

THE INTERNET AS A DIDACTIC TOOL FOR FAR-REMOTE
FOREIGN LANGUAGE TEACHING

Shavkatova Malika Oybek qizi

Student of Uzbek State World Languages University, philology faculty

Ziyadullayeva Aziza Akmalovna

Abstract: The problem of developing Internet platforms for English teachers is the focus of this article. The author views such a platform as a cutting-edge didactic tool that can be used to teach English to a group of students remotely and fulfills all the functions of a didactic tool. After describing the features of the current Internet platforms, the author concludes that the options that have been suggested do not satisfy the needs of foreign language teachers.

Key words: Internet-based platform, e-learning, educational tool, and remote foreign language learning.

The use of digital technologies in foreign language instruction is imperative in the present world since they not only streamline the process but also increase the student base. Teachers have the opportunity to use the capabilities of an online platform to conduct an entire lesson in real time while using it for classes. Nonetheless, the majority of educators are leery of this style of instruction, favoring the conventional lesson over cutting-edge technologies.

The Internet platform will be the main topic of discussion in this essay as a didactic instrument for teaching foreign languages in upper-level coursework. It is our responsibility to draw comparisons between the functions of conventional didactic tools and the novel tool of the Internet platform in order to determine their respective roles in the contemporary foreign language teaching process.

A didactic tool is understood in both its narrow and broadest senses. As per V.A. Slastenina's perspective, didactic tools are items that operate as sensorimotor stimuli, influencing students' senses and enabling them to gain both direct and indirect understanding of environment. The author defines didactic means as all materials—textbooks, school supplies, computers, etc.—that are utilized in the educational process and aid in it. A more comprehensive comprehension of the notion of didactic means is of relevance to us. We follow the definition given by S.M. Vishnyakova's dictionary: "Didactic means - means by which learning goals are realized."

Conventional didactic materials are often categorized according to their sensory modality. This is determined by the senses that pupils use to perceive the information. This criterion allows didactic methods to be separated into four categories: visual, auditory, audiovisual, simulators, and universal. This criterion allows didactic methods

to be separated into four categories: visual, auditory, audiovisual, simulators, and universal. We can categorize the Internet platform as a universal didactic tool because it involves the use of both hearing and vision in the information perception process, and it also helps to develop specific skills through the use of contemporary simulators (e.g., electronic cards containing new words).

There are unquestionably many benefits to distance learning over regular education. Of course, freedom of access is the primary benefit. Meaning that, unlike in the past, when education was limited to big cities, students can now study practically anywhere and receive a fantastic education. In other words, students get the same chances regardless of where they live. The chance to learn from professors abroad, grow in scientific subjects, and attend lectures by the world's top universities without having to pay hefty material training charges is another crucial factor in favor of selecting distance learning.

The aforementioned information leads us to the conclusion that a unique platform that satisfies all of the demands and specifications of English teachers is required.

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