Some of the Must-Have Platforms and Resources for Teaching Uzbek Online

Adilova Saodat Abdurakhimovna

Ph.D. Associate Professor of the Department of General Linguistics, TSPU named after Nizami

Abstract: This article provides information about modern platforms and resources that can be used for distance learning of the Uzbek language, as well as their advantages and unique aspects.

Keywords: language education, distance education, teaching methods, educational platform, resources, integrative approach.

Today, in Uzbekistan there are many problems related to the further improvement of official language education, and finding their solution, modernizing the methodology of teaching Uzbek as a native language, state/second language, and foreign language. The issues of improving effectiveness of language teaching are putting new tasks before specialists. In modern pedagogy, distance teaching of subjects becomes in some cases a necessary, and sometimes the only form of education. Especially for foreigners or students studying without interruption from their main work activity, as well as in the field of andragogy, the opportunity to learn languages online is the best way to acquire the necessary knowledge and skills in the Uzbek language. Therefore, in the process of training future Uzbek language teachers, it is necessary to teach not only traditional ways of teaching, but also modern directions and approaches that can meet world standards. This article describes some of the possibilities of distance teaching of the Uzbek for those for whom Uzbek is not their native language.

It is known that the level of knowledge of the Uzbek language of students in groups where education is conducted in other languages directly depends on their nationality, language environment in the family, language learning experience, etc. In local universities the subject of the Uzbek language should be directed to the future profession, professional speech etiquette and the language of paper work concerning the specialty should be taught, and the students' speech should be enriched with Uzbek terms related to the specialty. At the same time, this discipline should encourage young people to think creatively and critically, teach them to find solutions using language knowledge in certain life situations. After all, "The main goal of teaching Uzbek in schools and groups where education is conducted in other languages is to form the speech of students, that is, to listen and understand the words and sentences spoken in Uzbek and to be able to speak. For this, it will be necessary to create compact models of knowledge presentation, to develop a mechanism for easy and thorough assimilation of educational materials into the minds of students using modern technologies" [3; 87].

Several years ago, all teachers in the world were faced with the need to continue their activities during a pandemic and introduce new methods of teaching via the internet. Of course, distance learning of a language is not a completely new direction; a lot of work in this direction has been done before. However, it was during the pandemic that teachers gained new experience; every teacher was able to express their opinion on this issue. Considering the growing need of various segments of the population to receive online education, we believe that the process of sharing

accumulated experience and exchanging ideas in this area will help develop methods of teaching languages remotely.

As known, distance education is "instruction between a teacher and students when they are separated by physical distance and communication is accomplished by one or more technological media" [1]. Also "Distance education is a form of education based on information and telecommunication technologies with selected innovative methods, teaching tools and forms, and a system that provides educational conditions and interaction based on specific educational standards"[5; 905]. Therefore, it is important to learn new, selected methods and tools for remote teaching of the Uzbek language, and to apply them to the educational process.

Various educational platforms, which are becoming popular day by day worldwide, are making a great contribution to the development of distance education. These include Zoom, Moodle, Canvas, Google Classroom, Black Board, Skype Meeting, Click Meeting, Dream Study and more. At the same time, there are programs for learning a second language, such as Byki, Anki, Quizlet, Kahoot, which attract experts due to their universality, convenience, and "friendliness" to young people. At the same time, they are a multilateral tool that ensures the organization of the teaching process based on an integrative approach.

We must note that working with only one platform may not give good results when teaching any subject remotely. Disadvantages in most cases are associated with low Internet speed in certain territories, sometimes with the fact that the culture of distance education has not yet been fully formed. However, during the pandemic, we managed to understand the basic concept of online learning and how it differs from face-to-face classes. It became clear that methods that are very effective in traditional classrooms may not "work" in distance learning, methods that were not given as much importance in traditional pedagogy have proven to be effective ways in online classes, and that clear lesson planning using slides are a good opportunity to focus students' attention. Along with a set of slides created using PowerPoint and other programs, the harmonious use of files in Word, Pdf, Google.doc format, and audiovisual materials increased the effectiveness of learning.

The method of distance learning of a second language can also be enriched with the following platforms:

Free conference calls. On this educational platform, the quality of sound and image is high, there is no time limit, sessions are free, students can be seen on the screen even when the material is displayed; there is an option to draw on the screen and make various changes to it; there is a separate area for communication between teacher and students; there is a possibility to record the lesson. As a disadvantage of this platform, it can be pointed out that there are restrictions on the presentation of video or audio by the teacher.

EzTalks. The quality of communication on this platform is also very good. All participants are also visible during the screen presentation. The "whiteboard" function, the presence of chat for writing new words and phrases, the ability to conduct surveys, the ability to record means that this platform has a slightly higher level than its predecessors. However, as in most cases, the free working time of this platform is 40 minutes.

Hangouts. The advantages of this platform include: live broadcasting; ease and convenience in connection and operation; no need for a special password; one can write new words and phrases in the chat, do exercises with them; the platform is free. In addition to conveniences, some defects can be seen when using this platform: when displaying a video on the screen, only the video is visible, students are not visible; in general, in order to display any material, it is necessary to remove the student's image; drawing, editing is not possible; the teacher cannot give the audio file to the students to listen to and it is not possible to record the lesson [2].

The trial version of the following resources is free, and the basic form can be used for a certain fee:

✓ Edpuzzle (for creating video materials and effectively using them in lessons);

- ✓ Quizizz (for developing tasks of the control unit, creating and conducting tests);

- ✓ Kami (to enable students to self-assess);

- ✓ Nearpod (for organizing a virtual tour and thereby evaluating student knowledge);

- ✓ Pear Desk (for preparing interesting tables, diagrams, interactive tasks);

- ✓ Adobe Express (for creating educational videos using templates);

- ✓ Parlay Genie (can be used for the purpose of preparing questionnaires for debates with the help of artificial intelligence, conducting debates, integrating the discussion method into the educational material) [4].

The above are some of the Internet resources and methods used in language teaching worldwide. At the moment, new resources for teaching the Uzbek language are being created in our country by various experts using these and other tools. Language teachers working in our country can study such resources and improve language education based on them. For this, it is necessary to develop ways to adapt existing tools and methods to our conditions.

References:

1. American Association of University Professors, 2007; Oregon Network for Education, 2000. https://www.morrisville.edu/mustangs/current-student-resources/distance-learners/distance-education-definitions

2. Белоног Ю. 5 популярных платформ для онлайн-преподавания https://skyteach.ru/lifestyle/5-populyarnyx-platform-dlya-onlajn-prepodavaniya/

3. Muxiddinova X. O'zbek tilini ikkinchi til sifatida o'qitishda o'quv-biluv materiallarini konsentrlar asosida tarkiblash va ular bilan bosqichli ketma-ketlikda ishlashning didaktik jihatlari //"Foreign Languages in Uzbekistan", 2020, No 3(32), 87-100 https://journal.fledu.uz ISSN: 2181-8215 (online) -B.87 https://journal.fledu.uz/wp-content/uploads/sites/3/2020/07/ozbek-tilini-ikkinchi-til-sifatida-okitishda-okuv-biluv-materiallarini-konczentrlar-asosida-tarkiblash-va-ular-bilan-boskichli-ketma-ketlikda-ishlashning-didaktik-zhihatlari.pdf

4. Секретаренко Е. Инструменты для преподавания: 10 must-have ресурсов для учителей в 2024 году. https://grade.ua/blog/10-must-have-resursov-dlya-uchitelej-v-2024-godu/

5. Xodjamqulov U., Toshtemirova S. Masofaviy o'qitish modellari, turlari va ularning ahamiyati// Pedagogik ta'lim klasteri: muammo va yechimlar. Xalqaro konferensiya. Chirchiq, 2020, -B. 905.