Internet Resources as a Means of Teaching the New Generation

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ABSTRACT

The article considers about Internet resources that are actively being introduced into the education system, including in the process of teaching students a foreign language. With the advent of computers in the educational process, the methods and techniques of working in the classroom gradually began to be updated. Internet resources greatly facilitate the teacher's work when planning and conducting a lesson. Teachers quite often use game programs, websites with interactive exercises, test tasks, as well as regional videos, which always arouse genuine interest among students.

KEYWORDS: information progress, computerization, sphere of education, content of education, globalization, communication technologies.

The 21st century is a time of information progress. Computerization has penetrated into all spheres of society, including the sphere of education. The content of education is determined by the needs of modern society, which is at the stage where globalization is taking place, therefore the most pressing task of education is the formation of a communication culture among students. A modern teacher needs to take into account the fact that information and communication technologies (ICT) of education are an integral part of modern life. ICT tools help expand educational opportunities. The use of a computer in the educational process stimulates the development of cognitive interest, activates speech and thinking activity and allows you to solve lesson problems in a creative form (Reimer, 2022: 244).

The most commonly used ICT tools in the educational process include: electronic textbooks and manuals demonstrated using a computer and a multimedia projector, electronic encyclopedias and reference books, simulators and testing programs, educational Internet resources, DVDs and CDs with pictures and illustrations, video and audio equipment, research works and projects (Saikov, 2005: 48).

Those who study and teach English as a foreign language have significant advantages over those who study other languages. The share of the English-language sector of the Internet from the very beginning of the creation of the World Wide Web significantly exceeds the rest. According to 2019 data, 54% of all network sites were in English. The English language came in second place: 6.1% of Internet sites are aimed at an English-speaking audience. Since English is currently the leading language in business, international trade, tourism, as well as higher education, science, and modern technologies, special attention is paid to teaching it both in individual countries and in the world as a whole. This explains the wide variety of educational Internet resources in English and for teaching this language.

If we consider the formation and development of foreign language communicative competence as the main goal of teaching English, then we can say that Internet resources ensure the formation of all its components, which in regulatory documents and domestic methodological literature usually include the following competencies: speech, language, sociocultural, compensatory and educational and cognitive.

Internet resources can be defined as a means of teaching the new generation. Most of these resources are currently multimedia in nature. They can combine text materials with graphics, audio and video recordings. It is well known that modern education requires different approaches that are designed to increase its effectiveness. The use of various technical means and modern technologies in the English language lesson makes it possible to reduce the time required to present the necessary information and facilitate the presentation of educational material (Fedorova, 2005: 43).

The Internet is the best example of an audiovisual learning tool. The use of ICT in the process of teaching English contributes to the intellectual and creative development of students. According to K.V. Artemova, Internet resources allow:
1. fill the shortage of sources of educational material;
2. develop skills and abilities of information retrieval activities;
3. objectively evaluate knowledge and skills in a shorter time (Shkrabo, 2013: 248).

Depending on the objectives of the lesson, the methodological purpose of educational electronic resources on the Internet is selected:
1. educational;
2. information retrieval;
3. demonstration;
4. modeling;
5. simulators;
6. controlling;
7. educational games, etc. (Zokhon, 2022: 74).

Internet resources greatly facilitate the teacher's work when planning and conducting a lesson. School teachers quite often use game programs, websites with interactive exercises, test tasks, as well as regional videos, which always arouse genuine interest among students (Braslavsky, 2004: 218). A travel lesson, as one of the forms of non-traditional lessons, can introduce students to both the whole country and individual cities. For example, while studying the topic "Country Across the Ocean," dedicated to the culture and geography of the United States, you can build a lesson using a film about the history of this state posted on youtube.com, watch an online map of America, listen to American songs and model speech situations that can happen to a tourist in New York or Washington. When getting to know the culture

of Great Britain, you can organize a lesson-trip to the British National Museum or the National Art Gallery. At such a lesson, the teacher has the opportunity to introduce students to exhibits and paintings of museums, discuss them and, based on the results of the lesson, complete projects presenting the most interesting exhibit or painting. Such excursions can be carried out using museum websites, many of which provide the opportunity to conduct virtual excursions (Bukina, 2021: 8). Thus, Internet resources make it possible to more effectively and interestingly form and develop speech and sociocultural competencies.

Modern technologies and Internet resources make it possible to make the process of mastering the English language lively and vibrant, turning a lesson into a journey through the countries of the language being studied (Beisembayeva, 2018: 256). Studying a school subject while playing is the dream of every schoolchild. Game forms of learning are becoming increasingly popular, since with the help of games one can master the subject being studied, namely English, not only in a more comfortable, friendly atmosphere, but also more effectively (Bukina, 2020: 15).

If we consider language competence, then the formation, respectively, of lexical and grammatical skills can be significantly helped by lexical and grammatical games (vocabulary and grammar games). Along with language games, speech games are also used, that is, games aimed at developing speech skills (listening, reading, writing and speaking). Particularly valuable are games whose goal is to develop skills in productive types of speech activity: speaking and writing. The so-called productive skills games are applicable at all stages of teaching English at school. As you know, game teaching methods are created and applied by a game teacher. Quite officially, this profession is now called the profession of the future.

In English lessons, you can also use multimedia online games, which are presented on various educational sites. In these games, the participant interacts with a virtual environment constructed by a computer in real time. As an example, we can mention such sites as Lingualeo.ru and homeenglish.ru, which offer a wide range of online games to develop various language skills. Very often, such sites are groups of web pages classified based on the language level of the students. Each group contains multi-level quests. The student is asked to complete a number of tasks, among which one can find crossword puzzles, exercises for filling in the blanks with missing letters, relating words to pictures, choosing the correct answer, etc. Correct completion of one task makes it possible to move on to the next stage, where the complexity of the material increases.

To ensure ongoing monitoring of the assimilation of lexical and grammatical material, you can use automated online testing using Internet sites and associated mobile applications, such as, for example, kahoot.com. This resource is convenient because the teacher can monitor the testing process in real time. The site is an archive of tests on a variety of topics, where the teacher can offer any test to students, see their answers, and analyze errors.

The resource is used as follows: the teacher goes to the website kahoot.com, selects a test on the required topic, or creates his own test with the ability to save it in a general archive; students see the question and answer options on the projector screen or on the interactive whiteboard. Students go to the same website from their mobile devices, join the

test and click on the answer options on their smartphone. All student answers are immediately displayed on the screen. Students can see the total number of correct and incorrect answers. Based on the test results, a table of results appears on the screen, where each test participant can see the number of points scored. Using this table, the teacher assigns grades for the test to the electronic journal. Of course, schoolchildren do not always get the results they expected. Due to this, some psychological problems may arise. But the results of the current control can serve as additional motivation when preparing for the next test. It is important to explain to students that test tasks, like all other tasks performed during the lesson, are part of normal, necessary work aimed at achieving the desired result - mastering a foreign language (Bukina, 2021: 9).

Google Doc helps develop students' writing skills. Using this service, work on filling out questionnaires, tables, and forms is organized. Using a Google Doc, students write messages that provide necessary information about themselves or other information requested in the assignment, following the rules of language, rules for writing a personal message, and rules of grammar. Students have the opportunity to work with the document individually or together with classmates. The advantage of this resource is the ability to edit the document by all participants in the lesson, that is, by those who have a link to the document. Using this service, you can create various tasks to develop writing skills (Klyueva, 2021: 1708).

One of the innovations in the field of Internet resources is mobile applications for communication in a foreign language for educational purposes. Such applications bring the process of learning English closer to real life, as they enable students from different countries to communicate with native speakers of the language they are learning. Applications include Speaky, HiNative, HelloTalk. The applications are unique in that, from anywhere in the world, users have the opportunity to practice speaking the language they are learning with a real person. This helps not only to navigate the lexical and grammatical material, but also to better understand speech by ear (the applications have a voice messaging function), work on pronunciation skills, and learn the culture and mentality of the people of the country of the language being studied.

Such applications work according to a standard scheme: first you need to register based on your email address, then enter information about yourself, indicate the languages in which you would like to communicate, and then the application itself generates pairs (or groups) of interlocutors by age and language. However, when recommending such applications to teenagers, you need to inform parents that they, in turn, control who their child communicates with. Social networks, such as, for example, Facebook, Instagram, also help to find real interlocutors in the English-speaking world and the opportunity to find a friend in another country who will help overcome the language barrier. The geography of interlocutors can expand significantly, since English is the language of international communication and students have the opportunity to get acquainted with the specifics of various varieties of English, such as British, American, Canadian, Australian, New Zealand, Chinese, Indian, etc. (Bukina, 2018: 10).

The Padlet interactive whiteboard also helps develop writing skills. One of the results of learning to write is to make

extracts from the text you hear. Because students have different levels of listening comprehension, they are encouraged to work with the Padlet interactive whiteboard to take notes on what they hear to maximize student comprehension. In addition, with the help of this service, a discussion process is organized in written form. Students answer the question asked by expressing their opinion in writing. Moreover, on this board you can write a plan according to which each student will write his own statement. This interactive board can be used to post different types of information: graphic, text, audiovisual, which expands the possibilities of working with this board in the classroom. Students learn to work with diagrams and tables, converting graphical information into text form.

Social networks have great potential for the development of speech, as well as educational and cognitive competencies, since there are examples of successful implementation of educational projects in social networks, both local, at the level of an individual class or school, and international. During live communication on the Internet, both synchronously, in real time, and asynchronously, compensatory competence is also more actively formed. Students constantly face difficulties caused by a lack of vocabulary, ignorance of some grammatical phenomena, and insufficient awareness of the history, culture, and geography of the participants in communication. Schoolchildren learn to get out of difficult situations on their own. Thus, the level of independence of students when mastering a foreign language increases.

Liveworksheets.com helps you create a variety of interactive activities for students. Tasks can be of different types: filling in the blanks, matching, filling out a table, with a choice of one or more answers. These sites also allow you to add audio or video materials and prepare a variety of tasks based on what you see and hear. Moreover, this service helps develop students' writing skills by providing the opportunity to use their own developments created in pdf format. The assignment file is uploaded to the website; if necessary, the teacher can add interactive features for this assignment. Using this site, students practice the ability to write a personal letter, fill out tables, questionnaires and forms, and create written statements based on a plan, picture, diagram or table.

One new method of language acquisition is "teleconference", this is remote video communication between several parties. Of course, it is impossible to implement this method of communication without the Internet. A live broadcast is conducted between students from different countries, where they can easily communicate, thereby not only meeting new people, but also learning the language and culture of another country. This method also increases motivation to learn the language. Thus, the student will listen to foreign speech and learn new words (Demesinova, 2021: 123).

To summarize, it should be noted that Internet resources are actively being introduced into the education system, including in the process of teaching students a foreign language. The services considered are used both during the lesson and outside the lesson - assignments created on these sites are used as homework. The tasks created on the presented sites fully comply with the requirements of the State Educational Standard of LLC. By completing assignments, students learn to fill out questionnaires and forms, write a personal letter, speak out on a specific issue in writing, justifying their answer, write a statement based on a plan, diagram, table, and picture. If these requirements are met, upon completion of the program, the student will be able to apply the acquired knowledge, skills and abilities not only in educational, but also in real life situations, showing developed communicative competencies.

Numerous studies have been devoted to studying the applicability of Internet resources in the educational process. This is due, first of all, to the fact that Internet technologies are constantly developing, changing and updating. Each generation of students becomes more and more technologically advanced, and a significant part of young people smoothly flow into Internet realities.

Modern technologies optimize the process of teaching English and make it better. Currently, a huge selection of educational resources is presented, the teacher can choose the method of presenting information, the process becomes more creative, and eliminates routine (Reimer, 2022: 245). With the help of ICT, it is possible to rationally use both classroom and out-of-class time, but do not forget that a computer cannot replace a teacher, therefore, when planning a lesson, it is necessary to clearly determine the time and place of using computer technology.

Internet resources are able to satisfy the needs of users in various fields of activity, including education, and their use in the learning process as alternative, modern means of teaching will create an effective "fusion" of new pedagogical technologies with the latest information technologies, designed to increase the effectiveness of the educational process (Usmanov, 2017 : 427).

In addition, the widespread use of the Internet makes learning English more accessible and interesting. Online resources allow you to create interactive assignments that help students work through the material effectively.

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