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Abstract: The article is devoted to the use of Internet technologies that are considered an ideal aid in teaching foreign languages in a modern society. Learner-centered and functional approaches to knowledge are determined. The role of computer technology with emphasis on the Internet and its associated media in teaching and learning foreign languages are emphasized.

Key words: Internet technologies, multimedia technologies, intercultural communication, social and cultural tolerance, resource databases, Internet sites, Internet resources, "hotlist", "multimedia scrapbook", "treasure hunt", "subject sampler", "webQuest"

"It is hard to achieve the goal of learning English language through the traditional teaching because it hampers the students' capacity to understand the structure, meaning and function of the language". [1, p. 31]

In modern society Internet technologies have become popular in foreign language teaching. The Internet provides an opportunity for intercultural communication, overcoming existing stereotypes and developing social and cultural tolerance of students. The use of Internet technologies promotes the development of students' language skills and professionally significant competencies. The Internet is a great opportunity for a multicultural community, development of current stereotypes, social and cultural tolerance among students. It allows delivering courses, lessons, materials for tracking grades and providing feedback both with individual students and groups.

Spread of English in the world, participation of practicing educators and authors of textbooks in the process of mastering the Internet space led to the creation of resource databases. Internet sites provide teachers with the latest illustrative and textual materials as well as multimedia programs. Teachers can use available learning sites and create their own ones.

A large number of authentic updated materials give students an opportunity to read, see and hear samples of modern foreign language speech and use them in their own statements.

The use of the Internet promotes the development of students' skills in writing (e-mail or blogs); reading (text sites, messages in e-mail and blogs); listening (audio/video materials, via Skype); speaking (via Skype, Viber, WhatsApp, Zoom platform, etc.).

The importance of technology in language learning and teaching is obvious because of:

1. “improved motivation and development of positive attitudes toward learning and the target language (e.g., Meunier, 1997; Pennington, 1996; Warschauer, 1996),
2. improved learning outcomes (e.g., Brandl, 2002), and
3. improved retention rates (e.g., Ioannou-Georgiou & Michaelides, 2001). [2, p.14]“... multimedia technology has been a great help to integrate teaching and learning and provides the students greater incentives, carrying for "students' future competitiveness at the workplace” (Healey et al. 11). [3, p. 32]

There is no unequivocal opinion on how effective the use of Internet resources is in the classroom. It is associated with certain advantages and organizational risks. The advantages include the ability to watch the latest news, videos, illustrate the material offered in the textbook. Internet technologies offer wide opportunities for international and intercultural communication such as e-mail, blogging, Internet conferencing, and teleconferencing. Communication in a foreign language helps students to better understand the citizens of other countries, their culture and overcome social and cultural stereotypes. Internet technologies become universal: training courses created for automation and intensification of traditional learning are

carried on the Internet, and vice versa, the course written for the web may be used for traditional learning with the use of new information technologies. The Internet stimulates multivariate training and develops non-stereotypical thinking, the ability to put forward many correct ideas, flexibility, and accuracy. But there are several disadvantages. Such forms of work may not be always effective when trying to audit (video view) a news program in real time. The students do not fully understand the audio/video text that cannot be repeated. Thus, there is not much effect from listening to or viewing the material. When preparing for a class with the presentation of materials from the Internet, the teacher collects, organizes and processes them in advance taking into account the students' language level. Excessive use of Internet resources can have a negative impact on both students and the educational process and even lead to the development of Internet addiction and to desocialization of an individual.

The use of Internet resources in teaching "Foreign language for professional purposes" (Law) is an effective means of improving the quality of education and motivation. The knowledge of a foreign language gives you the possibility to use the potential of the Internet resources fully. Information technologies are widely used in the learning process and there is a need to develop methods of using computer information technologies in teaching foreign languages. It therefore requires new approaches and non-standard solutions. Internet technologies are a part of general information culture of teachers and students. The desire to expand knowledge is growing, the possibilities of presenting material in the classroom are increasing, and many goals and objectives of teaching foreign languages are realized.

Using Internet technologies, teachers create a data bank, develop tests, quests, assignments for quizzes, conduct disputes, and round tables. Using computer-based teaching programs, students have the opportunity to practice pronunciation, writing, grammar, dialogues, monologues, and to master the vocabulary on various topics and much more. The Internet facilitates communication with native speakers of different ages and professions. It makes communication more interesting and optimizes the learning process. Students express their thoughts in English in real situations, and it

increases motivation, the need for communication, and the role of the foreign language in this communication with native speakers. Internet technologies provide real communication between students and native speakers on the Zoom platform when you can exchange information and discuss the topic under study. The Internet teaches students to work independently, search for information, exchange it or improve their communication skills. There are such types of Internet resources: "Hotlist", "Multimedia scrapbook", "Treasure hunt", "Subject sampler", and "WebQuest". "Hotlist" is a list of topics on Internet sites. Students develop their skills in defining a topic, recording information and searching for it, highlighting keywords, stating the content of what was read, and summarizing the information.

Sample of "hotlist": the topic is "Police Uniforms". The links are:

<https://www.galls.com ›law>

<http://www.southpoliceequipment.com>

<https://www.galls.com ›law>

<https://www.police-supplies.co.uk>

"Multimedia scrapbook" is multimedia material that contains links "not only to text files, but also to photos, audio files and video clips, graphic information and animation virtual tours". [4, p.1] "Scrapbook" is used for information and illustrations.

Sample of "multimedia scrapbook": the topic is "Describing vehicles".

Text links are:

<https://autorevo.com/writing-great-vehicle-descriptions-tuesday-tip-video-clip/>

<https://en.wikipedia.org/wiki/Vehicle>

<https://en.wikipedia.org/wiki/Car>

<https://www.kbb.com/car-advice/how-to-create-a-good-classified-car-ad/>

<https://www.scribd.com/document/399492047/Adjectives-and-Vehicles>

Audio programs links are:

<https://www.youtube.com/watch?v=D4BBCRI6BoI>

Video links are:

<https://www.youtube.com/watch?v=peDy2st2XpQ>

<https://www.youtube.com/watch?v=mzxLqzSKN9o>

<https://www.youtube.com/watch?v=ralw-IZAaf0>

<https://www.youtube.com/watch?v=edV4qcTEFY8>

Picture links are:

<https://englishstudypage.com/vocabulary/45-describing-words-for-vehicle-car/>

<https://englishstudyhere.com/grammar/adjectives/describing-for-vehicles-car/>

<http://www.huachuca.org/239.htm>

“Treasure hunt” is like “hotlist” and “scrapbook”. It contains links to sites on the topic under study. The difference is that each link contains questions about the content of the site. In this way, the teacher guides the students’ search. At the end of “treasure hunt”, a question of general understanding may be asked. The detailed answer to it will include answers to the previous more detailed questions for each site.

Sample of “treasure hunt”: the topic is “Car accidents”. The task is to hunt for information about car accidents: definition of a car accident, causes of car accidents, types of car accidents.

Here is a list of questions and links to find your answers:

1. Give a definition of “a car accident”.
2. Name types of car accidents.
3. What are causes of car accidents?
4. Offer the ways of reducing road crashes.
5. Give examples of annual United States road crash statistics.

Here are the links:

https://en.wikipedia.org/wiki/Traffic_collision

<https://www.hoskinsandturco.com/seven-types-of-car-accidents-faq/>

<https://www.injurylawyers.com/blog/common-causes-car-accidents/>

<https://www.travelers.com/resources/auto/safe-driving/7-common-car-accidents-and-how-to-avoid-them>

<https://www.asirt.org/safe-travel/road-safety-facts/>

“Subject sampler” is more complicated than “treasure hunt” and it also has

links to the text and multimedia materials on the Internet (photographs, audio, video, and graphic information). Having studied every point of the topic, the students should answer the questions. However, unlike “treasure hunt” that helps study the material, “sample subject” is aimed at discussing debatable topics.

“Subject sampler” develops students' abilities to search for information, highlight facts, examples and arguments in accordance with the task, express and argue their own point of view, and to determine connections between events.

Sample of “subject sampler”: the topic is “Auto theft”.

The links are:

https://en.wikipedia.org/wiki/Motor_vehicle_theft

<https://www.iii.org/fact-statistic/facts-statistics-auto-theft>

<https://www.nicb.org/prevent-fraud-theft/prevent-auto-theft>

<https://www.justia.com/criminal/offenses/theft-crimes/auto-theft/>

Questions:

1. What is auto theft?
2. What are some methods used by criminals to steal motor vehicles?
3. What are various methods of prevention of stealing vehicles?
4. What is the difference between “theft auto” and “Grand Theft Auto“?
5. Analyze the statistics of motor vehicle thefts in 2011-2020.

“WebQuest” is a complex type of Internet resources. It includes the above-mentioned materials and assumes conducting the project. Students study the information on the topic, and then they are divided into groups. Each group is offered a certain aspect of the topic to study with subsequent discussion in the group. Later students regroup so that new groups have one representative from the basic group.

During the discussion students ask each other about all aspects of the topic being studied. They express their opinions, draw conclusions and predict the further course of action. In solving the webQuest, students are faced with one debatable question.

The webQuest develops students' language skills such as requesting and exchanging information, clarifying information of interest, predicting the

development or result of the stated facts or events, assessing actions and characterizing characters, facts, and events. The spread of teaching and learning with Internet technologies led to the opinion among some users that a foreign language can be learned through the Internet without leaving home or office. This misconception is shared by numerous creators of multimedia programs and video courses, and they offer their products by various training centers. “Insufficient devices for a large number of students and weak, unreliable internet (Wi-Fi) seemed to limit teachers’ practice of digital technology”. [5, p.43]

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