

EDUCATIONAL BUILDING AS AN ELECTRONIC RESOURCE

Kholiyorov Ural Menglievich

Termez State University

Senior Lecturer of the Department of Uzbek Linguistics

E-mail: xoliyorov@tersu.uz

In the rapidly evolving field of computer linguistics, the improvement of the quality of natural language processing, inquiry and response, the use of corpus in linguistic research, lingvodidactics, lexicography has become a topical issue. In linguistics, especially in the field of computer linguistics, the selection of educational corps units, their linguistic and extralinguistic tagging, the development of algorithms for creating educational corps, the creation of linguistic support for the educational corps remains one of the important issues awaiting solution.

Achieving the widespread use of the Uzbek language in the modern information and communication system, the study of our national and cultural heritage, increasing the number of electronic resources in mother tongue education, as well as unlimited use of these resources by students, cultural heritage and educational dictionaries on a single platform. collecting has become an urgent task. The creation of the educational corps of the Uzbek language, the encyclopedia of the native language, audio and video materials, multimedia products aimed at the formation of Uzbek pronunciation skills are all electronic resources that serve to improve the quality of education. Often, simply educational e-resources are seen as part of an e-resource. But in fact all electronic resources are focused on human perfection, something to learn from it.

Resource (educational) - backup, resource, tool, opportunity to conduct the learning process. Information Learning Resource (ILR) includes print publication, print-based cartographic object, e-learning resource, digital learning resource, Internet resource, information learning resource, electronic, digital learning resource.

E-learning resources (ELR) - photography, video, statistical, dynamic modeling, virtual entity and interface modeling objects, cartographic material, sound, character object, working graphics, text document and other learning presented in digital format, necessary for the organization of the learning process materials. An e-learning resource includes a digital learning resource.

Digital Learning Resources (DLR) is a learning resource, a completed interface multimedia product designed to achieve a didactic goal or solve a particular learning problem. An important quality indicator of a digital learning resource is the interface. The digital learning resource must be in file format when in use.

We are talking about the most important today, which is created and applied with the help of a computer. The classification can be viewed from several perspectives.

1. On the technology of creation: textographic resource - text, in contrast to the book in the presentation of the illustration, the material is presented not on paper, but on the screen, also differs in navigation. Multimedia consists of visual, audio material. The difference from the book is obvious: film, animation (cartoon), polygraphic reproduction of sound is impossible.

2. By content: electronic reference book, quiz, dictionary, textbook, laboratory work.

3. Distribution and use: Internet resource, offline resource, resource for electronic board.

4. On sales: multimedia resource, presentation resource.

5. On the structure of training systems: lecture, practice resource, simulator, virtual laboratory.

6. By application: in the classroom, independently (at home).

Demonstration of ETRnig digital object for educator; use of virtual laboratory and interactive models; computer testing; obtaining additional information cooperative; offers advantages such as increasing the student's creative activity. For the learner, it is the performance of individual, research and creative work in the classroom; help with homework; increase interest; automated control; time of learning, the choice of the topic by the student; performs tasks such as providing enough information to prepare a report, abstract, presentation.

The main innovative quality of ETR is determined by the fact that it covers all components of the educational process: information acquisition, practical training, assessment (1); interactivity (2); opportunities for extracurricular education (3); just do the class in the classroom at any time / place you want.

So, electronic information means educational resources, information, database or database in electronic form based on education. Currently created e-learning educational resources include: e-textbook, educational film, virtual laboratory, multimedia resource.

As G.Juraev rightly noted, as a result of effective use of electronic information educational resources in the educational process, the student has the opportunity to quickly and conveniently learn the material in a fast and convenient way, that is, through sight, hearing.

Experience has shown that a person can remember information obtained with the help of the visual organs five times stronger than the auditory organs. Unlike the auditory organ, the information received from the visual organ is not encoded, goes directly into memory, and is stored for a long time.

An e-textbook provides a wider opportunity to demonstrate learning material than a traditional textbook. The e-textbook should meet all the requirements for the learning process, as well as perform didactic functions designed for the student to work more independently. Therefore, in the implementation of e-textbooks in the educational process, taking into account not only their pedagogical, but also psychological, hygienic aspects, the intellectual ability of the student / learner ensures their active participation in this process.

Four levels of e-textbook preparation are recognized. These become more complex and, in turn, provide more opportunities for the learner.

The use of e-textbooks in e-textbooks, especially those created as a result of the use of multimedia applications and technology, is now very effective.

In the new standards of education reform (especially the third generation standard), the independent work of the student is becoming increasingly important, defining a new demand for language teaching. This requires constantly selecting new, relevant, stimulating material for the lesson. In addition, the texts are required to be not only relevant but also relevant to the learner's professional orientation. The use of an educational corpus (in particular, automated data collection, data-based training, text search in large-scale corps) is useful. Educational corporations, in turn, meet the requirements of the above e-resources, which in turn are emerging as a type of e-learning resources.

A text corpus is generally understood as an "electronic view of aggregated, structured, and illuminated language (speech) information". Linguistic corporations are mainly designed for specific philological research and are also actively used in the language teaching process. Linguistic corpora can be used in the formation of lexical, grammatical skills of the student for methodological purposes.

The formation of lexical, grammatical skills based on the use of the educational corpus allows to activate the speech-cognitive activity of the student within the problem-based approach. For example, instead of ready-made grammar rules, the student receives a piece of text with a grammatical structure defined in the language being studied. Based on these examples, the student is encouraged to develop a rule of their own; only then do they become acquainted with this rule in the educational literature.

The language corpus can also be used in teaching the semantics of the language being studied. For example, the reader is asked to highlight and explain the lexical-semantic variants of a given word in a different context. Modern electronic corporations contain hundreds of millions of words, which allows them to be used to check word usage, lexical compatibility of various free word combinations, their combinatorial ability, acceptance / non-acceptance of a particular syntactic construction. However, there are some challenges in this approach. First, it is difficult to use the learner in the early stages of language learning because the corpus material is made up of materials that use language naturally. The text, the example taken from it, is not adapted; more complicated. Second, new methods are gradually introduced into the learning process to achieve a sustainable outcome, as this ensures the effectiveness and consistency of motivation. That is, at the initial stage it is necessary to use

Carefully selected words, phrases, carefully designed instructions and assignments. In the future, the student / learner will decide for himself or herself by adapting the research; independently formulates research tasks. The reader can then independently perform a concordance-based search; formulates the research assignment independently. As an example, we will focus on the use of the corpus in the teaching of "Lexicology". The reader / student is required to review a particular word in the chosen context, highlight its lexical, semantic variant, and give a brief explanation of each lexical-semantic variant. In the process of research, the reader distinguishes between homonymy or ambiguity, the existence of self and portable meaning, and methods of meaning transfer. It should be noted that the learning process using this method is not limited to performance in a computer class. Body search results (concordant) can be printed in the form of handouts or included in training manuals.

Thus, corpus methods appear in the form of a very effective innovative addition to traditional language technologies not only in linguistic research, but also in teaching native language, foreign language, translation theory and practice as an e-learning resource. This method is empirical adequacy, validity, flexibility; a specific task combines aspects such as adaptation to the target group. The corpus method allows the student to work independently, to use the method of "discovery" in teaching, which, in our opinion, encourages the student to learn more about the infinite possibilities and subtleties of language.

List Of Used Literature:

1. Modern e-learning resources in educational practice / <http://www.myshared.ru/slide/1363677/>
2. Use of corpora in the process of learning foreign languages https://studref.com/523144/pedagogika/ispolzovanie_korpusov_protssesse_obucheniya_inost_rannym_yazykam
3. Usmonov M. Interactive e-learning courses as a new tool for teaching activities. // "People's education" magazine, 2011, issue 6. -22-23-b.
4. Mustayoki A. The role of corpora in linguistic research and writing // Natsionalnyy korpus russkogo yazyka i problemy gumanitarnogo obrazovaniya: Materialy mezhdunarodnoy nauchnoy konferentsii. - M., 2007. - p. 58-60.