
The Relevance of Using Internet Resources in Teaching the Russian Language in the Aspect of Intercultural Communication

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Abstract: The relevance of the use of Internet resources in teaching English, the study of their types and features are due to both the productivity of their use for better assimilation of basic knowledge, and the convenience, cost-effectiveness of using certain means in the conditions of the modern information society. The feasibility of using new information technologies dictated by the needs of modern education to improve the effectiveness of learning, in particular, the need to develop skills for independent learning, search activities, a research, creative approach to learning, the formation of critical thinking of modern students, especially non-linguists.

Keywords: information technologies, intercultural communication, methods, Internet, research, independent learning.

The rapid development of information and communication technologies (ICT) is a characteristic feature of our time. The informatization process affects everything spheres of public and private life and education are no exception. Increasing the number of computer classes in schools and universities, the coverage area is expanding the Internet and mobile communications are emerging distance learning centers and online professional development programs, growing software market with educational content, etc. Pedagogical experiments on the introduction of ICT in the educational the process is carried out at all levels of education (school, university, advanced training), covering a huge number of areas of knowledge and academic disciplines (4, 19).

At the turn of the XX–XXI centuries, experiments on the use of computers in linguistic education led to the emergence whole direction in teaching methodology English - CALL (Computer Assisted Language Learning - language learning with computer). In addition, the development of the Internet into the leading mass media has expanded the scope of CALL and systematically analyze the role of ICT in teaching English or another foreign languages (FL). ICT used in the educational process for learning writing and annotating a foreign text, working out lexical material, improving the effectiveness of teaching foreign languages (2, 120). Moreover, new programs and online services that help optimize the study of a foreign language, and, therefore, require attention from teachers.

The Internet, being the quintessence of information and communication technologies, has become an integral part of education process. Today, foreign language teachers constantly and diversely use the resources of the network Internet that is inexhaustible source of information: educational methodological, reference, country studies. Magazines and forums for teachers of foreign languages, online dictionaries of the world's leading publishers,

printed, audio and video information about the countries of the language being studied (their public device, culture, education), access to electronic libraries, all this is widely used in the preparation and organization of training sessions (3, 87). Separately, it is necessary to mention the resources specially created for those who teach and study foreign languages, in particular English. The websites of the British Council and the BBC offer methodological developments for teachers and ready-made interactive programs for students of different ages, and in these. The materials consider the British version of the English language. American English is presented on the websites Department of State American English / For English Language Teachers Around the World (American English / for English teachers around the world), organization TESOL (Teachers of English to Speakers of Other Languages Inc. Association of Teachers of English as a Foreign Language) radio stations Voice of America (VoA Learning English). In addition to this, there are many sites created by private organizations/individuals and offering open access interactive materials for learning English or another foreign languages and development of skills and abilities of FL.

An analysis of existing studies allows us to make a reasonable conclusion that computer software products can be considered as a means of objectifying the level of learning in a foreign language. A positive psychological effect is achieved due to a more adequate form of knowledge presentation. As a result, a better understanding of the language material provided.

The use of modern Internet resources in the process of learning English increases motivation and allows you to more effectively develop speech and thinking skills. The computer helps to organize an integrated approach when working with language material.

Based on the results of the analysis of psychological and pedagogical literature and our own many years of experience in teaching foreign languages, we consider the hypothesis about the effectiveness of the use of Internet resources in learning English proven. Obviously, modern computer technologies provide ample didactic opportunities for the effective implementation of the principles of student-centered learning using polysensory technical means. In particular, the use of Internet resources stimulates the active cognitive interest of students, meets the requirements for organizing an accessible educational environment, allows you to build an individual educational trajectory, improves the efficiency of mastering linguistic material, and provides students with enhanced opportunities for obtaining language material in various formats and in a comfortable mode due to automation. Routine operations and objectification of knowledge control.

The Russian and Uzbek languages in their grammatical structure belong to different language types: Russian belongs to the type of inflectional languages, which are characterized by the integrity of the word, the diversity and polysemy of inflections, and the Uzbek language belongs to the type of agglutinative languages, the distinguishing feature of which is the easy division of the word into morphemes, sequential attachment of various suffixes to the stem of the word and the uniqueness of each suffix. This fundamental difference between the two languages is the main reason that causes significant difficulties in the study of the Russian language by Uzbek students. Many years of experience in teaching Russian and foreign languages in Uzbekistan has shown that taking into account the specific features of the native language of students is of great importance for the development of evidence-based methods of teaching a non-native language in national schools and universities.

Studying the grammatical structure of the Russian language, improving speech skills, students with the Uzbek language of instruction naturally rely on their native language. Purposeful, skillful use of translation will help to compare the facts of the native and studied languages, and prevent possible errors caused by interference [1, 12]. When teaching a non-

native language, the native language is a necessary and practically valuable tool. In our opinion, the most expedient is the intensive use of the native language in the process of teaching the practical course of the Russian language at non-philological faculties of pedagogical universities. Our little experience showed the following.

Considering that students are used to translating texts and sentences from Russian into Uzbek at school, we, having changed this traditional work, offered to translate the text from Uzbek into Russian, i.e., to make a reverse translation. Here, certain gaps in the knowledge of many sections of Russian grammar, the lack of skills to highlight the main idea of a semantic segment of the text, the skills of free expression on a given topic affected. It is known that in Russian the category of gender, the category of person, the category of animation and inanimateness closely connected with the declension system of nouns. There is no such connection in the Uzbek language, which is explained by the absence of the category of gender, and the categories of person, number, animacy and inanimateness do not have any effect on the declension of nouns [1, 27].

Also in the Uzbek language, there are no features of declension. There is only one type here, according to which nouns declined regardless of the category of person, as well as animation and inanimateness. Moreover, each case has its own stable, standard suffix in the singular and in the plural. The plural differs only in that the plural indicator “lar” placed before the case suffix [1, 32]. In the Uzbek language, each case suffix has a grammatical meaning. So, for example, - yes expresses the grammatical meaning of place and time. These features of the Russian language in the use of the word in the right number and case present difficulties for Uzbek students.

In addition, the correct use of prepositions of the Russian language causes great difficulty for students. This is because they are absent in the Uzbek language. The connection between words in phrases and sentences is carried out through case suffixes, postpositions, service names (in the corresponding case forms), as well as using a certain word order (in some cases). Postpositions are service words that are very close in their functions to Russian prepositions. Unlike prepositions, postpositions are placed after those words, which include the words *keyin, burun, boshka, kura, karshi, bilan, uchun* [1, 37]. ... - ... *uylarda...* (in houses); *kuchalarda...* - in the streets (on the streets); *Toshkent arxitekturasi obidalaribor-Tashkent has an architecture monument* (There are architectural monuments in Tashkent) *Shaharbo'ylab ...* - on the city (in the city) such errors is that in Russian prepositions in combination with one or another case of nouns or other parts of speech, clarifying syntactic functions, adjoin in the sentence to the control word expressed verb. In addition, in the Uzbek language, verbs require from controlled words the corresponding case form of nouns in combination with a postposition. For example: *Toshkentdakilublarvakutubxonalar ko'p*—there are many clubs and a library in Tashkent [2, 98], (There are many clubs and libraries in Tashkent).

The experience of teaching the Russian language in Uzbek schools and national groups of universities of the republic indicates that where the difficulties of the Russian language taken into account in comparison with the peculiarities of the grammatical structure of the native language, students' knowledge of the Russian language is stronger. Taking into account the peculiarities of the native language contributes to the prevention of typical mistakes made by students in the study of the Russian language, explained by students in the study of the Russian language, and explained by the influence of the grammatical norms of the native language. Thus, in order to improve the work of translation, it is recommended conducting training exercises, question-answer conversations or using part of the text to write a dictation, presentation, as well as oral retelling into Russian, which is one of the most important stages

in the process of learning coherent speech.

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