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**ANALYSIS OF EXAMPLES OF USING INTERNET DURING THE  
LESSON**

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**Annotation:** Usage of Internet resources is one of the important objectives in learning foreign language. Many studies have been conducted about the relationship between technology and language.

**Key words:** Internet, interactive method, technology, innovation, learning, potential, method, educational institution.

An Internet-based strategy is an electronic strategy that teachers can use to develop students' vocabulary learning and interest in words. The term Internet-based strategy is used both to highlight that the strategies rely on digital tools and resources and to suggest the evoking of learning potential that is possible when technology and media are part of the instructional mix.

Vocabulary is also an area where teachers are asking for guidance on instructional approaches, strategies, and materials. Internet and media are available in most schools that teachers could harness now to improve vocabulary learning, tools that capture the interest of students and that provide scaffolds and contexts in which to learn with, and about, words more profitably.

Drawing on research-based principles of vocabulary instruction and multimedia learning, this paper presents 10 strategies that use free digital tools and Internet resources to engage students in vocabulary learning. The strategies are designed to support the teaching of words and word learning strategies, promote students' strategic use of on-demand web-based vocabulary tools, and increase students' volume of reading.

The previous Internet-based strategies all require pupil interaction, from manipulating a visual word map to taking an online vocabulary field trip. This strategy focuses on students' vocabulary representations in multiple modes—writing, audio, graphic, video, and animation. The first set of examples draws on promising research with universally designed digital text, suggesting the benefit of having students develop word meaning as they read a definition, view graphics, listen to the word, write or audiotape a personal connection to the word, create a caption for a graphic, and complete an interactive word map.

A multimedia composing and presentation tool that is often underused is PowerPoint. We have certainly seen many poor PowerPoint examples (e. g., the ubiquitous three bullet points and silly clip art approach). However, we have found that PowerPoint can be used creatively for expression. In addition to benefiting from reading and viewing multimodal representations of vocabulary, recent research suggests that students may also benefit from creating multimedia representations of words in PowerPoint slides that are hyperlinked together. Working with fifth graders, we created an example of a multimedia glossary item for camouflage, a word from the science curriculum.

The model elaborates word knowledge in context and illustrates how design influences the message. To provide a structure to guide students in creating their own entries, Bridget created a template that students could fill in and adapt. The template includes a space for the word, a short definition, an explanation for why the word is important, a graphic, an audio recording or sound, and a source. Students' glossary items can be combined into a master document and sorted by word to show multiple meanings and representations. Another approach to compiling students' individual work is to teach them how to hyperlink their slides so that a view of one version of a word includes hyperlinks to others' versions of that word. Although this example uses PowerPoint as the media format, these types of vocabulary collections can be

created in different modes and published online as a word wiki or word blog. This kind of collaborative publication and engagement with an external audience is characteristic of successful multimedia learning. There really is no end to the creative possibilities when students use media to develop and celebrate the wonder of words.

Many online word reference tools are also excellent teaching resources. For example, the Visual Thesaurus website complements its fee-based content with free information such as the Behind the Dictionary and Teachers at Work columns and teacher-created themed word lists. Many use multiple distribution platforms to reach learners wherever they are. For example, the Back in School webpage of Dictionary.com ([dictionary.reference.com/pupilhandbook](http://dictionary.reference.com/pupilhandbook)) links to Facebook, has an iPhone application, a free toolbar application, a word of the day that is communicated on Twitter or as a text message on your mobile phone, and a free weekly word explorer audio podcast on iTunes.

Students can develop their strategic learning repertoire as they customize their own collection of supports.

We dealt with a way to improve students' abilities to explore, store and usage of vocabulary items:

- ✓ determined the role of vocabulary teaching and how a teacher could help their learners;
- ✓ laid emphasis on self initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included.

Teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own. Thus it signifies that a language teacher should be innovative and proficient in the

application of methodologies pertaining to teaching vocabulary items in a classroom situation. Following the technologies is the main method for teaching vocabulary items in an English language classroom.

There are some techniques of teaching English vocabulary using Internet resources that Kazakh primary school teachers can use. Wordle is a free Web application that allows you to create a word cloud based on the frequency of words in a particular text. It can be used to stimulate students' thinking about the meaning, importance, and relationship of words as they analyze, create. To create a word cloud, you paste text into the applet and then manipulate the visual display by selecting the color scheme, layout, and font. Word clouds can be used to highlight keywords and themes to prepare students for reading, as well as prompt discussion after reading.

Students will most likely conjecture that the article is about bees. Some students may notice the less prominent words-dead and poisons-and wonder if the bees are sick. When asked about the color choice, they may speculate that the author/designer chose bright colors to get your attention, or that black goes with poison. What is important in this kind of pre-reading discussion is students' close attention to the words and how they might relate to one another and to the larger text that they represent. Students actively engage with meaning as they draw on background knowledge about words and concepts as well as on visual literacy skills.

As students manipulate the word cloud's layout, color, and font, they integrate verbal and visual representations, strengthening the multimedia learning effect while developing an important digital literacy skill in our visual society.

For some students, the creative design aspect serves as the hook to engage them in meaning making; for others, it is the words themselves that entice them to explore meanings and relationships.

Teacher gives some information about the theme, then gives pictures and shows the video using the Internet. The students have to put the pictures in a correct order. Then students share their ideas with another pupil and after they in a pair write what place is given in the picture. In this lesson all strategies of using Internet resources that were mentioned in the theoretical part of the research are followed, because the teacher using Web application show the pictures and students learn from visual displays word relationships within text.

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