



## THE IMPORTANCE OF USING INTERNET RESOURCES IN TEACHING PROCESS

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### Abstract

The expansion and worldwide spread of the possibilities of Internet services are creating new forms of education that contribute to solving a huge range of problems that education faces today. Today, an important role is played by the integration of information and educational technologies, as well as education on this basis of modern integrated learning technologies, which are based on Internet resources [1;]. The relevance of this article is that the development of the field of network services has led to the emergence and spread of servers that are aimed at providing data on a specific topic. Today, Internet resources allow students to expand their knowledge in any area of study. The main purpose of this work is to review and characterize Internet resources that are used in the educational process. The object of research in this work is the main Internet resources.

**Keywords:** Internet, pedagogical and psychological goals, resources, A1,A2, B1, B2, information technologies

### Introduction

Today there is a global informatization of society. The main landmark of the informatization of society is the modern informatization of education. This is the process of providing the educational field with the methodology for the creation and effective application of modern information technologies, which are aimed at the implementation of the pedagogical and psychological goals of education and upbringing. The Internet is a global worldwide network [2]. The factor that determined the rapid development of the Internet is the modernization of the microelectronic industry and computing technology. This network contains a large number of services that are associated with the presentation, storage and transmission of information resources. With the increasing role of the Internet in all spheres of our life, communication systems are moving to a new stage. In wide area networks, there are the following types of switching that are required for data transmission: circuit switching, packet switching and message switching.





The internet is inexhaustible a source of authentic materials that you can use in foreign language lessons. Most sites that offer ready-made teaching materials that can be used to complement the basic textbook are designed to work online. Here are just a few examples[3;362]. Randall's ESL Cyber Listening Lab (<http://www.esllab.com/index.htm>) - a site that presents audio materials of three different levels of difficulty (easy, medium, difficult), accompanied by texts, pre-listening tasks, listening comprehension tests, and discussion tasks of the listened text. In this case, the tasks before and after listening are communicative in nature (for example, discuss in pairs / groups), and the tasks that are performed directly during listening are compiled in the form of a test, for which the teacher gives the student a certain number of points. The undoubted advantage of listening to text while working in the computer class is that the student has the opportunity to work at his own individual pace, listen to the audio excerpt as many times as he needs, and the teacher - to follow how well each student understood the text (based on the number of scored points).

The ello site is similar in its content (<http://www.ello.org/index.htm>) is an online listening resource for students and teachers with over 1000 assignments. One of the advantages of this site in comparison with the previous one is that it contains many visual images, and audio fragments are accompanied by slides on the topic and video fragments. However, the level of language material presented here is up to quite high (B1, B2), and therefore can be used in high school and in schools with in-depth study of English The list of sites containing materials for English language learners may be continued, but our goal is not to present to compile a ready-made list of available online resources, and give only some advice on the possibility of using these materials in educational no process.

### **Use of Internet Resources for Project Activities**

The next step from the use of educational Internet resources in the online mode is the use in the educational process of Internet projects that can be either short (1-2 lessons) or long (several months). To work with Internet projects, the teacher does not need any specific technical knowledge and skills, however, of course, time is needed for planning and preparation. One of the indisputable advantages of Internet projects is that they involve group work of students, which means active communication in the language. Work on the project also develops students' skills in searching for information in a foreign language and its critical thinking. When performing any project work, the Internet can distribute be regarded as a global





encyclopedia that allows you to find information on topics of interest. For the successful implementation of the Internet project, the teacher must:

1. Choose a topic for the project (what will the students study: what is an event, a question, or someone's biography?)
2. Clearly formulate the purpose of the project.
3. Find suitable resources (sites containing the necessary information). In this case, it is advisable to make sure that the information presented on the selected sites corresponds to the level of ownership the language of the students. The teacher may not select sites in advance only if his students are confident users. The Internet and the level of language proficiency allows them to cope with information of any complexity.
4. Determine what will be the final result of work on the project (a poster from each group, a wall newspaper, a class or a conference at which each group will give a presentation). In a book dedicated to the use of technology in the process of teaching English [75; 45-47], as an example of a project aimed at students with a low level of language proficiency (A1, A2), the project "My Favorite Actor" is given.

We give a description of this project, because, contrary to the popular belief that project activities are possible only at the senior level of education, this technology can be used in basic and even in primary school. The project takes 2-3 lessons (2 - provided that some of the work will be done by students at home). It requires Internet access to complete it. Work on a project can be individual, but we recommend organizing work in pairs or small groups (3 people each). In this case, on the one hand, the students will communicate with each other (work in a group), and on the other hand, there will always be a student in the group who is a fairly confident user.

**Project Goal:** to create a poster about a famous person and / or make an oral presentation. Technical skills students should have: Search engine skills, Microsoft skills

**Word.** At the preliminary stage, students, when discussing in groups, choose one famous person and draw up a semantic scheme (mind-map), including in it all the information they know about this person (this can be origin, place of residence, family position, merits / achievements, personal life, interests, etc.). Then the students in groups make a list of what else they would like to know about the person. After the list is ready, the students are given a task find missing information on the Internet. At this stage, the teacher offers a list of sites that may contain biographical information about famous people (for example, Wikipedia), but does not limit them in the search. At the







same stage, the teacher can demonstrate to the students a sample poster containing, for example, a photograph of some any famous actor and the text about him. Students search for information, process it and create the final product - a poster. If in the process of work lexical difficulties, the best way to overcome them is to offer links to online dictionaries.

The final product will depend on the level of training of the students. And if in the 6th grade they can be aimed at creating a simple text with biographical information (for example, He is ... years old. He was born in ... Now he lives in ...), then in grade 9 this can be a more detailed description of the biography of the selected character. The teacher should also think in advance in what form the results of project activities will be presented. So, when working on a project in grade 5, this is maybe a poster, in the 9th grade, the presentation of the results can be different, for example, a Power Point presentation followed by an oral presentation.

In addition to project activities a lot students can be offered the so-called situational tasks using Internet resources. The purpose of these tasks is to simulate real-life situations that the student may encounter in the classroom. By their structure, they resemble role-playing games, when each of the students receives a specific role, according to which he must build communication. The difference from the role play is that the student is encouraged to use authentic websites to accomplish the task at hand. For example, students are asked to plan a trip to the UK, namely, to identify which hotel they can stay in, which attractions to see, etc. Such tasks are usually of great interest to students, since they have to search for information on real sites, analyze her, find answers to questions that may well arise in real life. Particularly valuable in this kind of quest is that they have there is no ready-made solution. Decisions that are made in the course of work cannot be right or wrong - they are reflect the student's personal life and cognitive strategy. G. Doudney and N. Hockley offer an example of a short situational task [75; 53], which we present below.

### **Situation**

As chairperson of the student committee you have been nominated to present the student awards this year. Your job is to propose the prizes to be given, and to arrange for them to be bought and delivered. There are three prizes:

Best student – €300 prize money winner: Francine Dumas, 17 – interests: computers, science.

Best volunteer – €250 prize money winner: Pawel Krajka, 15 – interests: the environment, hiking, travel.





Best sporting achievement – €200 prize money winner: Pablo Castro, 16 – interests: extreme sports, climbing, camping.

Your committee has decided to buy the prizes online. Visit the following online shopping sites and find three possible prizes for each person.

- <http://www.amazon.co.uk>
- <http://www.pcworld.co.uk>, <http://www.expedia.co.uk>, <http://www.opodo.co.uk>
- <http://www.extremepie.com>, <http://www.simplyhike.co.uk>
- <http://www.blacks.co.uk>, <http://www.gear-zone.co.uk>
- <http://www.ecoshop.com.au>

Complete this chart. Remember to include a picture of each potential prize, as well as the site it is available from and the price.

Table 1

Person	Suggestion 1	Suggestion 2	Suggestion 3
Feruza			
Anvar			
Erkin			

Now write a short report for the committee, explaining the three possible choices for each person and making a personal recommendation about which one you feel should be bought. Include your chart.

Of course, any work of this type is designed for students with a language proficiency level of at least B1 and involves a lot of preparatory work by the teacher in formulating assignments, searching for Internet sites, etc. -quests (from English quest - search for information). During the web quest, students visit various websites (indicated by the teacher) with a search for information on a specific topic with its further use to carry out project work. Unlike Internet projects, web quests have a rather rigid structure and usually consist of 4 stages:

1. Introduction. At this stage, students are introduced to basic information on the topic. Sometimes key vocabulary is introduced.
2. Explanation of the assignment. At this stage, the students are explained what exactly needs to be done, the sequence of assignments is set. It is very important that the tasks are motivated and, if possible, imitate a real life situation.
3. Execution of the task. Students complete the assigned tasks using information from the specified sites.
4. Evaluation of results. As a rule, at this stage, the results of the work done are evaluated according to previously known criteria. In terms of duration, web quests can be short (2 lessons) and long (more than a month), the purpose of which is to gain in-depth knowledge on a specific topic.





The teacher can create a web quest himself, however, certain Internet skills are required here, and this can be quite time consuming. Therefore, we recommend using in the classroom, ready-made web quests, which can be found in large numbers on the Internet (for example, on the website [www.webquest.org](http://www.webquest.org)). Here is an example of a short web quest from this site on the topic World Traveler WebQuest (by R. Rodriguez), which can be used to study the topic of "Travel" by students with a proficiency level English is not below ([http://rosarodz.tripod.com/world\\_traveler/webquest.htm](http://rosarodz.tripod.com/world_traveler/webquest.htm)). At the introduction stage, the general theme of the web quest was formulated: You are working as a Travel Agent for the famous World Traveler Travel Agency and have been asked to design a travel brochure.

At the stage of explaining the assignment, students are asked to select a country in the groups about which they will compile the brochure, and are given a list of what information should be included in it. This list consists of 7 items, such as:

- What is the capital? Major cities?
- What language(s) is (are) spoken?
- Where is this country located?
- List three land boundaries: neighboring countries or bodies of waters.
- Mention three important festivities, national holidays, or celebrations.

In addition, two additional tasks are set for the design of the material, namely:

- Include a map of the country.
- Include pictures of the historic places, landmarks, monuments, tourist attractions and festivities.

The following are links to sites where students can find the information they need. So they don't waste so much time to search for information, how much to process it. Students are also offered a checklist (grading stage) with which they can monitor their work, namely, to track whether they found all the necessary information and included in the brochure. After the work on the web quest is completed, each group students represent their country by talking about it and demonstrating the visual material included in the brochure. Brochures (texts) can be later printed and attached to language portfolios. The application of web quests is very effective from the point of in terms of increasing the motivation of students, it allows you to apply the material covered in communication situations that imitate real life situations, develops students' skills in searching and critically rethinking information in a foreign language. However, there are a number of disadvantages of using these tasks that must be taken into account. First, the teacher requires careful preparation for using the web quest in the lesson, namely, preliminary checking of all links to sites, since





some links may not work. Secondly, as in the example with Internet projects, students must have the necessary technical skills (working with a computer, working on the Internet, working in a text editor). And, thirdly, the level of language proficiency, as already noted, should be at least A2 (preferably B1), since students have to deal with authentic sources. When working on Internet projects, situational tasks using Internet resources and web quests with students whose language level is below B1, the teacher should approach with particular care in the selection of authentic Internet resources. So, it seems to us, we have proven that types of work with ICT and Internet resources provide:

- The acquisition by schoolchildren of real experience of intercultural communication in a foreign language, including in the virtual space;
- Development of socio-cultural competence;
- improving the skills to navigate in a modern foreign-language information environment, using multimedia resources and computer technologies for processing, transferring, organizing information and creating databases, presenting the results of cognitive and practical activities.

The possibilities of using ICT, Internet resources in foreign language lessons are endless. This can include creating wikis, podcasts, chatting, online conferencing, and more. The purpose of our recommendations was to demonstrate to the teacher how modern technologies can be applied in work. It is up to the teacher seeking to determine which technologies and resources to choose.

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