

USING ELECTRONIC EDUCATIONAL RESOURCES (EER) IN TEACHING FOREIGN LANGUAGES

Azimova Mahfuza Abdusamatovna

Tashkent University of Applied Sciences

Teacher of Department of Foreign Languages and Literature.

Annotation: The article emphasizes that electronic educational resources integrate into university educational process from the perspective of "Foreign language" discipline teaching didactics. The authors defined the concept of "electronic resource" and offered a classification of electronic educational resources on the basis of specific defining features, such as type, functional attribute, nature of presented information.

Keywords: Distance learning, electronic educational resource (EER), learning, information resources, learning process.

ИСПОЛЬЗОВАНИЕ ЭЛЕКТРОННЫХ ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ (ЭОР) В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Азимова Махфуза Абдусаматовна

Ташкентский университет прикладных наук

Преподаватель кафедры иностранных языков и литературы.

Аннотация: В статье подчеркивается, что электронные образовательные ресурсы интегрируются в учебный процесс вуза с позиций дидактики преподавания дисциплины «Иностранный язык». Авторы определили понятие «электронный ресурс» и предложили классификацию электронных образовательных ресурсов на основе конкретных определяющих признаков, таких как тип, функциональный признак, характер представляемой информации.

Ключевые слова: дистанционное обучение, электронный образовательный ресурс (ЭОР), обучение, информационные ресурсы, учебный процесс.

Introduction.

Since knowledge of a foreign language is an indicator of professional competence of specialists at the current stage of development of Russian society, they need to permanently improve the knowledge. All students of higher education institutions study the discipline "Foreign language" regardless of their training direction. The recent FSES HE states that university graduates should have the ability to communicate orally and in written form in Russian and foreign languages to solve problems of interpersonal and intercultural interaction. The unwillingness of school leavers to assimilate higher education programs at the required level affects their academic success and sets a task for university lecturers to intensify their cognitive activity

The information technologies used in the university educational process influence the methods of teaching and allow teachers to create conditions for each student to master a foreign language practically, to choose such methods of teaching allowing any student to be active and creative. According to special studies and our own observations, electronic educational resources (EERs) fit perfectly into the structure of the educational process of a higher education institution and most accurately meet the requirements of didactics¹.

The information and technological component of an electronic educational resource is inextricably linked to its information and technological base. The application of information and multimedia technologies in the development of the resource makes possible the use of didactic schemes inaccessible for paper formats. Significant changes are currently underway in information technology education. This is primarily due to the emergence of extensible markup languages XML, the promotion of an object-oriented approach and the concept of separating representation and content of the document. Educational institutions are introducing standardization of approaches to the creation and use of electronic educational

¹ Dmitrieva, R. N., & Kazanovskaya, T. A. (2018). Use of information and communication technologies (ICT). In Teaching foreign languages in the context of modernizing modern higher education (pp. 51–56). North Caucasus Federal University.

resources, and that is very important because standardization is the key to the integrity of the world educational information space².

To enter an electronic resource into an education system, in training process, it is necessary to develop it in accordance with normative acts of the Ministry of Education of the Russian Federation, to consider copyrights of resource developers, to define the procedure of using the electronic manual by students.

Further we will describe our own experience in creating and using electronic educational resource on a foreign language.

Each resource in the educational process plays its own specific role: consistent presentation of material, assessment of students' knowledge, modeling practical exercises, etc.

As one of the acceptable ways to use electronic educational resources in English language classes at an educational institution, we consider the use of computer-based educational courses and programs in the learning process during the introduction and activation of the basic language forms and structures; in speech training, to ensure control over the formation of speech and language skills. Computer programs provide an opportunity to introduce educational material, model situations of communication, provide organization of game tasks, control and evaluation of knowledge, providing all kinds of visibility. Students receive exercises for local network classes (sound and text exercises), using the computer as a learning tool. The control of learning of knowledge on thematic sections of the discipline is made through test tasks in testing programs (Crab, Test Designer).

The electronic educational resource developed by the team of the Foreign Languages Department for humanitarian and natural science specialties in the NCFU Learning Management System based on *LMS Moodle consists of a number of structural sections:*

- ♣ article and noun;
- ♣ type-time forms of the verb;

² Blinov, V. I., Dulinov, M. V., Yesenina, E. Y., & Sergeev, I. S. (2019). Project of didactic concept of digital vocational education and training. Publishing House "Pero".

- ♣ adjective and adverb;
- ♣ numeral;
- ♣ preposition;
- ♣ conjunction

Deploying the content of the whole e-Learning resource and each grammatical theme follows the didactic principles of accessibility, comprehension and stability. Differentiated tasks allow students with different levels of language training to choose their own pace of learning³. The repeated development of the studied phenomenon in various tasks and specially organized exercises aimed at fixing the passed material at the end of each section ensure stable mastery of the material. The final section of the manual offers top-level tasks, where students have to apply their knowledge to transmit a given content in a foreign language, systemize the studied phenomena. The electronic educational resource on grammar of English is designed for students of all training directions of non-linguistic university (first and second years of study). The resource follows the concepts developed by the Russian Ministry of Education and Science for the Foreign Language (English) curriculum.

The study found, first, that work performed with the use of electronic educational resources helps to vary classes, implement a comprehensive approach to learning and increase student motivation to learn a foreign language. Secondly, independent work of students with the EERs, on the one hand, contributes to the effective mastering of knowledge and methods of activity in studying the discipline "Foreign language", on the other hand, meets the requirements in the field of self-improvement of foreign language skills in the perspective of lifelong learning. Thus, electronic educational resources provide an opportunity to implement the principles of differentiated and individual approach to learning, and, accordingly, to help the development of personality during their own activities, research skills of students,

³ Ivashkovskaya, T. A., & Modnov, S. I. (2014). Electronic educational resources as a means of increasing the efficiency of teaching international students. *Yaroslavl pedagogical Bulletin*, 1(2), 251–255. http://vestnik.yspu.org/releases/2014_1pp/49.pdf

increase the level of students' mastery of a foreign language and, consequently, the level of their academic success.

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