THE USE OF INTERNET RESOURCE TECHNOLOGIES WHEN TEACHING A FOREIGN LANGUAGE (EXAMPLE OF ADULTS)

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Abstract. This article investigates the significance of using modern Internet technologies in foreign language education, as well as the importance and efficacy of using online technology in foreign language study, both in class and on students' own initiative. The author examines many points of view on the feasibility of employing information technology in foreign language instruction and provides a thorough perspective on the subject, supported by illustrative examples of the positive effects of current technology.

Keywords: Internet resources, Teaching English, Language learning, Language teaching, Internet technologies, multimedia, communicative technology.

In recent years, the integration of Internet resource technologies has revolutionized the landscape of foreign language education, offering unprecedented opportunities for enhanced learning experiences. This abstract explores the multifaceted dimensions and benefits of incorporating Internet resources in foreign language instruction.

Firstly, the abundance of authentic materials available on the Internet allows learners to engage with real-life language contexts, facilitating immersion and cultural understanding. Through multimedia platforms, students can access diverse content such as articles, videos, podcasts, and social media, fostering language acquisition in dynamic and contextualized settings.

Second, Internet-based communication tools have made language learning a collaborative and dynamic experience. Virtual classrooms, video conferencing, and online forums allow students to interact with native speakers and classmates all over the world, encouraging cross-cultural conversation and language exchange. Additionally, internet language exchanges and tandem learning partnershipsenable real language practice and cultural exchange outside of traditional schools.

Furthermore, adaptive learning systems driven by artificial intelligence (AI) provide individualized learning experiences based on individual skill levels and learning styles. Intelligent tutoring systems, language learning apps, and gamified platforms provide targeted feedback, adaptive exercises, and progress tracking, enhancing learner autonomy and motivation.

Moreover, Internet resource technologies facilitate the creation of learner-centered and task-based language activities that promote critical thinking, creativity, and problem-solving skills.

Virtual simulations, digital storytelling, and project-based learning tasks empower students to actively construct meaning and apply language skills in authentic contexts.

However, the integration of Internet resource technologies also poses challenges and considerations, including digital literacy skills, access inequalities, privacy concerns, and the need for pedagogical guidance and quality assurance.Through online resources such as interactive language learning platforms, virtual classrooms, multimedia content, and social media platforms, students are able to engage with the target language in a more dynamic and immersive way.

By utilizing these Internet resources, educators can create personalized and adaptive learning experiences that cater to the individual needs and learning styles of their students. These resources also provide access to authentic materials from native speakers and real-world contexts, allowing students to develop their language skills in a more practical and relevant manner. Additionally, the use of technology in language teaching can facilitate communication and collaboration among students, as they caninteract with each other and with speakers of the target language from around the world.

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 teaching1. He argues that one reason is that the linguistic nature of nline 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.

Educational Internet resources should focus on comprehensive formation and development

-aspects of foreign language communicative competence in all variety of its components (linguistic, sociolinguistic, sociocultural, strategic, discursive, educational-cognitive);

-communicative and cognitive skills to search and select, summarize, classify, analyze and synthesize the information obtained;

-ability to use the Internet for self-education with the purpose of acquaintance with cultural-historical heritage of different countries and nations, as well as to act as a representative of the native culture, country and city;

-It is important to underline the teacher's role in the utilization of Internet resources. The teacher's position in the educational process evolves as a result of new pedagogic options for

employing Internet technologies, educational aims and objectives, and an emphasis on cooperation and collaboration with students, implementation of joint searches, and analysis of findings. The instructor serves as an adviser, a partner who leads students' efforts and encourages them to conduct independent investigation.

In conclusion, the integration of Internet resource technologies in teaching foreign languages offers a more interactive, engaging, and effective approach to language instruction. It provides students with access to a wealth of resources that enhance their learning experience and help them develop proficiency in the target language. As technology continues to advance, so too will its impact on language education, opening up new possibilities for both educators and learners in the field of foreign language instruction.

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

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