

Таким образом, дидактическая игра – это один из приёмов обучения русскому языку как иностранному, помогающий создать на уроке речевую ситуацию. Правильно организованная игра активизирует мышление, внимание, тренирует память, помогает выработать речевые навыки, повышает интерес к предмету. Благодаря игровым технологиям, увеличивается прочность полученных знаний и качество самого обучения возрастает.

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The use of online resources in teaching English as a foreign language

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It is known that due to the spread of the new virus of the XXI century COVID-19, some restrictions have arisen in many areas of the world, as well as in the field of Education. In order to overcome the stagnation in education during the pandemic, it began to be widely implemented almost everywhere in the world, using various educational platforms from the form of distance learning to the most used of these online educational programs, we can cite as an example the programs “Zoom” and “Microsoft Teams”. Both programs allow a wide range of students to join the course process in a visual way at the same time. Also, the use of these programs provides

teachers and language learners access to multimedia files and presentations, creating conditions for more efficient implementation of this process.

E-learning (e-learning) is the process of mastering and teaching with the help of technological tools. In the course of this method of learning, linguists are able to enter into communication only with the teacher, becoming virtual participants in the course in which they participate. At the end of the course, students have already completed the course and acquired certain knowledge. When we talk about online learning, we mean both mixed learning and e-learning. [5]

As an example of mixed learning, we can cite Flipped Classroom. This pedagogical approach is based on the use of online resources. During the application of this method of teaching, video files sent to students on an online basis are prepared using various programs and sites. These programs include YouTube, ESL Brains, ESLVideo.com, EngVID and other online resources. Using these programs, teachers can search for information on each topic and present it in the educational process.[2, p. 11]

The recent increase in interest in computer - based communication by people and the rapid development of technology, Information and communication tools are phenomena that are quite related to each other. This means of communication that provides communication through a computer is divided into two types, synchronous and asynchronous. Although both forms of communication have several similarities, there is a main one that distinguishes them from each other.

The fact that participants are online within a certain time frame during synchronous computer-based communication (Synchronous CMC). This is the main feature that distinguishes it from other types. During such asynchronous computer-based forms of communication (asynchronous CMC), each of the group members can enter and continue communication at any time, and they can revise the video lessons and familiarize themselves with the materials they have left. [3, p. 190]

Computer-based synchronous communication is a form of virtual communication in real time, in which users enter using technological equipment. The

simplest example of this form of communication is online chat (online chat). During synchronous computer-based communication, users are unable to re-browse and edit their responses, comments they have left, since they are simultaneously online.

As a result, many mistakes can be made by users. There are many difficulties caused by synchronous communication. The large time and hour differences between such countries prevent people from different continents from communicating together. To programs that provide synchronous communication PalTalk.com, for visual communication VoIP.com, Skype.com, Teamspeak.com, Ventilo.com such programs can be cited as an example.[4, s. 127]

Internet chat programs are used in teaching foreign languages. The teacher or instructor creates an account, and students access that account and have the opportunity to conduct a discussion within the group around a specific topic, through writing. Such programs differ in the number of participants. while some programs require a limited number of users, others allow a large number of people to use them. For internet chat Hyperchat.com we can give an example of its program.

Asynchronous computer-based forms of communication are carried out through various internet resources . Examples of internet resources that limit face - to-face communication are email, Wikipedia, podcast, blog, discussion board and other online tools. Asynchronous communication programs cover a wide range of users, and this feature complicates the work of the teacher who organizes the lesson. If there are a lot of such emails, each of them is answered by the teacher and the students demand an instant response is one of these factors. Let's consider each of these applications separately. E-mail has been used by people for four purposes for years:

- To develop inter-language communication and communication processes between users. Communicating with people from different countries of the world through this application makes the process of mastering a foreign language more interesting for language learners and increases its efficiency;

- Expanding intercultural communication in the field of education. The concentration and communication of people from different countries contributes to the integration of their cultures and the establishment of intercultural communication;
- Development of teachers ' skills in using internet resources. The use of such applications to organize a computer-based form of communication leads to the enhancement and improvement of teachers ' technological knowledge;
- The formation of a sense of community among users. People united around a certain topic form a sense of community united around a common goal in the course of discussions held during communication. [4, s. 144]

Podcasts are widely used in teaching foreign languages. Students can make podcasts with relevant programs with great ease. During this process, students can assess their level of knowledge by listening to their own self-created podcasts. Teachers can also encourage students to develop their listening and speaking skills by advising them to listen to podcasts produced by independent foreign channels and learn new words used there. The system of worksheets, tasks, exercises based on podcasts presented to students during the educational process are among the factors that accelerate this process. We can take examples such as Teachertube.com, YouTube.com and so we can take an example. Podcasts used in the educational process are divided into 4 types according to the purpose of use:

Original podcast. This type of podcast is designed for listeners with high language skills and there are some basic requirements for its organization. The long duration of such a podcast is not at all an indicator of its effectiveness. For example, Sushi radio prepared podcasts with a shooting time of 5-10 minutes by non-native English speakers are sympathetically frowned upon by many viewers;

Instructor podcast. Podcasts that teachers organize for their students in the learning process are called instructor podcasts. Also, some podcasts that are not available to students of this type are intended for use in a classroom setting. Examples of these podcasts are those produced by teachers such as “The Daily Idiom” and “Madrid Young Learner;

Student podcast. This type of podcast is created by students and students with the help of teachers. Students from different countries usually express their experience or way of living in a foreign language during the process of learning a foreign language;

Educator podcast. Specialists in the field of Education share their knowledge and experience with listeners with this type of podcast. Most of the listeners are made up of teachers. Specialists share their opinions and research on various methods with other colleagues. [1, p. 96]

The use of online resources and technological tools in the field of education, especially in teaching English, provides teachers and students with many advantages. The use of various programs during this lesson allows the transfer of materials to students in different and entertaining forms, allowing students to join the lesson process without having to travel a long way, to interact with teachers and other students. In addition, during this type of teaching, which allows students to join the learning process in any space and at any time, they acquire not only language skills, but also technological knowledge.

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