# The Usage Of Modern Educational Internet Resources In Teaching Process

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*Annotation: Information support of the modern educational space should be at a level that would allow the teacher to solve all the educational tasks facing him quickly and effectively. Information technology allows you to find a solution (or set of solutions) for a particular pedagogical situation. This list can be modified and expanded by the teacher in accordance with the specifics of teaching activities.*

*Key words: informational technologies, informational and methodological support, foreign language, knowledge of participants, communication.*

Learning process is a two-way process that combines the activities of the teacher and the activities of the student.

In the system of foreign language teaching under the teachers should not understand the message is ready the knowledge of students and learning interaction, or rather the execution of speech acts for communication purposes. [7]

New information technologies in education in General and in teaching a foreign language (English), including, can be applied by a teacher at almost all stages of the educational process, in particular:

- in the preparation of the theoretical material;

- when creating information and methodological support for the discipline in the development of demonstration materials for classes;

- when checking students ' knowledge to collect and analyse performance statistics.

According to the concept of M. I. Makhmutov, a lesson is a dynamic and variable form of organizing the process of purposeful interaction (activities and communication) of a certain composition of teachers and students, including the content, forms, methods and means of teaching and systematically applied (in the

same time periods) to solve the problems of education, development and upbringing in the learning process. [5].

Based on the content of the lesson and its pedagogical tasks, the necessity of using Internet resources in the educational process is argued. So, it can be caused by:

- lack of sources of educational material;

- the ability to present unique information materials in multimedia form (paintings, manuscripts, video fragments, sound, etc.);

- the need for visual visualization of the studied phenomena, processes and relationships between objects;

- the need to work with models of studied objects, phenomena or processes for their research in interactive mode;

- the need to develop skills and knowledge of information and search activities;

- creating conditions for the effective implementation of progressive psychological and pedagogical methods (experimental research and project activities, game, competitive forms of education, etc.);

- the need for objective assessment of knowledge and skills in a shorter time.

In accordance with these arguments, the necessary educational electronic resources for a specific methodological purpose are selected: training, information search, simulation, demonstration, modeling, monitoring, simulators, educational games, etc.

For the teacher, first of all, it is important to determine for what purposes he is going to use its capabilities and resources.

For example:

- to include network materials in the lesson content (integrate them into the training program);

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- for independent search of information by students as part of the project;

- for self-study, deepening the first or second foreign language being studied, eliminating gaps in knowledge, skills;

- for self-preparation for passing a qualified external exam;

- for systematic study of a certain foreign language course remotely under the guidance of a teacher.

O. F. Bryksina identifies 4 stages of planning a foreign language lesson using Internet resources:

1. Conceptual stage. At this stage, a didactic goal is defined with a focus on achieving the following results:

- formation, consolidation, generalization or improvement of knowledge;

- formation of skills;

- control of assimilation, etc.

At this stage, you can work on listening.

2. Technological stage. Based on the formulated requirements for Internet resources for didactic purposes and methodological purpose, their multi-factor analysis and selection is carried out. Select the form of the foreign language lesson (lesson presentation, lesson-study, virtual tour, workshop, theme project, etc.). You can also use the chat services, newsgroup or e-mail to get the opinion of native speakers, citizens of the country whose language is being studied, a particular issue and discuss on the lesson, different points of view on the same problem.

It is at this stage that the foreign language teacher determines the necessary hardware and software (local network, Internet access, multimedia computer, software). Of course, ideally, independence from the material and technical support provided to the teacher is desirable, but in practice the teacher is more often constrained by circumstances than free to choose hardware.

3. Operational stage. At this stage, the main structural elements of the lesson are highlighted, the methods of interaction of various components and their functional relationships are selected.

At this stage, the details of the functions assigned to the means of information and communication technologies, and ways to implement them, as well as the choice of ways to interact with the electronic resource and the training.

The effectiveness of the impact of educational material on students depends largely on the degree and level of illustrative material. Visual saturation of the educational material makes it bright, convincing and contributes to the intensification of the process of its assimilation. Computer presentations allow you to focus students ' attention on significant points of the information presented and create visual effective samples in the form of illustrations, diagrams, diagrams, graphic compositions, etc. The presentation allows you to influence several types of memory at once: visual, auditory, emotional, and, in some cases, motor.

4. Pedagogical implementation. The main goal of this stage is to translate pedagogical principles into concrete training actions. To effectively manage the learning process based on the use of Internet resources, two main tasks need to be solved. The first of them is to determine the current psychological state and level of knowledge of the trainees. The second (the task of managing students ' cognitive activity) is to plan and implement an optimal sequence of actions that ensures the acquisition of the necessary knowledge in a minimum time, or the maximum amount of knowledge in a given time.

At the stage of a foreign language lesson related to the use of information technology tools, the teacher mainly provides individual control over the work of students. It is not necessary to prevent discussion between students of the questions arising from them, so that the knowledge acquired in the lesson becomes

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personally significant for them. The teacher here is more of a coordinator, a consultant on complex issues, but not the only source of information.

Methodologists distinguish several types of speech activity: productive (speaking and writing) and receptive (listening and reading). For example, the ability to "separate the main information from the secondary" can relate to both listening and reading, and "Express and argue your point of view" – to speaking and writing.

The communicative approach is a strategy that simulates communication, aimed at creating psychological and linguistic readiness to communicate, at consciously understanding the material and ways of acting with it, as well as at realizing the requirements for the effectiveness of utterance. [9].

New information technologies are not only new technical means, but also new forms and methods of teaching, a new approach to the process of learning and education. Modern pedagogical technologies, such as project methodology, the use of information technologies, and Internet resources allow for a person - centered approach to learning, provide individualization and differentiation of learning based on the abilities of children, their level of learning, interests, and so on.

Rapid implementation of information processes in various spheres of life requires the development of a new model of the education system based on modern information technologies. It is about creating conditions for the disclosure of a person's creative potential, the development of abilities, education, self-improvement and responsibility.

Thus, the introduction of ICT contributes to achieving the main goal of modernizing education – improving the quality of education, increasing the availability of education, ensuring the harmonious development of an individual who is oriented in the information space, is attached to the information and

communication capabilities of modern technologies and has an information culture.

In that way, the content basis of mass computerization of education is undoubtedly related to the fact that the modern computer is a technical tool that contributes to effective learning, and subsequently affects the overall development of students.

The project participants have unique perspectives. First, it is individual participation - students can (under the guidance of a teacher or independently) exchange emails with peers from 200 countries. Secondly, it is possible to organize group projects. The information on the site will help the teacher choose the project that will be interesting for this age group.

All projects offered on the site are developed in detail: the goals, tasks, stages of implementation, and expected results are highlighted. Ready-made and designed handouts, questionnaires, templates and guidelines can significantly reduce the preparation time for the lesson. The clear structure of the project allows the teacher to plan lessons in advance and organize the learning process in such a way as to maximize the use of ICT for their own purposes in order to become a member of the Epals Project, the teacher must register on the website www.epals.com and publish your "portfolio". The plan and requirements for its design are available on the site.

Participation in such projects significantly increases the cognitive interest of students in the subject (because students understand the importance of English as the language of international communication) and motivation when learning the rules of writing letters (because it allows you to practice the knowledge obtained in the lessons).

You can ask students to work in twos or threes, to research articles that cover all aspects of life: editorials, sports, weather, culture... The advantage of this type

of work is the full involvement of the entire class, combined with the differentiation of tasks: strong students can research more difficult articles, while weaker students can be assigned a report on weather conditions or something from the field of culture.

In addition to working on reading and speaking skills, you can add vocabulary. To do this, students should be asked to write dictionary articles based on the information they have read. It is possible to acquire new grammatical skills, examples of which are found in the articles.

The result of this work can be the creation of your own page dedicated to one particular event, where you need to try to give a neutral view of the problem, based on the analysis of information from various news agencies. Here you must also specify hyperlinks to sources. For the development of intercultural competence research articles on a specific topic, only one of the news agencies for a long period of time also has its advantages: having studied the problem, students will be able not only to determine the position of this country to the problem under study, but also to identify reasons for this view and, accordingly, can predict the development of events. After the work done, a discussion or teleconference is necessary, where the work of each student or group will be a separate sector of the overall problem. The main advantage of this work is that students get access to first-hand information, rather than a week or more old printed publications, and are involved in the thick of world events, personally influencing it.

This is a comprehensive resource with which you can perform tasks aimed at developing various speech skills. In addition, there is a lot of different speech material that can be used as a speech warm-up, physical training in the classroom, to consolidate new vocabulary and as an "advertising pause" in the lesson.

ICT make it possible to implement a whole range of methodological, didactic, pedagogical and psychological principles more fully, and make the learning

process more interesting and creative. The ability to take into account the level of language training of students is the main basis for the implementation of the principles of individualization and differentiated approach in teaching. At the same time, the principle of accessibility is observed and the individual pace of work of each student is taken into account. Using a computer and the Internet, you can organize individual, pair and group forms of work in the lesson. However, keep in mind that a computer cannot replace a teacher in a lesson. You should carefully plan the time you work with the computer in the lesson and use it exactly when it is really necessary.

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