

INTERNET-PROJECT AS AN OPPORTUNITY TO REVEAL STUDENTS' CREATIVE POTENTIAL

Sariev A. B.

Candidate of Pedagogical Sciences, Associate Professor Department of Uzbek Language and Literature, TIAME BB

ABSTRACT

The article highlights the issues of students' participation in the international Internet-projects using information and communication technologies, the goals and objectives of participation in project activities, the formation of an active life position of students.

Key words: Internet-project, Internet-conference, thematic chats, forums, flash-actions, research projects.

With the continuously increasing possibilities of real access to information from any country in the world and in any language by means of global telecommunication systems, it becomes necessary for everyone to be able to independently develop a rational strategy for finding meaningful information out of the multitude of existing ones. And in this case, learning involves the development of information competence of the subjects of the pedagogical process.

Understanding the importance of higher education reforms in Uzbekistan aimed at modernizing the education system and integrating it into the world educational space is conditioned by the Programme of Comprehensive Development of Higher Education System for 2017-2021, adopted by the President of our country Sh.M.Mirziyoyev on April 20, 2017

In this sphere, participation in Internet projects using information and communication technologies not only enlivens and diversifies the learning process, but also opens up great opportunities for expanding the educational framework and provides each student with a unique opportunity to "work" in situations of real communication with their peers from other countries on various language and thematic material.

When analyzing their work, each teacher tries to make learning activities interesting and varied, to include relevant person-centered tasks that contribute to the development of the students' creative potential, the expansion of the active learning zone, the culture of thinking and the improvement of speech activity in Russian and in a foreign language.

There is no need to say that information technology is increasingly penetrating our daily lives. Students sometimes make better use of the Internet, e-mail, and information technology as a common means of searching for, processing, and presenting information than teachers. At the same time, students' educational use of the Internet is often limited to searching for information for their essays and simply copying them from the Web, or, at best, becomes an occasion for aimless pastime, so-called information surfing, whereas the Internet can be used creatively, to the benefit of developing the student's creative potential.

Demonstrating the possibilities of the active creative potential of Internet technologies is therefore an important task of educating the younger generation today. One of the ways to expand the creative educational environment on the Internet is to involve students in educational international Internet projects. Here it is appropriate to quote Henry Ford: "To get together is only the beginning. Staying together is progress. But only by working together do you know success." Consequently, students can participate in the following types of Internet projects:

- Internet conferences, thematic chats, forums. An example is the internet conference of the project "The world we live in."

- Flash actions. One-off actions, which are carried out at precisely defined times by all participants. For example, in the ENO-Project environmental project on the same day all over the world.

- Research projects. These are collaborative work between several groups of students on a topic. An example of this would be the project "My Hero."

The aim of participation in project activities is to develop students' competence in successful socialization through international cooperation with peers and competence in the use of ICT technologies.

During project work the tasks of improving foreign language communicative and informational competence, development of communication culture, ability to work in cooperation with foreign students, formation of active life position of a citizen and patriot, subject of intercultural interaction are solved.

Active work in forums and chat rooms gives students with different levels of Russian and foreign language proficiency an opportunity to apply their knowledge on practically all the topics studied at the university, get acquainted with the culture of other nations, compare their customs and traditions, talk about their university, city, country; introduce representatives of other countries to their culture and national customs; reassess some of their views. Communication of students through Internet projects is the best way to promote tolerance and understanding of other people. On the practical side, they learn to collate and analyse information, explain their findings; to input and edit information, use telecommunications technology, databases, printer, scanner, log on to network, write and send email, transfer information from network to hard or floppy disk and vice versa; structure their email; log on to electronic conferences, post their information there and read it, with the assistance of the Internet. In doing so, of course, the main objective - to develop the language competence of the students - is carried out to a greater or lesser extent.

International Internet projects are also important for teachers of Russian and foreign languages, as they make it possible to create a real language environment in the classroom and in extracurricular activities, increasing the motivation to use Russian and foreign language. No other technical means make it possible to form such an environment. Organization of international computer-based project activities contributes to the professional growth and development of teachers, and also imposes a number of requirements on them.

Analysis of the forms of implementation of Internet projects shows that they are practically the same forms and activities used in the classroom or in the organization of extracurricular activities. At the same time, Internet technologies make it possible to facilitate communication and information exchange between partners, to establish contacts, to find like-minded people all over the world who are willing to work together and at any convenient time.

The finished project is available for viewing by anyone with access to the Internet. The students' activities will not be confined to a university or a course. What they do can find resonance, continuation, development, adaptation to another culture. Moreover, joint activity in itself is stimulating, creating the certainty that someone needs it and is interested.

REFERENCES

1. Mirziyoyev Sh.M. Program of complex development of higher education system for the period 2017-2021. 20 April 2017.
2. Akhmedova L.T. The Role and Place of Pedagogical Technologies in Professional Training of Students. - Tashkent; 2009. - 159 c.

3. Guzeyev V.V. Planning the results of education and educational technology. Moscow; Narodnoe Obrazovanie, 2000. - с. 194-197.
4. Kropotova L.A. Designing and Analyzing a Modern Lesson: Educational and Methodological Handbook // L.A. Kropotova Ed. - Novokuznetsk, Izd vo IPK. 2002. - 65 с.
5. Sariev A.B. The organization of educational process by Russian language with the use of strategic receptions // In the collection of scientific works on the materials of the international practical conference "56-th Evseevsky readings", 19-20 March 2020. - Saransk.; 2020. p.134-137.
6. Khikmatovna J. N. NEW IN ENGLISH LANGUAGE DISTANCE TEACHING //International Engineering Journal For Research & Development. – 2020. – Т. 5. – №. 7. – С. 4-4.
7. Sadikovna M. M. IMPROVEMENT OF MECHANISMS FOR TEACHING THEORY AND PRACTICAL SKILLS OF FUTURE RUSSIAN TEACHERS USING MEDIA TECHNOLOGIES //International Engineering Journal For Research & Development. – 2020. – Т. 5. – №. 7. – С. 4-4.
8. Жумаева Ш. Ш. ИСПОЛЬЗОВАНИЕ КОРОТКИХ РАССКАЗОВ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА //Ученый XXI века. – 2017. – С. 22.
9. Jumaeva, S. (2016). ETYMOLOGICAL AND SEMANTIC CRITERIA IN POLYSEMY AND HARMONY. Ученый XXI века, (6-1), 41-43.
10. Jumayeva, S. (2019). Drills and Dialogues in English Lessons. International Journal of Scientific Research and Modern Education (IJSRME) Volume, 4.
11. Zumrad G. THE EFFECTIVE TEACHING STRATEGIES FOR EFL STUDENTS //Интернаука. – 2017. – №. 9-2. – С. 68-70.
12. Гафарова З. З. ФУНКЦИОНАЛЬНАЯ СПЕЦИФИКА ЛЕКСИЧЕСКИХ ЗАИМСТВОВАНИЙ В ФИЛОСОФСКОЙ МЫСЛИ ЭПОХИ ШЕКСПИРА //Интернаука. – 2017. – №. 9-2. – С. 23-25.
13. Ражабов А. У. ИСТОРИЯ СОЗДАНИЯ РОМАНА О БЕЛОМ КИТЕ //Язык и культура. – 2019. – С. 27-32.
14. Ражабов А. У. МЕТОДЫ ОБУЧЕНИЯ ПРОИЗНОШЕНИЯ АНГЛИЙСКОГО ЯЗЫКА //Интернаука. – 2017. – №. 7-1. – С. 77-80.