

бытовой вежливости в коммуникативном их поведении, будут создавать помехи для установления адекватного взаимопонимания между ним и студентами-узбеками, для поведения которых характерны открытость, приветливость, словоохотливость, гостеприимность, заботливость, развязность, непунктуальность, искренность и др., что может привести к снижению эффективности обучения.

Итак, успешность преподавания иностранцем студентам групп с узбекским языком обучения определяется, наряду с другими критериями, учетом национально и культурно обусловленной модели речевого поведения узбекского народа, представителями которого являются обучающиеся студенты.

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РЕЗЮМЕ. Ушбу мақола чет тилини ўқитиш шароитида ўзбек талабаларининг нутқий хулқ-атвориға маданият тафовутларининг таъсирини ўрганишға бағишланган. Ушбу тадқиқотда кўриб чиқиладиган масала чет тилларини ўргатиш дунёда тобора оммалашиб бораётганига ва талабга даражасида эканлиғига қарамай, маданият тафовутлар туғайли ўқитувчилар ва талабалар ўзаро тушунишда кўп ҳолларда қийинчиликларга дуч келади.

РЕЗЮМЕ. Данная статья посвящена изучению влияния культурных различий на речевое поведение студентов-узбеков в контексте обучения иностранному языку. Проблема, которую затрагивает данное исследование, заключается в том, что несмотря на то, что обучение иностранным языкам становится все более популярным и востребованным в мире, оно часто сталкивается с трудностями взаимопонимания между преподавателями и студентами, обусловленными культурными различиями.

SUMMARY. This article is devoted to the study of the influence of cultural differences on the speech behavior of Uzbek students in the context of foreign language teaching. The problem addressed by this study is that despite the fact that foreign language teaching is becoming increasingly popular and in demand in the world, it often encounters difficulties in mutual understanding between teachers and students due to cultural differences.

THE ROLE OF ICT IN MASSIVE OPEN ONLINE COURSES

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Tayanch so'zlar: elektron ta'lim, onlayn kurslar, munosabatlar, aloqa, kompyuter, internet, texnologiya, motivatsiya.

Ключевые слова: электронное обучение, онлайн-курсы, отношения, общение, компьютер, интернет, технологии, мотивация.

Key words: E-learning, online courses, relationship, communication, computer, internet, technology, motivation.

The main reason for making the e-learning course of English was the truth that these days it is or maybe inconceivable to exist without knowing at slightest a bit of English. The English expressions effectively penetrate into common and ordinary utilized language and gotten to be a portion of it. These expressions show up in daily papers, in promotions, at the names of different products. Children as well as grown-ups play computer recreations made in English; they browse the Web, tune in to English music and observe the movies in English. These all facts can speak to an awfully great reason for considering English, an incredible inspiration.

A good motivation is one of the factors that contributes to a successful learning process, as all teachers are aware of. This fact inspires the idea to incorporate students' interests in the world of computers into English lessons.

Although the term ICT is now used quite frequently, its specific meaning is difficult to define. ICT is described by Wikibooks as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information". Computers, the Internet, radio and television broadcasting, and telephony are some examples of these technologies. According to Wikibooks server, there has been an increase in interest in recent years in how computers and the Internet can be most effectively used to boost education at all levels and in both formal and informal settings. [5]

Technology in the teaching of languages is not new, as Dudeney and Hockly point out. The 1980s saw the first

mention of the term "computer-based learning technology". CALL (Computer Assisted Language Learning) is the acronym for it. Though the term TELL (Technology Enhanced Language Learning) was used to replace it in the 1990s, many published CD-ROMs for language teaching still contain the same types of exercises, such as filling in blanks in texts, matching sentence fragments, and performing multiple-choice exercises [1:34].

The philosophy of TELL is mainly connected with the use of the Internet and webbased tools. Dudeney and Hockly see a big potential in TELL. Among many reasons, those that are the most important for research are following points:

✓ Internet access: either at homes or in Internet cafés- is becoming increasingly available to learners

✓ Younger learners are growing up with technology. It has become a natural and integrated part in their lives. This fact has been also mentioned in Lewis.

✓ English, as an international language, is being used in technologically mediated context.

✓ Technology, especially the Internet provides new opportunities of authentic tasks and materials, as well as access to a wealth of ready-made materials. Among the high numbers of these pages mainly the web pages of British

Council (<http://www.teachingenglish.org.uk/>) should be emphasized, as they provide not only exercises and activities available for ELT, but also theoretical background.

✓ The Internet offers excellent opportunities for collaboration and communication between learners who are geographically disspread.

✓ Using a range of ICT tools can give learners exposure to a practice in all of the four main language skills – speaking, listening, reading and writing.

✓ Learners increasingly expect language schools (and schools in general) to integrate technology into teaching. It is because nowadays, technology offers new ways for practicing language and assessing performance [1:63].

Without a doubt, utilizing ICT in the classroom opens up a host of fresh opportunities and possibilities. However, improper or excessive use of these technologies can lead to issues like impersonalized instruction, boredom in students, or a loss of interest in the subject matter.

An essential tool for international communication is the Internet language, also known as "CYBER English". Aside from the advantages and disadvantages of this dialect of English, kids need to be taught how to be "electronically literate". The EFL teacher can accomplish two goals at once because becoming technically literate in the world of computers also requires working with English [3:10].

ICT in general is an integral part of our students' lives, and Lewis has just succinctly stated what has been thought for a long time. It is clear that using computers as a supplement to traditional classroom teaching has a lot of potential, even though for some teachers the Internet or a computer might still work more as a time saver. It's important to note the most typical justifications offered to back up the use of ICT in education. Lewis claims that teachers should make an effort to comprehend and support the needs and interests of their students.

Today's technology has a huge impact on every aspect of adolescent life, which cannot be disregarded. Teenagers of today believe they are "connected" to the rest of the world, and they really are. They are also accustomed to exploratory learning. It is necessary to extend this level of independence to classroom activities for language learning. The consequences for the classroom are enormous [3:56].

Without a doubt, students enjoy using computers, so including them in regular lessons could improve the relationship between a teacher and their students. Another fact is that a computer, particularly the Internet, offers a wide range of opportunities for practicing as well as looking

up information. Nowadays, it is simple to select from a wide range of educational CD-ROMS, educational programs like Hot Potatoes and Terasoft for English or Calibri for Mathematics that are available for almost all school subjects. The availability of the Internet in modern times has also been mentioned. More and more schools are building their own computer labs that are accessible to students not only during the school day but also on some days after school, in addition to at home and in Internet cafés. This entails the chance for students who don't have access to computers at home to use the Internet and other technology.

Internet usage unquestionably enhances language skills. According to the global study, nations where students and students used the Internet nearly every day, both at school and at home, showed higher levels of language proficiency than nations where computer usage was less frequent or where computers were not used effectively.

More and more students are adept Internet users, which serves as a great resource for less experienced teachers, as mentioned by Teeler and Gray and is also evident from the study mentioned above [4; 60]. With regard to the quantity and frequency of Internet usage by students, it is thought that the root of this issue can be traced to an inefficient use of the Internet during English language lessons. Some people think that designing an online course only needs to copy some activities from the Internet or use tools like chat rooms and discussion boards. Actually, the exact opposite. As Hockly and Dudeney detail:

When considering the switch to online courses, whether you are a center director, a course director, or a potential tutor, it is important to keep in mind that online tutoring is a mix of pastoral, technical, pedagogical, and hard work. [6]

E-learning is a growingly popular addition to traditional education. These days, you can find universities or language schools that provide e-learning for the duration of the entire course. If the caliber of the course will be appropriate and if the traditional face-to-face learning process should be entirely replaced. Cole sees the most effective solution in —hybrid courses often called also as —blended courses. These courses combine the best of both ways of teaching, face-to-face and e-learning.

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РЕЗЮМЕ. Ushbu maqola MOOC (Massive Open Online Courses) da AKT ning roliga qaratilgan bo'lib, o'qitish uchun AKTdan foydalanish keng ko'lamli yangi imkoniyatlar va imkoniyatlarni va TELL (Texnologiya bilan kengaytirilgan tilni o'rganish) uchun ba'zi sabablarni ifodalaydi.

РЕЗЮМЕ. В этой статье основное внимание уделяется роли ИКТ в MOOC (массовых открытых онлайн-курсах), использование ИКТ для обучения представляет широкий спектр новых возможностей и возможностей, а также некоторые причины для TELL (улучшенное изучение языка с помощью технологий).

SUMMARY. This article focuses on the role of ICT in MOOC (Massive Open Online Courses), using ICT for teaching represents a wide range of new opportunities and possibilities and some reasons for TELL (Technology Enhanced Language Learning).