WAYS OF APPLYING INTERNET RESOURCES IN TEACHING ENGLISH TO A2 LEVEL LEARNERS

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Annotation. This paper is planned to give a short diagram of the possible advantages of Information and Communication Technology (ICT) use in training and the ways by which diverse ICTs have been utilized in instruction so far. A case of utilizing Internet assets for training English for youthful students is likewise acted in this paper. At that point, this paper closes with a desire for future ICT-based training in Uzbekistan.

Ker words: Internet, teaching English, young learner, ICT, innovative teaching, websites, creative methodology

Introduction. Globalization and innovative change have made another worldwide economy. The rise of this new worldwide economy has genuine ramifications for nature and reason for instructive foundations. As the half-existence of data keeps on contracting and admittance to data keeps on developing exponentially, schools can't stay simple settings for the transmission of an endorsed set of data from educators to understudy over a fixed timeframe. Subsequently, Information and correspondence advances (ICTs)— which incorporate radio and TV, just as more up to date computerized innovations, for example, PCs and the Internet—have been promoted as conceivably incredible empowering devices for instructive change and change. At the point when utilized properly, extraordinary ICTs are said to help grow admittance to instruction, reinforce the significance of training to the undeniably computerized work environment, and raise instructive quality by, among others, helping make educating and learning into a drawing in, dynamic cycle associated with reality. The public vision that identified with the advancement of HR in the ICT area is: "Actualize Longlife Learning Paradigm". To build the degree of life quality, wherein ICT is situated in this setting as an asset to accomplish "Make It As The Tool To Achieve Longlife Learning Paradigm". Or maybe, schools must advance "figuring out how to learn",i.e., the obtaining of information and aptitudes that make conceivable persistent learning over the lifetime. [1]

Nonetheless, the experience of presenting distinctive ICTs in the homeroom and other instructive settings everywhere in the world in the course of recent many years recommends that the

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[1] Ayres, R. 2003. *Developing a Tool for Integrating CALL into the ESL Curriculum: A Case Study.* In Morrison, B. et. al (Eds.), Directions in CALL: experience, experiments, and evaluation (pp. 17-32). Hong Kong: Hong Kong Polytechnic University.

full acknowledgment of the expected instructive advantages of ICTs isn't programmed. The successful coordination of ICTs into the instructive framework is an intricate, multifaceted cycle that includes not simply innovation—surely, given enough introductory capital, getting the innovation is the most effortless part!— yet additionally educational plan and instructional method, institutional preparation, educator abilities, and long haul financing, among others.

For non-industrial nations, ICTs have the potential for expanding admittance to and improving the significance and nature of instruction. ICTs are a conceivably incredible asset for expanding instructive chances, both formal and non-formal, to already underserved electorates—dissipated and provincial populaces, bunches customarily barred from training because of social or social reasons, for example, ethnic minorities, young ladies and ladies, people with inabilities, and the old, just as all other people who for reasons of cost or due to time limitations can't select nearby. The examination has indicated that the suitable utilization of ICTs can catalyze the paradigmatic move in both substance and teaching method that is at the core of instruction change in the 21st century. On the off chance that it is planned and executed appropriately, ICT-upheld instruction can advance the securing of the information and abilities that will enable understudies for long-lasting learning. At the point when utilized suitably, ICTs—particularly PCs and Internet innovations—empower better approaches for educating and adapting instead of just permit educators and understudies to do what they have done before in a superior manner. These better approaches for educating and learning are supported by constructivist hypotheses of taking in and establish a move from an educator focused teaching method—in its most exceedingly terrible structure described by retention and repetition learning—to one that is student-focused.

ICT-improved learning activates instruments for the assessment, estimation, and investigation of data, in this way giving a stage to understudy request, examination, and development of new data. Students, accordingly, learn as they do and, at whatever point proper work on genuine issues inside and out creation learning not so much dynamic but rather more pertinent to the student's life circumstance. Thusly, and rather than remembrance based or repetition learning, ICT-upgraded learning advances expanded student commitment. ICT-improved learning is additionally "without a moment to spare" learning in which students can pick what to realize when they have to learn it. ICT-upheld learning supports communication and participation among understudies, educators, and specialists paying little mind to where they are. Aside from displaying genuine collaborations, ICT-upheld learning furnishes students the occasion to work with individuals from various societies, in this way assisting with upgrading students' joining and open aptitudes just as their worldwide mindfulness. It demonstrates learning done all through the student's lifetime by extending the learning space to incorporate friends as well as tutors and specialists from various fields. ICT-upheld learning advances the control of existing data and the making of genuine items as opposed to the spewing forth of got data. ICT-improved learning advances a topical, integrative way to deal with educating and learning. This methodology wipes out the fake partition between the various orders and among hypothesis and practice that portrays the customary homeroom approach. ICT-upgraded learning is understudy coordinated and symptomatic. In contrast to static, text-or print-based instructive innovations, ICT-upgraded learning perceives that there are various learning pathways and a wide range of verbalizations of information. ICTs permit students to investigate and find as opposed to only tune in and recollect.[2]

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[2]Cahyono, B.Y. 2010. *Teaching English by Using Internet Resources*. Malang: State University of Malang Press.

The utilization of ICT in instruction has become a significant apparatus in educating and learning measures. Different sorts of ICT have been made and acquainted with cultivating the educating and learning measure in the homeroom. The function of ICT as a method for introducing learning materials can't be messed with since the utilization of ICT is probably going to make learning additionally intriguing and make it more fruitful. How Uzbek English educator adapts to creating innovation? Ayres (2003) attested some significant focuses to be contemplated when an educator liable to set up a viable combination of CALL innovation into the EFL homeroom, for example, 1. Distinguishing the course educational ways of thinking and learning results obviously because it will impact the decision of technique, material, and drill; 2. Recognizing accessible CALL or ICT assets including the sites, both for understudies and staff. I think the thought of the upkeep, setting, and proportion between the PCs and the clients ought to likewise be incorporated; 3. Match the learning result with proper assets; make an unmistakable substance profile so there is no covering or redundancy; 4. Make an unequivocal goal and it ought to be recorded both for educators and understudies.

In any case, there are a few issues that should have been considered for this incorporation: To start with, it is critical to consider the academic viewpoints which support the product creation so it will coordinate the course targets. Second, student language level and PC abilities, and how available the assets for the understudies. Third, instructor preparation and capabilities on PCs and innovation. Fourth, on the head of each one of those contemplations, money-related issues will impact pretty much every part of that coordination. Presently, how to apply those hypothetical bases into the Uzbek homeroom setting? Perhaps the most component of ICT utilized is as Internet assets. With regards to the EFL instructing and learning measure, there are a few highlights offered by the Internet that can be considered for showing English in the study hall. There are in any event three fundamental areas of utilizing web assets in educating English. The first is utilizing Online Resources to help English Language Learning. With these highlights, educators can utilize the assets that are accessible on the Internet for instructional purposes. This part doesn't expect educators to adjust the accessible materials from the assets. This part manages Online Dictionary, Online Thesaurus, Encarta, Online Newspaper, Online Magazines, Internet Journals, Wikipedia, and Internet Games.

The subsequent element is utilizing Internet assets to improve English language learning. These kinds of Internet highlights need the instructors' imagination in utilizing them. These highlights can be utilized to make the learning of English language abilities and English language segments better. This part incorporates Searching Engines, Internet Grammar Resources, Internet jargon Resources, Internet ESL Resources, TOEIC Online Preparation, Podcast, Videocasts, and YouTube. The third component is utilizing Internet assets to learn English intelligently. These kinds of highlights feature the significance of cooperation in utilizing web assets. These highlights require the understudies to react to the Internet with a specific goal in mind so they could learn English better. The Internet assets inside this classification incorporate Mailing Lists, WebQuests, Web sites, Facebook, Moodle, Discussion Board, and Virtual Classroom.[3]

Numerous exercises can be applied in showing English for youthful students, including games, melodies, and stories. Utilizing stories in training English for youthful students is an integral asset

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[3] *Thijs, A., et al.* Learning Through the Web Available Online. *http://www.decidenet.nl/Publications/Web_Based_Learning.pdf Accessed 31 May 2002.*

since youngsters are charmed by stories and can disguise jargon and the structure of language while tuning in to them. One reason why stories function admirably for encouraging youthful students has to do with inherent inspiration. Natural inspiration is the hypothesis that individuals are propelled by inward factors. Youngsters don't comprehend the outer variables that may inspire a grown-up to choose to gain proficiency with an unknown dialect, so the educators need to make a study hall that inside spurs them to take an interest in the exercises and, at last, gain proficiency with the language. At the end of the day, the instructors need to ensure that their understudies appreciate the way toward educating and learning or they won't be propelled to take an interest and learn. At the point when the kids as of now love tuning in to stories, it implies that there is as of now a most of the way to naturally propelling them. The lay relies upon how great the story is, how intriguing and bright the delineations are, and how it is being told. Nonetheless, by utilizing the Internet those prerequisites can be satisfied without any problem. Here is one example of a web site that can be visited for young learners: *http://www.magickeys.com/books/#yc*

Conclusion. The utilization of ICT is rousing exceptional changes in instruction around the globe. These changes hold a guarantee for the improvement of human lives. Notwithstanding, in Uzbekistan, it appears to be that we are still in the phase of 'figuring out how to utilize ICT' as opposed to 'utilizing ICT to learn'. We do trust that later on the advancement of ICT in instruction will arrive at the degree of utilizing ICT to learn. Besides, when these days the utilization of ICT will in general be inconsistent, in the following - not a long time before now- - it will be improved and facilitated well and contacted all youngsters the entirety of Uzbekistan's territory. At that point, each kid in this nation can take the advantage of having such a magnificent and charming involvement with the English class.

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