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THE MAIN GROUPS OF INDEPENDENT ACTIVITIES CARRIED OUT BY STUDENTS ON THE INTERNET

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Abstract: Learning using Internet resources can be safely attributed to new pedagogical technologies. The position of the teacher changes - he ceases to be the only source of knowledge, but becomes the organizer of the process of searching, processing information and the coordinator of research and creation of creative works of students. Modern information and communication technologies open up new prospects for the teacher to activate and intensify the educational process.

Key words: ICT, webinars, higher professional education, development, technology, interactive, methods.

Let us single out two main groups of independent activities that are carried out by students on the Internet when studying a foreign language. It is a planned and controlled educational process that requires teachers to have special knowledge, skills and abilities to work with a computer and the Internet, as well as knowledge of the methodology for using and integrating Internet technology into the process of teaching a foreign language.

The independent activity of students is characterized by:

- 1) independent work with electronic resources, which consists of a specially organized search, analysis and transformation of information, as well as a specially organized participation in a web project;
- 2) Internet communications, which include specially organized communication by means of e-mail and forum.

We will consider each group of students' independent work in detail.

1. Independent work with electronic resources. This group includes activities for specially organized search, analysis and transformation of information.

The information provided by Internet resources, in the conditions of the university, can be used in three main ways:

- a) using information from the Internet as additional material on the topic under study, while the search is carried out by students independently using various search engines (Yandex, Rambler, Yahoo, Google, etc.);
- b) the use of information from the Internet as additional material on the topic under study, and the search is carried out by the student at a specific address selected by the teacher;
- c) a combined way, when information from the Internet is used as additional material on the topic under study, that is, the student is provided with a list of links to an electronic resource selected by the teacher, but in addition, he also independently searches for the necessary information using a search engine.

The most optimal is the third way of using electronic resources in teaching a foreign language, since it allows students to use the resource already selected by the teacher, selected by the teacher, but in addition, they also independently search for the necessary information using a search engine.

The levels of language proficiency in relation to the use of Internet technology in the process of teaching a foreign language are presented:

- a) entry level - possession of elementary writing and reading skills;
- b) intermediate level - a sufficient level of language proficiency for the implementation of tasks of average complexity;
- c) advanced level - the ability to communicate relatively freely in a foreign language.

The student's independent work in searching, analyzing and transforming information from the Web is most fully consistent with the following classification of task types based on an electronic resource, taking into account the student's level of foreign language proficiency:

1. The list of thematic links (hotlist) implies the student's work with an electronic resource as additional material on the topic under study, which will allow the student to more fully consider the topic under study or its aspect. So, for example, you can offer the following tasks for each level of proficiency in a foreign language (beginner, intermediate, advanced):

- creating links on English grammar, business English and so on with your exercises with a review of sites on this issue;
- compilation of links and classification of useful sites for research work (abstract, report, term paper).

2. An album (scrapbook) has the purpose of finding and collecting photos, maps, texts, quotes, sound files, video files from sites selected by the teacher or from those found by the student himself. The search result can be used by students to create a newsletter, computer presentation, collage, web page, and so on.

For the initial level of language proficiency, the student is invited to create a web album, a personal web page, sign each photo, introduce himself; display of a photograph of the sights of the hometown and a signature in the target language. With an average level of proficiency in a foreign language, students are encouraged to write about themselves, about their hobbies and hobbies, about their family, illustrating this with photographs, quotes, and so on. Students with an advanced level of foreign language proficiency can create a page about themselves for a potential employer, include a resume, example essays in a foreign language.

3. A treasure hunt involves a student searching and selecting a certain number of links on a topic, usually 8-14, and writing questions to each informative site. At the end, as a rule, the student must formulate a key question that requires a logical conclusion and aimed at a broad understanding of the topic. This task aims to form objective knowledge on the topic and focus on objective facts. It can be offered for each level of foreign language proficiency (beginner, intermediate, advanced);

4. A subject sampler is a selected list of links to an electronic resource that invites the student to do something: read; look and so on. After that, the student must express his own point of view, based on the read, life experience, or interpret

works of art, and so on. Such an assignment is focused on the subjective assessment by students of any questions or problems, and is more suitable for students with an intermediate or advanced level of proficiency in a foreign language.

It should be noted that the effective integration of information that is published on the Internet largely depends on the ability of teachers to adequately assess a potential electronic resource, using the criterion for assessing their quality, which makes it possible to prepare selected information for successful use as an authentic material.

Thus, the student's independent activity related to the search, analysis and transformation of information on the Internet allows you to teach him how to collect, evaluate, and apply information in practice.

Specially organized participation in web projects. A web project is the result of combining a project methodology with the capabilities of the Internet and can be effectively integrated into the process of teaching a foreign language in a non-linguistic university, since a web project is a long-term, problematic task, the purpose of which is to develop linguistic, communication skills and the formation of sociocultural competence, and the result is web publishing.

Web projects, being a complex type of assignment, require a high level of subject and information competence from the project manager, and from the student - skills and abilities to work with information and information technology. When teaching a foreign language, the use of assignments based on electronic resources requires students to have an appropriate level of language proficiency in order to work with authentic Internet resources.

Teaching students the language, Internet resources help the teacher in the formation of productive skills and speaking skills, ensuring a genuine interest of students in the learning outcomes. The teacher's task is to teach schoolchildren and students to spontaneously and adequately respond to the statements of native speakers or classmates, expressing their feelings and emotions, adjusting or

rebuilding on the go, that is, an active approach to teaching a foreign language is carried out.

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