SCIENTIFIC VIEWS IN TEACHING FOREIGN LANGUAGES WITH INTERNET RESOURCES

Shonazarova Gulnoza Shukhrat kizi

Termiz University of Economics and Service,2nd year master's student in

foreign language literature, English

Madiyeva Madina

Termiz University of Economics and Service, PhD

Abstract. This article explores the scientific views about internet resources on foreign language education. From language learning apps to virtual exchanges, online courses, and communities, these tools offer personalized, interactive, and culturally immersive experiences. Leveraging these resources facilitates proficiency and fluency, fostering global communication and cultural understanding in today's interconnected world.

Keywords: Internet, accessibility, diversity, interactive engagement, asynchronous learning, apps, virtual learning, blog, tool, podcast, tutor, channel.

Linguists and scientists have given various definitions of internet resources. Some of them are below:

"An "Internet resource" refers to the various types of information available on the Internet, including websites, documents, multimedia files, and other digital content that can be accessed and shared online."[1]

"Internet Resources means all Domain Names, electronic addresses, uniform resource locators (URL) and other online resources."[2]

"The Internet resource is a powerful tool for engaging minds: school groups and individual students can become involved in authentic, collaborative projects; children can pursue individual interests as never before, allowing them to take responsibility for managing their own projects; and everyone benefits from greater opportunities to find timely information and communicate with peers and experts worldwide."[3]

---

[1] https://www.sciencedirect.com/topics/computer-science/internet resource#:~:text=An%20'Internet%20Resource'%20refers%20to,be%20accessed%20and%20shared%20online.
[2] https://www.lawinsider.com/dictionary/internetresources#:~:text=Internet%20Resources%20means%20all%20Domain,URL)%20and%20other%20online%20resources.
[3] D.L. Haury, Internet resource, Researchgate 1999. P-66.

"A term used for teachers' resources in the lesson planning process, located from searching or interacting with the Internet. Examples might include Internet resources from Teachers Pay Teachers, Pinterest , or YouTube."[4]

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.

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.

The advent of the Internet has revolutionized foreign language teaching and learning. This transformation is characterized by the availability of a plethora of online resources that facilitate language acquisition, making it more accessible and engaging for learners worldwide.

Language learning platforms are digital tools that provide resources and structured learning paths for individuals looking to acquire a new language. These platforms often use interactive methods to enhance engagement and facilitate language acquisition. They can be web-based or available as mobile applications. They have a few key features while teachong foreign languages:

- structured courses – platforms typically offer a sequence of lessons organized by proficiency level (beginner, intermediate, advanced) covering vocabulary, grammar, speaking, and writing;

- interactive exercises – users engage with a variety of activities, such as quizzes, fill-in-the-blank exercises, and speaking prompts, which promote active learning;

- gamification – Many platforms incorporate game-like elements (points, levels, badges) to motivate learners and make the process enjoyable;

- personalized learning paths – adaptive learning algorithms allow platforms to tailor lessons based on a user's progress and areas that require improvement.

- multimedia content – use of audio, video, and visuals to enhance understanding and retention, providing learners with exposure to native pronunciation and cultural context;

- community features – many platforms include forums, chat functions, or social media integrations that allow learners to practice with peers or native speakers.

---

[4] M.L. Smith, A Conceptual Framework for Understanding How Early Career Literacy Teachers Curate a Lesson Plan in a Digital Age, Publishing tomorrow's research today, 2023. P-66.

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. There are a lot of famous and most used language learning platforms to help teach foreign languages.

The integration of Internet resources in foreign language teaching presents numerous opportunities to enhance language acquisition. By embracing technology and leveraging diverse online tools, educators can create dynamic and engaging learning environments that meet the needs of today's learners. However, it is essential to address the associated challenges to ensure equitable and effective language education for all. Through thoughtful implementation, Internet resources can significantly enrich the language learning experience, preparing students for a globalized world.

REFERENCES

1. Crystal, D. (2002). Language and the Internet. IEEE Transactions on Professional Communication, 45(2), 142-144. https://doi.org/10.1109/TPC.2002.1003702

2. Rinatovna, G. A., Shamsunovna, N. A., & Muzaffarovna, A. N. (2019). Using information and communication technologies to develop writing competence of students at the lessons of the English language. Vestnik nauki i obrazovaniya, (20-3 (74)). 8-10.

3. Erenchinova, E. B. (2014). Ispol'zovanie seti Internet pri obuchenii inostrannomu yazyku. In Innovatsionnye pedagogicheskie tekhnologii: materialy Mezhdunar. nauch. konf. (g. Kazan', oktyabr' 2014 g.). Kazan', 325-327.

4. Nizamova, R. A. (2018). Obuchenie angliiskoi leksike v tekhnicheskom vuze. Voprosy nauki i obrazovaniya, (5 (17)), 66-68.

5. Nizamova, R. (2019). Formation of students independent skills at the foreign language classes. Problemy sovremennoi nauki i obrazovaniya, (11-2 (144)), 74-75.