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DIDACTIC POSSIBILITIES OF THE INTERNET IN TEACHING A FOREIGN LANGUAGE

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Abstract

The use of services provided by the global information and communication network Internet in the pedagogical process is undoubtedly an innovative technology. The emergence of the Internet as another powerful tool in education stimulates the desire of children to learn, expands the area of individual activity of each student, increases the speed of providing high-quality material in one lesson.

Keywords: *communicate knowledge, economic development, moral values of society, Internet, pedagogical process, innovative technology, teaching tool, information, environment, didactic tasks, features of cognitive activity*

Introduction

Today everyone understands that the Internet has enormous information capabilities and equally impressive services. But we must not forget that, no matter what properties a particular teaching tool, information and subject environment may possess, didactic tasks and features of cognitive activity of students determined by certain educational goals are primary. The Internet, with all its capabilities and resources, is a means to achieve these goals and objectives. Therefore, first of all, it is necessary to determine for which didactic tasks in the practice of teaching foreign languages the resources and services provided by the worldwide network may be useful.

The main goal is the formation of communicative competence, all other goals (ed-

ucational, educational, developmental) are realized in the process of achieving this main goal. Communicative competence in its modern understanding provides for the formation of the ability for intercultural interaction (Vigotskiy L. S., 2002. p. 67). Nowadays, this goal is the most demanded by any category of students, students studying a foreign language. Even if the graduate's further specialization is not related to foreign trips or contacts with foreign specialists, the use of the worldwide Internet is becoming an increasingly necessary condition for receiving and transmitting information on any specialty. The main information on the web is in English. However, information and subject environments on the Internet and in other languages are rapidly developing. Modern means of communication with partners, access to information resources

on the Internet presuppose sufficient fluency not only in computer technology, but also in foreign languages.

Method

One more feature of the subject “foreign language” should be kept in mind. It is possible to teach speech activity only in communication, live communication. And for that, you need a partner. A computer program or CD-ROM disc, no matter how interactive they may be, can only provide quasi-communication (i.e., communication with a machine, not with a living person). The exception is computer telecommunications, when a student enters into a live dialogue (written or oral) with a real partner, a native speaker. In addition, communicative competence, as we have seen, is closely related to linguistic, as well as to cultural studies, in particular, to regional studies competence. Definitely, this task is partially solved by selecting the content in textbooks and textbooks. That is why, when preparing for the next lesson, planning a chain of lessons on the topic of oral speech and reading, it is important for the teacher to keep in mind the didactic properties and functions of each of the selected teaching tools, clearly imagining which methodological task a particular teaching tool may be most effective for.

All these are quite obviously different tasks, united, however, by a single learning goal – the formation of communicative competence. Based on the specifics of the subject, knowing the didactic properties and functions of the Internet, its capabilities and resources, we can determine for which didactic tasks certain services and resources on the network can be used. Only after that, it is possible to determine the methodology of their application in the classroom or outside of school hours, in full-time or distance learning.

Result

Direct Internet access in the classroom is practically excluded, since it is hardly possible to find any acceptable number of foreign language classrooms in our schools equipped with a sufficient number of computers with Internet access. Although it should be said that some teachers, having only one comput-

er and Internet access in the classroom, try to use this small opportunity in the classroom. Therefore, we need to look for other ways here. By the way, especially in big cities, one should take into account the fact that many families already have home computers with real Internet access, and the teacher should take this opportunity into account. So, how can you use the opportunities provided by the Internet in foreign language lessons? Let us turn directly to the analysis of these possibilities. However, you will have to take into account the configuration of the computer used for this purpose:

- is the computer equipped with a sound card, sound speakers;

- whether the computer is equipped with a video camera for video conferencing with partners.

As for the sound card, the vast majority of modern computers have it in their configuration or can have it at the user’s request. This is not a problem right now, and the cost of the sound card is not high. As for the video card or the recently appearing video phones connected to a computer, in our country it is still exotic, quite expensive and therefore little accessible to the mass of users. Therefore, theoretically (i.e. technically) the task of organizing oral communication with native speakers can be accomplished. In practice, for most users, such a network service is not yet available. From here, we can really rely on the Internet to provide us with text, graphic (static or dynamic) and audio information. It is these Internet capabilities that we will rely on when analyzing possible ways to use the resources and services of the network in foreign language lessons and in extracurricular activities of students (Mayer R. E., 2001.p.34). The rest should be solved by learning technologies. Thus, using the information resources of the Internet, it is possible, by integrating them into the educational process (subject to appropriate didactic interpretation), to more effectively solve a number of didactic tasks in the lesson.:

- develop reading skills and abilities by directly using online materials of varying degrees of complexity;

- improve listening skills based on authentic audio texts on the Internet, also prepared accordingly by the teacher;

- improve the skills of monologue and dialogic utterance based on a problematic discussion of the materials presented by the teacher or one of the students of the network;
- improve writing skills by writing answers to partners individually or in writing, participating in the preparation of essays, essays, and other epistolary products of the partners' joint activities;
- replenish your vocabulary, both active and passive, with the vocabulary of a modern foreign language reflecting a certain stage in the development of the culture of the people, the social and political structure of society;
- to get acquainted with cultural knowledge, including speech etiquette, the peculiarities of speech behavior of various peoples in the context of communication, the peculiarities of culture, traditions of the country of the studied language;
- to form a stable motivation for students' foreign language activities in the classroom based on the systematic use of "live" materials, discussing not only issues related to textbook texts, but also "hot" issues of interest to everyone. It is especially interesting to use Internet materials when working on a project. A teacher can search for various, sometimes even contradictory information on the Web on a problem that is subject to discussion and research in a given period of time.

If we are talking about a kind of generalizing lesson, we can offer short messages on different topics to different subgroups of students. For example, one group on the topic of "Medicine", another on the topic of "Sports", the third on the topic of "Weather", etc. If you plan to work with the text for in-

troductory, viewing or search reading, then the teacher should also find suitable texts on the web in advance. You can use different texts or one for everyone. The texts should be photocopied so that each student in the group receives a copy. Therefore, all the guys and every student in the group are interested in the active activities of each of their fellow group members. Secondly, strong students are always ready to help the weak and help them if necessary. Tasks can be as follows: to draw up a plan of the read text, to come up with a title for the entire text or its individual paragraphs, to answer the questions posed (based on the text), to discuss the problem related to the content of the read text, etc. (Rogova G. V., 2000. p. 49).

Conclusion

Thus, it is only necessary to keep in mind that almost any text for listening needs some processing, adaptation due to its possible reduction. In addition, the text may contain a number of words unfamiliar to this group of students that are difficult to understand even from the context. It is better to write out these words in advance and, if they are significant for further work, combine them into phrases and record them on a tape recorder in the form of a two-stroke paused exercise so that the children can get used to their sound, learn by ear and pronounce correctly. Further work is organized in the usual way according to the teachers' plan. Using authentic Internet materials, it must be remembered that in any case, we are talking about the formation of a communicative competence that presupposes the possession of certain regional knowledge.

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