



BLOG AS A TYPE OF ELECTRONIC COMMUNICATION

Zakirova Feruza Makhmudova

Doctor of pedagogical sciences,
professor,
Tashkent State Pedagogical University
named after Nizami, Tashkent,
Uzbekistan

Bobomukhamedova Shoir

Agzamovna
Doctoral student,
Tashkent State Pedagogical University
named after Nizami,
Tashkent,
Uzbekistan

ABSTRACT

The article considers one of the Web 2.0 services the generation of blog technology, didactic properties and methodical functions of blog technologies. The types of blogs are considered as the teacher's blog, personal blogs of students, and the blog of the study group.

KEY WORDS: *blog, blog technology, technology, blogger, web 2.0, teaching, education, information technologies.*

DISCUSSION

The informatization and computerization of society, the improvement of technology, the introduction of new information technologies in the educational and professional activities of a person require the education system to train specialists who are ready to quickly adapt, effectively interact and actively transform the changing information environment using modern information technologies and communication tools. The ability to work with information for a modern person is a necessary condition for his successful educational, professional and creative activity. Taking into account the current level of implementation of information technologies in all areas of activity, it is not enough just to own technologies at a high level, you also need to be ready for changes, be able to adapt to new conditions, and therefore be mobile.

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Blog is one of the social phenomena of Web 2.0. It is a frequently updated webpage comprising brief posts presented and archived in reverse chronological order. Blogs, also known as blogs, are

a social network system tool that is used collaboratively to share information with colleagues, friends and family. Through these social activities, the blogger (the blog's author) can organise communities in a forum of blogs. Blogs are the latest form of online communication which have recently gained widespread popularity.

P.V. Sysoev defines blog technologies as one of the Web 2.0 technologies that allow any Internet user to create a personal page, blog (from the English blog or weblog), in the form of a diary or journal, and notes their following didactic properties:

- Publicity (blogs are available to all project participants located at a distance from each other);
- Linearity (changes and additions are placed in chronological order);
- Authorship and moderation (sole authorship is inherent in blogs, blog moderation is carried out by its author);
- Multimedia (the ability to use materials of different formats when creating blog content: text, graphic, photo, video, audio). [2, p.115].

Blogs are defined by Oxford Dictionaries (2017) as 'a regularly updated website or web page, typically one run by an individual or small group, which is written in an informal or conversational style.' A blog therefore is able to be used both as an individual tool and as a collaborative tool and is also a flexible tool which can be used in a range of ways. Another benefit of the use of blogs is the manner in which they can be open to the public or kept private amongst a small group or a single individual. Blogs



can also be used to incorporate a range of different forms of media such as text, audio visuals and links.

The use of blogs for teaching and learning has been chosen in this case for a number of reasons. Firstly, it is argued that blogs, more so than other Social Media tools, can enhance interactions amongst students and teachers, improve engagement with learning, increase feelings of community and increase perceived learning. Blogs are also considered to create interesting dynamics which are not present in other types of Social Media.

In the research of **S.A. Belov**, the essence of the concept of "blog" as an educational tool is disclosed, the concept of "educational blog" is introduced - a site in the form of a journal of records arranged in reverse chronological order, used by the subjects of the educational process to store and present the available educational information in various forms (graphs, maps, drawings, photographs, videos), creating open and closed communities for the purpose of discussing problematic tasks and situations in online or offline modes, implementing group projects and exercising control over the assimilation of educational information. [3, p.12].

An educational blog acts as one of the modern teaching aids, which is most consistent with the provisions outlined by us, which provides, along with the fundamental nature of education, the development of creative and professional competencies, which allows creating virtual educational communities for interactive communicative interaction and posting various materials on the Internet, sorted in reverse chronological order.

A.V. Filatova, believes that blogs are one of the best Web 2.0 services, primarily due to such didactic properties as ease of use and accessibility, efficiency of organizing information space, interactivity and multimedia, reliability and security. She notes that from a technology perspective, a blog can be used as:

1. A tool for administering the educational process;
2. Platform for discussion;
3. Medium for posting publications on the Internet.

So blogs are considered one of the most successful forms of additional education, since everything you need is collected by topic, links to primary sources are given, so the search for the necessary information is significantly reduced. In addition, the blogosphere makes it possible to create, where the teacher can consult with students, give additional material, discuss what has been read, etc. "Creation of a blog or website as an organizational center of a personal educational sphere turns a teacher into a unique character, highlighted in the general information environment and reducing his virtuality." [1, p.6].

Innovation in education, based on the capabilities of the Internet, finds its most effective manifestation in the use of such learning technologies as web quest, Web 2.0, technology blog, multimedia technologies, Internet forum technologies, etc.

The educational process involves blogs such as:

1. A tutor's report containing a schedule of classes, course programs, homework assignments for students, and additional materials;
2. Class/group blog, where information is posted by both teachers and students;
3. Student-run, providing students with an opportunity for self-expression and self-affirmation.

A blog is a written text, or rather a text immersed in a special environment – virtual space. On the other hand, a blog is not just text, but hypertext. This is proved by the presence of hyperlinks in the text of the post, the ability to return to the beginning or end of the post, other texts and sources linked to this text, etc.

Blogs are characterized by short entries of temporal significance, sorted in reverse chronological order (the last entry at the top). The differences between a blog and a traditional diary are determined by the environment: blogs are usually public and involve third-party readers who can engage in a public debate with the author (in comments to the blog entry or their own blogs).

People who run a blog are called bloggers. The totality of all blogs in the Network is called the blogosphere. Blogs are characterized by the ability to publish reviews (comments, "comments") by users. It makes blogs a network communication environment that has several advantages over email, newsgroups, web forums, and chats. For example, email often involves only delayed reading, meaning that the recipient may not immediately see a new message in their mailbox, and they may also respond much later, whereas in a blog, messages can be read instantly and immediately answered. News groups, in most cases, assume only passive reading of information, although, recently, more and more such groups have the opportunity to comment on the proposed article. Web forums and chats mostly have the function of instant messaging on a particular topic, or without it at all.

Nowadays, the feature of blogs is not only the structure of the posts, but also the ease of adding new posts. The user simply contacts the web server, goes through the user authentication process, and then adds a new record to his collection. The server presents information as a sequence of messages, placing the most recent messages at the very top. The structure of the collection resembles the usual sequential structure of a diary or journal.

Considering the types of blog (by author, by type of multimedia, by features of content and by technical basis), it can be argued that the most



effective is a collective or social blog, specially developed on an individual engine and existing on a separate hosting. This measure is necessary for maintaining blog moderation, registering new bloggers and for more effective use of it by network users.

The community of bloggers formed on the principle of cooperation promotes the exchange of experience between teachers in the preparation of didactic material for the lesson, for making effective multimedia presentations, searching for information and networking, presenting information to a wide range of Internet users and other tasks.

To facilitate these tasks, an educator can use web-based software that supports group interactions, where they are not created from the top, but added from the bottom up from the small effort of many formally independent users. Members of a social network can perform simple actions to create or select the most interesting articles, photos, audio recordings, and so on.

Within the context of learning using blogs each of these elements can be seen to exist. The domain can be considered to be the area of learning that is being undertaken. The community will relate to the relationships that students create within the blogs between each other (although they may already have existing offline relationships with each other also). Finally, practice will be achieved through the use of the blogs. The blogs can be collective or individual but students will be building shared resources and experiences through the use of blogs in this way.

The analysis of a number of works shows that depending on the purpose of training and the development of specific speech skills of students, blogs can be divided into three types: the teacher's blog, personal blogs of students, and the blog of the study group.

Teacher's blog. This kind of blog is created and managed by a computer science teacher. Blog may contain information personal interests, hobbies, travels, start-up, the teacher's family. In this case, the blog will serve the learners example for creating your own personal blogs.

Also on the blog, the teacher can post information about the course or subject:

- Course program (for a week, month, quarter);
- Homework;
- Information about the material covered in a particular lesson;
- Recommended sources in a foreign language for additional study (reading and listening);
- Links to information and reference Internet resources;
- Links to educational Internet resources on the topics studied (treasure khanty, webquests);

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Each of the basic assumptions identified can be seen to relate to learning within the context of blogs. Within blogs learning can be considered to occur when student observe blog posts through the reading of blogs. When learning is developed through the reading of blogs this can be seen to be an internal process as this will not necessarily result in any further action on the student's part such as posting or commenting on the post. Goal directed behaviour is less clearly seen when learning with blogs but can also be seen through the manner in which students will choose to view specific blogs and not others. This point also links closely with the self-regulated nature of learning through blogs as blogging activity will need to be self-directed to some degree as only the student themselves can choose how fully to engage with the learning process. Finally, the indirect effects of reinforcement can be seen within learning with blogs as students may be encouraged or discouraged to blog due to positive or negative feedback that the student may receive via comments.

Life is now very much accelerated its pace, which is why it is worth paying attention to the fact that education fit in the shortest possible time and with minimal effort, but the quality and volume of knowledge should only increase.

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