The Use Of Internet Technologies In Teaching English

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ABSTRACT

The use of Internet technologies is becoming increasingly important in both our personal and professional lives and the learners of English are using technology more and more. For this reason, the problem how to teach English with technologies is very actually for every teacher nowadays. In this article, we will discuss of wide application of Internet technologies in teaching English.

KEYWORDS

Internet technologies, Internet, learners, wide of application of ICT, learner autonomy.

INTRODUCTION

Today, Internet technology is the popular option for traditional and nontraditional learners. In the period of global outbreak, distance education through Internet and video courses is promoted help learners in education system.

In practice, the Internet, with the capacity to connect users throughout the world, has also been extensively examined for its potential to aid in the development of second language learner's skills. Results of a number of studies indicate that the Internet is found to contain real language in a meaningful context, and as a result of viewing this material, learners develop into creators of language rather than passive recipients. Implementation of technology within the second language

writing classroom also promotes learner autonomy, is an excellent means for teaching foreign culture and language, and in general, positively influences students' attitudes which contribute to an overall greater. The head of state as noted an urgency of use of modern technologies in the course of training to foreign languages. The president of our country emphasized importance of use of audio or new technologies in the course of training: «… conditions created for young developing generation, and it is schools, colleges, the lyceums equipped with modern computer means and audio with classes, should create the most favorable conditions for productive training and mastering by new knowledge and skills.

MATERIALS AND METHODS

The Internet has become not only the hugest information resource in the world, but what is even more important- the most rapid means of communication". [Lewis, 2000]. The Internet created many opportunities available to both language learners and educators in teaching and learning English. For instance, there are endless resources available in the form of newspapers, magazines, government listings, grammars, dictionaries, newsgroups, blogs and mailing lists that can be used as great teaching resources. And, at our very fingertips are assorted, authentic materials whose access is not limited to either temporal or spatial constraints, for the Internet is easily accessed 24 hours a day from any computer terminal throughout the world. With these unique opportunities in mind, we are required to only use the material secured from the Internet to compose their essays. It is assumed that a class previously received formal instruction which focused upon the use of electronic technology and there is no need or space to discuss the practical tips required

for successful navigation of the Internet. Educational technology is nudging literacy instruction beyond its oral and print-based tradition to embrace online and electronic texts as well as multimedia. In this regard, computers are creating new opportunities for writing and collaborating. The Internet is constructing global bridges for students to communicate, underscoring the need for reading and writing skills. By changing the way that information is absorbed, processed, and used, technology is influencing how people read, write, listen and communicate. As mentioned above, computers and software programs can help English language learners develop vocabulary skills and broaden knowledge. Computers can also help ELL students develop their writing skills as well. According to Lewis, the composition for beginning learners should be a guided activity so students do not become bored. Writing paragraphs in a language that is still somewhat unfamiliar to students can be difficult. When using a computer, however, the use of graphics can make this much more enjoyable. [1, p. 14]

Using clip art can also help students to convey their thoughts more clearly. The advantages provided by the Internet in organization of cooperation are predestined by the very nature of the Network. As it is known, the World Wide Web (WWW) was formed as an environment specifically designed for collaborative work on the documents by collectives of researchers territorially remote from each other. "The further development of Internet technologies has given an opportunity for joint use and editing of textual materials, schedules, audio and video-sequences." According to P. Groves, with the co-authors, the pedagogical significance of the given type of Internet technologies consists in the fact that it allows the trainee

not only to be involved in the single context of teaching, but also creates opportunities for interaction with others and with the teacher. In this respect it differs sharply from such types of educational activity as, for example, obtaining data from the web (web browsing). [2, p.55]

The proliferation of Massive Open Online Courses (MOOCs) and other forms of online education has changed the landscape of guided learning for both students and teachers. Educators who once stood in front of classrooms filled with dozens of students now stand in front of webcams in front of thousands or tens of thousands of logged-in users. Grading papers, scoring tests, and giving personalized feedback are all totally different pursuits in an online environment, and technology companies are rushing to build the tools that make online learning easier, more effective, and more enjoyable for teachers and their students. Videos, slideshows, games, and interactive group activities are all part of the online teacher's tool belt, and when a teacher is as savvy with technology as the students, amazing things can happen in an online classroom. These tools for online teachers and learners can improve communication between participants who may be thousands of miles apart geographically, but learning together in a shared technologically enabled space. [3]

RESULTS AND DISCUSSIONS

Search engines can be particularly helpful to teachers in finding almost any kind of information on the Internet. Teachers might want to try some of the following education-related and generalized search engines. When teachers become aware of how to find information online, they can help their students begin to tap into this huge resource.

This skill is useful to students not only for accomplishing their homework, but also as a survival skill in the modern workplace. In addition, there some websites that offer online help from teachers for students who need assistance with their homework. Teachers should make sure they investigate the quality of this homework help before recommending a website. There are also vast arrays of online resources specifically tailored to the needs of parents. Teachers who are aware of these resources can recommend useful websites to the positive school-home interaction.

Literacy games are also available online and for downloading, as well as reviews of educational software programs. Another wonderful resource is a large variety of online books, often organized by subject, with the text and pictures of each page easily viewed on the screen by the student, who can click on the arrow to turn the page. For students who may not be interested in reading but love computers, online books can be helpful teaching tool, as well as providing an easy way for a teacher to expand the classroom library. A wonderful related feature of several websites is the information they provide about the authors and illustrators of students' books. To the tech-savvy youngsters in our classrooms, the use of online applications is second nature. All we, as teachers and ICT coordinators, need do is introduce them to the on line apps that can help unlock their creativity and collaborative skills- and aid their study, revision and organization.

CONCLUSION

In conclusion, we can say that the use of computer technologies in teaching and learning foreign languages gives better results of the learning and teaching as well.

Computers and software programs can help English language learners develop vocabulary skills and broaden knowledge. Computers can also help ELL students develop their writing skills as well.

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