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USING AN ONLINE PLATFORM FOR LEARNING ENGLISH IN HIGHER EDUCATIONAL INSTITUTIONS OF THE REPUBLIC OF KARAKALPAKSTAN

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Abstract: This article examines the enrichment of the English vocabulary of chemistry students as an important stage in the formation of the communicative competencies of the future teacher of chemistry. The development of communicative competencies is the process of mastering a language, the ability to use it as a means of cognizing the world around, assimilating the experience accumulated by mankind, and as a powerful means of communication, human interaction. The development of speech, vocabulary of chemistry students, mastering the wealth of language are the main tasks of personality formation, mastering the values of national culture, closely related to the mental, moral, aesthetic development of the future chemistry teacher, on whose communicative competence the level of upbringing and education of students largely depends. The article also shows the results of the successful application of the online platform for enriching the English vocabulary of chemistry students of Karakalpak higher educational institutions.

Keywords: Communicative competence, computer technology, chemistry students, experimental training.

Introduction: The expansion of international cooperation in the economic, political, scientific, technical, cultural and educational fields requires from a modern graduate of a higher educational institution an active command of a foreign language, which is reflected in the qualification characteristics of a specialist. One of the requirements for the level of training of chemistry students is that a specialist in his professional activity must apply knowledge of a foreign language for professional communication (oral and written) and work with original literature in the specialty.

The tasks of the university course of a foreign language are determined by the communicative and cognitive needs of specialists. The aim of the

course is the acquisition of communicative competence by students, the level of which at certain stages of language training allows the use of a foreign language practically both in professional (industrial and scientific) activities and for the purposes of self-education. One of the ways for students to achieve communicative competence is the formation and improvement of language skills, which include the development of lexical skills.

Proficiency in a foreign-language vocabulary of the professional sphere ensures the specialist's ability to dialogue with others, the ability to comprehend and understand what unites him with a partner, allows him to convey his thoughts to the interlocutor, exchange information, and work results.

Professionally oriented language competence makes it possible to significantly expand, enrich the professional knowledge of students by attracting and using professional information from foreign sources, enables the future specialist to participate in communication in a professional foreign language environment, study experience and master new technologies produced abroad, and thereby increase students' level of professional training, professional competence [1-3].

A university graduate will have to live in an information society, and he not only needs to master the methods of receiving and processing information, but, first of all, he must learn to use information and information technologies to maintain and develop his intellectual and creative potential.

In the era of life-long learning, when we need to regularly master new knowledge and skills, while still managing to work and live, online learning is becoming a very important tool. The distance format is convenient for advanced training, development of specific narrow skills, acquaintance with new programs and digital tools. The distance learning format has been very useful during the COVID-19 pandemics.

Materials: The rational combination of traditional educational tools with modern information and computer technologies (ICT) is one of the possible ways to solve the problem of education modernization. ICT means contribute to the development of personality traits, variability and individualization of higher education.

Modern ICT provide active, creative mastery of the studied subject by the student, allow to present material at a new, qualitatively higher level. Their use opens up fundamentally new possibilities in organizing the educational process.

New generations of computer technologies - multimedia - make it possible to connect different types of information presentation: text, graphic (static and dynamic), audio and video information.

When teaching foreign languages, multimedia can be recommended for performing exercises in phonetics and grammar, for replenishing the active and passive vocabulary of students.

Another advantage of using the Internet in class is working with tests. This is especially true, since websites with online assignments have been developed for almost all modern textbooks in English. Online tests are helpful if the teacher plans assignments for individual work, and the tests can be performed by the whole group, checking words and expressions together - this adds variety to the part of the lesson that is devoted to checking and monitoring knowledge and saves the teacher's time and effort. The time freed from the transfer of part of the teacher's functions to computer programs, it is advisable to devote to the implementation of such tasks that contribute to the

development of the creative abilities and communication skills of students (for example, role-playing games, business conversations).

The development of communicative competencies is the process of mastering a language, the ability to use it as a means of cognizing the world around, assimilating the experience accumulated by mankind, and as a powerful means of communication, human interaction. The development of speech, vocabulary of chemistry students, mastering the wealth of language are the main tasks of personality formation, mastering the values of national culture, closely related to the mental, moral, aesthetic development of the future teacher, on whose communicative competence the level of upbringing and education of students largely depends. To achieve this goal, it is necessary to solve the following tasks:

- exploring opportunities to increase the vocabulary of chemistry students;
- analysis of techniques for interpreting the lexical meaning of words;
- systematization of the types of lexical and semantic exercises in the educational process.

Methods: In solving these problems, the English language course plays an important role. It contributes to the formation of an arbitrary, detailed speech, teaches it to plan. In the classroom, the teacher sets before the students the task of learning to give full and detailed answers to questions, to tell according to a certain plan, not to repeat, to speak correctly, in complete sentences, to retell a large text coherently. In the process of educational activity, students master active, programmed, communicative and monologue speech, which implies a significant expansion of their vocabulary. The primary function of a teacher is constant work on enriching and developing the vocabulary of chemistry students, because the more words a person speaks, the more concrete communication between people - both orally and in writing. Each teacher must organize the work so that the student ultimately learns to think, reflect, compare, draw conclusions, find the right words at the right time that clearly and logically express his thoughts, know the meaning of the necessary set of words that help him to accurately understand others.

Competent oral speech contributes to the speed, ease of communication between people, gives the speech communicative perfection. Such skills are impossible without a rich vocabulary, the ability to independently work with the vocabulary, to gain knowledge from them. One of the directions in the work on the formation of communicative competencies is the enrichment of vocabulary - one of the main tasks of teaching a language, a condition for successful speech development, assimilation of knowledge and skills in language. This means improving their pronunciation and auditory culture, forming good diction, developing expressiveness of speech, and raising the culture of a living word [4-5].

Actualization of words is based on previous experience and students' knowledge of the role of context in the manifestation of the lexical meaning of a word, stylistic properties and the scope of their use, the compatibility of words with each other. Therefore, the main attention of students is directed to developing the ability to create and edit their own text.

The theoretical basis for enriching speech is the vocabulary sections in which concepts that are basic for communicative competencies are studied:

- the lexical meaning of a word (on its basis, concepts of unambiguous and ambiguous words, synonyms, antonyms, paronyms, etc.);

-lexical layers of the language (a generalized concept, disclosed through more specific concepts: common, professional, dialectal words, etc.).

Working on these sections contributes to a significant increase in the vocabulary of students' speech, the development of scientific concepts and terms. Here, students master the methods of self-assess that help to monitor the correctness of the use of words in their own speech: they learn to compare a word in a sentence with a number of lexical synonyms and choose the right one; it is appropriate to use words in the text being created, to detect unsuccessful word usage in the text, to replace the unsuccessfully used word with another, more appropriate one; evaluate texts in terms of vocabulary.

The development of communicative competence is a controlled process that follows the path of expanding vocabulary. Therefore, the teacher's goal in all lessons is to include work with new words, while revealing their meaning and relying on the already established vocabulary, so that previously learned words are not forgotten, and newly acquired words are better understood and remembered. At the same time, it is necessary to develop a habit among students to use these words when solving specific educational problems, since the passive stock is just an aid for passive speech, for understanding, and the active vocabulary helps to express a thought. An important role in the enrichment of the vocabulary of chemistry students is played by the development of their interest in mastering the word, in replenishing their personal vocabulary. Only by developing an interest in language classes, it is possible to more successfully solve the problems of expanding their vocabulary, including the formation of their attention to unfamiliar words in the text - heard or read. Students' lack of interest in unfamiliar words, inattention to them is one of the reasons that prevent the enrichment of their vocabulary. Awareness of the shades of the lexical and grammatical meanings of words, word forms, constructions, as well as their stylistic features, areas of use contribute to the improvement of the speech of future chemistry teachers. In the English language classes, a complex system of enrichment and activation of new words is implemented - both special in the subject and in common use, which is called vocabulary work and is considered as an integral part of the system for the development of students' communicative competencies. Lexical work is carried out mainly with the involvement of dictionaries. The following exercises are used to develop vocabulary skills:

- indicate polysemantic words (dialect words, neologisms, etc.);
- choose synonyms (antonyms, homonyms, etc.) for the given word;
- find in the explanatory dictionary dialectal (professional, etc.) words, phraseological units;
- determine the meaning in which the highlighted (indicated by the teacher) word is used;
- compose a dictionary entry for a word (in its contexts), compare with the definition of an explanatory dictionary;
- make sentences with the specified meaning of this word;
- find a lexical error in this sentence.

Exercises in these linguistic sections include other lexical tasks related to word formation, grammar, and stylistic topics. Dictionary and spelling work is also adjacent to lexical work. Taken together, these exercises form the following lexical skills for chemistry students:

- to interpret the lexical meaning of common words;
- determine the lexical meaning in which the word is used in the sentence;

- select synonyms and antonyms for the word;
- find dialectal, outdated and professional words in the text;
- in the process of text analysis, find words that are predominantly characteristic of various functional styles;
- use basic dictionaries [6-7].

An analysis of the communicative competencies of chemistry students shows that the main lexical mistakes they make are mistakes in word usage, in the choice of a word: inaccuracy of the chosen word (synonyms, paronyms), the use of dialectal and colloquial words in literary speech, unmotivated use of words of different stylistic affiliation, repetitions of the same word or related words, unsuccessful use of images, violation of word compatibility, use of unnecessary words. The elimination of the above errors is achieved by purposeful methods, tasks and lexical exercises, which suggest:

- detecting new words or new meanings of previously encountered words in the text, composing new combinations of them;
- explanation of the meanings and the appropriateness of their use;
- use of various dictionaries;
- analysis of the composition of words and methods of their formation;
- selection of related words;
- selection of synonyms, antonyms;
- differentiation of homonyms;
- compiling students' own dictionaries;
- work with educational dictionaries;
- an explanation of the spelling of difficult words in accordance with their education;
- activation of learned words - drawing up phrases, sentences and texts;
- detection of various dictionary errors;
- explanation of the nature of errors, their correction - replacing words, changing combinations with this word, adding new words, restructuring a sentence.

This article describes the experimental work on the implementation of the first organizational and pedagogical condition - orienting students of Karakalpak State University named after Berdakh in the specialty of "Chemistry" towards activities to form professionally oriented language competence in teaching a foreign language by increasing motivation, students' readiness, modular structuring and enrichment of content training material through professional knowledge through interdisciplinary communication and coordination of training -educational program in a foreign language with programs in special disciplines, as well as elements of logic and dialectics.

As part of the experiment, an online program E-platform for improving subject knowledge (<http://smartstudent.uz>) was created for teaching students in an online format, an electronic textbook, recommendations and developments were prepared to improve the professional training of chemistry students on the development of vocabulary in English. Control, written, oral and question-and-answer methods were used to control the students' knowledge.

Results: In order to verify the effectiveness of the proposed methodology, experimental training was conducted. Training is carried out camping for one semester in the 2018-2019 academic year on the basis of Interfaculty Department of Foreign Languages of Karakalpak State University named after Berdakh. The participants of the pilot training were 40 students of the 1st course of "Chemistry" faculty. The level of English proficiency corresponded to level B1 - according to the Common European Framework of Reference for Languages (Common European Framework of Reference:

Language, Testing and Assessment, 2001). During the experimental training, two types of control were used. The first type of control was carried out by the teacher during experimental training to control the participation of all students in project activities and the use of computer online-program and the linguistic corps in the formation of lexical and grammatical speech skills of chemistry students, as well as after the end of experimental training in the form of a general discussion. The second type of control consisted of conducting stating and control sections. Computer technology has been integrated into the classroom and extracurricular work of students. The experiment was carried out in three stages: ascertaining, forming and control stages [8]. At the ascertaining stage of the experiment, the participants in the control (20 students) and the experimental (20 students) groups performed a test to determine the level of foreign language proficiency.

Table № 1

Test to determine the initial level of knowledge of chemistry students

Foreign language proficiency test	Control group (20 students)			Experimental group (20 students)		
	“3”	“4”	“5”	“3”	“4”	“5”
	17	3	0	17	3	0

The test results were encoded and processed using Excel programs. The test results were encoded on a five-point scale. To assess the significance of the results obtained, Student T-criterion was used.

Table № 2 presents one of many results of a comparative analysis of the data of the recital shear in two groups.

Table № 2

The data of the recital shear in the control and experimental groups

№	Theme:	Control group (20 students)			Experimental group (20 students)		
		«3»	«4»	«5»	«3»	«4»	«5»
1.	Independence Day of Uzbekistan	17	3	0	17	3	0
2.	Personal information	17	3	0	16	4	0
3.	Our Institute	16	4	0	16	3	1
4.	Appearance and character	15	5	0	15	4	1
5.	Daily activities	15	5	0	13	6	1
6.	Health	15	4	1	12	4	4
7.	Food and drink	14	6	0	13	4	3
8.	Shopping	14	5	1	10	5	5
9.	Let`s learn to write letters	15	5	0	10	6	4
10.	Seasons and the weather	13	7	0	10	4	6
11.	What is chemistry?	12	8	0	9	9	2

Discussion: The obtained results of the study give grounds to assert that the level of vocabulary formation among students in the experimental group is higher than in the control group, which is proved by statistically reliable data. In addition, the multimedia program we developed and the introduction of a

non-linguistic faculty into the educational process contributed to the formation of a professionally oriented language competence of future chemists.

At the end of the experimental work, independent creative thinking of the students of the experimental group, knowledge, skills and factors influencing them were revealed. Motivation improved significantly, special achievements are noticeable in oral speech. These positive results are also explained by the fact that students had an additional opportunity to listen to authentic speech, to study lexical and grammatical material at their natural pace.

The computer allows us to use in the educational process, first of all, automated training exercises, which are intended for independent learning activities. When using computers as a means of teaching in the educational process in the English language, the following principles are distinguished: the principle of repetition of speech material in different versions, the principle of imitating a speech pattern in communication situations, the principle of determinism of answers and reactions of students during an educational dialogue.

Conclusion: Summing up the results of the experimental work, we can conclude that the identified and implemented organizational and pedagogical conditions turned out to be effective in achieving the goal - the formation of vocabulary in the English language, which is confirmed by the data obtained during the experimental work.

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