

APPLICATION OF WEB 2.0 TECHNOLOGIES IN THE MODERN EDUCATION OF FOREIGN LANGUAGES.

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***Annotatsiya:** Ushbu maqolaning maqsadi zamonaviy xorijiy tillarni o‘qitishda Web 2.0 texnologiyalaridan foydalanish rolini o‘rganishdir. Mualliflar internet tarmog‘idan foydalangan holda chet tilini o‘rgatish shakllari, usullari, yondashuvlari va usullari tahlilini taqdim etadilar. Maqolada, shuningdek, Web 2.0 ijtimoiy tarmoqlaridan ta’lim jarayoni ishtirokchilari nuqtai nazaridan foydalanish haqida tushuncha berilgan va ularning uslubiy salohiyati aniqlanadi.*

***Kalit so‘zlar:** axborot-kommunikatsiya texnologiyalari, kommunikativ virtual ijtimoiy muhit, xorijiy tilda kommunikativ kompetentsiya, Internet texnologiyalari, Web 1.0, Web 2.0, ijtimoiy tarmoqlar, uslubiy salohiyat, kognitiv va kommunikativ ko‘nikmalarni rivojlantirish.*

***Аннотация:** Цель данной статьи - исследование роли применения технологий Веб 2.0 в современном обучении иностранным языкам. Авторы представляют анализ форм, методов, подходов и техник преподавания иностранного языка с использованием Интернета. В статье также представлено понимание использования социальных сетей Веб 2.0 с точки зрения участников образовательного процесса и определен их методологический потенциал.*

***Ключевые слова:** информационно-коммуникационные технологии, коммуникативная виртуальная социальная среда, коммуникативная компетенция на иностранном языке, интернет-технологии, Веб 1.0, Веб 2.0, социальные сети, методологический потенциал, развитие когнитивных и*

коммуникативных навыков. **Abstract:** *This article aims to investigate the role of application of Web 2.0 technologies in the modern foreign language education. The authors introduce the analysis of forms, methods, approaches and techniques for teaching a foreign language using the Internet. The article also advances understanding of the usage of Web 2.0 social networking services from the perspective of subjects of educational process and determines its methodological potential.*

Key words: *information and communication technologies, communicative virtual social environment, communicative foreign language competence, Internet technologies, Web 1.0, Web 2.0, social network services, methodological potential, developing cognitive and communicative skills.*

The rapid development of information and communication technologies makes it possible to use the latest tools for learning a foreign language, which make it possible to create a communicative virtual social environment that is effective for realizing the main goal of learning a foreign language - the formation of communicative foreign language competence. In teaching foreign languages the term “Internet technology” is often used when we refer to the information and communication technologies. Such researchers as P.V. Sysoeva and M. Evstigneev consider “Internet technologies” as “a set of forms, methods, approaches and techniques for teaching a foreign language using the Internet”. In other words, Internet technologies are the implementation of the Internet in teaching a foreign language [1, 141].

The analysis of scientific and methodological literature allows us to conclude that nowadays the Internet as a means of teaching a foreign language is divided into two types: Web 1.0 and Web 2.0. The term Web 2.0 was first introduced by the American founder of computer publishing house O'Reilly [2]. According to his definition, it is a system of user interaction for filling and repeated verification of information material. The presence of social networks with the capabilities of expanding resources allows their implementation in all spheres of human activity,

including education. To use Web 2.0 tools, it is required to have a personal computer or laptop, a connection to the World Wide Web and websites necessary to implement the educational goal.

Social network services Web 2.0 primarily refer to a personality and its social communications due to which joint projects are implemented, the search for scientific and popular science information, knowledge and skills are acquired, communication situations and other forms of activity are created. The most important thing is to determine those services that contribute to the main goal of teaching a foreign language as there is a diversity and variety of social networking services these days.

In comparison with Web 1.0, Web 2.0 is not a specific content, but a certain information space where the user has the opportunity to show his own initiative, upload photos or videos, publish an article, download or upload information, perform other actions. In teaching a foreign language Internet technologies make it possible to solve the main goal of foreign language education - the formation of foreign language communicative competence, aimed at developing students' cognitive and communicative skills as well as the ability to use Internet resources for self-education.

Nowadays, the most common technologies used in teaching a foreign language are:

1. Social media. Language teachers can use social media platforms like Twitter, Facebook, and Instagram to connect with their students and provide them with engaging learning materials such as videos, podcasts, and articles. They can also create online groups where students can interact with each other and practice their language skills.

2. Online language learning platforms. There are several online language learning platforms like Duolingo, Babbel, and Rosetta Stone that use gamification techniques to make language learning fun and engaging. These platforms offer personalized learning experiences that adapt to the learner's level and pace.

3. Language learning apps. Language learning apps like Memrise, LinguaLift, and HelloTalk enable learners to practice their language skills on-the-go. These apps

offer features like flashcards, quizzes, and interactive games to help learners improve their vocabulary, grammar, and pronunciation.

4. Video conferencing tools. Video conferencing tools like Zoom, Skype, and Google Meet have become essential in the modern education of foreign languages. Language teachers can use these tools to conduct virtual classes, hold one-on-one sessions with students, and facilitate group discussions.

5. Online collaboration tools. Online collaboration tools like Google Docs, Trello, and Slack can be used by language teachers to collaborate with their colleagues and students. These tools enable teachers to share lesson plans, assignments, and feedback in real-time, making the learning process more efficient and effective.

We can also consider the use of Web 2.0 social networking services from the perspective of subjects of the educational process. The implementation of Internet technologies for students has a number of advantages: increased motivation and cognitive activity of students, development of the skills of independent acquisition of language knowledge, the absence of fear of making a mistake, and the availability of authentic educational material. For a teacher, it is, first and foremost, an opportunity to implement a person-centered approach, ensuring individualization and differentiation of the educational process, taking into account the specific age characteristics of students, the level of their knowledge and skills while developing the skills of reflection and self-reflection [3].

Thus, the methodological potential of Web 2.0 social services allows:

- select various materials, such as texts, audio, video recordings, photographs, graphic diagrams on the topics being studied;
- organize the work to discuss cultural and social issues both in the whole class and in groups;
- conduct a linguistic analysis of the oral and written speech of native speakers (representatives of various social groups, speakers of dialects and accents);
- organize extracurricular project activities for students;

- create favorable conditions for students with a high level of foreign language communicative competence to determine their intellectual potential [4, 95].

Although there are some certain difficulties in mastering writing skills, quite little time is devoted to writing as a skill of speech activity in linguodidactics. As an example, we will describe the methodology for developing writing skills in a foreign language using the Internet technology www.storybird.com. The use of this Internet technology aims to develop productive speech skills, search, analyze and create foreign language information, the ability to work with online reference material, and demonstrate independence and creativity. The task is to create a text in the format specified by the teacher on www.storybird.com - “create an illustrated text.” While working it is necessary for subjects of the educational process to adhere to the sequence of actions at all stages of work in order to master written foreign language speech, it is necessary to adhere to the sequence of actions at all stages of work.

The positive point is the final stage, during which the teacher checks the final version of the story and evaluates the Review stories section. Students not only write their own stories and illustrate them with photographs and drawings, but also get acquainted with the written works of their classmates, comment on them in accordance with such assessment criteria as the structural and stylistic organization of the text, the solution of a communicative problem, the variety of lexical units and grammatical structures, their correctness usage and story design. [5, 100].

Thus, the use of Internet technologies Web 2.0 contributes to the optimization of the educational process, since the implementation of these services is aimed at the improvement of all types of foreign language activities of students, increasing motivation and the desire for self-education.

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