



The Use of Digital Resources in Teaching Foreign Languages

Jurabek Egamberdiyev¹, Anvar Abdurakhmanov², Abdulloh Mallaev³, Rustam Egamberdiyev³

Alif Education (Uzbekistan)^{1,3,4}
*Global Technologies (Uzbekistan)*²

Abstract

The article is devoted to the use of digital educational resources in distance learning of the English language. Teaching English in a digital educational environment requires the use of modern online services and resources that contribute to the formation and development of communication navigators. The article examines the requirements imposed by modern society on the personal and professional qualities of future specialists, their development in the process of teaching foreign languages, as well as the use of digital technologies and Internet resources for this purpose. In particular, the importance of systematic selection of textbooks to achieve specific goals set by the teacher is pointed out. The social isolation regime associated with the COVID-19 pandemic has had a significant impact on education in general and foreign language teaching in particular. The active use of the remote form of work was the only answer to the questions that arose. The transition to distance learning required not only the introduction of modern technological solutions, but also the practical restructuring of the methodological system of teaching foreign languages and teaching teachers to work in new conditions. Combine the properties of all of the above software products, representing the same thing. today is a means of obtaining information, solving educational tasks and business electronic communication. they provide such a resource to a subject teacher, providing him with methodological assistance in preparing for lessons, drawing up control tasks, summing up the results of mastering navigation and skills.

Keywords: *modern education; computerization; digital technologies; selection of teaching aids.*

In the era of rapid development of information technology, society requires future specialists to independently acquire knowledge and apply it in practice, to have the necessary skills and abilities to solve various problems effectively, collect and analyze facts, generalize and justify conclusions [3, p. 257. ; 6, p. 46], in order to succeed, you need to be polite, work together in different situations, find a way out of conflict situations; critical and creative thinking, search for solutions to problems using modern information technologies; work independently to improve their cultural level. The development of the above skills and abilities of students in the educational process occurs due to active learning technologies [5, p.267].

At present, the main indicator in the selection of textbooks is the achievement of the final level of foreign language proficiency developed by the Council of Europe and representing an effective pan-European information exchange system [4, p.90]. "Studying a language should become an interesting, meaningful activity and real linguistic creativity. Only in this case does a student from an ordinary student becomes a listener, that has an independent idea and a desire to develop in accordance with new educational standards" [2, p. 21-22].

Today, global computerization covers all spheres of human activity, including science and education. The development of the Internet and the emergence of many computer programs that simplify the learning process significantly change the study of foreign languages, speeding up and facilitating work with real resources.

Computer training programs have a number of advantages over traditional teaching methods, which are primarily means of direct audiovisual interactive interaction. Using them in combination with traditional teaching methods in the classroom allows you to teach different types of speech activity, understand the content of language phenomena, form language skills, create communicative



situations, automate language and speech skills and provide an individual approach, activate students' independent work, and also helps to increase cognitive activity, motivation and quality of knowledge.

Computer communication technologies allow students to implement methods in a new way that encourage their creative activity. They can participate in virtual discussions on various educational websites and thematic forums, implement creative projects together with students from different educational institutions. The use of modern information and communication technologies in the educational process can be considered as one of the active forms of individualization of education [9, p. 77-79].

An important role in the study is played by the features of new technologies, such as interactivity, polymodality, multimedia, content visualization. Computer visualization of educational content, especially in a playful, interactive form, develops students' skills of thinking, creativity and mental activity, and also positively affects their psychological and emotional state [10, p.23].

According to N.K. Ryabtseva, "The use of computer technology introduces heuristic innovations in the learning process and creates motivation for effective self-knowledge and self-improvement, and also makes the lesson attractive and truly modern, individualizes, controls and completes the learning process", was carried out objectively and in a timely manner" [6, p.456].

According to Tony Prince, academic director of **NILE (Norwich Institute for Language Education)**, when teachers think about using digital technology for educational purposes, they often focus on the question: "What applications or computer programs should be used to achieve the best results?" [1, p. 105].

The following questions arise: "How to use these technologies?", "Which methods of using different applications give the fastest results?", "How to use them during the lesson?", "How to use them for their own needs?", "How to update?" and so on.

However, the most important question is rarely asked: "Why should we use digital resources?"

It should be noted that if we want learning to be most effective, we need to change the way we address these issues and start planning the use of technology by setting a goal that we seek to achieve, i.e., with the question "Why?".

When considering the question of "what to use?", One inevitably encounters the many digital resources available, each of which has many fans who prefer it to be the most efficient or revolutionary. There are many digital resources that perform the process of creating a new one or researching an existing one, both online and on a device that requires installation.

These resources can also be provided in the form of various courses (MOOCS, I-tunes Courses), tools (Google Docs, Camtasia, Explain Everything), encyclopedias and other academic resources (Google Search, Wikipedia, autonomous dictionaries, Microsoft Office) and others. Assists in conducting research at different stages: data collection, synthesis, subsequent monitoring of the learning process, and working with research results. It is also the creative process from joining creative teams to planning and analyzing the work done.

The main challenge in choosing digital technologies is, first of all, the question: "What should be used in the learning process?" And considering all of these applications, we often do not understand the difficulties that arise due to not knowing how to use and use selected resources directly. The teacher may not have enough time or desire to study in detail all the possibilities and rules of using pre-selected resources.

To get the most out of apps and programs, we must first ask ourselves, "Why? What is the main purpose of using computer technology in the learning process?"

The reasons for this may be different:

- Improving the understanding of the problem under study;
- increase learning time by encouraging students to use extracurricular educational programs and resources;
- increase the level of teacher efficiency;
- Development of independence of students;
- Improving skills in working with computer technology;
- developing in students such qualities as perseverance and purposefulness in achieving results;



- preparing students for the future;
- increase the motivation of students;
- reducing the amount of physical resources used, etc.

For example, if we want to improve students' understanding of a material or topic being studied, planning should include resources that help them understand that topic. To do this, it is necessary to look at the problem from different angles. Nowadays, the internet and various internet resources allow teachers and students to get expert opinions on many issues. A teacher cannot always act as such an expert because he cannot be fully aware of every field, nor can he often be overly concerned with the problems and needs of students and objectively evaluate a particular thing. Therefore, in order to study a particular topic, it is necessary to get acquainted with the opinion of an expert who has a more complete and up-to-date understanding of the research topic.

Internet resources such as youtube.com and ted.com are compatible with the ed.ted.com platform to get expert opinion, which allows you to create your own lesson based on the suggested video. The teacher can divide the video into thematic parts and discuss what they saw in the lesson [1, p. 107].

The use of Internet resources in the teaching of foreign languages allows students to create conditions for the development of all the necessary and relevant competencies in line with today's realities.

The methods of presenting and discussing modern ideas and trends, which are widely used by teachers today, also have a great motivating effect in the teaching of foreign languages. At the same time, the availability of a personal computer and digital devices connected to the Internet for almost every student significantly simplifies the task of the teacher to involve students in the process of teaching a foreign language via the Internet [8].

The teacher has key questions when choosing digital technology: what to use, how to use it, and most importantly, why to use this or that resource. It is first necessary to define the main goals and objectives of the course itself, and hence the application of computer innovations in the context of this course. We then need to ask ourselves what resource to use to achieve these goals and objectives most effectively, and finally, what functions the selected training tool will perform. A detailed understanding of the above issues can significantly increase the involvement of students in the educational process and the development of the knowledge and skills necessary for the successful implementation of their future careers.

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