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THE MAIN PECULIARITIES OF WEB TOOL 2 DURING TEACHING

Dilfuza Azimova
Uzbekistan State World Languages University

ABSTRACT

This article is devoted to the most indispensible features of the tool WEB 2. Moreover, it also discusses some obstacles that teachers may come across during teaching. According to the research, it is obvious that the main benefits of using Web 2.0 technologies are: interaction, communication and collaboration.

Keywords: hardship, interaction, communication, collaboration, flexibility, ease.

INTRODUCTION

The Internet has made possible new means of communication. These new communication channels have had an impact, not only on individuals but also on society. In education, with the Internet, the communication channels present in traditional learning settings were extended. In addition, the Internet is considered to be the third generation of communications means for distance learning.

At the fast pace of the world the teaching style is also changing very fast. One of the most used method is Web 2.0. Nowadays, students spend a lot of time online using Web 2.0 services to express their views and meet with friends. According to Thompson, in this method they not only find information on the Internet, but they also create and share content.

New technology and net system- such as blogs, wikis, podcasting, social bookmarking, and social networking sites have allowed users to easily publish content online and to connect and network with other people from all over the world who have similar interests. The use of tags particularly enables us to collectively categorize and find content easily.

METHODOLOGY AND LITERATURE REVIEW

A lot of researches have shown that IT has vast number of positive sides.

With the interaction capabilities of information technology (IT), students can be even more motivated to learn in the networked learning environment. Shy students, who are afraid to speak in class or visit a professor in his office, feel more confident contributing comments online. They find electronic communication less

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threatening, because they have time to think before they write, in contrast to the pressure of speaking in class. They feel liberated by the anonymity of working online. They also feel that they are more in control when they can browse a topic. They are learning about topics that interest them or finding information about areas in which they lack information.

As it is written above, Web 2.0 technologies have "blurred the line between producers and consumers of content and has shifted attention from access to information toward access to other people" (Brown & Adler, 2008, p. 18). Stressing in a participatory culture, Web 2.0 technologies encourage and enable teachers and learners to share ideas and collaborate in innovative ways. They also force educators to rethink the way we teach and learn and to transform our education practices so that we can support more active and meaningful learning that involves "learning to be" as well as "learning about."

One of the greatest linguist Richardson (2009) said that Web 2.0 has the potential to create more interactive and powerful learning environments in which learners become knowledge creators, producers, editors, and evaluators.

The next but more crucial plus side of Web 2.0 tools is their ease of use. Most students find these tools to be intuitive and user-friendly. Because of this, there is little time wasted in learning how to use the programs. The tools facilitate interactive learning and innovative responses to assignments and assessments. Web 2.0 tools also can facilitate authentic interactions with content and with other learners. These tools offer students opportunities to solve real-world problems and to collaborate in meaningful ways with peers in face-to-face or online classrooms.

Furthermore, one more scientist who is Hurlburt (2008) stated that Learners' critical thinking skills can be enhanced through the opportunity to regularly compare their own contributions to those of their peers, and the affirmation of their relative standing in the class may be powerful motivation for learning.

There are a lot of teaching benefits, particularly in web tool 2. Lambert and Kidd's (2008) explored the potential impact of the design of Web 2.0 environments on cognitive load. Huang, Yoo, and Choi's (2008) study showed that correlation exists between learning style and learners' preferences and attitudes towards using Web 2.0 technologies. While such studies are collectively useful in providing a broader view of issues surrounding instructional uses of Web 2.0 technologies, they are limited in scope, as they address such issues within the context of one or two courses. In today's developed system the vast majority of educators, on the other hand, still have little or no experience with these new tools. Teachers and instructors

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need to understand what chances Web 2.0 tools provide for not only teaching and but also learning, what kinds of barriers they may face when using them, and how effectively implement the new tools in their teaching.

According to Reynard, among barriers the most effective use of web 2.0 tools for instruction is the challenge of creating meaningful assignments to promote desired learning outcomes. Ill-designed assignment with no visible connection to the overall purpose of the course not only frustrates students, but also it decreases students' interest in using the tool, and results in little or no learning (Reynard, 2009). Furthermore, educators needs to be conversant of the fact that the social nature of Web 2.0 tools which makes them attractive as potential learning tools is also one of its drawbacks. "The very key to the success of a blog assignment structure, then, is fundamentally counterintuitive. In order to take advantage of the virtual social space that is spontaneously created in the natural blogosphere, course work must dictate the precise level of engagement of the participants, must make the class blogosphere entirely unnatural … not spontaneously social…" (Hurlburt, 2008, p. 184).

According to Hurlburt (2008), there are "invisible aspects" to facilitating learning in the social network environments. In addition to the visible aspect of designing effective learning environments with these tools, educators also need to serve as coach, mentor, cheerleader, as well as task master to their students when the expected learner participation does not materialize. The affective aspects of teaching with Web 2.0 tools may provide both opportunities and as well as obstacles that are yet to be explored.

RESULTS AND DISCUSSION

Web 2.0 technologies which are mostly used users include: blogs, Wikis, You tube, social bookmarking, podcasts, webcasts, Facebook, My space, Flickr, Twitter, Skype, and Second Life.

Some believed that using Web 2.0 technologies in teaching helps to build a sense of community, increases interaction and communication among the instructor, students, and other people, and promotes collaboration and resource sharing. In teaching with Web 2.0 technologies, instructors should be prepared to provide appropriate support and scaffolding. Providing step-by step procedural guidance might be necessary in some situations, but we believe that instructors should also help their students find appropriate resources and teach themselves how to use technologies since instructors cannot provide the tutorials forever.

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While Web 2.0 tools offer many advantages for instructors and students alike, they are not the perfect solution for all educational challenges. The tool must actually enhance the learning process, not simply add unnecessary tasks for students to complete. If students can communicate their understanding of the learning objectives without technology, then a more traditional response assignment may suffice.

Instructors must also consider all of the steps in the process of using the tool. Does a particular tool work on all types of computers and tablets, or will students need to use a certain type of device? Does the tool require students to create their own account, or does the teacher create a class account for students to use? Does the tool work with the Learning Management System (such as Blackboard or Course Compass)? Is the tool accessible for students with disabilities? Does the tool protect students' privacy?

Facilitators should also think about the complexity of the tool to be used and how much time it will take to teach the tool itself. Students who are experienced with technology will access new tools with greater ease than students who are timid with technology. In face-to-face classes, instructors can demonstrate how to use the tools and be present to help students troubleshoot any problems that arise. In distance learning courses, this process may be more cumbersome. Instructors can make screen shot videos to show students the step-by-step procedures, but some students have a low tolerance for troubleshooting problems on their own.

There is also a danger of over-using these tools. Even the most novel and engaging tool can become passé if it is assigned too often or used unnecessarily. Web 2.0 tools have a better chance of sustaining student engagement if they are used judiciously and purposefully.

It is important to note that one should only use technology when it enhances learning.

When technology is used with outside class readings that requires students to post responses, additional information related to the reading, interpretations of reading, etc. student arrive better prepared to study and analyze the material. The instructor also has a more focused idea of where the students are, or wish to go, in their learning. Learning with technology can also increase self-efficacy with the learning process because they spend more time with material.

CONCLUSION

In conclusion, Web 2.0 technologies has the ability to "support active and social learning, provide opportunities and venues for student publication, provide

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opportunities to provide effective and efficient feedback to learners, and provide opportunities to scaffold learning in the student's Zone of Proximal Development" (Hartshorne & Ajjan, 2009; Vygotsky, 1978). In addition, Web 2.0 provides numerous opportunities for social interactions and collaboration among students, teachers, subject matter experts, professionals in different fields, as well as a host of others with related interests.

Other strategies for teaching with Web 2.0 technologies the participants suggested include: creating an engaging and supportive environment, providing clear goals and objectives for using Web 2.0 technologies, rewarding students for good work and good contributions, and showing YouTube videos to start or end class.

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