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Possibilities of internet resources in teaching English vocabulary

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ABSTRACT: Vocabulary is the first and foremost important step in language acquisition. In a classroom where pupils are not finding themselves comfortable with the second language, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. This paper is an attempt to study and explore the various methodologies that can be incorporated in the teaching of vocabulary items in a language classroom. Online virtual worlds are becoming important tools in foreign/second language instruction in view of the fact that they enhance learner motivation; promote autonomy and social presence in a 3D environment. The article proposes the model of foreign language teaching methodology of the Uzbek students, due to the overall goal setting system of education in Uzbekistan, as well as the specifics of subject "Foreign Language".

KEYWORDS: information technologies, modern educational technologies, student-centered approach, communication, interactivity, period, language culture, virtual.

I. INTRODUCTION

Internet is a type of reality in which pupils can meet and communicate with other learners in the target language using text, voice or video as well as share ideas related to language learning. Furthermore, internet provides learners with the opportunity to take part in virtual language courses or lessons as well as visit places connected with the target language culture. Usage of Internet resources is one of the important objectives in learning foreign language. Many studies have been conducted about the relationship between technology and language. Some of them have focused on attitudes of the participants while some have considered concrete test scores. Overall, the results of multiple studies seem to suggest that active leisure use of the Internet is beneficial for one's English skills. Reading online texts, both in one's own time and when assigned, are extremely good for acquiring necessary language skills. Linguists conducted a study exploring the correlation of language acquisition and reading for pleasure online. The result was that the pupils who spent more time reading on the Web scored better on reading tests. In this paper, we would like to highlight possibilities of internet resources in teaching English vocabulary. Education today moves with the times and a modern foreign language lesson is a complex entity, preparation and carrying out of which requires teacher's efforts, energy and creativity. Teaching a foreign language itself corresponds to the current level of technological progress, so the effectiveness of interactive learning technologies in the classroom is obvious. Scientists note that the greater the perception of the systems involved in the training, the better and stronger the material to assimilate. Active implementation of the interactive learning technology multiplies didactic capabilities, ensuring visibility, audio and video support, and control, which generally contributes to the teaching level.

II. BACKGROUND

The 1990-s are characterized by the use of internet resources in education. Each student interacts with the three sources of obtaining educational information: a teacher, a database (on the subject or academic discipline) and, formally, any class student. Hence, the interactive learning technology makes the process of learning productive that can be called a special form of organization of cognitive activities. It concerns very specific and predictable objectives. One of these is



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to create a comfortable learning environment in which the pupil feels his/her success, his/her intellectual consistency of training. To date, the following technologies are popular in the educational process: student-centered learning technology; problem-modular training technology; developing education technology; communicative training technology; interactive learning technology, etc. In this context, computer technologies, for example, alter the learning style itself: students acquire a variety of skills in all kinds of speech activity at the same time. In teaching listening, each student has an opportunity to hear the foreign language speech; at speech training, each student can recite phrases in a foreign language into the microphone; when learning grammatical phenomena each student can perform grammar exercises. Students can create a variety of texts in a foreign language: biography, greeting cards, questionnaires, as well as the problematic texts, essays, projects. At the same time different kinds of speech activity are activated, such as: reading and writing; in addition, the effect is achieved in the field of speech thanks to the expansion of vocabulary and text design skills. Let's add here the Internet, which provides the possibility of virtual interaction. Accordingly, the term 'possession of interactive technologies' can be understood as the ability to navigate in the basic technical characteristics of new interactive tools: interactive whiteboard, Internet resources, software tools (Smart Notebook, Smart Ideas, Synchron Eyes, Bridgit Conferencing Software, M-Path, Chinoor) and other.

III. LITERATURE REVIEW

In the pedagogical and psychological literature the questions of teaching a foreign language through the use of internet resources were considered from the point of introduction of computer technology in the teaching of foreign languages by T.A. Polilova & V.V. Ponomarev (2007), B.S. Gershunsky (1987), O.I. Rudenko-Morgun (2002) [10]; use of teaching methods work with information resources based on the current Internet model by E.V. Yakushina (2002), E.G. Azimov (2001) [2]; the use of distance learning tools by S.V. Agaponov (2003) [1]. Followers of this trend such as I.V. Kaspin & M.M. Segal (2014) argue and make extensive use of the principles of humanistic oriented education, which does not exclude the application of advanced learning technologies [8]. The modular design of the content of the educational material and the use of technology of problem-modular education was reflected in the works of G.I. Ibragimov (1995), M.I. Makhmutov, G.I. Ibragimov & M.A. Choshanov (1993), P.A. Yutsyavichene (1990) [14]. We used the theory of educational content by S.L. Chistyakov (2004) [4]; theory of individualization of educational activity by I.E. Unt (1990); on-line learning as part of a student-centered education by G.K. Selevko (2006). A.M. Gerasimov & A.M. Loginov (2001) considered using an innovative approach to building training [5]; while the new information technologies in teaching foreign languages was studied by L.P. Vladimirova (2002) [12]. Special attention was paid to the methods and methodology of didactic study developed by V.I. Zagvyazinsky (1982) who took pedagogical goals (educational and developmental) as a basis for the selection of educational material, determined their specific content: fact finding systems, concepts, laws; deepening the system of ideas of ideological character, attitudes and assessments; mastery of a set of actions and operations; development of personal qualities of the student (development of thinking, memory, imagination, will, abilities, feelings, interests, needs, ideals, etc.) [15].

Son J.B. (2004) said that the proliferation of Internet-based software over the past decade undoubtedly had transformed the way foreign languages are taught. Yet, while educators increasingly exploit these pedagogical tools, the real story seems to be the way students use them to acquire foreign language competency [11]. The literature seems to suggest that students increasingly rely on mobile-assisted language learning independently of, or asynchronously to, more structured learning, but other factors have also received the attention of researchers. This brief literature survey highlights some of these issues:

1. Computer-assisted language learning (CALL)
2. Mobile-assisted language learning (MALL)
3. Internet-based language learning (IBLL)
4. Online language learning (OLL),
5. Google-assisted language learning (GALL)
6. Technology-enhanced language learning (TELL)
7. Technology-based language learning (TBLL) wrote while computers had been popular among language teachers since the 1960s, their usefulness had amplified by the development of Internet-based technologies.



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IV. MATERIALS AND METHODS

There is now no doubt about the need to use the Internet resources in the school process. In almost all areas of school education space, really harness the power of the network. Information technologies and Internet resources allow:

- organize various research collaborations of students, teachers, and students, researchers from various schools, research centers and one or in different regions or even different countries.

Project-based learning makes it possible to organize it in a truly creative research or purely action-independent application partners using the variety of methods and forms of self-cognition and practice of creative activity;

- provide operational advice to a wide range of learners of science resource centers;
- create a network of distance education and training of teachers;
- the rapid exchange of information, ideas, plans on issues of interest to the participants, topics of joint projects, thus broadening their horizons, raising their cultural level;
- taught how genuine research, modeling the work of the scientific laboratory, art studio;
- develop the ability to extract information from diverse sources, process it using the latest computer technology to store and apply for as many long distance at different points of the planet;
- create an authentic language environment that contribute to the natural need to communicate in a foreign language, and hence - the need for learning foreign languages;
- promote cultural, humanitarian development of students based on initiation to the widest information of cultural, ethnic, humanistic plan.

These benefits of the Internet resources are becoming apparent while using it directly to the student or the school auditorium. Ideal conditions for such work is the presence of a computer class with an Internet connection. Using the Internet resources in class should not be a goal in itself. In order to properly determine the place and role of the Internet in learning a foreign language, first of all, you need to find a clear answer to the questions: who, what, when and to what extent it should be used [13].

Methods that use Internet resources to engage pupils in vocabulary learning we have found ten strategies of teaching English Vocabulary to primary school children:

- . Learn from visual displays of word relationships within text
- . Take a digital vocabulary field trip
- . Connect fun and learning with online vocabulary games
- . Have students use media to express vocabulary knowledge
- . Take advantage of online word reference tools that are also teaching tools
- . Support reading and word learning with just-in-time vocabulary reference support
- . Use language translators to provide just-in-time help for ELLs
- . Increase reading volume by reading digital text
- . Increase reading volume by listening to digital text with a text-to-speech tool and audio books
- . Combine vocabulary learning and social service

An Internet-based strategy is an electronic strategy that teachers can use to develop pupils' vocabulary learning and interest in words. The term Internet-based strategy is used both to highlight that the strategies rely on digital tools and resources and to suggest the evoking of learning potential that is possible when technology and media are part of the instructional mix.is also an area where teachers are asking for guidance on instructional approaches, strategies, and materials. Internet and media are available in most schools that teachers could harness now to improve vocabulary learning, tools that capture the interest of pupils and that provide scaffolds and contexts in which to learn with, and about, words more profitably[11].

There are several main actions for learning vocabulary, which should be used during the English class.

- Listening Carefully

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom.

"Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions." Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful.

- Pronouncing the Word

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

- Methods of Grasping the Meaning



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The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

- Dramatization

This method can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

- Sing [Sing a song]
- Open [Open a book]
- Close [Close the book]

- Pictures and Drawings

Pictures of many types and colours can be used successfully to show the meaning of words and sentence.

Handmade pictures can also be used as there is no need to be very artistic.

Examples:

- into [Raj goes into the circle.]
- in [Rahman is in the circle.]

Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs. The ubiquity of technology and media, it is not on teachers' priority lists of vocabulary instruction strategies and materials. We address this gap by offering 10 Internet-based strategy strategies organized into five instructional areas. First, we offer strategies for teaching words and word learning strategies. Second, we focus on on-demand digital language tools to support just-in-time strategic vocabulary learning and reading. Third, we suggest ways to increase the volume of reading to support pupils' incidental vocabulary learning. Along the way, we offer ways to stimulate pupils' interest in words and self-efficacy. Technology, when used flexibly in response to pupils' varied needs and interests can and should be part of the solution to the vocabulary gap. It's a fun way for English Language Learners to build and reinforce vocabulary. And this situation motivates the pupils and prepares them for the third listening, where they will be asked to do the accompanying actions and sing the complete song aloud with the Web application. This stage is generally accepted as the stage when the teacher integrates different language skills such as listening, reading, speaking, and writing. In this context, Vocabulary Games <<http://www.vocabulary.co.il>>.com are suitable for competitions, games, and simple drama activities.

V. EXPERIMENTAL RESULTS

Studying and analyzing articles of different researches, which is published on possibilities of Internet resources in teaching English vocabulary, we found followings to highlight. Scholars studied ESL business pupils' approaches and attitudes towards learning vocabulary through Internet reading. In the study, he divided the participants into two groups, consisting of readers and non-readers. Interestingly enough, he also monitored the participants' vocabulary knowledge throughout an 8-week period. The results showed that those who were assigned to do online reading scored higher in the post-test. The youth themselves also feel that they learn through browsing the Web. Scientists studied upper secondary pupils' motivation in relation to learning English in the Internet. Aim was to chart how the Internet affected young people's motivation, skills and attitudes towards learning English. The results showed that over 80% felt motivated to learn English. In addition, well over 50% of the web pages they browsed were English-based. Finally, 10 out of 21, that is, 48% of the participants stated that the Internet has been of great help when learning English. Overall, young people view learning by Internet positively. They enjoy visiting English sites for pure leisure purposes. Knowing that there is a wide range in pupils' word knowledge and that as early as age 5 there is a 30-million-word exposure gap between. The results of this gap are manifested in pupils' literacy learning, particularly reading comprehension. The Matthew Effect, where strong readers get stronger and weak readers get weaker, as well as the fourth-grade reading slump, can be attributed, at least in part, to a less developed store of conceptual knowledge and vocabulary. Good news is that we can improve vocabulary learning and address the gap by actively and systematically teaching vocabulary to pupils. Teaching words, morphology, and word origins is an important component in any vocabulary-learning program. It is also necessary to provide multiple exposures to the word in different contexts and to teach word-learning strategies, such as using context clues, cognate information, and deciding when a word is important to know and remember. Although teaching can make a real difference in vocabulary learning, explicit teaching of vocabulary is not enough; a dedicated teacher can teach perhaps 300-400 words per year. Vocabulary instruction is essential, but research indicates



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that pupils with well-developed vocabulary learn many more words indirectly through reading than from instruction. Two strategies that encourage children to read widely and deeply are to provide an array of reading materials that capitalize on their interests and to set aside time for reading during the school day and at home[5].

VI. CONCLUSION

All in all, internet resources help implement a student-centered approach to teaching a foreign language, providing personalization and differentiation of learning based on students' abilities, their level of training and aptitude. Nowadays it's especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. It is impossible to imagine our life without those incentives, which Internet provides our daily activities. The new generation of peoples is defined by their reliance of media, their technological multitasking capabilities, and their propensity toward all things new. Virtual communication and connections are playing significant roles in people's interactions. In the era of globalization and internationalization the Internet becomes a dominant tool for adapting to the new environment. There are many options opened now for learning and teaching languages. Language learning websites can provide the real-time, conversational aspect of learning a language that is sometimes only available when visiting or living in a foreign country. The possibilities of using the Internet resources are enormous. The Internet creates the conditions for obtaining all necessary information for students and teachers held anywhere in the world: cross-cultural material, news from the lives of young people, articles from newspapers and magazines, necessary literature, etc. In this paper, the goal is to bring the methodology of teaching foreign languages in schools according to the development of modern information technologies. At foreign language lessons using the Internet resources we can solve a number of teaching tasks: to form the skills and abilities of reading, using material from the global network to improve the skills of writing of the students; to improve the vocabulary of the students; to form schoolchildren's sustained motivation to the learning of English language. In addition, the aim of this work is to explore the possibilities of Internet technologies, to expand student's horizons, to develop and maintain the business relationships and contacts with their peers of other countries.

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