



“Homework Online” as an Innovative Technology of Teaching a Foreign Language

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Abstract: *the article raises the problem of reducing the performance of homework in a foreign language, as one of the main ways to consolidate the material obtained in a practical lesson, control and self-control. With the help of an Internet service Learningapps.org the author suggests an experiment on the topic “Homework online” with a group of students; which contributed to the popularization of homework among pupils, increased the percentage of knowledge quality and developed the skill of working with information.*

Key words: *Internet service; homework online; Learning apps.*

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It is difficult to argue with the fact that homework is a necessary element of the educational process, especially in a foreign language, as it helps the student to strengthen the acquired knowledge and is a powerful tool for control and self-control.

But, unfortunately, the role of homework has declined significantly over the past decades, and at the moment many students do not have the proper motivation to do it. It is often easier for students to use ready-made banks of credits or to write off from their classmates, which leads to a loss of the importance of homework in the educational process.

The new generation, the children of the digital age, want the school to speak the same language with them and digital technologies are one of the ways of communication. In this regard, one of the main reasons for children's lack of motivation for homework is the retrograde ways of doing it. I conducted a survey among students from 2nd to 10th grade; they were offered-it was necessary to answer the question: would it be interesting for them to receive homework online, through some network resources. The expected result was the overwhelming prevalence of the supporters of this idea, which prompted me to conduct an experiment on the introduction of online homework in a foreign language using an Internet service.

To implement the experiment, the following preliminary stages were worked out:

- analysis of thematic planning for which internet services will be used;
- planning of universal educational activities of students;
- formation of goals for the use of network services (study of new material, consolidation, generalization of material, control);
- analysis and selection of effective types of Internet services;
- creating tasks for students to practice on the service and step-by-step instruction for working with it on the YouTube video hosting;

- the introduction of Internet services into educational activities as a testing material in the classroom to familiarize students with the service itself and how to work with it;
- experimental implementation as a home assignment;

The ultimate goal of this experiment was to introduce online homework as a permanent element of the educational system in foreign language lessons.

Currently, without the use of information technologies, it is difficult to imagine the effective activity of a teacher. One of the resources that the Internet provides us is the use of Internet services that enable teachers to develop not only various tasks and develop cognitive interest in the subject, but also to implement the principle of student activity in the learning process, which was and remains one of the main ones in didactics [1, p. 21].

After analyzing the Internet resources recommended for training, I chose an Internet service Learningapps.org .

This service was created to support the educational process using interactive applications. The use of the service does not provide for any collection of funds. There is a wide selection of ready-made tasks of the right subject for any subject. The service also provides an opportunity to share the finished product via social networks, web links and QR codes. The service is available from any gadgets that have access to the Internet [3].

Also, this service contributes to the implementation of the following modern educational technologies:

1. Multi-level training that allows you to help a weak student and pay attention to a strong one. At the same time, strong students are confirmed in their abilities, and weak ones get the opportunity to experience academic success. The level of motivation for learning increases.
2. Information and computer technologies, which allow a person to adapt more successfully and faster to the environment and the ongoing social changes, thereby respond to the demands of the information society.
3. A health-saving technology that, through the introduction of interactive, ensures the physical and psychological well-being of students.
4. Game methods that broaden horizons, develop cognitive activity, form certain skills and abilities necessary in practical activity [2, p. 9].

All exercise templates of the service LearningApps.org conditionally divided into 5 categories:

1. Choice.
2. Distribution.
3. Sequence.
4. Completion.
5. Online games.

How can we use them in a foreign language lesson? In fact, everything is limited only by your imagination.

For example, to memorize new words, you can use the game "Find a pair", "Crossword Puzzle", "Find a word", while practicing spelling skills and computer keyboard skills.

When teaching English, we meet with various types of activities, one of which is working with tech. Let's take an example: homework includes reading and translating a text, and the teacher plans

to bring students to a brief retelling of this material, while the vocabulary of this text is already familiar to students. In this case, the following work option may be offered: the teacher prepares the game "Make a sequence" in advance, where the text is simplified to simple sentences that are entered into the allotted cells. I would like to note that this study of the text makes it much easier for students to remember the use of the vocabulary in the context, students' confidence in retelling the text increases and they cope quite easily with this task, as well as writing your own story on the model.

The use of various quizzes very well trains grammatical skill and the skill of working with text. And with the help of the "audio\video content" template, students practice listening and speaking skills.

The service is interesting not only by using different templates, various types of intelligent interactive tasks, but also by the fact that you can create an account for each of your students, where they can independently train the materials of the lesson they have passed, as well as participate in the educational process as consumers and developers. With the help of this service, it is possible to organize a project activity where students can create their own applications on a certain topic, thereby developing their creative potential [3].

The teacher, in turn, has the opportunity to monitor the activity of students on the service and monitor the completion of tasks using summary tables in his personal account. There is also an opportunity for reflection, with the help of a local chat service, where students can discuss certain tasks, both with the teacher and among themselves.

Thus, having completed all the preparatory work, I started experimental activities.

The experiment lasted for a month. I selected children from the same parallel with approximately equal cognitive abilities and divided them into an experimental (group № 1) and the control (group № 2) group, where the children of group № 1 received homework via an Internet resource, and the children of group № 2 did it in workbooks. The students reacted responsibly to the experiment and actively participated in it. Based on the results of the topic, a test was written. After the analysis of the work, the following results were established. The percentage of the quality of the learned material in the module of group № 1 was 70%, when as in the control group only 40%. These results proved that online homework has a positive effect on the level of students' knowledge.

At the end of the experiment, the children of group №1 asked for the continuation of homework in electronic form, and I, in turn, had the idea of introducing additional work via the Internet to group №2, and subsequently to other classes.

Of course, this project has its drawbacks:

- it takes a lot of time to compile tests, but this is a temporary phenomenon, because in the future they will not need to be compiled, since you will have your own development bank. You can also use the material of colleagues, but they do not always correspond to the topic of your lesson.
- the weakening of the skill of calligraphy, as students mainly use a computer to complete the task. But the main thing here is to understand that everything is good in symbiosis, and this service should be used with classical writing training in the classroom.
- no Internet connection or gadget. Unfortunately, in this case we are powerless, but there is always an alternative. This is doing homework in writing, and then completing its electronic counterpart in the lesson. In addition, the degree of informatization increases every year and should come to naught within a certain time. At the same time, this problem is not relevant in some schools right now.

Thus, analyzing all of the above, I made sure that by doing homework via the Internet, students spend less of their free time, they do it with pleasure, learn to work with information independently, develop self-control, get rid of the fear of mistakes, knowing that the test can be redone. I believe that the project "Homework Online" can radically change the attitude of students to homework, and also simplify the work of colleagues, so that they do not have to sit on dark nights with stacks of notebooks.

LIST OF USED LITERATURE

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