

THE THEORETICAL BASIS OF THE USE OF INTERNET RESOURCES IN ENGLISH LESSONS.

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The task of teachers is to create the conditions of practical language learning for each student to choose such methods of training that would enable every student to show their activity and creativity. New information technologies in teaching foreign languages one of the most useful advances in our age, and also it influenced on the educational process throughout the world, was the creation of the global computer network.

The communicative approach- a strategy that models communication, aimed at creating a psychological and linguistic readiness to communicate on a conscious understanding of the material and methods of action with him, as well as on the awareness of the requirements for effectiveness of expression. For the user, the implementation of the communicative approach in the Internet is not particularly difficult. Communicative task must offer student a problem or question for discussion, and students do not just share information but also evaluate it. It is important that such task makes possible the flexible use of knowledge and skills of students. The basic criterion that allows distinguishing this approach from other types of training activities is that students choose their own language units to process their thoughts. They have opportunity to express themselves and their experiences through language as a person, namely a person placed in the center of theories of education for the future. The communicative approach is largely aimed at the student, answering the basis criteria of modern didactics.

Using the internet in the communicative approach is the best motivated: its aim that to interest students in learning a foreign language through the accumulation and expansion their knowledge and experience. The students should be prepared to use the language for real communication outside the classroom, for instance, during visits the country the language is spoken, during the reception of foreign guests at home, correspondence, the exchange of audio and video tapes, the results of assignments, etc. with schools or friends in the target language country. The term communication skills should not be understood narrowly pragmatic. We cannot disagree with Bim I.L. those communication skills "is not reducible only to the establishment by speaking of social contacts, to mastering the language of tourism. "This approach, implemented the internet, attracting

students by focusing on topics that interest them and allowing them to choose texts and tasks to achieve the objectives of the program. Communicative ability of students is developed through the Internet namely, through their involvement in a wide range of meaningful, realistic, having the sense and achievable objectives, the successful competition of which gives satisfaction and enhances their self-confidence".[1, 28-29]

Communicative language teaching through the Internet emphasizes the importance of development students' ability and their desire to use foreign language for effective communication. The primary importance is attached to understanding to transfer of contact and expression of meaning, and the study of structure and vocabulary or a foreign language serves this purpose. In addition to the communicative needs, the students need to master the technique of the internet to be more responsible for their own learning[2, 48]. They need to increase the ability to cope with a situation where the language resources are not adequate enough.

Moreover, the internet develops skills that are important not only for foreign language. This is primarily due to the mental operations: analysis, synthesis, abstraction, identification, comparison, verbal and semantic prediction and pre-emption, etc. Thus skills and abilities that are generated using Internet technologies are beyond the foreign language competence, even in the "language" aspect. Internet develops social and psychological characteristic of student: their self-confidence and their ability to work as a team, creating a favorable atmosphere for teaching speaking as a means of an interactive approach[3].

Interactivity does not simply create a real-life situation, but also forces students to adequately respond to them through the foreign language. And when it starts get, we can speak of language competence. The main skill spontaneously, harmoniously respond to the statements of others, emotions we can consider interactivity as a way of development t through the Internet.

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3. Widdowson H. G. Teaching language as a Communication-Oxford: Oxford University Press, 1978, p. 132-133.