ELECTRONIC EDUCATIONAL RESOURCES AS A FACTOR OF THE QUALITY OF EDUCATION IN LEARNING A FOREIGN LANGUAGE

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Abstract. The relevance of this article is due to the fact that at the present stage of social development, the implementation of the educational process at a high level is impossible without the introduction of innovative technologies, since they make learning able to attract the attention of the younger generation. The rapid development of innovations in the field of science and technology does not allow education to stand aside. Innovative technologies help not only increase mobility, increase the level of educational corporateness, but also strengthen ties between branches of education at different levels. The priority is not the accumulation of a large amount of knowledge, but the ability to use them in everyday life.

Key words: learning, foreign language, e-learning, electronic educational resources.

ЭЛЕКТРОННЫЕ ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ КАК ФАКТОР КАЧЕСТВА ОБРАЗОВАНИЯ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

Аннотация. Актуальность данной статьи обусловлена тем, что на современном этапе общественного развития осуществление образовательного процесса на высоком уровне невозможно без внедрения инновационных технологий, так как они делают обучение более эффективным и способным привлечь внимание молодого поколения. Стремительное развитие инноваций в области науки и техники не позволяет образованию оставаться в стороне. Инновационные технологии помогают не только повысить мобильность, повысить уровень образовательной корпоративности, но и укрепить связи между отраслями образования разных уровней. В приоритете не накопление большого количества знаний, а умение использовать их в повседневной жизни.

Ключевые слова: обучение, иностранный язык, электронное обучение, электронные образовательные ресурсы.

ELEKTRON TA'LIM RESURSLARI CHET TILINI O'RGANISHDA TA'LIM NAZORATI OMILI SIFATI

Annotatsiya. Ushbu maqolaning dolzarbligi shundan iboratki, ijtimoiy rivojlanishning hozirgi bosqichida innovatsion texnologiyalarni joriy qilmasdan o'quv jarayonini yuqori darajada amalga oshirish mumkin emas, chunki ular o'rganishni yanada samarali va e'tiborni jalb qila oladi. yosh avlod vakillari. Fan-texnika sohasidagi innovatsiyalarning jadal rivojlanishi ta'limning chetda turishiga imkon bermayapti. Innovatsion texnologiyalar nafaqat harakatchanlikni oshirish, ta'lim korporativlik darajasini oshirish, balki turli darajadagi ta'lim tarmoqlari o'rtasidagi aloqalarni mustahkamlashga

yordam beradi. Ustuvorlik katta hajmdagi bilimlarni to'plash emas, balki ulardan kundalik hayotda foydalanish qobiliyatidir.

Kalit so'zlar: o'rganish, chet tili, e-learning, elektron ta'lim resurslari.

INTRODUCTION. E-learning and distance learning technologies are widely introduced into the educational process of higher educational institutions. The main goal of distance learning is to ensure the availability of higher education for those categories of the population who, due to their employment in professional activities or remoteness from the locations of higher educational institutions, do not have the opportunity to attend classes. However, e-learning has a number of advantages, such as the presentation of a large amount of information, the choice of an independent trajectory for studying the topic, interactivity, and others that justify the inclusion of its elements in the real educational space of a higher educational institution.

When studying the discipline "Foreign Language", a significant amount of time is devoted to independent work of students, in the organization of which elements of e-learning can be used.

METHODS. Increasingly, the creation and use of electronic educational resources (EER) in educational activities is considered as one of the most promising and relevant tools for improving the system of higher professional education.

According to E.Yu. Ignatieva, in the modern educational process, against the background of a decrease in the importance of formalized knowledge, the ability for effective self-learning, the socialization of the subjects of the educational process in a dynamic and uncertain social and professional environment, as well as increasing the responsibility of the student and his activity in acquiring and transferring knowledge [7, p. 12].

A mandatory requirement for the organization of the educational process at present is the maximum rationalization of the learning process. At the same time, modern methods of teaching foreign languages can be fully rational only with the active introduction of multimedia support. According to N.V. Baryshnikov, the effectiveness of the formation of a professionally oriented foreign language competence doubles with the integration of self-learning and multimedia resources [8, p. 4].

These resources are especially in demand in the aspect of teaching a professionally oriented foreign language, since the pace of development of technology and modern devices is constantly increasing, which cannot but affect the teaching of technical English and aspects of translation in this area. The classical printed form of foreign language textbooks has a number of undeniable advantages, however, along with this, it has one significant drawback: slow updating of materials at a relatively high cost of publishing a circulation, which is a significant difficulty for reprinting textbooks in the current economic situation. At the same time, students lose interest in the discipline being studied, since irrelevant texts, which, as a rule, are the backbone of most manuals, make the process of working with them uninteresting.

To update the educational process in this area, in parallel with the classical printed form of textbooks, the most appropriate is the targeted development and use of an electronic educational resource, which makes it possible to update materials in a timely manner, make adjustments and additions to both the text and lexical parts.

After analyzing the role of an electronic educational resource in the modern educational process, the task was formulated to develop an electronic educational resource for teaching a

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professionally oriented foreign language. The following were identified as the main goals for the development of the ESM:

- simple and user-friendly structure;
- availability of materials, the use of which is difficult in the classroom (video files, voluminous text documents, detailed English diagrams, etc.);
- the presence of feedback from the teacher;
- the possibility of constant updating of materials;
- use of modern development tools;
- improving the efficiency of independent work of students of a professionally oriented foreign language.

It is worth noting a number of advantages of using the ESM for the teacher. Firstly, the format of an electronic educational resource allows you to conduct classes in the form of independent work using computer systems, reserving the role of a leader and consultant, as well as quickly and effectively control students' knowledge and set the content and level of complexity of certification activities. Secondly, the use of an electronic educational resource gives the teacher the opportunity to use relevant material during practical classes, which, if necessary, can be quickly updated or changed if previous versions.

Thus, the electronic educational resource allows in a convenient and modern mode to work out a large amount of specialized English-language information in an individual mode suitable for each student, and the teacher to use the EER material as efficiently as possible, depending on the level of the group's knowledge of a professionally oriented foreign language.

A necessary condition for the use of e-learning is the creation of an electronic information and educational environment, which includes electronic information resources, electronic educational resources, a set of information technologies, telecommunication technologies, relevant technological tools that ensure the development of educational programs by students in full [1, p. 432].

When learning a foreign language, the following electronic educational resources can be used: electronic textbooks for obtaining the necessary information and practicing lexical and grammatical skills; audio and video recordings, allowing to improve the skills of listening to foreign speech; electronic tests for self-control of the level of assimilation of the studied material; electronic reference and information systems (electronic dictionaries, thesauri, glossaries, electronic encyclopedias).

The characteristic features of modern electronic reference and information support in a foreign language include:

- use of hypermedia and hypertext technologies;
- the ability to search by keywords or expressions;
- the possibility of storing large amounts of information [2, p. 69].

In e-learning a foreign language, the following forms of communication are distinguished: synchronous communication, which involves real-time communication with the use of distance learning technologies, videoconferencing, virtual classes, etc.; asynchronous communication, involving the exchange of information with a time delay using e-mail, forums, websites, blogs, etc.; mixed communication based on a combination of synchronous and asynchronous technologies [3, p. 131].

RESULTS. The use of electronic educational resources increases the motivation of students to learn a foreign language, reduces the time to search for information, and contributes to the faster formation of foreign language communicative competence.

The structural components of the system are: learning objectives; content of training; means of pedagogical interaction, including motivation; organization of the educational process; the result of activity [4, p. 87].

The innovative technologies used in the process of teaching a foreign language have the following features: conceptuality (based on a certain scientific concept); systematic; controllability; efficiency; reproducibility; upbringing (morally justified, contributing to the humanistic and creative development of students).

Teaching technologies in educational practice affect the student's attitude to the subject and the assimilation of knowledge in the course of classes in different ways. In this regard, indicators of the effectiveness of technologies for the formation of foreign language professional competence were developed:

- the possibility of taking into account with their help the age, intellectual and moral and psychological characteristics of students, motivational potential;

- positive emotional background of learning;

- implementation of the principle of partnership, cooperation, dialogue between a teacher and a student;

- attraction of a wide arsenal of technical, multimedia teaching aids;

- a good final result after the end of classes and, in the future, student satisfaction with the quality of classes [5, p. 179].

DISCUSSION. Distance education is one of the most promising and, perhaps, the most innovative direction in the field of education, due to the level of development of modern IT technologies. The effectiveness of distance education is determined by the pedagogical meaning invested in it, which are two different kinds of approaches.

The first approach, which is currently widespread, implies the exchange of information between a teacher and a student under distance education. Knowledge is understood as transmitted information, and students do not acquire their own experience, and their practical activities to create knowledge are practically not organized.

The second approach is based on distance learning, the result of which is the personal productive work of students, built on modern IT technologies. This approach integrates pedagogical and information technologies, which make it possible for students to interact with practically oriented educational material, which ensures the productivity of the educational process. Manipulations with information have in this case the role of an auxiliary environment. Training can occur both simultaneously in real time, and also non-simultaneously. A creative, original approach to education is the main feature of distance education of this type. The main goal of such training is the self-expression of the student.

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Today, in practical implementation, distance education practices the whole range of modern IT technologies, such as e-mail, thematic lists, mailing lists, electronic magazines, Usenet conferences, chats, ICQ, web conferences, bulletin boards, VR technologies.

In this regard, it should be noted that technologies based on e-mail and video conferencing are most actively used. It is also worth noting the existence of a huge amount of special software that allows you to comprehensively solve many organizational and pedagogical problems of distance education. With the help of the above IT technologies and tools, it is possible to use various pedagogical forms of activity, such as remote business games, laboratory work and workshops, virtual visits to inaccessible objects, virtual excursions, computer correspondence of students, as well as teachers with each other, and more [6, p. 53].

Distance forms of classes are also actively used to improve the qualifications of teachers, various remote pedagogical conferences and competitions play a huge role. The "Internet" increases the role of "networked" teachers, since the area they influence thanks to IT technologies is huge, and can cover a large area compared to the usual approach to education. Distance education has its pros and cons, but it also has prospects for development in the future. New technologies will allow us to open up new areas of science and education.

CONCLUSION. In our opinion, in order to improve the quality of education, it is necessary to search for new approaches to the organization of education using distance technologies: a non-classical scheme should be used: lectures (when the teacher "voices" the educational material) – practical exercises.

It is much more useful, in our opinion, to work according to the following scheme: issue an electronic version of the lecture with comments on the most difficult sections and the condition of studying it for the next lesson; in the next lesson, discussion of issues that arose during the study of the topic, consideration of examples should be carried out.

When introducing distance learning forms into the educational process, one should also take into account the social aspects of the Internet partnership that arise in this case.

In the process of applying innovative technologies, the position of the student also changes: his goal is to actively interact with the teacher and his fellow students, use of a wide variety of information sources and resources using computer technology, independent search and understanding of the necessary professional information.

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