

Интернет как источник организации урока английского языка

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Internet as a Source for Organizing an English Lesson

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Abstract: *The relevance of the use of Internet resources in foreign language lessons is an actual direction in the methodology, requiring new approaches and innovative solutions. In this regard, there is a need to develop a methodology for using computer information technologies in teaching a foreign language. New informational pedagogical technologies are becoming part of the educational process.*

Аннотация: *Актуальность использования Интернет-ресурсов на уроках иностранного языка – актуальное направление в методике, требующее новых подходов и нестандартных решений. В связи с этим возникает необходимость развития методики использования компьютерных информационных технологий в обучении иностранному языку. Новые информационные педагогические технологии становятся частью учебного процесса.*

Ключевые слова: *Интернет, методика, ИКТ, образования ,учебный курс, веб- сайт.*

Keywords: *Internet, methodology, ICT, education, training course, website.*

Nowadays, new information technologies are being intensively introduced into all spheres of our life, including in the educational process. In this regard, there is a need to develop a methodology for using computer information technologies in teaching a foreign language. New informational pedagogical technologies are becoming part of the educational process. The use of Internet resources in foreign language lessons is an actual direction in the methodology, requiring new approaches and innovative solutions.

In recent years, the question of the use of new information technologies has been increasingly raised. This is not only modern technical means but also new forms of teaching, a new approach to the learning process. The use of multimedia tools helps to implement a personality-oriented approach to learning, provides individualization and

differentiation taking into account the characteristics of students, their level of training, inclinations. To study English via computer programs always challenges learners.

Today we can already say that Internet technologies are part of the general information culture of teachers and students. The Internet stimulates the students' desire to learn, expands zones of individual activity of each student, and increases the speed of delivering quality material in the framework of one lesson. The issue of integrating the Internet into education and, in particular, its use in teaching foreign languages is currently quite relevant since when using the Internet as a means of teaching a foreign language, many of the goals and objectives of teaching and upbringing are very well realized.

The global Internet network offers teachers of a foreign language many useful resources. These are special programs for teaching foreign languages, as well as authentic material, the selection of which the teacher can conduct independently and adapt them to specific educational tasks. A modern teacher faces the problem of finding a new pedagogical tool. Being inexperienced in teaching I had to read a pile of information obtained from methodology of competent and qualified teachers of foreign languages who achieved great records using information technology in their practice.

The computer allows sufficiently to control over the activities of students, while ensuring the flexibility of managing the educational process. The role of the teacher is no less important. He selects computer programs for the lesson, didactic material and individual tasks, helps students in the working process, evaluates their knowledge and development. Modern computer technology helps to select the best learning option, to get necessary information from the digital library in a few seconds and find the required information.

When using a computer, verbal communication activities should be considered in three aspects.

- Firstly, as the free communication of students in real time through the use of e-mail and information networks, that is, as an authentic dialogue in writing between communication partners.
- Secondly, as an interactive dialogue interaction between a student and a computer, in which the real goals of communication are pursued, that is, as a human-machine dialogue.
- Thirdly, students' communication in the process of working with computer training programs that act as an incentive for communication and a means of reconstructing the conditions of a communication situation.

Significant progress in the development of personal computers and computer technology leads to a change in the process of teaching foreign languages. The active and appropriate use of a computer in an English lesson seems possible and appropriate based on the specifics of the subject itself. The leading component of the content of teaching a foreign language is teaching various types of speech activity to speaking, listening, reading, writing. When learning to listen, each student gets the opportunity to hear foreign language speech. When studying grammatical phenomena, each student can perform grammar exercises, has the ability to solve crosswords, tea puzzles, search for words, and perform game exercises.

The Internet creates a unique opportunity for students of a foreign language to use authentic texts, listen and communicate with native speakers.

It is important to decide for what purposes we are going to use its capabilities and resources. For instance:

- to include network materials in the content of the lesson,
 - for students to independently search for information as part of the project,
- Using information resources of the Internet, it is possible, integrating them into the educational process to more effectively solve a number of didactic tasks in the lesson:
- to form reading and reading skills, directly using network materials of varying degrees of complexity,
 - improve listening skills based on authentic audio texts of the Internet, also prepared accordingly by the teacher,
 - to improve the skills of monologue and dialogue statements based on the problematic discussion presented by the teacher or someone from the learning materials of the network,
 - replenish your vocabulary, both active and passive, with the vocabulary of the modern foreign language, which reflects a certain stage in the development of cultural , social and political structure of the society,
 - to get acquainted with cultural knowledge, including speech etiquette, especially the speech behavior of various peoples in terms of communication, culture, traditions of the country of the language being studied.

The computer is loyal to the variety of students' answers: it does not accompany students with laudatory or reprehensible comments, which develops their independence and creates a favorable socio-psychological atmosphere in the lesson, giving them self-confidence, which is an important factor for the development of their personality.

Development of tasks based on Internet resources.

Before developing tasks based on Internet resources, you should decide on the goals that you need to achieve. To do this, ask the following questions:

- What do I hope my students learn from the assignment?
- Why do I want to use the Internet and not other means? Do I really need the Internet for this job? Can I achieve the same result using other means, such as chalk, pencil, paper?
- How much time will it take for this activity: part of the lesson, several lessons, all year?
- Who will the students communicate with: each other, another class at the school, another school, students in another city, students from another country, native speaker, company or organization?
- Is it planned to organize this type of activity in one class or in parallel?

I have come to conclusion that the following sequence of task development based on Internet resources more appropriate:

1. View the training course and highlight tasks that are not very successful in the lessons, which do not motivate students and do not cause them interest.
2. To analyze the shortcomings of these tasks, which have an area of improvement using the Internet. For example: emails based on emails that do not have real recipients, old newspaper articles, or assignments for discussing films that no one has ever watched. Consider how Internet resources can help make these assignments more interesting and

useful for your students. It must be remembered that there is no one right tool for all tasks or for all students, so you will need to experiment.

3. After determining the application or applications that you would like to use for the assignment, the next step is to find the area or site that will be used, such as chat, newsletter, or website. It is necessary to develop certain criteria for the evaluation and selection of sites. Useful criteria may include an assessment of instructional elements, such as meaningful understandability, accessibility, and value to achieve goals, as well as functional and design elements, such as speed and flexibility, consistency, and users friendliness.

4. Having selected an area or a site, you can proceed to the design stage of the task, which will meet both the set goals and the selected site.

When developing a task, one must remember that it should not simply interpret what could be done without the Internet. Students will benefit if the exercise trains different learning styles, provides a real opportunity for communication and promotes interaction and cooperation, both local and international. Assignments should enable students to evaluate, review, publish, compare, negotiate, model, create, research, hypothesize, organize, calculate, argue, interview, listen, watch, observe, retell, experiment, play, conduct surveys and make reports. Tasks can be about getting to know the Internet, focusing on the language, developing reading, speaking, writing or listening skills.

Organization of Internet tasks usually takes place in three stages:

1. Preparation - the development of speaking skills, the updating of previously acquired knowledge, the study of words, the motivation of students and the mood for further work, an introduction to the topic.

2. Work on the Internet - search the Internet, read and write, search for specific information and enter it in the forms for answers, search for answers to questions, etc. At this stage, students should clearly understand what they need to do and how much time they have for it.

3. Work in the classroom outside the Internet - the exchange of information received and a discussion of what students found, learned while working on the network.

There are two options for organizing students' work. In the first case, the work is completely carried out within the framework of one lesson. In the second case, the preparatory work is carried out at the end of one lesson, with Internet resources, students' work at home as part of homework, the work proposed in the third stage takes place in the next lesson.

Using the tasks of this type in your lessons, you must remember the following:

1. Each time, when using technology in the lesson, this applies to both video and audio recorders, and computers, a backup lesson plan should be prepared in case the equipment fails, the site does not work or the electricity is cut off.

2. In the lesson, you can organize work directly on the Internet, or you can download several pages or the necessary part of the site to disk. In this case, the teacher will not depend on the operation of the network itself and you can conduct a lesson, even without access to the Internet, the pages will load much faster than from a remote server. Work is possible even if the site is currently unavailable, students will be limited only to saved pages and will not be able to access prohibited information. Although in this

case, the teacher will not be able to organize tasks involving the free search for information by children.

3. It is preferable if the tasks involve pair or group work in a way that promotes the development of communication skills, training in cooperation and prevents the effect when the computer becomes an obstacle to communication in the classroom. At the same time, it must be remembered that in large groups, where more than 3 people, children are uncomfortable working on one computer.

4. In a computer class, free space is required, which should increase depending on the number of students working together near each computer. An ideal class should have a place free of computers for group work, discussions or work with other tasks. Equipment and tables should not impede the teacher's visual contact with the class, its work with the blackboard, or movement between groups of students.

All the advantages of organizing work with Internet resources in the lesson, in my opinion, are obvious. However, when planning a lesson using Internet resources, you should always evaluate how justified it is and whether there are other more effective means of achieving your goals. When organizing work on the basis of the Internet, you need to remember that working with Internet resources requires a careful selection of materials by the teacher, their preliminary study and, of course, modern pedagogical technologies that meet the principles of a personality-oriented approach and, accordingly, the problematic orientation of the entire learning process. Otherwise, there is a danger of a technocratic approach, i.e. Passion for using information technologies for their own sake, forgetting about the goals of teaching a foreign language and its specificity.

I believe that assignments based on Internet resources and international Internet projects are one of the most effective ways to achieve the main goals of teaching a foreign language. They contribute to the development of self-educational activity aimed at the development of new experience. Children learn to conduct research, systematically and clearly express their thoughts in writing, send and receive a large amount of textual, digital and graphic information, analyze the information that comes to them and present new ideas. They learn to plan, monitor and evaluate their performance.

Tasks based on Internet resources and project activities undoubtedly contribute to training in cooperation, the formation of mutual assistance skills, the ability to carry out joint activities, the ability to work in groups of heterogeneous composition, feelings of personal responsibility, as well as the development of tolerance - tolerance for diversity, for someone else's point of view. Students learn to choose, transform information, put forward hypotheses and make decisions. Students can communicate with native speakers via chat, video conferencing, forums and email

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