

Use Of Information And Educational Resources In The Development Of Students' Auditory Speech

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Abstract: The article discusses the effectiveness of technology aimed at developing students' professional audit speech through information educational resources, which reflects the development of students' professional audit speech as a result of the use of ETR during experimental research.

keywords: auditory speech, information educational resources, method, tool, development.

1. Introduction

In the context of adapting the education system of the world community to the trends of sustainable development, research is being conducted to further improve the interactive learning strategies and mechanisms of teaching English on the basis of modern development principles. These studies are especially relevant in the formation of new areas of science in the future, in solving pedagogical and psychological problems of integrating existing educational processes with an informed educational environment.

Effective use of e-learning resources, modern digital electronic devices, interactive software, as well as the development of students' communicative, creative creativity on the basis of a competent approach is important in the development of professional auditory speech in English.

Any mechanism creates a process that leads to an object change. Hence, this process has a long-term, multi-character characterization, with one structure complementing the other according to its composition. The mechanism that drives the alternatives affected by the change of the object itself can change the whole process without change, bringing innovation to a particular system [Abdullaeva, p. 38]. Thus, the use of informational educational resources in the development of students' professional audit skills in English lessons is seen as a mechanism for mobilizing alternatives that affect the quality of education of educational subjects.

2. Basic and analysis

One of the urgent tasks is to create an informed educational environment in the universities of our country, the widespread introduction of multimedia applications for academic subjects and the adaptation of the new generation of educational and methodological literature to international educational standards, the system of international programs for quality assessment. Therefore, the concept of development of the higher education system of the Republic of Uzbekistan until 2030 identifies priorities such as "Taking measures to systematically organize the process of development and use of multimedia products in education."* This will ensure the organization of classroom and extracurricular activities in universities through interactive e-learning resources.

The phrase "resource" is now one of the most widely used terms. That is, the term acceptable is widely used among information technology media. At the same time, the term "educational resource" is now widely used as a pedagogical term. It is understood as a source of learning materials in various forms and shapes that are used in learning during the learning process. In other words, it would be more accurate to recognize it as an educational resource - a source of information used in the learning process [4].

Modern information or e-learning resources, special programs for learning, independent learning and verification of acquired knowledge together form "E-learning resources". E-learning resources are a system of transmission of educational materials, combined with an automatic control system of acquired knowledge, which allows automatic adjustment, taking into account the individual characteristics of the user, the learner.

The classification of electronic resources according to the indicators of their use in the educational stages is typical. E-learning resources (ELR) differ from traditional print publications in terms of classification stages. It is expedient to classify them as follows [5]:

The first group - ELR - is a text method, which differs from the main text - the prepared text or illustration is displayed not on paper, but on a computer screen, and is distinguished by the ability to easily print materials.

Demonstration programs on the subject studied in English lessons, along with the representation of the morphological features of the language in the form of pictures, graphics, images, animation, can be displayed on a computer screen and print the necessary footage.

The second group is also a textual material, which is an e-learning resource (ELR) based on an indicator. The use of references to publications to make the text text-based and meaningful in this way does not always make it easy to use. However, in English lessons, it is important to study the phonetic, morphological, semantic features of the language, and to gather information on the morphological features of diversity, families, families, and species in ELRs. The e-learning resource, enriched with references from scientific sources, textbooks, methodical manuals, helps students to master the content of the textbook on the topic, to acquire basic and scientific competencies.

The third group of ELRs - the resource consists of full visual and audio fragments. It differs from the above-mentioned text resources in the presence of image effects. In this case, a set of images, graphics, pictures for English lessons allows students to fully master the study material. In this process, the organization of audio-video materials together with the text allows you to create multimedia resources. Through ELRs belonging to this group, it is possible to deliver a set of voice, movement, pictures to students. It provides an opportunity to provide interesting and informative information on the topic.

The use of digital learning technologies is also very effective in developing professional audit skills in students.

Digital educational resources are modern technical means designed to improve students' knowledge and quality. The inclusion of these resources in the learning process forms a positive learning motivation of students, stimulates creative learning activities, the need for independent learning [Abdullaev, p. 93.].

As part of the research (2018-2019), we were able to introduce various interactive methods into the content of information (electronic) educational resources in the development of professional audit skills of 1st year students in 1-2 academic semesters. Let's look at some of them:

You complete assignments to listen. Each text is listened to 2 times. After the first and second listening, you will find time to complete and check the assignments. All pauses are included in the audio recording. Audio pause and replay are not provided. Once you have completed all the "Listen" sections, transfer your answers to the answer sheet .

1-Speaker

A Oh. I don't read anything in my spare time. Why would I? I have to read so many books for my school subjects - especially for English Literature - that I just can't enjoy reading for pleasure. Perhaps after I've finished school I'll be able to sit down with a good book and really gel into it. Of course, I would choose it, not my teacher!

2-Speaker

When I was a child, there was no Internet. If we needed to research a topic for homework, most students would go to the library and find books. I had an encyclopedia at home, which was very useful for a range of topics, particularly history, geography and the sciences. When we were studying the French Revolution, all I had to do was look it up in the relevant volume.

3-Speaker

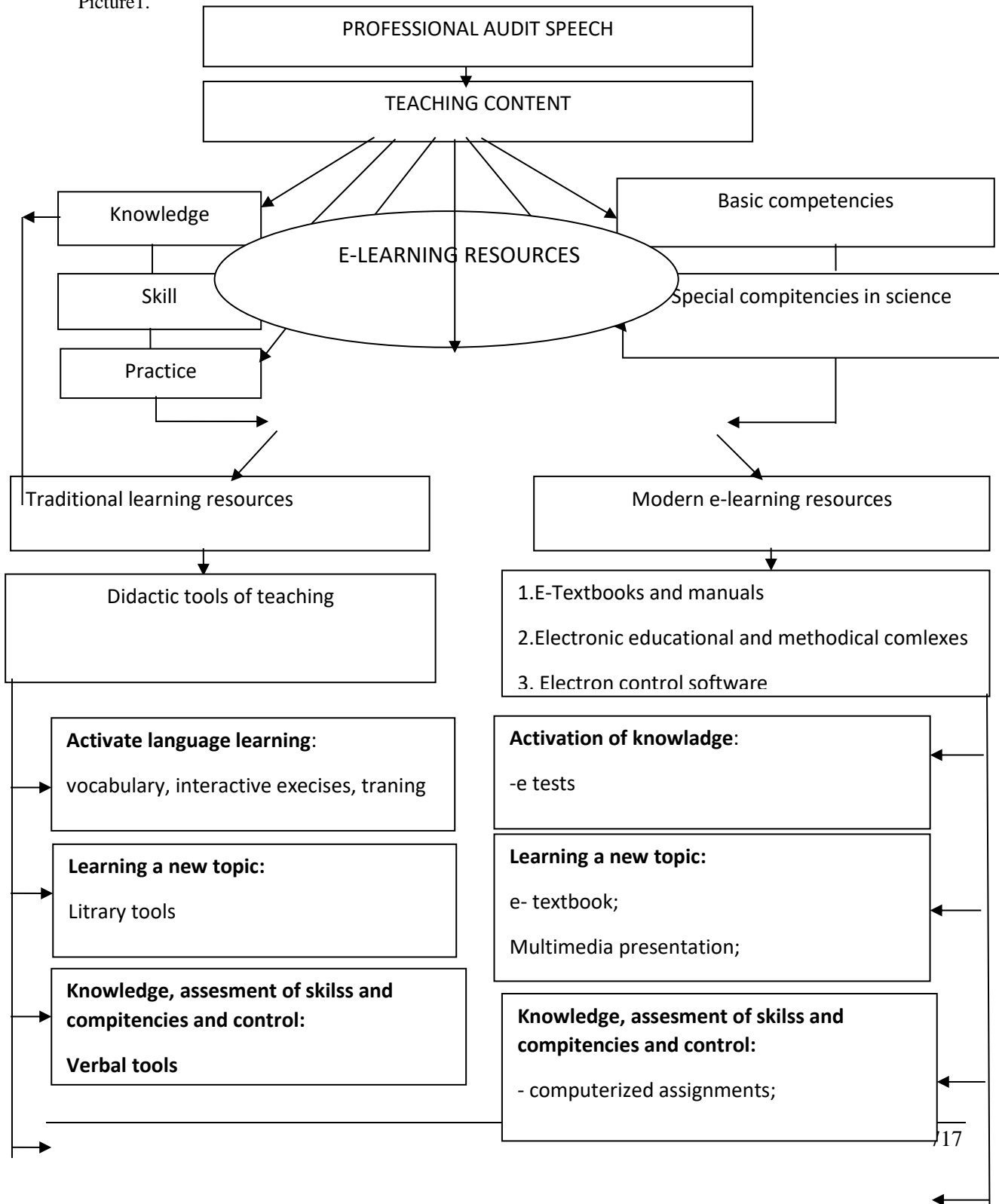
It is hard to keep children reading for pleasure once they arrive at secondary school. Many of them stop reading at this age. So, how can parents and teachers encourage them to pick up a good book again? One way, particularly for boys, is to find books with interesting covers that appeal to them. Another way is to find books that other teenagers have enjoyed and which they recommend.

The audio recordings given in this dialect have an effective effect on students' listening comprehension. The importance of the following pedagogical conditions for the educational process in the use of e-learning resources and the effectiveness of teaching English in the development of professional audit skills in students was identified (Figure 1).

To develop students' future professional audit speech, a variety of electronically implemented graphic organizers integrated into the content of information educational resources can be used in classroom and extracurricular activities. To implement this mechanism, students are attached to small groups. The groups complete the task assigned to them in English. The groups refer the tasks they have completed on the problem to the collective judgment.

It is also possible to use the methods of "Attitude", "Lily flower", "Plan", "SWOT-analysis", "T-table" in the classroom and extracurricular activities to develop the future professional auditing skills of students.

Picture1.



Preparation for ELR homework;

Preparation for ELR homework;

- creative task;

Picture 1 Use of information (electronic) educational resources in the development of professional audit speech.

As shown in the figure, if the imitation model of the studied English text is presented to students in audiovisual form, it will be possible to acquire the competencies specified in the qualification requirements.

Communicativeness in the educational process also leads to the fact that in the process of learning the student's personality is focused on the ability to communicate quickly, to easily master the skills of using and using electronic resource products. As a result of students' use of electronic products in the educational process, their communicative competence also develops

Interactive methods serve to ensure the free expression of the knowledge acquired by students on the topic, the coverage of its content with the help of their own ideas, real-life examples. The use of these methods in the learning process develops in students the ability to think independently, creatively research, prove their point and get out of different situations, based on the solution of specific problems, the causes of a particular process (reality, event), finding ways to overcome them does. These techniques are considered effective for developing professional audit competence. For example, in order to increase the auditory speech of students using the method of "Lily", they are provided with a scheme of lily flowers on the basis of ELR. Basically, this scheme, which includes nine "petals" (squares, rectangles or circles) attached to it, solves the main problem and specific issues that allow to illuminate its content.

The method of "Plan" serves to develop the skills of developing a plan for the organization of pedagogical activities on the basis of theoretical knowledge acquired by students in a particular section or chapter. Its application requires students to be able to master the content of the studied topic, to generalize the main ideas, to systematize them. The method allows learners to organize their activities in pairs, groups and teams. It is more effective to use it in the organization of spiritual and educational work, volunteerism, the organization of pedagogical practice. Usually, the development of the plan takes into account the pedagogical situation, the age of the learners, their psychological characteristics, the direction of language learning, the content and the ability to achieve effectiveness.

"T-table" method is used to compare basic concepts with each other, to shed light on a particular aspect of a topic or issue under study based on a few key features. In many cases, a graphic organizer is used to compare the advantages or disadvantages, effectiveness or ineffectiveness of several situations covered in the topic content, their relevance to the present and the future.

The SWOT-analysis strategy serves to highlight four main aspects of the problem. Learners shed light on the essence of the problem through a thorough study of the issues relevant to the content of the topic, looking for the factors that cause them and finding opportunities to solve them.

Information systems, data banks, teacher and student websites, information resource centers, electronic information and educational resources, virtual laboratories, media and video lessons, electronic document exchange system, videoconferencing, which are separate components of the current information educational environment in the higher education system, Taking into account the fact that online competitions in the intranet network will help all participants in the system to become active users, the widespread introduction of information and communication technologies in the educational process, experimental research was conducted.

As part of the study, we developed students' professional audit skills and used materials that were relevant to our national history. This, along with the growth of students' auditory speech, has allowed them to use historically integrative information educational resources and deepen their understanding of our national values.

Audio recording 1

An objective study of the spiritual and enlightenment heritage created by great scholars and thinkers around the world, the study of ideas in their works that glorify the permanence of the nation and society is one of the urgent tasks. The rich spiritual heritage left by great people, who lived and worked in the period of high development in the IX-XII and XIV-XV centuries, is a great contribution not only to the Eastern world, but also to world enlightenment. That is why the whole world is trying to study our country as one of the sacred places where enlightenment enlightens.

Audio recording 2

In our country, great attention is paid to the study of the life and rich creativity of thinkers. Al-Hakim al-Termizi's scientific legacy has been translated into the languages of the peoples of different countries - Europe, Asia, America, Russia.

Audio recording 3

In scientific research on the formation of consciousness and thinking of young people on the basis of enlightenment, the effective use of the enlightenment views of scientists who have made a significant contribution to the development of world science, the worldview in the process of learning, the expansion of intellectual potential.

Audio recording4

The first mystic of the land of Movarounnahr was our compatriot al-Hakim at-Termizi, the founder of the Hakimiya sect. The study of his scientific and pedagogical heritage is important. The path chosen by al-Hakim at-Termizi is the path of knowledge, the path of enlightenment, and in each of his works he emphasizes science and encourages everyone to become knowledgeable. The main idea of al-Hakim at-Termizi's works is that the person should be knowledgeable and enlightened. The light of knowledge emphasizes that this light-knowledge directs man towards the guardian of Allah.

Task: Listen to the text. Try to understand it.

Az Zamakhshari encourages young people to study science, saying that teaching is a very honorable profession.

Az Zamakhshari's pamphlet "Delicate Phrases" contains a number of professional and ethical requirements for the teacher and the student of science, the etiquette of communication between them. These include:

- choosing the most important among the subjects to learn: taking into account what children are interested in, what they want to learn, and what they will need in the future life;
- First of all, choose the sciences about the ways of knowing Allah;
- When choosing a teacher, first of all, focus on the most noble and experienced;
- Everyone strives for contentment, patience, attention to the repetition of knowledge;
- The student is fully satisfied with the subject and profession he is learning from the teacher.

Task 3: Listen to the text. Understand the information contained in it. Answer the questions.

Az-Zamahshari's "Asos al-baloga" ("Fundamentals of Oratory" or "Fundamentals of Speech"), "Samim al-arabiya" ("The essence of the Arabic language"), "Faiq al-lug'at" ("The Best Dictionaries"), "Muhojotu annahviya" ("Grammar Rules"), "Muqaddamat al-adab" ("Introduction to Fine Literature"), the eloquence of language and the use of words in their proper place thinking about speaking according to the rule.

Al-Zamahshari said that language is both an enhancer and a detractor of human dignity. "If you do not restrain your tongue, you will give your reins to the devil. The brilliance of the sword of the tongue is its right word. So use only the right words. Just as the Yemenis keep their swords in their sheaths, so do you protect the sword of your tongue from the error of lying. The brilliance of the sword is corroded. Lying is worse for the tongue than rust.

When you lie, speak the truth, even where your tongue brings you wealth. Better a poor horse than no horse at all. " The thinker also noted that the culture of speech, the eloquence of language, that is, the beauty of speech is a means of politeness for a person, if you say, it will go without measure.

2nd part of ELR . Indentify complex words and phrases in the text you are listening.

...encouraging young people, a detractor of human dignity, the brilliance of the sword of the tongue is its right word...

3rd part of ELR. Answer the questions:

1. What did you learn about Az Zamakhshari?
2. What do Az Zamakhshari's book "Delicate Phrases" say about a teacher and a student of science?
3. Why does Az-Zamakhshari say that language is both an enhancer and a detractor of human dignity?
4. What are the views of Az Zamakhshari in encouraging young people to study science?
5. What did Az Zamakhshari say about the teaching profession?
6. Do you agree with Az Zamakhshari's opinion that "everyone should strive for contentment, patience, kindness, and attention to the repetition of knowledge"?

Thus, the effectiveness of technology aimed at developing students' professional auditing skills through information and educational resources has been confirmed during experiments. As a result of teaching students on the basis of this technology, they have developed the ability to describe and solve the essence of a particular problem on the topic. As a result of the use of ELR, students' professional auditing skills have been developed, as well as the ability to think logically, the basic concepts that illuminate the essence of the topic, the systematization of data, their analysis.

The information used in the lessons for the development of students' future professional audit speech is embedded in the content of educational resources. is a technical approach focused on pronunciation. It also provides an opportunity to analyze each option presented by learners and identify acceptable and unacceptable aspects. According to him, students develop professional auditing skills. It has been a long time since the process of full use of information and communication opportunities in the process of teaching foreign languages has begun. Information and communication opportunities are developing rapidly, and their integration into the learning process is very active and fast. These include:

- o Effective use of multimedia in English language teaching;
- o Launch of interactive whiteboard opportunities in teaching English;
- o Launch and effective use of electronic resources in teaching English;
- o Effective use of English language materials;
- o Organize direct communication with English speakers via the Internet;
- o Participation in various international Internet conferences via the Internet;
- o Transfer of various independently developed materials, including slide shows, to the Internet.

Different views on the category of the method are expressed in theoretical and pedagogical sources. One of them is the joint activity of the teacher and the student in achieving a specific educational goal.

Accordingly, the purpose of education in foreign language teaching is determined by the content of the question of what the teacher should do to form and develop the student's communicative ability in a foreign language, and secondly, what action the student must take to achieve this goal. Consequently, the answer to these questions is reflected in the fact that the pedagogical goal is effective if the learning process is conducted and organized.

Analysis of students' learning activities shows that it has a number of shortcomings, shortcomings, weaknesses. In particular, the lack of independence of thinking in students, the weakness of the student's ability to think, the lack of formation of the style of thinking, and so on. The main reason for this is that the factors that ensure independent thinking in the higher education system are not sufficiently studied from a psychological point of view. Also, one of the important shortcomings in the learning activities of students is that they continue to have irrational thinking, the development of independent thinking capacity is not set in the right way.

In the process of working with the book, the student develops a deep understanding of the language at the level of thinking. In the understanding of a foreign language at the level of deep linguistic thinking, both visually, that is, through the organs of vision, and intellectually, that is, through the organs of mind and brain, and interpretation, that is, the process of re-expression of a foreign language through sound organs, acquaintance, for example, occurs in the performance of written work. Thus, the work of all human organs as a whole in the process of learning a foreign language naturally shows its results. Thus, the stages of reading, reviewing, summarizing, analyzing, systematizing, summarizing are considered active in book processing. Working with the book is one of the traditional methods. However, the time has not yet come to abandon the method of working with books. In the process of working with the book, students can ask questions, discuss the material, give their opinions, and organize discussions on the material.

Applying reproductive techniques when working with a book gives good results. Reproductive methods, along with the reception of teaching material and information, require, on the one hand, their reproduction in

practical lessons, their practical application, and, on the other hand, the regular repetition of teaching material by the teacher through various linguistic and grammatical exercises.

The content of the process of formation of communicative competence in a foreign language in students requires a clearly focused effort of the teacher on the following factors:

- Understanding that the formation of students' communicative ability in a foreign language is a priority of the education system;
- Development of a holistic pedagogical concept of formation of communicative competence in a foreign language and its implementation in practice;
- Development and application in the educational process of effective forms, methods and tools for the formation of communicative competence in foreign languages in students;
- The opportunities of the education system and the rational use of satellite subjects in the process of formation of communicative ability of students in a foreign language;
- Targeted mobilization of civil society, various non-governmental institutions, to the pedagogical task of assisting the system of education and upbringing in the process of formation of communicative ability of students in a foreign language, wide involvement of family, community, non-governmental systems and organizations, media;
- Enrichment of the process of formation of communicative competence in foreign languages in students with various innovative manuals and lessons, methodical developments, means and tools of information and communication, language classrooms and the necessary infrastructure, programs.

The following general methodological features are required in the preparation of teachers for pedagogical innovative activity.

The practical method implies that the practical life of knowledge is formed on the basis of experience. The role of this set of methods in the teaching of foreign languages is very important and unique. Practical methods are a key factor in shaping the communicative function in a foreign language.

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