Modern Technologies in Teaching English: Learning, Understanding, Speaking

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Abstract: This article considers the relevance of modern Internet technologies in the teaching of English, as well as analyzes the importance and effectiveness of using web technologies in the study of English, both in pairs and in the independent work of students.

The author analyzes different points of view on the expediency of the use of information technology in the study of English and expresses a holistic position on this issue, supporting by visual examples of the positive effect during the use of modern technology. The author also offers an overview of Internet resources specifically designed for teaching English as a foreign language. The possibilities of using non-specialized web projects and social networks by teachers of English in the learning process.

Keywords: Internet resources, web technologies, communication technologies, Internet technologies, multimedia tools, students' independent work, social networks.

In foreign language education, great importance is given to communication, interactivity and autonomy of learning, and, importantly, to learning the language in the context of culture. The formation of intercultural competence is impossible without communication in the target language, and IT helps to simulate learning situations or implement theoretical skills in a real act of foreign language communication, including with the participation of native speakers of the target language.

The Internet creates a unique opportunity for students to use authentic content (texts, audio and video recordings) and communicate with native speakers, i.e. creates a modern educational environment that has many features of the natural (5). Taking into account various factors, the learning process using Internet technologies can be equally effectively implemented both in full-time and remote form.

Voevoda E. V. emphasizes the importance of using such resources in the preparation students for state exams. Thus, students have the opportunity continuous contact with the teacher, as well as develop the necessary self-control skills in solving electronic versions of examination papers. The introduction of web technologies in preparation for state exams allows teach graduates to work independently, to control their level of knowledge lexical units, grammatical material, the ability to work with printed and audio text. For example, the British Embassy website offers users' material on all types of speech activity in accordance with the European scale levels of foreign language proficiency. Students get the opportunity to determine their level of readiness for a particular exam, and a large number of test materials opened for them, where students practice various types of speech activity, and control readiness for the final certification. All this allows graduates to prepare for passing exams in a foreign language in a continuous mode, combining work at school and home (2, 122).

Using the possibilities of Internet technologies, people who are thousands of kilometers away from each other successfully exchange information in real time. Modern IT characterized by high data transfer rate, compactness of electronic devices, availability. It is very important, and sometimes critical, to be able to quickly access electronic resources and search for the necessary information. Many achievements of humankind - books, museum exhibits, and audiovisual content – are duplicated on the Web.

Due to the widespread use of computer technologies, we analyzed the possibility of using the Internet in the process of teaching foreign languages (FL) in general and English in particular.

Obviously, for a modern person learning a language, Internet resources are of great importance, as they help to solve a whole range of tasks, including, for example:

➢ Websites of foreign-language newspapers (Washington Post, The New York Times), various portals (YouTube, BBC World Service, CNN World News, etc.)

➢ Online communication with native speakers: sites for learning and practicing a foreign language (LinguaLeo, Italki, etc.)

➢ Online teaching of a foreign language, professional retraining courses in the field of foreign languages (webinars, distance learning, educational Internet portals)

➢ Quick access to educational and reference information: electronic dictionaries, encyclopedias, manuals, reference books (for example, Wikipedia, Rubricon)

➢ Translation of foreign language information for the initial acquaintance with the text (for example, online services Yandex. Translate and Google Translate).

➢ Online language proficiency testing (trial tests, trial TOEFL testing, listening tests, etc.).

The use of the Internet allows students independently and quickly find the necessary information in a foreign language. Therefore, there are many sites of linguo-cultural, lexical, grammatical nature on the Web. Moreover, the use of modern technologies allows students to actively engage in oral and written communication with native speakers through video calls, webinars, SMS chats and overcome such phenomena as the language barrier and culture shock (5).

For successful assimilation of language material, it is necessary constantly replenish the active and passive vocabulary. That is why in the process of learning a foreign language, a prerequisite is regular work with a dictionary. The student can use both printed and electronic dictionaries. Moreover, electronic is not an analogue of printed, since it has significant functional differences.

Electronic dictionaries are more convenient than printed ones in many respects. Examples include online dictionaries Multilex, Multitran, Yandex.Dictionary, Promt. In addition, special applications for smartphones are of great interest in terms of use in education. For example, "Dict EN-UZ" is an English-Uzbek and Uzbek-English dictionary that works even offline, that is, without an Internet connection. It has a search function and bookmarks to favorites, the history of queries saved, which is very convenient for consistent work with vocabulary.

The dictionary is almost the main tool in foreign language teaching. It is in dictionaries that a large amount of useful reference information is contained: various forms of verbs, the use of prepositions, an indication of the stylistic characteristics of lexical units, lists of synonyms and antonyms. We emphasize that electronic dictionaries are completely independent software that has certain differences from printed publications, even in terms of content. In

addition to differences in content and structuring of the vocabulary base, they also have an intuitive graphical interface, which in some cases can be customized according to user requirements (scalable font size, color highlighting, personalizable set of buttons on the toolbar). This allows you to efficiently search by various criteria. Online dictionaries are very convenient to use, that is, dictionaries posted on the Internet and available to users free either of charge or by subscription. The convenience and accessibility of online dictionaries is that they can be used from any computer connected to the Internet. In addition, online dictionaries have the ability to regularly update content, including by creating custom dictionaries

Scientists believe that the expediency of using the Internet is because information technology provides a time- and financial-saving method of learning a foreign language that satisfies needs of students in the information society. Web resources provide the opportunity for foreign language learners to be in constant contact with native speakers, up to 24 hours a day, thereby introducing the student into a constant the process of actively using a foreign language. As well as allowing him to choose the time and place of training, its options, types, and even the teacher, the carrier language, depending on the needs of a particular student.

The well-known American scientist David Crystal in his publication "Language and the Internet" identifies several reasons for the expediency of using the Internet in teaching foreign languages. He claims that one reason is that the linguistic nature of online communication is necessary for improving language learning. Another reason for the effectiveness of using the Internet in teaching foreign languages, according to the scientist, is that that web resources create favorable conditions for learning writing, so how online resources provide an audience for written communication. The next reason put forward by David Crystal is that online communication in several times increases the motivation of students to learn a living language, as well as gives a positive effect from the large amount of time spent by students on the Internet (4, 20).

In the past few years, there has been active development of massive open online courses (MOOCs) (Massive open online courses), many platforms have appeared abroad and in Uzbekistan, uniting the world's leading universities and covering a variety of areas of education. From the point of view of linguistic education courses are clearly divided into two categories: courses specialties and language" (4, 25], and the number of the latter is steadily increasing. MOOCs are a useful online resource to organize independent work students (4, 80–81). Of course, this use of MOOCs requires additional work on the part of the teacher, as first you need to familiarize yourself with the content of the course offered to students. but this its study can be considered as an advanced training of a teacher, especially if a specialty course is chosen (Introduction in Anglo-American law, for example, for legal English teacher).

When performing the scope of work determined by the organizers of the course, the student received course completion, and certificate years of existence of MOOCs it was free, and it proposed to pay only for obtaining a verified certificate.

Today, unfortunately, some platforms leaving courses in the public domain, issue certificates only upon payment. However, the availability of high-quality educational resources in the network in various industries knowledge allows foreign language teachers to diversify the materials offered to students both in the classroom (for example, excerpts from video lectures of a foreign language MOOC) and for independent study.

It should be noted that the number of Internet resources for self-study of English or another foreign language is steadily growing, and platforms offering English courses or other foreign languages have both commercial and free versions.

One notable example is **busuu.com**. the resource developers combine well-prepared educational materials with the use of social networks, and the list of languages available for learning is quite extensive. Grammar and vocabulary taught through interactive activities grouped by topic and English proficiency level, while productive language skills (speaking and writing) practiced with the help of **busuu. com**munity members. For example, a person whose native language is English checks the written word of English learners and can be an interlocutor; in turn, an interlocutor be found for him, a native speaker of the language that the English-speaking user is studying.

Unfortunately, not all developments of this site are in the public domain.

Another Internet resource offering a large number of foreign languages for learning is **dolingo.com**. Unlike **busuu.com**, training on the site is completely free. Similar to busuu.com, there is an opportunity to join the community of foreign language learners, work together on projects and translations, and follow your progress and the success of your friends. The in-game elements of gaining reward points or "losing" a life make learning less monotonous, along with a bright and simple design of the site's interface. The disadvantages of the resource include a partly intuitive approach to the study of foreign languages and a high level of crowd sourcing in the construction of content.

Built on the principle of flashcards, **Anki** designed primarily for learning English words, but can be used in any discipline that requires memorization of a significant amount of information. A large number of ready-made sets of cards and the ability to create new ones for your own purposes are the undoubted advantages of the program, leveling a not very good interface and possible minor synchronization problems (3, 88).

Audio materials. It's no secret that learning spoken English by ear is the main component of the entire learning process. On the Internet portals, you can find many podcasts on any topic. Podcasts or it would be more correct to say podcasting is (eng. podcasting, from iPod and eng. broadcasting - ubiquitous, widescreen broadcasting) the process of creating and distributing sound broadcasts (that is, podcasts) on the World Wide Web.

With the help of audio podcasts, a student can not only replenish his vocabulary, but also master English in a certain period and gain communication skills that will help you quickly find the key too many grammatical concepts and colloquial speech. In addition, audio learning of English words, phrases and dialogues with any level of knowledge in this field is completely free. **Video materials**. Video, unlike audio material, allows not only to hear live speech, but also to see how certain words are pronounced, to assess the situation. On the Internet, in particular on YouTube, there are many videos and series that you can watch with subtitles and learn English visually. Video materials help students create an atmosphere of real language communication, making up for the lack of a natural language environment.

In the process of working on video materials, students improve their level of foreign language proficiency, since the variety of articulatory features, phonetic coloring of speech (timbre, voice rate of native speakers) subconsciously makes students listen and understand what is happening on the screen.

Learning English using video material is a reception (audio-visual perception), during which there is an activation of information activity, the formation of consciousness and thinking due to a foreign language, as well as the development of the student's cognitive activity and meaningful perception of foreign speech by ear, the formation of speaking skills and listening.

However, along with all the positive aspects of watching videos in a foreign language, certain difficulties arise: the perception of speech by students by ear is much more difficult to

understand than the perception of written speech. If the understanding of a word in the text is problematic, then its meaning can be easily found in an English dictionary, since the word is written and it is known how it is spelled (Spelling).

Video material is an excellent stimulus for effective communication activities and discussions. The video material creates an atmosphere of the versatility of the surrounding world, in which there are people of different nationalities, ethnic roots, gender, age, education; each of these people have their own preferences in food, clothing, hobbies; in topics for communication and reading, in watching TV shows, movies, commercials and various videos.

Moreover, the appearance of favorite characters (actors, hosts of various TV programs or shows, singers) or simply interesting people on a computer monitor causes positive emotions in the student.

Text materials. Any textual theoretical material can be easily found among Internet resources dedicated to learning English. To date, there are an infinite number of online textbooks, dictionaries, and e-books in a foreign language, which conveniently divided for students both in terms of the level of language proficiency and in terms of the level of complexity of the information presented to them.

Communicative method. One of the most effective ways for a student to improve pronunciation and expand vocabulary is communication with a native speaker (2, 126). Finding an interesting interlocutor on the Internet is not difficult at all, because you can use special Internet resources to share knowledge and find friends in different countries of the world. Among such resources are ICQ, Skype services; different social networks. In this case, all these resources will perform not only an entertaining function, but also be of an educational nature. Such communication allows the student not only to make friends in different parts of our country and abroad, but also to minimize the language barrier when learning a foreign language, which, of course, not in the best way, affects the communication process.

With this way of gaining knowledge, the learning process is quite simple: you help foreigners learn your native language, and they, accordingly, help you master their means of communication. With this method, the student can not only improve their speaking skills, but also constantly practice a foreign language**.**

The **memrise** platform also relies on the use of didactic cards, but in addition, developers use the principles of information transfer from short-term memory to long-term and associative memorization (mnemonics). The variety of English courses is provided both by the work of a team of professionals at the headquarters in London, and by the efforts of the **memrise** community. The ease of creating a course makes the platform very attractive for teachers of an English language for special purposes, since the number of software for learning English as a specialty is very limited, and this platform allows you quickly and effortlessly prepare online support for a specific English language course within the direction of student preparation. Using the capabilities of the **memrise** platform, the teacher greatly facilitates the process of mastering special vocabulary for students.

The Internet resources listed above have one important common feature - the presence of mobile applications, which makes them especially attractive for working with schoolchildren and students, a generation for which the digital world is a natural habitat. Unusual a few years ago, the abbreviation **MALL** (Mobile Assisted Language Learning - language learning using mobile devices) (1, 72) today has become an independent field of foreign language teaching methodology, and teachers should use its features to increase learning motivation.

The presence of mobile applications in popular social networks has also significantly changed the scope of the latter in the educational process. If a few years ago e-mail was the predominant means of communication on the network, today most of the correspondence with students, including sending students' homework to be checked by the teacher, is carried out in social network dialogues. Moreover, mobile applications make it possible to convey organizational and/or educational information to students extremely quickly and efficiently.

The constant development of social services (Internet 2.0) and the emergence of new options for creating various kinds of resources within one account (account) of a social network will probably eventually displace blogs, podcasts, and wiki pages from the educational process. Users of social networks VKontakte and Facebook can create groups, pages, plan events, etc. In fact, the news feed in the group can easily replace the group's educational blog, and the ability to publish media files makes podcasting a built-in feature. At the same time, the involvement of students in online work greatly simplified, since the vast majority of them are already registered users of social networks.

Considering various opinions about the benefits of using Internet resources in teaching foreign languages, we turn to the opinions of foreign researchers. For example, in recommendations for teachers at the University of Cambridge, M. Warshauer states that the Internet is one of the factors that make a significant contribution to the promotion of the use of computers for language education. According to the scientist, with the advent of the Internet, foreign language learners have an excellent opportunity to communicate with other students or native speakers of the target language around the world at minimal cost and time.

In addition, M. Warshauer highlights one of the advantages of using computers and the Internet in the practice of teaching and learning languages specifically for teachers, arguing that the Internet and live language communication have now become a single process that is constantly available to the target audience of foreign language learners (3, 110). As a result, one of the main advantages of introducing web technologies is providing the teacher with a huge variety of teaching resources, materials, technologies via the Internet. It is through the Internet that teachers now have the opportunity to easily obtain various materials for teaching students, and discover all the most modern methods of teaching English, used both in Uzbekistan and in the countries of the language being studied.

After analyzing the popularity of Internet resources in teaching English, we conclude that it is necessary to classify and structure the possibilities of using the Internet in teaching English, since they really ensure the effectiveness and interest of students in mastering a foreign language. The use of the Internet or modern technologies or methods in the course of teaching a foreign language has an impact on the professional growth of a teacher, on his ability to "keep up with the times". Which in turn is reflected in a significant improvement in the quality of education of students and their knowledge of a foreign language (1, 214).

In general, there are several general positive aspects in the use of Internet resources in teaching:

➢ Provide stable motivation for learning English

➢ Create a comfortable atmosphere in the classroom

➢ Ensure a high degree of personalized learning

➢ Increase the amount of work performed and increase the amount of knowledge, skills and abilities acquired in the classroom

➢ Improve the quality of control of knowledge, students

> ➢ Rationally plan and organize the educational process, thereby increasing the effectiveness of the lesson

> ➢ To form the communicative competence of students by means of authentic materials

> ➢ Provide students with access to various dictionaries, reference systems, electronic libraries, repositories and other information resources (5).

In the modern methodology of teaching foreign languages, the most common resources have been identified for a long time, which have proven their effectiveness in the practice of teaching English. These Internet resources contain a variety of language material, including textual, audio and visual material on a variety of topics in the language being studied. Internet search engines allow the teacher to use authentic materials in the classroom, such as audio, video and texts, get acquainted with works of fiction by authors from the country of the language being studied, join a foreign culture, develop their horizons and gain vocabulary in their active vocabulary.

There are several types of Internet services that can be used for independent work of students:

1. Hotlist (list on the topic) - is a kind of list of sites with texts on the topic under study. If the user wants to create it, then he needs to enter a keyword into the search engine.

2. Multimedia scrapbook (multimedia draft) - appears as a system of multimedia resources, where, in addition to links to text sites, there is also a large number of multimedia materials, including tables, photographs, audio files and video clips, graphic information, animated virtual tours. Both teachers can easily download these files. Students and used as visual demonstration material when studying a particular topic.

3. Treasure hunt (treasure hunt) - is a web resource where, in addition to links to various sites, you can find questions about the content of each site. With the help of these questions, the teacher can control the cognitive activity of students. At the end of the search, one more general question can be asked for a comprehensive understanding of the topic. This request will receive a detailed response, which will include answers to more detailed questions on each of the sites.

4. Sample subject - a site that occupies the next level of complexity compared to the previous resource. It also contains links to text and multimedia materials of the global Internet. As part of working with this resource, the user must not only familiarize himself with the material, but also express and argue his opinion on the issue under study.

5. Web quest (Internet project) - is the most complex type of educational Internet resources. This resource includes a scenario for organizing project activities on the topic chosen by the teacher using the resources of the Internet (4, 27).

Summarizing the information obtained during the study of these services, we can note that, using the Internet in educational activities, the teacher needs clearly understand the appropriateness of its use at a certain stage of education, all the positive and negative aspects of the introduction of web technologies.

Continuous updating of services and platforms existing on the Internet and the emergence of new resources of a general and professional orientation are constantly expanding the possibilities of using ICT for educational purposes. Foreign language teachers need to follow the Internet novelties, research and practical work of colleagues in this field in order to meet modern requirements for scientific and pedagogical workers. The use of the entire spectrum of ICT in the educational process makes it effective, increases the motivation of students, and leads to high-quality learning outcomes.

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