

THE ROLE OF MODERN EDUCATIONAL PLATFORMS IN THE FORMATION OF STUDENTS' COMMUNICATION SKILLS IN ENGLISH

Tamara Kavilova,
JSPI, Jizzakh, Uzbekistan

Bahrom Karaboshev
JSPI, Jizzakh, Uzbekistan

ABSTRACT

The article is devoted to a comprehensive review of the attractiveness of distance learning. Distance forms of education offer a significant range of opportunities for education, however, this system is still far from perfect, there are a number of problems that are insoluble today and do not allow putting it on a par with traditional education. Of course, distance learning can diversify the process of getting an education, makes it the most interesting and accessible. Teachers in Russia and abroad are unanimous in this. It should be noted that distance learning, as one of the modern types of education, has every right to exist in the education system, but should not replace traditional education.

Keywords: education, distance education, Internet, information technology

INTRODUCTION

The modern view on the process of learning a foreign language is the result of understanding the communicative functioning of a person in the environment, in the context of a group and society. This view of linguistic communication suggests that language is essentially incommunicable. Only products of communication activity are transferred. An ever deeper understanding of the correctness of the learning process, including the process of learning a foreign language, has led to a weakening of the connection between it and the learning process, relegating the latter to a more limited role and directing research interests to the student, and not to the teacher, as it was before.

It is this focus on the one who studies a foreign language that has led to such a phenomenon as the struggle for a student of various schools offering foreign language training. According to the requirements of modern civilization in education, educational platforms have received one of the priority roles. However, it seems that after a period of enthusiasm for e-learning, it is time to think about the real possibilities of using the Internet in the didactic process of a higher education institution. Decisions about how to use online tools may vary, but they should be subordinated to the achievement of didactic goals and the quality of teaching through the Internet. In the modern information world, saturated with various electronic resources, higher education institutions have to withstand fierce competition with various educational centers and platforms that provide opportunities for learning a foreign language.

On the territory of the Russian Federation, since the appearance and in the process of development of distance learning, the following definitions have been adopted for the method under study: "Distance education is a complex of educational services provided to the general population in the country and abroad using a specialized information educational environment

based on the means of exchanging educational information at a distance (satellite television, radio, computer communications, etc.) and is one of the forms of continuous education, which is designed to realize the human right to education and information” [30]. There are other interpretations of the proposed concept, reflecting different approaches to its interpretation [2; 9; 24; 26]. For example:

1. Distance education is a form of education that ensures the use of the latest technical means and information technologies to deliver educational materials and information directly to the consumer, regardless of location
2. Distance learning - a set of information technologies that ensure the delivery of the main volume of the studied material to students, the interactive interaction of students and teachers in the learning process, providing students with the opportunity to work independently to master the studied educational material, as well as in the learning process.
3. Distance learning is a new stage of distance learning, which ensures the use of information technologies based on the use of personal computers, video and audio, space and fiber optic technology.
4. Distance learning - systematic targeted training, which is carried out at some distance from the location of the teacher. At the same time, the processes of teaching and learning are separated not only in space, but also in time.
5. Distance learning is a type of education based on the educational interaction of teachers and students remote from each other, implemented using telecommunication technologies and Internet resources. Distance learning is characterized by all the components of the learning system inherent in the educational process: meaning, goals, content, organizational forms, teaching aids, a system for monitoring and evaluating results.

The purpose of distance learning is to provide students with the opportunity to study at the place of residence in the programs of secondary and higher education on the basis of secondary, additional and higher educational institutions. The following methods are used in distance learning: demonstration, illustration, explanation, story, conversation, exercise, problem solving, memorization of educational material, written work, repetition.

The means of distance learning are primarily books in printed or electronic form, audio and video materials, computer training programs, network materials, educational games. Remote workshops, electronic libraries and databases with remote access, etc. are very popular. As in any other form of education, one of the most important stages of the educational process is the control of students' assimilation of the proposed information. Distance learning requires special attention to the control system, which, as in the traditional educational process, includes teaching, educational, testing and organizing functions and can be input, current, periodic or final. The control system, as in any other type of training, should be systematic and based on operational feedback - provided for in the structure of the training material, prompt contact with the teacher or course consultant at any time convenient for the student, including all types. One of the most striking features of distance learning is the input control, aimed at analyzing the reasons and motives of applicants, assessing their knowledge and the level of their professional qualities and abilities, which allows for an individual approach to each student, to select the most appropriate methods and means of education. In traditional education, entrance control is aimed primarily at the selection of applicants for study. The main problem of distance

learning is the problem of control, if ignored, falsification of learning will follow. It is necessary to develop special technical means, techniques and methods to solve these problems, which are currently being solved at the empirical level, without an established system.

In order for a distance course to achieve its goal, it is necessary to take into account the didactic features and structure of distance learning courses when developing it. The effectiveness of distance learning depends on several factors, and, with the exclusion of one of them, the process can be considered meaningless: the quality of the materials used, the availability of equipment that allows you to fully realize all aspects of learning and the skill of the teachers involved in this process. At the center of the learning process is the independent cognitive activity of the student, who must be taught to independently find and assimilate knowledge using various sources, work with the information found and use the methods of cognitive activity.

Initially, the process of self-acquisition of information should be an active cognitive activity with the participation of students, the purpose of which is not just to search for information, but also its subsequent practical application. The organization of online learning implies the availability and proper use of the latest technologies and programs aimed at the manifestation of the potential abilities of each of the students and the development of social personal qualities in independent, individual and group work. As in traditional education, the so-called "learning in cooperation" is applicable in distance learning, as well as the method of projects, scientific work.

With distance learning, it is important to maintain not only the connection between the student and the teacher. It is necessary to contact other students in the process of cognitive and creative activities, since distance learning is often used by people who have problems with socialization and communication.

There are a number of characteristics that are characteristic of an effective distance course:

1. Detailed planning of students' activities and its organization, a clear statement of tasks and learning objectives, the availability of the necessary teaching materials;
2. The presence of regular interactive communication between the student and the teacher, between the student and the educational material, the possibility of group learning;
3. The presence of feedback that gives students the opportunity to check the correctness of their learning and assimilation of educational material. Such feedback should be both operational, operational, and delayed in the form of external evaluation;
4. One of the most important factors in taking any distance learning course is motivation. To maintain a high level of motivation, various methods and means are used. For example, the modular structure of the course helps students to clearly track the progress of learning in modules, but too large modules reduce motivation.;
5. Features of the technological base on which it is planned to use the designed course, have a major impact on the structuring and content of all educational material.

There are generally accepted components that need to be taken into account, regardless of the structure, nature and topic of the course being developed:

1. General information about the course, its purpose, goals, objectives, content (structure), conditions for admission to training groups, final documents. This information must be made publicly available to those interested. More often you can find open sites with a course, but you need to register to get full information about it and be considered a full participant in the

learning process under the guidance of a teacher with the prospect, subject to successful completion of the course, to receive the appropriate certificate of the training organization.

2. Teaching materials in printed or electronic form in the subject area of the course.

3. Questioning, which allows you to establish contact with users and obtain the necessary information about students required to build training, develop a course, and implement an individual approach to each student.

4. A structured, divided into more or less equal modules training course, consisting of various kinds of materials aimed at developing different types of perception.

5. Blocks of tasks, test and verification tasks aimed at mastering the material and checking its mastery.

6. The presence of a block of creative tasks performed independently or in groups aimed at applying the acquired knowledge and skills to solve a specific problem posed, the presence of practical work involving group or independent performance.

Databases are widely used for optimal operation and support of the distance learning system. Within the framework of the university, a content repository is created for each of the faculties, with the possibility of repeated use by one faculty or to create an inter-faculty educational course. The system gives the teaching staff the opportunity to exchange ready-made educational materials with each other, that is, by requesting data in the common information database, the teacher can create new content based on the information received, contained in the requested data already in the university repository.

In distance learning, the technology of working with interactive whiteboards during remote classes or lectures is used, which makes it possible for both the teacher and students to use it simultaneously. Then the distance lesson becomes similar to the traditional learning classes, to which, due to life experience, they are accustomed. Online seminars or webinars have recently gained popularity and are used in various types of distance learning. For their implementation, two or more classes are used with interactive whiteboards, special screens and other technological tools necessary for learning, including special software that conducts online conferences.

In addition to the Moodle educational platform, there are other platforms on the Internet:

1. Coursera. This platform is aimed at students whose goal is to independently improve their professional skills, obtain new information about a particular field of knowledge, and increase their value from the point of view of the employer. Students who decide to study on this platform should take into account that they will have to do homework, write essays and essays, participate in discussions and conferences during the entire course if they expect to receive a course completion certificate. If you want to get access to educational literature and listen to lectures, the student needs to sign up, since they start at a certain time, there are very few open courses all year round.

2. "Arzamas". This project contains humanitarian thematic courses, which are replenished every week. Each course is an interactive immersion in some unexpected topic, accompanied by additional texts, articles, videos, illustrations and tests. Lectures are given by the best scientists of the country, the material was selected and structured by journalists, culturologists, art historians and other specialists. The platform does not provide certificates or certificates upon completion of training.

3. Stepic.org. The platform provides free access to courses on various topics, but mainly the resource specializes in topics such as mathematics, working with computer systems, programming, cytology and genetics. The site cooperates with scientists and practitioners: for example, here you can find a lecture by Yandex employees or the Bumaga online newspaper. There is also a huge database of tasks in various (mainly mathematical and computer) disciplines.

Distance learning is becoming more and more popular. It has been widely used in schools, secondary and higher educational institutions around the world for quite a long period of time. Progress does not stand still, new technologies appear in all spheres of society that do not allow the education sector to stand aside, younger generations understand the language of technology much better, perhaps even better than any other. Therefore, it is important to change the educational process, to introduce into it the technological achievements of recent years, which can make learning more productive and provide a much larger amount of information to students with the help of computer technologies that “know” hundreds of times more than a classical teacher.

REFERENCES

1. Bogdanova E.L. Humanization of distance education in the conditions of modernization of higher education / E.L. Bogdanova, M.L. Prokhorov [Electronic resource]. – Access mode: <https://uchebnikfree.com/obrazovatelnyie-tehnologiiisovremennyye/razvitie-subyektnosti-uchastnikov-61416.html>
2. Romm T.A. Sociality of modern education [Text] / T.A. Romm // Ideas and ideals. - 2010. - No. 1. – P. 80–87.
3. Khabibulina E.M. Distance learning: basic terms, principles and models [Electronic resource]. - Access mode: www.nsportal.ru/vuz/pedagogicheskie-nauki/library/2011/12/07/distantionnoeobuchenieosnovnye-terminy-printsipy-i.
4. Tamara Kavilova, Gulnoz Murotova, Digital technologies and information-communication competence of a foreign languages' teacher. , Архив Научных Публикаций JSPI: 2020: Архив №97 (science.i-edu.uz, jspi.uz)
5. Tamara Kavilova, Interactive forms and methods in teaching a foreign language , Архив Научных Публикаций JSPI: 2020: Архив №23 (science.i-edu.uz, jspi.uz)
6. Tamara Kavilova, Modern methods of teaching a foreign language , Архив Научных Публикаций JSPI: 2020: Архив №19 (science.i-edu.uz, jspi.uz)
7. Tamara Kavilova, Speech culture and communication effectiveness , Архив Научных Публикаций JSPI: 2020: Архив №59 (science.i-edu.uz, jspi.uz)
8. Tamara Kavilova, Actual problems of teaching a foreign language , Архив Научных Публикаций JSPI: 2020: Архив №19 (science.i-edu.uz, jspi.uz)
9. Tamara Kavilova, Guljaxon Umrzoqova Theory of the concept of speech act. , Архив Научных Публикаций JSPI: 2020: Архив №31 (science.i-edu.uz, jspi.uz)
10. Tamara Kavilova, The formation of speech skills in foreign language lessons , Архив Научных Публикаций JSPI: 2020: Архив №23 (science.i-edu.uz, jspi.uz)
11. Tamara Kavilova, The concept of the cultural component of meaning. , Архив Научных Публикаций JSPI: 2020: Архив №59 (science.i-edu.uz, jspi.uz)

12. Tamara Kavilova, Using the Internet at lessons of foreign languages . , Архив Научных Публикаций JSPI: 2020: Архив №32 (science.i-edu.uz, jspi.uz)
13. Tamara Kavilova, To the question of the correct formulation of the dialogical speech , Архив Научных Публикаций JSPI: 2020: Архив №23 (science.i-edu.uz, jspi.uz)
14. Tamara Kavilova, The role of reading fiction in the study of a foreign language , Архив Научных Публикаций JSPI: 2020: Архив №23 (science.i-edu.uz, jspi.uz)
15. Tamara Kavilova, Teaching dialogic speech in french classes , Архив Научных Публикаций JSPI: 2020: Архив №23 (science.i-edu.uz, jspi.uz)
16. Tamara Kavilova, Guljaxon Umrzoqova, Theory of the concept of speech act. , Архив Научных Публикаций JSPI: 2020: Архив №31 (science.i-edu.uz, jspi.uz)
17. Tamara Kavilova, The use of role-playing in the formation of foreign language competence of students. , Архив Научных Публикаций JSPI: 2020: Архив №94 (science.i-edu.uz, jspi.uz)
18. Tamara Kavilova, The internet in the process of teaching a foreign language , Архив Научных Публикаций JSPI: 2020: Архив №25 (science.i-edu.uz, jspi.uz)
19. Tamara Kavilova, Nazira Isanova, Обучение разговорной речи на уроках иностранного языка на начальном этапе , Архив Научных Публикаций JSPI: 2020: Архив №44 (science.i-edu.uz, jspi.uz)
20. Tamara Kavilova, Guljaxon Umrzoqova, Gulnoz Murotova, К вопросу использования научных текстов на уроках английского языка , Архив Научных Публикаций JSPI: 2020: Архив №45 (science.i-edu.uz, jspi.uz)
21. Tamara Kavilova, Gulnoz Murotova, Нутқда чет тилидан ўзлаштирилган сўзларнинг ишлатилиши ҳақида , Архив Научных Публикаций JSPI: 2020: Архив №47 (science.i-edu.uz, jspi.uz)
22. Tamara Kavilova, To the question of the correct formulation of the dialogical speech , Архив Научных Публикаций JSPI: 2020: Архив №17 (science.i-edu.uz, jspi.uz)
23. Tamara Kavilova, Nazira Isanova, Роль интернета при обучении иностранным языкам , Архив Научных Публикаций JSPI: 2020: Архив №45 (science.i-edu.uz, jspi.uz)
24. Tamara Kavilova, O'rol Inomov, Обучения иностранному языку на разных этапах , Архив Научных Публикаций JSPI: 2020: Архив №45 (science.i-edu.uz, jspi.uz)
25. Murotova, G., & Kulatova, G. (2020). MONITORING AND DEVELOPING WRITING SKILLS IN ENGLISH. Архив Научных Публикаций JSPI, 18(1). извлечено от https://science.i-edu.uz/index.php/archive_jspi/article/view/1758.