

**OPTIMIZATION OF STUDENTS' INDEPENDENT WORK IN A FOREIGN LANGUAGE USING INTERNET TECHNOLOGIES****Yulduz Tashmuradovna Niyazova***Karshi Engineering and Economics Institute, teacher at the Department of Foreign Languages**E-mail: niyazova.yulduz00@mail.ru*

**Abstract:** *One of the tasks of foreign language education is to develop in future specialists the abilities and skills to independently acquire professional knowledge and creatively apply them in their activities. The article highlights the main points of optimizing students' independent work in a foreign language using Internet technologies.*

**Keywords:** *teaching a foreign language, independent work, internet, multimedia technologies, extracurricular work.*

**Introduction:**

When teaching a foreign language, independent work is a special form of manifestation of the student's creative activity. It includes various types of individual and collective activities, carried out in practical classes or at home on assignments without the participation of a teacher. It is known that independent work to a certain extent contributes to the development of skills and abilities, helps to increase interest in the subject, and also reveals a person's abilities and shapes his qualities as a creative person. A distinctive feature of independent work is its pronounced individual character, which is a form of self-education that is closely related to the student's educational activities in the classroom [1,116].

**Main part:**

Today, various multimedia technologies expand the teacher's capabilities, optimize language learning, and make it an exciting process of discovering the unknown world of a foreign language and culture.

Since one of the most important reserves for increasing the efficiency of higher education is the optimization of students' independent work, then in the conditions of informatization of education and the limited number of teaching hours allocated to studying a foreign language at a technical university, high-quality foreign language training of a specialist is possible only if the main emphasis in training in a foreign language is designed not so much for classroom lessons, but rather for independent activities of students, competently combined with modern information technologies in general and Internet technologies in particular. Independent work of students using the Internet can take place in two main ways: classroom work of students and extracurricular work of students [22].

In-class independent work involves students completing assignments in a computer lab equipped with Internet access as part of a foreign language lesson under the direct supervision of a teacher. Extracurricular independent work of students involves performing specially prepared tasks with extensive use of pre-designated Internet capabilities. [7, 1791]

In this case, independent work is structured in such a way that it allows the student to complete educational tasks in any place convenient for him with an Internet access point. The extracurricular option allows the teacher to implement a number of tasks:

- take into account the individual characteristics of students, giving them greater freedom in time and information space for action;
- minimize the technical complexity of the assigned tasks by taking into account the level of computer proficiency and Internet skills;
- optimally integrate the use of Internet technologies in teaching, taking into account the main aspects of the educational process when teaching a foreign language with minimal costs;
- teach the student to be more responsible for his own knowledge, since he must be able to organize his own time, decide what information can be used to complete a task, and in what form to present his point of view.

Thus, the specifics of teaching a foreign language in a non-linguistic university creates all the necessary prerequisites for the integration of Internet technologies into the educational process as a tool for independent activity [20]. It is necessary to distinguish two main groups of independent activities carried out by students on the Internet when learning a foreign language. This is independent work with electronic resources and Internet communication. Students' independent work with electronic resources most fully corresponds to the following classification of types of tasks based on electronic resources, taking into account students' levels of foreign language proficiency:

1. The list of thematic links implies the work of students with electronic resources as additional material on the topic being studied, which allows students to more fully consider the topic being studied or its aspect. So, for example, teacher can offer the following tasks for all levels of foreign language proficiency (beginner, intermediate, advanced):

- creating links on English grammar, business English, etc. with his/her exercises, with a review of sites on this issue;
- compilation of links and classification of useful sites for research work (abstract, report, coursework).

2. Search and selection by students of a certain number of links on the topic, usually 10-15, and drawing up questions for each informative site. At the end, students are typically expected to formulate a key question that requires a logical conclusion and aims to gain a broad understanding of the topic.

3. A selected list of links to electronic resources that invite students to do something: read; look, etc. After which students must express their own point of view based on what they have read, from life experience, or interpret works of art, etc.

It should be noted that the effective integration of information published on the Internet largely depends on the teacher's ability to adequately evaluate potential electronic resources using criteria for assessing their quality, which allows the selected information to be prepared for successful use as authentic materials. Thus, independent activity in searching, analyzing and transforming information on the Internet allows you to teach a student to collect, evaluate, synthesize and apply information in practice.

Independent work with electronic resources also includes a web project, which is the result of combining project methodology with the capabilities of the Internet and can be effectively integrated into the process of teaching a foreign language at a non-linguistic university, since a web project is a long-term, problematic task, the purpose of which is the development of linguistic and communicative skills, skills and the formation of sociocultural competence, and the result is a web publication [4,1091].

Web projects, being a complex type of task, require a high level of subject and information competence from the teacher managing the project, and from the student - skills and abilities in working with information and information technology. When teaching a foreign language, the use of tasks based on electronic resources requires students to have an appropriate level of language proficiency to work with authentic Internet resources. Now let's look at Internet communication. There are various types of communication on the Internet.

Asynchronous communication is communication in non-coinciding time periods, non-simultaneous communication using various means of transmitting information between two or more participants. In this case, e-mail and a forum can serve as means of transmitting information messages. Email has cross-cultural and interpersonal value.

This is due to such a property as interactivity, that is, the possibility of direct interaction with teachers, peers, and native speakers. In addition, e-mail allows students to significantly expand knowledge about the culture of the country of the language being studied, while the foreign language is a means and not the goal of communication. Synchronous communication is communication between two or more participants at one point in time, that is, communication within one time slice, when the delay of the message from the beginning of its transmission to receipt by the recipient is no more than a few seconds, and ideally, completely absent.

Conclusion:

In conclusion, we can say that education using Internet technologies has many points of contact with the study of English, which is becoming especially relevant in the modern world. The competent use of new types of independent work of students and Internet communication when teaching a foreign language allows one to significantly optimize the educational process and create authentic communication situations, which

significantly contributes to increasing the level of motivation of students when learning a foreign language.

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