



## DIFFICULTIES IN USING INTERNET RESOURCES IN TEACHING ENGLISH SPEAKING SKILLS IN PRIMARY SCHOOLS

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**Abstract.** *This article is dedicated to the that English, like any other language, performs a communicative function. As a result, as an academic subject, it is considered both a goal and a means of study at the same time. There are more than a billion different multimedia files in English on the Internet, containing educational, methodological and scientific information, in fact, which allows you to organize operational consulting support, simulate research work, conduct virtual training sessions (seminars, lectures) in real time. The new demands of society on the level of development and education of the individual, new living conditions should change the content, means and methods of the pedagogical process. In this situation, there is a natural and rather urgent need for new concepts, methods and technologies of learning.*

**Keywords:** *methods, English, language, school, speaking skills, Internet, technologies, development, learning program.*

Modern society makes great demands on education and the general development of students, the effectiveness of learning the program.

It is necessary to train each student in a short period of time to receive, process, evaluate and apply a large amount of information in practical work. It is very important to implement the learning process so that students work actively, with attention and interest in the lesson, see the fruits of their own labor and have the opportunity to independently evaluate them.

A combination of classical methods of studying and modern information technologies, including computer technologies with the introduction of Internet resources, can help the teacher in solving this difficult task. The introduction of a PC in the classroom makes the learning process mobile, strictly differentiated, personal and interactive. A modern computer includes the functions of a TV, a video recorder, a book, a calculator, a telephone and is considered a universal device capable of simulating all kinds of language situations, it has the ability to quickly and effectively respond to the influences and requirements of the student. This teaching method also facilitates the tasks of conducting lessons for teachers: it can help them assess the capabilities and knowledge of a student, inspires them to find modern, non-traditional forms and ways of learning, provides a space for pedagogical creativity. At the same time, the computer does not replace the teacher, but only complements him by playing the role of a tool that, when used correctly, significantly increases the effectiveness of



the pedagogical process. With the advent of computer networks, widely available in educational institutions, students and teachers have the opportunity to receive the necessary information almost immediately from anywhere in the world. Instant access to large information resources is possible through a global telecommunications network. English, like any other language, performs a communicative function. As a result, as an academic subject, it is considered both a goal and a means of study at the same time. There are more than a billion different multimedia files in English on the Internet, containing educational, methodological and scientific information, in fact, which allows you to organize operational consulting support, simulate research work, conduct virtual training sessions (seminars, lectures) in real time.

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To develop foreign language communicative competence, educational systems in foreign languages based on information and communication technologies are being built. For the first time, the question of creating a model of a professional network community, taking into account modern requirements, is being raised. Teaching foreign languages with the help of modern information technologies, which play a leading role in organizing the student's independent and creative activities. It is possible to identify qualitative 'benchmarks' that allow us to identify modern educational technologies in the field of teaching foreign languages.

These are the technologies that: involve each student in an active cognitive and information and communication process, including, and above all, with the help of modern information technologies, allow creating conditions for each student to apply the acquired knowledge; help students realize where, how and for what purposes all the acquired knowledge can be applied." Technological progress, which is rapidly changing our lives in all aspects, has affected both linguistic laboratories and ordinary classrooms. Computers, multimedia and interactive whiteboards have become almost the norm. Currently, there are many different means of new information technologies; among those used in the educational process, a computer occupies a special place.

New information and communication technologies offer a wide range of various multimedia tools that allow you to diversify the learning process.

Nowadays, the time of widespread computerization and the arrival of new technologies in education, teachers have an urgent need to use multimedia tools, including the creation of electronic presentations for use in classroom classes. A multimedia presentation is a program that can contain text materials, photographs, drawings, slide shows, sound design and narration, video clips and animation, and three-dimensional graphics. The main difference between presentations and other ways of presenting information is their special richness of content and interactivity, i.e. the ability to change in a certain way and respond to user actions. One type of



multimedia is a computer presentation, which is (quite easily) created using the PowerPoint program (which is one of the components of the Microsoft Office program), and which provides the ability to create sequential slides containing numbers, text, graphics, animation, video and sound.

In recent years, methodologists, linguo-teachers and teaching practitioners have identified the following problematic aspects of integrating multimedia and digital technologies into the process of teaching foreign languages. Firstly, the unsystematic nature of the content and the inconsistency of this content with the main materials of the course, secondly, the lack of criteria for evaluating the usefulness of the data technologies in various age groups and criteria for evaluating curricula, thirdly, the lack of teachers with the necessary qualifications that would allow them to effectively use computers in the classroom.

These problems are really common in practice teaching foreign languages, however, reflects rather an outdated approach to the use of ICT in teaching foreign languages. For example, today there is no shortage of open-source computer programs that give the user the opportunity to independently fill them with content (Hot Potatoes), which means that it is wrong to talk about the impossibility of embedding such programs in the course of study. Nowadays, the problem of selecting content for filling such shell programs is gradually becoming relevant.

Moreover, the focus is gradually shifting from the use of specialized programs aimed at automating language skills and controlling their formation, to full-scale integration into the learning process of various technologies that were not created specifically for educational purposes. This implies the use of application programs (MS Word, PowerPoint, etc.), Internet capabilities and telecommunication technologies for educational purposes.

When using digital tools in an English lesson in secondary school, in our opinion, the behavior of students also poses a certain risk. Having gained access to a computer, students can be distracted by third-party activities on the Internet, instead of performing educational activities. Therefore, the teacher should be able to monitor the activities of students, as well as carefully select materials and, if necessary, limit the functionality of the web browser in such a way as to prevent students from contacting inappropriate materials.

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