



Xolidaxon JALILOVA,

PhD student, Namangan State University Department of History and Theory of Pedagogy

E-mail: k1238869@gmail.com

Based on the review by Andijan State Institute of Foreign Languages D.Sc. N.M.Pazilova

TECHNOLOGY OF USING INTERNET EDUCATIONAL RESOURCES IN FORMATION OF SOCIO-CULTURAL COMPETENCE OF STUDENTS IN ENGLISH CLASSES

Annotation

This article explores the integration of internet educational resources (IERS) in English language classrooms to enhance the socio-cultural competence of students. The study investigates the theoretical foundations, practical applications, and pedagogical implications of incorporating IERS into English language teaching. By examining the multifaceted dimensions of socio-cultural competence and the role of technology in education, this research aims to provide insights into effective strategies for utilizing IERS to foster cross-cultural understanding, communication skills, and intercultural competence among students.

Key words: Internet Educational Resources, Socio-Cultural Competence, English Language Instruction, Technology Integration, Pedagogical Strategies.

INGLIZ TILI DARSLARIDA O'QUVCHILARNING IJTIMOY-MADANIY KOMPETENSIYASINI SHAKLLANTIRISHDA INTERNET O'QUV RESURSLARIDAN FOYDALANISH TEXNOLOGIYASI

Annotatsiya

Ushbu maqola talabalarning ijtimoiy-madaniy kompetentsiyasini oshirish uchun ingliz tili sinflarida internet ta'lim resurslarini (ITR) integratsiyasini tadqiq etadi. Tadqiqot ITRni ingliz tilini o'qitishga kiritishning nazariy asoslari, amaliy qo'llanilishi va pedagogik natijalarini o'rganadi. Ijtimoiy-madaniy kompetentsiyaning ko'p qirrali o'lchovlarini va ta'limda texnologiyaning rolini o'rganish orqali ushbu tadqiqot o'quvchilar o'rtasida madaniyatlararo tushunish, muloqot qobiliyatlari va madaniyatlararo kompetentsiyani rivojlantirish uchun ITRdan foydalanishning samarali strategiyalari haqida tushuncha berishga qaratilgan.

Kalit so'zlar: Internet ta'lim resurslari, ijtimoiy-madaniy kompetensiya, ingliz tilini o'qitish, texnologiya integratsiyasi, pedagogik strategiyalar.

ТЕХНОЛОГИЯ ИСПОЛЬЗОВАНИЯ ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ ИНТЕРНЕТА В ФОРМИРОВАНИИ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В этой статье исследуется интеграция образовательных интернет-ресурсов (ОИР) в классы английского языка для повышения социокультурной компетентности учащихся. В исследовании изучаются теоретические основы, практическое применение и педагогические последствия включения ОИР в преподавание английского языка. Изучая многогранные аспекты социокультурной компетентности и роль технологий в образовании, это исследование направлено на то, чтобы дать представление об эффективных стратегиях использования ОИР для развития межкультурного понимания, коммуникативных навыков и межкультурной компетентности среди студентов.

Ключевые слова: Образовательные ресурсы интернета, социокультурная компетентность, обучение английскому языку, интеграция технологий, педагогические стратегии.

Introduction. In today's rapidly developing era, special attention is paid to the education of young generation. Especially, the integration of technology in education has become imperative, especially in language learning. Being the lingua franca of the world, English requires sociocultural as well as linguistic competence. Using internet educational resources in English classes is a priceless way to help students develop their sociocultural awareness and the intercultural communication skills necessary to navigate a globalised society. Internet educational resources encompass a vast array of multimedia materials, including interactive websites, virtual classrooms, online forums, videos, podcasts, and social media platforms. These resources offer authentic cultural content from English-speaking countries, ranging from literature and history to current affairs and popular culture. By incorporating such resources into English classes, educators can create dynamic learning experiences that transcend traditional classroom boundaries. Therefore the widespread use of internet technologies has given educators unparalleled access to a wide range of online resources that can enrich language learning and promote intercultural competence. The aim of this research is to examine the possibility of improving students' socio-cultural competence in English classrooms by incorporating online educational materials. G.A. Vorobjev (2003) notes "socio-cultural competence is a complex phenomenon and includes a set of components belonging to different categories" [1]. According to R.P. Milrud (2004), "sociocultural competence refers to the

activity-component of communicative competence" [2]. V.V. Safonova (2001) believes that "didactic description of the objectives of socio-cultural education by means of a foreign language is to be done in terms of socio-cultural competence" [3].

Literature Review. The literature review explores the theoretical bases of theories related to language learning, intercultural communication, and socio-cultural competency. Additionally, it examines the affordances of internet educational resources in facilitating cultural exploration, authentic language practice, and global collaboration. This section synthesises current research to present the case for IERS in English language instruction, drawing on fundamental publications in the disciplines of language education, cultural studies, and technology-enhanced learning

Methodology. A mixed-methodologies strategy is used in the research methodology to collect data, combining quantitative and qualitative techniques. Qualitative methods including teacher interviews and classroom observations, provide insights into pedagogical practices and perceptions regarding the integration of IERS. After participating in internet-based learning activities, students' attitudes, language skills, and sociocultural competence are evaluated by quantitative surveys. The findings' validity and dependability are improved by the triangulation of data sources. Incorporating modern ICT into building a pedagogical model formation of sociocultural competence proven by consistency application of ICT to classical principles didactics. At the same

time, in the educational process with use of educational Internet resources specific ones must also be implemented principles that include the following: informatization, integrated use of multimedia, interactivity and information humanity [4].

Results and Discussion. The results highlight the diverse range of internet educational resources utilized in English language classrooms, including multimedia materials, virtual exchange platforms, and online cultural simulations. Analysis of qualitative data reveals positive instructor attitudes towards IERs, citing benefits such as increased student engagement, exposure to authentic language use, and opportunities for intercultural interaction. Quantitative findings indicate significant improvements in students' language proficiency and socio-cultural competence, corroborating the effectiveness of IER integration. Curriculum Design strategically incorporate internet resources into the curriculum by coordinating them with the goals of language acquisition and sociocultural competence. Create assignments and projects that inspire students to investigate cultural subjects, carry out research, and produce multimedia presentations in order to develop their critical thinking and creative thinking abilities.

Language competence - mastery of new language means (phonetic, spelling, lexical, grammatical) in accordance with the topics and communication situations selected for the school; mastering knowledge about linguistic phenomena of the language being studied, different ways of expressing thoughts in native and foreign languages. The most acceptable forms of working with Internet resources are: working with an Internet resource individually or in pairs in a lesson, independent work at home, frontal work in the classroom [5].

Mastery of the lexical means of the language occurs on the basis of test and game computer programs using visual clarity; expanding the passive and potential vocabularies of students; provision of reference and information support (automatic dictionaries, programs for selecting synonyms and antonyms). Possible types of work include:

- fill-in-the-blank exercises;
- exercises in the form of crossword puzzles, where when writing a word the wrong letter is highlighted in a different color;
- exercises in the form of a game for composing sentences, where you need to put the proposed words in the right order;
- exercises in the form of a game, which can be in the following variants: the choice is made after listening to the word according to the desired definition (picture);
- the student is asked to correlate two lists of foreign words and establish pairs of synonyms or antonyms;
- the student is offered a list of foreign words and a list of definitions of these words. The student is required to connect each word with its corresponding definition (picture);
- "Find the error" exercise, in which it is proposed to correct a particular word in accordance with a given situation.

Students can take part in testing, quizzes, competitions held on the Internet, correspond with peers from other countries, participate in chats, video conferences, and receive information on the problem they are currently working on as part of the project. The global Internet offers foreign language teachers many useful resources. These are special programs for teaching foreign languages, as well as authentic material, the selection of which the teacher can independently select and adapt it to specific educational tasks [6].

Today we can say that the Internet, with all the wealth of its resources, really contributes to achieving the main goal of studying a foreign language at school, namely: the formation of communicative competence. For the user, implementing a communicative approach on the Internet is not particularly difficult. The virtual environment of the Internet allows you to go beyond time and space, providing the opportunity for authentic communication with real interlocutors on current topics. Communicating in a true language environment, schoolchildren learn to respond spontaneously and adequately to various meaningful, realistic, interesting and achievable tasks, which stimulates the creation of original statements, rather than template

manipulation of language formulas. However, we must not forget that the Internet is only an auxiliary technical means of learning. Thus, by correctly integrating Internet information resources into the educational process, you can:

- form and improve speech skills using modern authentic materials;
- replenish your vocabulary with vocabulary from modern English;
- get acquainted with the peculiarities of speech behavior, culture and traditions of various peoples in communication conditions;
- to form a stable motivation for foreign language speech activity of students based on the systematic use of "live" materials and discussion of current problems.

For example, let's use the resource <http://learningapps.org/>. You can create a variety of exercises in it. With the correct selection of material (animation, video lecture, grammar tables, rules) and organization of training exercises, the English language will be perceived easier and faster, since most of the receptors will be involved. The time spent in class will also be reduced - the need to write down material on the board will disappear. The same site is used to create tasks that monitor the level of development of grammatical skills. These may include selection, distribution, sequencing and completion exercises. You can embed graphics, video, and sound into them [7]. Therefore, any language skills can be developed. Among the tasks are the following:

Choice - quiz, quiz with a choice of the correct answer, highlight the words, "who wants to become a millionaire?", words from letters. Distribution - "pairs", classification, correspondences, sorting of pictures, correspondence table. Sequence - put in order, chronological line.

<http://quizlet.com> is another site for creating exercises to practice vocabulary and spelling skills. It should be noted that it is less suitable for initial teaching of FL, as it is entirely in English. With its help you can create exercises of the following nature: flashcard - demonstration of the lexical units being studied with voiceover (picture or inscription of your choice); learn - students must give a translation of a word/picture; there is the option of voicing the task. Attempts and correct/incorrect results are counted. At the middle and senior stages of teaching English, there is a shift from the priority of the language component of communicative competence to the speech and sociocultural competence itself.

Sociocultural competence - familiarization with the culture, traditions, and realities of the country of the language being studied within the framework of topics, areas and situations of communication that correspond to the experience, interests, and psychological characteristics of students at different stages; developing the ability to represent one's country and its culture in conditions of intercultural communication. Previously, the development of this component of communicative competence was problematic; textbooks contained an insufficient amount of not only illustrative, but also textual material [7].

Conclusion. In conclusion, this thesis underscores the transformative potential of internet educational resources in fostering socio-cultural competence within English language classrooms. Incorporating internet educational resources into English classes offers a transformative approach to cultivating students' socio-cultural competence. Through authentic engagement with global perspectives, students not only develop language proficiency but also become culturally competent citizens of the interconnected world. By using technology to facilitate authentic cultural experiences, collaborative learning, and meaningful communication, teachers can prepare students to navigate the complexities of a globalized world with empathy, respect, and cross-cultural understanding. Recommendations for future research and implications for pedagogical practice are discussed, emphasizing the importance of continued innovation and adaptation in language education.

REFERENCES

1. Vorobjev, G.A. (2003). The development of socio-cultural competence. *Foreign Languages in School*, 2, 30-35 p.

2. Milrud, V.P. (2004). Competence in language learning. *Foreign Languages in School*, 7, 31-35 p.
3. Safonova, V.V. (2001). Cultural studies in the modern language education. *Foreign Languages in School*, 3, 17- 22 p.
4. Драгунова А.А. Формирование иноязычной коммуникативной компетенции у студентов факультета иностранных языков через использование учебных интернет-ресурсов на основе технологий Веб 2.0: дис. ... канд. пед. наук. – Ярославль, 2014. – 331 с.
5. Клюева, М. И. Возможности применения интернет-ресурсов при обучении письменной речи на уроках английского языка / М. И.Клюева, Д. А. Мосина // *Инновации. Наука. Образование.* – 2021. –№ 46. – С. 1705-1710.
6. Реймер, М. В. Особенности применения ИКТ на уроках английского языка в современной школе / М. В. Реймер, А. Н. Голубева // *Вопросы педагогики.* – 2022. – № 4-2. – С. 243-246.
7. Сайков, Б.П. Организация информационного пространства образовательного учреждения: практическое руководство / Б. П. Сайков; Б. П. Сайков. – Москва : Бинوم. Лаб. знаний, 2005. – 406 с.