

# USE OF ELECTRONIC EDUCATIONAL RESOURCES IN LEARNING A FOREIGN LANGUAGE IN UNIVERSITY

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**Abstract:** This article is about using electronic educational resources in learning foreign languages in universities. It analyzes efficiency of application of innovative technologies in the formation of foreign language professional competence of students.

**Key words:** teaching a foreign language, e-learning, electronic educational resources, electronic reference and information systems.

Currently, e-learning and distance learning technologies are widely introduced into the educational process of higher educational institutions. The main purpose of distance learning is to ensure the accessibility of higher education for those categories of the population who, due to their employment in professional activities or remoteness from the locations of higher educational institutions, are not able to attend classes. However, e-learning has a number of advantages, such as the presentation of a large amount of information, the choice of an independent trajectory for studying the topic, interactivity and others, which make it justified to include its elements in the real educational space of the university. According to the federal educational standard of higher education (FGOS VO), when studying the discipline "Foreign language", a significant amount of time is devoted to independent work of students, in the organization of which elements of e-learning can be used.

A necessary condition for the use of e-learning is the creation of an electronic information and educational environment, which includes electronic

information resources, electronic educational resources, a set of information technologies, telecommunication technologies, appropriate technological tools that ensure the development of educational programs by students in full [2]. When studying a foreign language, the following electronic educational resources can be used: – electronic textbooks for obtaining the necessary information and practicing lexical and grammatical skills;

– audio and video recordings to improve the skills of listening to a foreign language; – electronic tests for self-control of the level of assimilation of the studied material; – electronic reference and information systems (electronic dictionaries, thesauri, glossaries, electronic encyclopedias). The characteristic features of modern electronic reference and information support in a foreign language include: – use of hypermedia and hypertext technologies; – the ability to search for keywords or expressions; – availability of modules for automatic translation of texts; – the ability to store large amounts of information;

– the possibility of presentation on various media [1]. In e-learning a foreign language, the following forms of communication are distinguished: – synchronous communication, which involves communication with in real time using distance learning technologies, video conferencing, virtual classrooms, etc .;

– asynchronous communication, involving the exchange of information with a time delay using e-mail, forums, sites, blogs, etc .;

– mixed communication based on a combination of synchronous and asynchronous technologies [3].

The use of electronic educational resources increases the motivation of students to learn a foreign language, reduces the time it takes to search for information, and contributes to the faster formation of foreign language communicative competence.

The new personnel policy of the flagship university is focused on a modern approach to work with personnel and provides for staffing the university with employees of the required qualifications, capable of ensuring high labor results;

ensuring constant growth of business qualifications, professionalism and personal development of the employee; creation of working conditions that stimulate and encourage employees to achieve high results. The advanced training of teachers of the Tyumen Industrial University aims to: – comprehension of the strategy and personnel policy of the university to ensure its leading positions in the market of educational services in the near future;

- mastering the teaching staff of TIU with modern information technologies that ensure high efficiency and quality of work in the field of oil and gas vocational education (in particular, advanced distance learning technologies);

- provision of personnel support for high-tech educational technologies and modern tools introduced in the educational departments of the university;

- search for progressive cost-effective educational technologies to reduce unit costs in teaching students. Advanced training courses conducted by the TIU Distance Education Center, according to the program "Tutor (teacher) of distance learning", solve the following tasks:

- promotion of the strategy and technical policy of the university in matters of teaching staff training;

- expanding and deepening knowledge about promising information technologies;

- positioning knowledge in the field of new tools used to develop electronic teaching materials;

- practical study of advanced experience in the educational departments of the university;

- passing certification by course participants. A tutor is a specialist in the field of educational organization and self-education. The tasks of the tutor include methodological preparation and conducting group workshops (in full-time and remote versions); assistance in performance of certification works, their verification and assessment; consultations and other forms of psychological support for students; vocational guidance and counseling. The university teacher is the principal source of course content; available only during scheduled classes;

deals only with the course material; establishes hierarchy relationships with students. The tutor (teacher) methodically manages the development of the course; always available to students; organizes educational activities of students; establishes partnership relations with students.

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