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METHODS FOR LEARNING FOREIGN LANGUAGES VIA THE INTERNET

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Abstract: The issue of incorporating Internet technology into the process of learning a foreign language was the focus of the article. Internet technologies were defined as techniques, methods, and ways of introducing Internet services and Internet materials into the learning process by the authors, who considered the term "technology" in the context of language education. The paper highlighted a web search as the most suitable method for organizing students' group research, highlighting the didactic properties and functions of Internet technologies. In order to provide the tools necessary for project participants' collaboration and teacher monitoring, the authors presented methods for encouraging students to engage in cognitive activity through the use of web quest technology as well as evaluation criteria for selecting an Internet service. The paper provided strict assessment criteria for the authenticity and volume of Internet content.

Keywords: Mental action; instructive qualities; internet-based services; language training; project work.

INTRODUCTION

Present day culture forces ever-greater levels of popularity on unknown dialect instructing. The transmission, storage, and processing of that information is becoming inefficient as the volume of it increases. Alternative means of storing and accumulating data must be found that are simple to access and provide a large amount of information. Such option instructive devices incorporate PC innovation and the Web that give practically limitless potential outcomes to gather and look huge measures of lexical, linguistic, spelling, sound and video data for unknown dialect learning. The exploration point is to consider instructive properties and elements of Web advancements, standards of their utilization, scholarly undertakings that can be settled by their joining into language training.

MATERIALS AND METHODS

To evaluate the integration of Internet technologies into foreign language learning, it is necessary to take into account the fundamental ideas and definitions. The scientific literature uses the term "Internet technology" the most. The term "technology" must be examined in light of its direct application to

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language education. The expression "innovation" came to the field of schooling from industry and development, where it signified the assembling system in the most effective manner. As a result, technology is frequently viewed as a set of methods for achieving the desired outcome in the most cost-effective manner. Technology in education is currently defined as a system of algorithmic actions and operations, conditions ensuring the achievement of planned results, and the step-by-step implementation of training procedures at the current stage of the development of teaching methodologies. However, one type of social technology is teaching technology. Subsequently, it is hard to restrict it to a stringently indicated calculation and the devices utilized. As a result, the contemporary approach to teaching foreign languages incorporates a significant number of novel, non-traditional technologies. There are various ways to deal with the investigation of "innovation" (Gal'skova, 2009). The first strategy places an emphasis on the expanding possibilities of employing technical tools in the process of teaching a foreign language, giving them a leading role in organizing a student's creative and independent activities and for his or her own self-realization. The second strategy is connected to the technology of the educational process itself, and it represents strategies and methods for coordinating activities between teachers and students to accomplish learning goals. The third strategy is based on technologies that not only have a high level of instrumentality but also enter the field of language education as a result and as a system but are not entirely educational. Lingua didactic testing and a "language portfolio" are two examples of such technologies.

According to Sysoyev & Evstigneev (2008), some scientists view the term "technology" in conjunction with the Internet and view it as a collection of approaches to teaching foreign languages via the Internet. We came to the conclusion that Internet technology could be defined as techniques, methods, and ways of introducing Internet services and Internet materials into foreign language teaching after analyzing the definitions of the term "technology." The principles of dependence, necessity, information value, and dependability should be met by incorporating Internet technologies into the learning process. The goals, stage, and content of the training, the age of the students, and the method used at this stage of the training should all play a role in deciding how Internet technologies should be used in education. The rule of necessity says that Internet technologies should only be used if they help make learning more efficient in one way: increase motivation to learn a new language, activate speech activity, and speed up the acquisition of information. The use of Internet technologies as an aid that enables getting the most information in a short amount of time is implied by the information value principle. The experimental verification of Internet services, as well as the preparatory and organizational stages of obtaining the best learning outcomes, are all examples of the reliability principle.

According to Prensky & Thiagarajan (2007), we are instructing a new generation of students who frequently utilize online resources and tools. Students' enthusiasm for computer technology, the widespread use of social networks, Skype, and email, and the penetration of information technology (IT) into all spheres of modern society should be acknowledged by the educator. Teaching a foreign language and developing the personality, intellectual abilities, and applied skills of the student are both aided by the students' interest. The interaction between a person and a technical tool (a computer) in solving lingua

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academic tasks is unique to teaching a foreign language using Internet technologies. The principles of using a computer as a learning tool are outlined by scientists Karamysheva (2001): dialog interaction, adaptability, interactivity, and an easy-to-use interface The automated system that was designed as a dialog one reflects the concept of dialog interaction, which refers to interaction between humans and computers. The student's active cognitive activity based on technical tool control is implied by the interactivity principle. The training system can be adapted to a specific learning process by taking into account the individual work pace of students and the strategy chosen for managing the process. This exemplifies the adaptability principle. The ideal operating mode, quick, adequate feedback and assistance, and a positive emotional background are all essential components of a friendly interface, which ensures a comfortable student-computer interaction.

Modeling the cognitive and professional activities of a teacher and students is connected to determining the functions of Internet technologies in the process of teaching a foreign language. The roles of the teacher and the students in the educational process are intertwined. As a result, Internet services that act as teachers can also serve as tools for students. Students can benefit from reference and information networks, for instance, as well as the teacher's informative role. General-purpose Internet services that do not address educational tasks carry out the functions of a tool for teachers and students. Text editors like these help with learning by providing technical support; various programs, including databases and Internet information resources, that make it possible for students and teachers to obtain pertinent information; the provision of genuine written communication services. However, it should be noted that the teacher should not be opposed to using computerized teaching tools because they cannot completely replace the teacher's pedagogical activities. Consider Internet technology as a tool to support the student and teacher's interrelated educational and cognitive activities seems to be the most constructive approach. When teaching a foreign language, using the Internet provides systematic, immediate feedback that aids in the implementation of a variety of interpersonal and professional communication methods, including oral communication at teleconferences, written distance communication via e-mail, chat rooms, social networks, blogs, personal correspondence, and group communication via message boards.

In addition, new methods of information presentation that adhere to the didactic principle of visualization can be introduced thanks to the Internet. The more analyzers involved in perception, the better; the cerebral cortex is where the more brief nerve connections are made; the more conditions are created for this image to be permanently stored in memory. Background information in foreign texts enables associative connections with internal emotional experiences, easing psychological stress and tension, stimulating cognitive processes, encouraging foreign language proficiency, and encouraging writing.

A different approach to creating a computer-based learning environment can be discussed in relation to the utilization of Internet technologies. Instead of developing a specialized software product, it focuses on the systematic and integrated use of Internet resources like reference-bibliographic systems, real-time interactive lessons, forums, chats, e-mail, authentic training materials, and Web 2.0 services for teaching a foreign language. According to Warschauer & Meskill (2000), some scientists believe that cognitive and socio-cognitive approaches should be used to incorporate technologies into the educational process. As

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per the mental methodology, learning an unknown dialect is individual psycholinguistic activity when understudies make a model of the language framework in view of natural mental information in cooperation with the language. Errors are viewed as side effects of the creative process of cognition, which includes simplification, generalization, transference, and other cognitive strategies, in the context of the cognitive approach (Chomsky, 1986). As a result, it is possible to draw the conclusion that Internet technologies make it easier to teach foreign languages by putting students in a full-blown language context to build knowledge. The use of Internet services for text reconstruction, software for creating concordances, and multimedia modeling programs are examples of such technologies. Learning a foreign language is socialization into a particular discursive community, according to the socio-cognitive approach (Gee, 2008). The strategy suggests that students engage in genuine social communication not only for the purpose of learning a language but also primarily for the purpose of gaining international social experience in real-world situations. Therefore, it is essential that Internet technologies provide students with tools for self-development in social, cultural, professional, and linguistic fields by facilitating authentic and significant foreign language communication in and outside of class. Internet technologies for education fall into five categories: a "hotlist," a "expedition," a "subject sampler," a "media scrapbook," and a "web journey." A list of Internet sites on a particular subject is called a "hotlist." To make it, a catchphrase is placed in the data search field, and the Web will show a rundown of destinations on the subject like a hotlist, which can later be utilized in the educational experience. A "multimedia scrapbook" is a collection of multimedia resources on a subject that students can easily download as informational materials. These resources can include audio and video files, images, cartoons, and feature films. Links to various websites on the subject under study are provided by a "treasure hunt." Questions accompany each link, which direct the students' search activities. Students are tested on their comprehension of the material in general by responding to a single general question after they have completed the "treasure hunt." Using links from the Internet, a "subject sampler" technology provides students with a set of topics to discuss after studying text and multimedia materials. However, the questions ought to elicit a strong emotional response, which should be followed by argument and discussion. The most difficult method of utilizing Internet resources is a "web quest." It combines all of the aforementioned approaches to working with Internet resources. A "web quest" is a project done in small groups that involves an initial immersion in the problem being studied. In order for each group to focus on just one aspect of the problem, the instructor selects Internet resources. After the students have discussed the questions, they switch places so that one student from the primary group is in each new group. As a result, the group discusses and shares information about every aspect of the issue. Working in little gatherings, understudies dissect, blend data, offer their viewpoint, and contend. Students ought to respond to a single general question with multiple answers after considering the problem from a variety of perspectives. It is possible to draw the conclusion that a scenario for project activities on any topic by students is a "web quest." Critical thinking, reasoning, and problem-solving skills are taught to students. Participation in a "web quest" has an effect on how a person's personality grows inside. Because students must overcome multiple obstacles in order to solve a problem, a "web quest" stimulates their cognitive activity. Students learn new strategies for self-organization and action as a result of overcoming difficulties in learning a foreign language. After being given a single common problem, students are assigned roles in which they model

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additional behavior and establish intermediate goals and methods for achieving them. All new intellectual challenges should be overcome independently and actively by students.

The issue is obvious, but the method for resolving it is a mystery. Mental effort is the only way to locate it. Students' cognitive needs are piqued by the challenge of making the right choice and a sense of duty. An issue circumstance supports scholarly movement when understudies apply the procured logical information and experience.

The term "cognitive activity" refers to voluntary actions that, with the assistance of mental processes like perception, thinking, memory, attention, and speech, aim to comprehend the environment. External was any higher mental function. According to Vygotskij (1956), it began as a social interaction between individuals before evolving into an internal psychological function. In different circumstances of cooperative movement, understudies assume various parts carrying out different roles like leader, overseeing and controlling. Students learn how to transfer from external to internal functional positions through interaction in simulated problem situations, enhancing their capacity for self-management and acquiring knowledge and skills. The accompanying strategies for empowering mental action in a "web journey" could be framed:

a) The novelty, authenticity, and topical relevance of the language content, which encourages memorization and application of the studied lexical, grammatical, and phonetic structures; semantization, which refers to the process of evoking interest by revealing the meaning of lexical units, includes authentic multimedia Internet resources.

b) According to heuristic cognition, students use teacher supervision to solve difficult significant problems.

c) Use of current strategies for data handling, stockpiling, and transmission; independent research methods like analysis, synthesis, and drawing inferences to address a pressing issue

d) At the end of a "web quest," each student and the entire group are evaluated (primary groups are not divided into "high-performance" and "low-performance" at the organizational stage);

e) A able and autonomous jury (educators, understudies from different gatherings) introducing aftereffects of gathering research work at the last stage.

Project work is a method that works well for teaching students of both levels and is very adaptable: (Hutchinson, 1991): beginners and experts Not all students require strict teacher supervision. The teacher can spend more time with students who perform poorly when advanced students have more freedom. Lower-level students can make up for their lack of language proficiency by searching for information, using a computer, creating wall newspapers, and posters while working in a group on a project. Everyone learns according to their abilities, which is implied by the notion that everyone has equal opportunities. The endeavors of both significant level and low-level students are assessed by their advancement not contrasted with others. When a student is required to act independently, situations pique his interest and

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require him to use all of his intellectual potential, as does the knowledge gained while writing a report and presenting the results. Students play a variety of social roles as they work in teams: an expert, a researcher, and an organizer. They mimic their future life exercises. When working on a project in small groups, participants can demonstrate their abilities in personality-centered settings. However, a student cannot articulate his subsequent strategy until he has established his position in relation to other individuals, mastered his own emotions, and, if necessary, overcame the internal crisis.

Through the creation of conditions that are necessary for working on a project, flexible teacher monitoring of students' learning and cognitive activities in project work is realized: stages of planning, choosing resources from the Internet, interviewing students and asking them questions to find the most relevant problems, assigning intermediate tasks to solve the main problem, creating a scenario and role description for small and large groups, and so on. Students' independent learning and cognitive activities are coordinated by the teacher, who encourages cooperation rather than competition among groups, assists in the resolution of interpersonal as well as psychological issues brought on by the various language levels of students in a group, and participates in the process of roles being distributed among groups. Internet technologies—techniques, methods, and approaches for incorporating Internet services and materials into the teaching of foreign languages—offer students an immediate connection and flexible teacher control over their project work. Many new Web 2.0 organization benefits that can be effectively coordinated into an unknown dialect instruction have showed up throughout the last 10 years. The modifier "social" in the ideas of "social assistance" and "social asset" is the key and shows that this multitude of assets are intended to foster different types of organization communication of all subjects in the growing experience for instructive purposes and autonomous substance creation. The following activities can be organized using Web 2.0 services: joint inquiry and capacity of data, sharing of visual materials, creation and sharing of media materials; collaboratively creating and editing hypertexts; document types like spreadsheets, presentations, and text documents can all be edited together and used on the network; utilizing and editing maps and schemes together. Web 2.0 services could be categorized by the main areas in which they are used. Services for document storage: Scribd, DocMe, Google Disk, and Crocodoc Administrations for making and putting away introductions: Author stream, Slideshare, Slideserve, Prezi, Slideboom, and Calameo Services for conducting tests and surveys: Hot Potatoes, Proprofs, Quizlet, Quizmaker, Simpoll, and Online Test Pad Services for making classes online: Edmodo. Services for making games for education: ClassTools, LearningApps.org, and Umapalata Services for the production of intelligence cards: Mindomo, Xmind, and Mindmeister Services that store bookmarks include Delicious, Xmarks, Evenote, Lino, and Memori. Video screen catch administrations: ScreenCastle, Screencastomatic Services for using slideshows and photos: Tripadvisor, Panoramio, PhotoPeach, and Picasa Services for making blogs and websites: Google destinations, blogger, Jimdo. Administrations for making digital recordings: Buzzsprout, SoundCloud, PodFM, and the Opinion podcast The following criteria must be evaluated in order to select the best Internet service for organizing and directing students' group work in virtual language learning: tools for creating a product of collaborative research, free access to the service at any time of the day from any location, a user-friendly interface, and instructions for working with the service are all available, as is the provision of a virtual space for the organization of

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independent and teamwork to solve a common problem. When using Internet technologies to organize the learning of a foreign language, a teacher must also complete the equally important task of determining the authenticity, scientific validity, and educational value of the material before utilizing it for educational purposes. Internet resources are endless and frequently updated. Design, usability, abundant content, correct language, and other similar aspects are all part of the quality assessment process for websites. Content requirements and evaluation criteria will vary depending on the user audience and the genre of the site (for example, commercial sites, news sites, personal pages, informational materials, and scientific publications). However, the provision of information about the site's owners, the author(s) of the materials posted on the site, the date of the site's creation, the date of the last update, links to information sources, and links to similar resources is required for evaluating the veracity of the information on all kinds of websites (Bovtenko, 2005). The most important criteria for choosing Internet resources are: content evaluation, in which a teacher acts as a reader, an expert, and a censor simultaneously; evaluation of how easy it is to use the content of an Internet resource in general (the graphics, design, and color scheme, as well as how the menu and its structural elements are perceived as being unique); assessment of the resource's information architecture, or the quality of its organizational structure (Raickaya, 2007). Assessment of data introduced on the Web is tedious and complex. The content value must be determined using the following criteria: validity (the creator's acknowledgment and authority, bibliographic data about the creator, contact data, the distributer or site proprietor, references and hyperlinks to different sources); frequency of resource updates as an indication of the site's frequency of updates and the most recent update; target audience, as the site's content should cater to their requirements; data pertinence as a correspondence of the substance to the site subject and data stream, recurrence of content change and arrangement of old information chronicle; ease of use; quality of design and graphics in architecture, as well as the amount of advertising; video ecology like the size of the font, spelling, grammar, and other editing rules, and the speed at which tired eyes get tired. Another significant basis: The language content on the selected websites ought to be the same level of complexity as the texts that students are given in preparation for group research work. Some resources are utilized by students in their original form and do not require further modification. As a result, the content of carefully chosen Internet resources ought to best support the project task's solution.

RESULTS AND DISCUSSIONS

Language material authenticity, the hypertext, the systematization of material according to thematic blocks, the simultaneous impact of visual, auditory, and kinesthetic modalities, resources that stimulate reading, listening, writing, and speaking activities, and visual aids in text presentation (schemes, graphs, maps, and images) that facilitate understanding are the primary didactic opportunities provided by authentic Internet materials. The opportunity to monitor each member of the group and organize students' work in accordance with the project task is an example of the methodological value of Internet materials for the educator. Students can save time and effort by recording information from a website on electronic media for independent project work and can access the website at any time for revision. Throughout work on the task with online assets, members face testing circumstances that cause them to

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defeat internal pressure and make scholarly, imaginative, close to home endeavors. The knowledge, abilities, and qualities gained in this manner become personal and serve as the foundation for further self-improvement. The following are the stages of students' analytical work: hypothesizing, selecting analysis methods, arguing, and drawing analytical conclusions are all part of this process. Internet technologies facilitate students' cognitive activity and help them realize that they are a part of the educational environment. The Internet's didactic properties include telecommunication (virtual indirect synchronous and asynchronous communication), access to information sources that are located far away from the student, the simultaneous impact of visual, auditory, and kinesthetic modalities on the student, the connection of speech activity (reading, listening, synchronous and asynchronous communication, oral or written), the visual clarity of the material presented, and the development of critical thinking.

CONCLUSION

The incorporation of Internet technologies into the process of learning a foreign language facilitates the completion of didactic tasks during the transition to personality-oriented learning, the stimulation of focused and motivated speech activity, the provision of a positive emotional impact on students, an increase in students' cognitive activity, and the effectiveness of independent learning by students. The scope of Internet technologies and their integration into the learning process may have an impact on future research opportunities.

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