USE OF E-LEARNING RESOURCES IN FOREIGN LANGUAGE LESSONS AND REQUIREMENTS TO IT

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ABSTRACT

Extensive work is being done in our country on the use of pedagogical and information technologies in the educational process. The scientific and theoretical basis of this problem, the specifics of each pedagogical technology have been developed and sufficient experience has been accumulated. Relevant organizations of foreign countries are closely assisting in the introduction of pedagogical and information technologies in the educational process. It is known that in the implementation of this direction was focused on the study of the first foreign language.

KEYWORDS: *E-learning resources, foreign language lessons, requirements.*

INTRODUCTION

The use of the media in the study of a foreign language, especially English, and the development of programs in it also give results in the implementation of the requirements. Of course, all this is a modern program with a set of facilities that can be used in the learning process. An analysis of modern educational e-publications has shown that they have a complex structure and need to be classified. The classification of e-learning publications is based on the general methods of classification of both educational and electronic and software tools. The main type of learning process is the lecture. A lecture is a form of organization of the educational process, which forms the knowledge that is the guiding basis for the learning material to be mastered by students.

THE MAIN RESULTS AND FINDINGS

There are three main types of lectures: introductory lectures, informational lectures and review lectures. Depending on the subject and didactic purposes, the following forms of lectures can be used: problem lectures. , visual lectures, press-conference lectures, etc. Electronic educational publications used in lectures should enrich the narrated material with videos, audio animations, help the speaker to demonstrate complex processes. The following types of electronic textbooks can be used to organize the study of theoretical material:

• Video lecture. The lecture is recorded with the help of a video camera. The advantage of this type of lecture is that it can be heard over and over again and can be stopped in difficult places.

• Multimedia lectures. Interactive educational programs can be created for independent learning. When using such textbooks, each student can learn a trajectory that is convenient for him, the optimal pace of learning. And can choose the method. The mastery rate can also be increased in many ways by means of controls.

• Traditional publications: electronic lecture texts, basic abstracts, manuals for studying theoretical material, etc. Students' independent education based on information technology includes: work with electronic textbooks, watching video collections, listening to audiocassettes, working on computer simulators, computer testing, etc. [2, 21]. At present, all types of knowledge control can be carried out on the basis of specially developed computer programs with the help of e-learning publications. In particular, the use of e-learning publications in the current and intermediate control system is highly effective. Computer test programs are not only a means of self-monitoring for learners, but also take on the role of current and intermediate control. Such a test program can be an independent program that cannot be changed, or o ' can also be a modified shell program supplemented by an anthill. Teaching practice is important in history education. The computer serves as a tool for simulation models, simulators. With the help of computer programs can be organized trainings on archeological excavations, collection of ethnographic materials, reconstruction of monuments, and acquaintance with archival documents. Computerization of archives and museums Educational-methodical complexes play an important role among the electronic means of education. OUMs contain theoretical material as well as practical tasks, tests, applications, etc. OUMs can be presented as digital and analog multimedia courses consisting of structured and logically connected didactic elements. Modern educational multimedia course - video and not only text-based interactive material enriched with audio materials, but also educational materials should be placed in different forms and on different media. The multimedia course is a means of complex interaction with the learner through illustrative, informative, simulative and control parts. The basis of OUM is its interactive part. This part is realized only on the computer. It includes: -electronic textbook; - electronic reference book; - training complex; - a set of examples and problems; - electronic laboratory practicum; - computer test system. The e-textbook is designed for independent study of theoretical material, and its hypertext structure allows you to work with an individual educational trajectory. An electronic chrestomathy is a collection of texts that complements a textbook. The chrestomathy may include documents, works of art, and excerpts from them. The methodical instructions, which explain the features of the texts included in the chrestomathy, are important for the reader. These guidelines provide a link between the text and the study material and guide students in preparing for the workshop. The e-reference allows the user to quickly receive the

necessary information in a compact form at any time. Typically, an e-reference consists of a list of terms, and each element of the list is hyperactive, ie as a result of its activation, a hyperlink with the content, translation or interpretation of the term is referenced. Is a necessary condition. Internet resources in history education. The number of Internet resources on the Internet is growing among e-learning publications. The number of Internet resources on historical topics is also increasing. Gradually, databases of historical resources, special directories and search engines have emerged. Working with network scientific and educational resources has its own characteristics and requires skills in working with the network, browsers, and knowledge of how to search, process and store information on the Internet. A historian who wants to work on the Internet the first problem is the problem of information retrieval. The next challenge is to determine if the resources found are suitable for educational use. There are many historical resources that cannot be tested for compliance with state education standards. In the process of studying a voluntary course, there may be a problem that the textbook obtained from the Internet does not correspond to the curriculum of the educational institution. The information obtained from the Internet is very diverse in nature, the software needed to process it and there are many formats of text, graphics, and audio-video information. We will consider some ways to solve these problems. What to look for? - In answering this question, the historian in his educational activity refers to the curriculum.

CONCLUSION

It is also useful to identify the nature of information that differs in structure, type of presentation, purpose, and form of presentation. How do I search? - To find the necessary information on the Internet, you need to search for resources that contain this information. Such information can be found in the databases of search engines, search directories. The main Russian search engines include rambler, yandex, apart, google. In such systems, the search is based on queries expressed in the form of text. In practice, it is advisable to use more than one search engine, because the databases of search engines are different from each other. Special historical directories can exist as part of a search, information or research resource, or as an independent resource. Unlike search engines, directories are more likely to live up to the expectations of users because the search is done within materials on a pre-selected topic. The role of basic multimedia devices in foreign language teaching is significant. In the implementation of these processes, visual materials and audio devices further strengthen the activation of the learning process. Although the development of technology in the teaching of multimedia means, that is, the beginning of the twentieth century, we can see that the effectiveness of its results is satisfactory.

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