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NAVOIY DAVLAT PEDAGOGIKA INSTITUTI
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BIRINCHI RENESSANS:
ABU RAYHON BERUNIY VA
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TO'PLAMI

(I QISM)
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Xalqaro ilmiy-amaliy konferensiya
25-may, 2023-yil. Navoiy shahri

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PLATFORMS AND WEBSITES TO DIVERSIFY THE ENGLISH LEARNING PROCESS

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Abstract. There are a variety of methods to acquire the language and implement it in practise in the age of digital technology. Undoubtedly, textbooks are beneficial for developing speech, but to improve students' communication skills, instructors must utilise additional resources, such as the Internet. In addition, we can add some online platforms and applications that can help instructors accomplish success by combining features. The impact of online platforms and applications as supplementary and primary materials during the study of a foreign language are discussed in this article.

Keywords: Modern resources, reading and listening skills, environment to learn a foreign language, digital technologies, real-life experience

More often than not, pupils forget to learn vocabulary or do not repeat it at home; as a result, they cannot be ready for the lesson's activities and cannot attend the lesson appropriately. So to prevent such a circumstance and motivate students to learn new words, teachers should utilise interactive methods via computer devices to achieve more [1]. As usual at the beginning, teachers employ warm-up activities to revise all the previous lesson's knowledge and vocabulary in order to check who learned them. Therefore, we used the online service "Coreapp" as a checker and additional material to acquire new information. The particular service was chosen due to its special features for monitoring students' individual learning of the words and representing all group participants' attendance during the test. To use it, first of all,

the teacher should collect all the vocabulary from the conducted lesson and make a test on "Coreapp", which can give the words randomly with their definition, and students have to correctly match the vocabulary with its meaning [2]. There is no way to cheat and copy the answers from their classmates; everyone does it at home or at the lesson personally. Using it as a part of homework for students may create an opportunity to analyse their results of learning new words and determine who learns them or not. Obviously, it saves a lot of time to do other activities and avoid monotonous school work. To achieve higher results from reading and listening skills simultaneously, pupils have to be more patient and attentive. Definitely, students do not prefer to read the largest text with loads of unknown words or listen to a story where they have no clue what is happening there. As a result, pupils' interest in learning the language can decline. To protect students from demotivation activities, it should be utilised two online services as modern resources where students may find a lot of new information, from science fields to national folklore. The first site is Wikipedia, which has features such as simplifying the text and an Android reader. Some teachers use the particular site as a resource for authentic materials and take unusual information from there, print it out, and share it to amaze students. The second site is Fable Cottage. On this site, instructors may find a lot of texts, fairy tales, stories, and novels in adapted versions for our daily lives. In addition, the best part of this online service is the video version of the stories. In other words, every story has its text version and its cartoon version, which is not only comfortable for students to listen to and follow the text but also watch the process of the story. Thus, the teacher should find an appropriate video or cartoon for their topic before starting his lesson. "**Cake**" and "**Idiom**" are the latest apps that can create a real environment to learn a foreign language and help students get closer to the real English conversation [3]. For employing this in applications, it is necessary to have a projector and good internet access due to the fact that during this time, teachers and pupils will learn English through "Instagram". The best thing about using "Instagram" is its ability to work with new materials without any kind of sign to study something, and the texts with videos as well as photos are from real-life situations within authentic materials. At first, the teacher should find appropriate information for the lesson, such as content about travelling or the cuisine of other countries, and save the content. Afterwards, the teacher starts his lesson as always with grammar if it is necessary, but in the middle of the lesson, he can turn on the projector and reveal the presentation via Instagram, which is connected to the theme. The reason for using "idiom" in the middle is to consolidate knowledge, and using the device after the dome grammar exercise may help to keep students concentration. By using "Cake," there is no need to use Instagram owing to the fact that the particular app has its own exercise collection related to vocabulary or grammar. The basic idea of "Cake" is using the series, movies, and other popular videos as a resource for learning new structures, phrases, collocations, idioms, and so on.

For teachers, as mentioned before, there are tonnes of new devices to use in their lesson process, such as online boards and platforms to teach online as well as offline.

At the current time, the education system struggles with some issues, such as COVID-19 and the abnormal cold in winter 2023, which makes us think about teaching distance and how it is appropriate to the education standard. A lot of teachers make plans and prepare materials to share with students during the lesson, but it is the old-fashioned way to deliver information, and it is not a suitable form of planning when the world forces you to stay home. Therefore, the only way to find a solution to this situation is by using online platforms. Obviously, many teachers can say that they use "Zoom" and that it is enough to teach the language; however, to achieve the real goals, they need to use modern methods. Although it has been proven over time, there are loads of different ways to combine "Zoom" with other online sites where teachers can use his methods in full. In a traditional way, teachers are in an active position whereas students are in a passive position. As a result, the lesson reminds me of a traditional one, despite the fact that they use digital technologies in an inappropriate way, which may lead to a lack of concentration among students and a decline in their motivation to learn languages. Thus, to employ the IT device in a suitable way, teachers should know about some online platforms. For instance, Progressme, Miro, and Coreapp. As it was mentioned before, there are two online lesson constructors that are meant to save time and help teachers create their own suitable lesson plans. They are Progressme and Coreapp. The former is a better solution if teachers have no time to make a lesson plan due to the fact that the platform has its own well-prepared lesson for each level of speakers [4]. It also needs to be noticed that the lessons from Progressme include a lot of different interactive activities that are not only interesting for students but also help them gain some real-life experience. Each lesson consists of the basic but not traditional exercises, such as videos with important data that might be useful in their lifetime, and makes learners feel interested and encourages them to work with an eye towards high achievement.

If the existing lesson is not appropriate for the instructor, he could make his own by using the Internet in full or may look for others' creations on the platform. Because there are a lot of teachers' qualities that could be apt for them.

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