2) Estimated;
- 3) Training;
- 4) The manager;
- 5) Diagnosing;
- 6) Stimulating or motivating;
- 7) Developing, educating and disciplining [2,3]
- 8) Distance learning has a number of advantages [5]:

- 1) Freedom of access and choice - you can study almost anywhere, at any time and with any teacher;
- 2) Reduction of training costs - the cost of the information carrier, but not the methodological literature;
- 3) Flexibility of training - an independent choice of the duration and sequence of studying materials, an adapted learning process to suit your capabilities and needs;
- 4) The ability to develop in step with the times - timely and prompt updating of educational materials.

It should be noted that working with Internet resources requires careful preparation and control on the part of the teacher, however, in the case of regular use in work, this will not only give an excellent result in terms of studying a particular topic, preparing a project, but, first of all, will increase motivation and, most importantly, it will remove the psychological barrier. As mentioned above, online dictionaries are just one of the many tools that allow a student to work autonomously and learn how to assess the quality of his work himself, take initiative in learning a foreign language, and develop various skills (from translation and reading to listening) [6].

In distance learning, the use of Internet technologies helps the teacher maintain close contact with the student, monitor and correct their work. The means of remote control are constantly being improved, allowing the teacher to quickly measure the level of mastering the educational material, analyze the results, give marks, write comments and remarks [8,17].

CONCLUSION

In conclusion, I would like to note that currently modern technologies in teaching foreign languages are widely used in practice. The use of modern technologies allows, firstly, to fully implement the personal-activity approach to teaching a foreign language and culture along an individual trajectory, since they have unique didactic properties. Secondly, working with Internet resources does not require the installation of expensive licensed programs, resources that can be compiled independently, access is possible simultaneously from several computers, there is the possibility of remote work with students. These factors make it possible to individualize and differentiate

the work with students. It should also be noted that teaching literature on foreign languages, especially by foreign authors, is quite expensive and often inaccessible to the teacher. Internet resources provide us with a unique opportunity to use many textbooks and teaching aids completely free of charge, while spending a minimum amount of time [2,18].

We can conclude that the organization of the process of learning foreign languages in a distance form allows the most complete implementation of a personality-oriented approach to learning. With this approach, the student is viewed as a person ready for the continuous process of education and improvement of their abilities. It is the continuity that is one of the most important factors that determine the success in the study of foreign languages [5].

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