

The Importance of Internet in Learning Languages

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Annotation: This article discusses the relevance of the use of modern Internet technologies in the teaching of foreign language and also analyzes the importance and effectiveness of the use of web technologies in the study of foreign language both in class and in the independent work of students. The author analyzes different points of view on the expediency of using information technology in the teaching of foreign language and expresses a comprehensive position on this issue, supported by illustrative examples of the positive effect of using modern technology.

Keywords: Internet resources, web technologies, communicative technologies, Internet technologies, multimedia.

In recent years in the field of foreign language teaching the question of the importance and expediency of using Internet resources in foreign language education has been increasingly raised, which implies not only analyzing the use of new technical means, but also researching the positive and negative sides of the introduction of innovative forms and methods of teaching.

Negative sides of the introduction of innovative forms and methods of teaching. Modern methods of teaching foreign languages are connected with the ongoing technological progress, as well as with the technological renewal of the learning process. Recent advances in high technology and the spread of the global Internet provide foreign language teachers, methodologists, and students themselves with tremendous opportunities for further improvement of the teaching Process.

That is why it is so important to improve the methodology of using computer information technologies in teaching English. Modern information technology is becoming part of the learning process. Computer technologies and the English language class are an actual direction that requires modern approaches and innovative solutions. Modern pedagogical technologies such as collaborative learning, project methods, the introduction of modern information technologies and Internet resources can help bring to life a person-centered approach to learning, provide individualization and differentiation of training, taking into account the capabilities of children and their level of learning.

The possibilities of Internet resources are endless. The universal Internet creates conditions for obtaining any important information for students and teachers from anywhere in the world: country study material, announcements from the life of young people, notes from printed editions and magazines, etc. At English lessons with the help of the Internet you can solve the whole range of didactic tasks: to form reading skills, improve the knowledge of written language, enrich the vocabulary of students, create motivation in teenagers to learn English.

The idea of introducing Internet technologies in the course of theoretical and practical classes in a foreign language, according to E. Y. Sokolova, has been widely spread among teachers, methodologists around the world. The didactic aspects of computerization of education have been developed by well-known scientists and educators E. G. Azimov, V. P. Bepalko, B. S. Gershunsky, I. O. Loginov, E. I.

Mashbitz, R. P. Mil-rud, E. S. Polat, N. F. Talizina, I. V. Robert, A. V. Khutorskoy and others. Scientists believe that the expediency of using the Internet is due to the fact that information technology provides a time- and money-saving method of learning a foreign language that meets the needs of students in an information society. Web resources provide the opportunity for foreign language learners to be in constant contact with native speakers, up to 24 hours a day, thereby introducing the learner in a continuous process of active use of a foreign language, as well as allowing them to choose the time and place of training, its options, types and even a teacher, a native speaker, depending on the needs of a particular learner.

The famous American scholar David Crystal in his publication “Language and the Internet” identifies several reasons for the advisability of using the Internet in foreign language teaching. He argues that one reason is that the linguistic nature of online communication is necessary to improve language learning. Another reason for the effectiveness of using the Internet in foreign language teaching, according to the scholar, is that web-based resources create beneficial conditions for writing instruction because online resources provide an audience for written communication. The next reason put forward by David Crystal is that communicating online increases students' motivation to learn a live language several times, and there is a positive effect of the large amount of time students spend online. Considering different opinions about the benefits of using Internet resources in teaching foreign languages, we refer to the opinions of foreign researchers. For example, in the recommendations for teachers at Cambridge University, M. Warschauer states that the Internet is one of the factors contributing significantly to the promotion of the use of computers for language education. According to the scholar, with the appearance of the Internet language learners got a great opportunity to communicate with other students or native speakers of the language being studied all over the world with minimum expenses and time. In addition, M. Warschauer highlights one of the advantages of using computers and the Internet in the practice of teaching and learning languages specifically for teachers, arguing that the Internet and live language communication have now become a single process, constantly available to the target audience of foreign language learners [12]. As a result, one of the main advantages of the introduction of web technologies is to provide the teacher with a huge variety of learning resources, materials, technologies through the Internet. It is through the Internet that teachers now have the opportunity to easily obtain various materials for teaching students, as well as discover all the most modern methods of teaching a foreign language, used both in Uzbekistan and in the countries of the target language. Having analyzed the popularity of Internet resources in foreign language teaching, we come to the conclusion that it is necessary to classify and structure the possibilities of using the Internet in foreign language teaching, as they really ensure the effectiveness and interest of students in mastering a foreign language. The use of ICT in the course of teaching a foreign language has an impact on the professional growth of the teacher, his ability to “keep up with the times”, which in turn is reflected in a significant increase in the quality of education of students and their knowledge of the foreign language. The use of the Internet in a communicative approach is highly motivated: its goal is to get students interested in learning a foreign language by building and expanding their knowledge and experience. Students should be prepared to use the language for real communication outside the classroom, for example: when visiting the country of the target language, when hosting foreign guests at home, when corresponding and with students from other countries.

In conclusion, it should be emphasized that the Internet provides many opportunities to improve the quality of teaching a foreign language and to create incentives for learning. It is an excellent assistant in the organization of the learning process, namely in teaching various types of speech activity; but despite

the many obvious advantages of the Internet, many experts who actively use it in their teaching practice and advocate the introduction of new technologies in the educational process, emphasize the need for rational, methodologically justified, strictly dosed, proportionally differentiated depending on the aspect and purpose of teaching use of the Internet in the classroom.

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