

THE IMPORTANCE OF CREATING VIRTUAL RESOURCES FROM A MAIN FOREIGN LANGUAGE

Aziza Erbutayeva

English Teacher Of 1st Secondary School

Yangiyer City Of Syrdarya Region

Azika1192@Gmail.Com

Abstract: The introduction of computer technology in the educational process is increasing the interest of students in science. The computer and a number of its programs allow students to better understand the nature of the object, to take an active part in its study, to record the results in programs, to independently change both its parameters and task conditions. At the same time, the teacher's goal is not to transfer basic knowledge in the process of communication with the group, but to improve the electronic recording of the results of laboratory work and practical training, independent work and learning to conduct research. Nowadays, students are learning to record electronically the instructions and concepts given by the teacher during the lesson. Recording programs play an important role in this. They allow you to save any notes and change them at any time, and make it easier for students to record the results of practical work and laboratory work, and enter them into the computer.

Keywords: Computer programs, English, virtual resources, ICT

Introduction

It should be noted that due to the fact that the study of science with computer tools is very easy, now there is a growing interest in these hardware and software. At present, effective results are being achieved in the educational process with computer technology. The role of WHO is invaluable, especially in teaching a foreign language. It should be noted that the quality of education can be improved by the fact that the simulation models, which are effective in the study of foreign languages, especially English, are easily accessible and versatile in the development of the main foreign language. Of course, many researchers are working on this. At present, not only in European countries, foreign languages are studied through virtual resources, but also in our country, similar research is being conducted. Take, for example, researchers at the Samarkand State Institute of Foreign Languages and teachers at Samarkand State University. They are engaged in the production of special virtual resources as a practice, developing theories such as the creation of virtual resources from foreign language subjects with the help of special simulation models and their application in the educational process for the introduction of scientific innovation in direct education. Such effective work will increase the attention to foreign languages in education and will once again give an impetus to its quality.

The main results and findings

However, such work increases the attention to the English language. Work is underway not only in our country, but also in other countries to create a basis for the younger generation to learn a foreign language, especially English, using new methods to strengthen its interest in a foreign language in order to achieve its full development.

Teaching English on the basis of WHO increases the interactivity of the lesson, provides interactivity of the lesson. The use of virtual resources in the organization of learning processes ensures a lively lesson, which leads to dynamic processes. During these lessons, the opportunity to review and repeat thematic virtual resources will increase. Virtual resources created in English help to understand the language and to receive new information through sight and hearing. A lot of work is being done to teach foreign languages at universities on the basis of WHO. In particular, the Samarkand branch of the Tashkent Institute of Information Technologies has published special dictionaries on the basis of WHO, which contain information on the use of Uzbek and English words. It is known that in order to learn a foreign language, it is possible to learn the language only through Russian literature. Its grammar is a set of rules used in speech only in Russian. This complicates language learning. In the developed models, based on national values, its interpretation in the Uzbek language is currently carried out by researchers. With the help of virtual resources created in English, the learner easily absorbs and develops the ability to work with ICT tools. Every subject studied by means of ICT is easily and quickly delivered to the recipient. Its virtual database makes it easy to store data in random access memory. Nowadays, students are learning to record electronically the instructions and concepts given by the teacher during the lesson. Recording programs play an important role in this. They allow you to save any notes and change them at any time, and make it easier for students to record the results of practical work and laboratory work, and enter them into the computer. It is known that in the study of a foreign language there are similar records, which are made by computer through various visual representations and presentations. After our independence, many reforms have been carried out in the educational process, including the use of modern information

technologies in education, the introduction of various interactive games to improve the quality of education. All of these systems are aimed only at teaching a foreign language and creating effective teaching processes. Knowledge of a foreign language is an important factor in mastering the secrets of any profession, gaining skills and abilities. Knowledge of the chemical language means a high level of qualification of a specialist working in any field of national economy.

For this reason, even if high school graduates do not set a goal to enter higher education, it is important for them to learn a foreign language in depth and acquire fluency. is very necessary for future professionals who intend to work in various fields of economy. Among the most effective approaches to foreign language teaching are the methods of language teaching in distance learning through information and communication technologies. Computer technology, especially the Internet, has a great potential for language learning. They are manifested in the following: 1) active use in practice of knowledge and skills acquired in oral communication in a foreign language, learning to use the acquired language materials not only in his speech, but also in understanding the speech of the interlocutor he met on the Internet ; 2) develop the ability to adapt the acquired speech knowledge to the changing situations of the relationship; 3) to create a strong, immediate motivation and a motivation to approach the truth in relation to the organization of the conversation, the study of speech, which takes place in the form of informal communication; 4) overcoming psychological barriers, in particular, the fear of speaking a foreign language and making mistakes, the removal of the barrier, as well as internal and external tension and embarrassment; 5) high quality and immediate effectiveness of education; in the second exercise, users begin to speak the foreign

language they are learning in the speech pattern provided in the main textbook; using suggestive means of textual influence (including memorization), the lessons are taken into account from the first exercise; 6) provide and master a large number of spoken, high and grammatical units; 150-200 new words, 30-50 speech patterns and a few ordinary speech events are introduced and mastered in one presentation. The methodology of intensive foreign language teaching has found its place in all stages of the teaching process in secondary schools, at the primary, secondary and higher levels. Suggestopedic technology can complement the recent emergence of new models of foreign language teaching with new content, including: field teaching model, second foreign language teaching model, primary education model . Development of an accelerated methodology for the secondary school environment includes the following aspects: • growth of educational indicators from quantity to quality • reconsideration of the ratio between home and classroom work in favor of classroom work for all types of speech activities using suggestopedic technology output and build new features of the user and the interaction of users with each other.

- time allocation is the main important difference between the accelerated method and the traditional method. • The accelerated method cannot be used in its entirety to study the school curriculum in a foreign language.

- Special methods of intensive method can be successfully used in foreign language classes at school. It is known that the history of foreign language teaching methods in the 60s and 70s of the last century is considered as a period of emergence and development of a number of new teaching methods, commonly known as "intensive teaching methods". All these methods, which first appeared in different countries and in

different years of this period, are nevertheless a general response of the methodology to the social order of modern society. The international situation of this period, the scientific and technological revolution that led to the "explosion" of information, and the expansion of cultural and practical contacts, the growing number of specialists in various fields of science and technology directly involved in international scientific and technical relations. the need to know, in particular, placed its own demands on the ability to know foreign languages, and thus combined some of the principles and guidelines of new methods in teaching. Conditions of communication in a foreign language, which is a means of communication, cognition, information acquisition and collection, determine the need to know all types of speech activities: speaking and comprehension of this foreign language and reading, writing, knowledge of this or that type of speech activity, directly in the practice of communication in a foreign language, reading authentic and high-content literature on the specialty, the exchange of written information in the form of books, annotations to them, theses for conferences, practical notes. According to the American scholar Lake, "the use of a mixed method in language learning leads to the development of traditional teaching methods". However, the concept of a mixed method is a difficult task given to the teacher. The WHO will help to solve these problems. The teacher can use a variety of teaching aids in the classroom, but this is not enough for students to learn. Of course, the role of imitation models is invaluable in providing students with additional information in education and to ensure that lessons are conducted live. Scientist Lake's "We connect lessons with different fields, help to improve the quality of education".

Conclusion

This means that in language learning, not only through a focused field, but also in connection with it, computer imitation tools. also mentioned in the study. Nowadays, in order to teach English with the help of ICT, it is necessary for teachers to have enough ICT specialists. The teacher should be the facilitator of the lessons through WHO. This will ensure the activation of the teaching process through the planned teaching aids. The next process is the lesson planning process, in which programs are developed and Internet tools are activated. One of the most popular ICT tools for learning English in Europe today is the Internet. Through the module, they provide distance learning to students. One of their goals is to make the lesson process easy and understandable to the audience. Creating English language lessons according to the levels of virtual resources will ensure the development of a foreign language.

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