**USE OF INTERNET TECHNOLOGIES IN THE PROCESS OF FOREIGN LANGUAGE TEACHING**

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**Abstract**. The article examines the ways of using Internet technologies and methods of integrating them into the process of teaching foreign languages to lower secondary school students.

**Key words**: technologies, Internet technologies, information resources, computer technologies, interactivity, integration of learning, foreign language

**ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТ-ТЕХНОЛОГИЙ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ**

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**Аннотация**. В статье рассматриваются пути использования интернет технологии и способы их интегрирования в процессе обучения учащихся основной школы иностранному языку.

**Ключевые слова:** технологии, интернет технологии, информационные ресурсы, компьютерные технологии, интерактивность интегрирования обучения, иностранный язык

Learning foreign languages is an integral part of the school curriculum and, in modern conditions, serves as a source of essential life knowledge and experience for every individual. It is important to note that foreign language education as an academic discipline has existed for quite a long time, and today it represents a combination of various approaches, different sources of information, and is conducted with the help of modern technologies. It should be mentioned that the main goal of learning foreign languages is the formation of language competencies in students that are necessary for successful communication with representatives of another culture. During their school years, students develop communication skills with peers as well as with teachers. In this context, learning a foreign language becomes especially relevant: educational programs include the study of conversational phrases and clichés, as well as vocabulary necessary for communication on various topics[1].

With the help of the Internet, students and teachers can perform many important tasks both during lessons and while preparing for them at home. Online resources are becoming an increasingly important tool for teachers, as they allow knowledge exchange with colleagues, help make the learning process more modern, and spark students’ interest[2]. Working with online materials is very valuable for students as it helps them develop key skills needed for future learning and professional activity, such as the ability to analyze information and extract the main ideas, structure information, formulate questions correctly, and work with different types of materials, etc.

By using online informational resources and integrating them into the educational process (provided appropriate didactic interpretation), it is possible to more effectively solve a wide range of didactic tasks in English lessons:

* Develop reading skills using online materials of varying complexity;
* Improve listening skills based on authentic audio texts from the Internet, appropriately prepared by the teacher;
* Improve speaking skills—both monologue and dialogue—based on problem-based discussions of materials presented by the teacher or students;
* Enhance writing skills by composing written responses to peers, preparing essays, research papers, and other written products in collaboration with classmates;
* Enrich one’s vocabulary—both active and passive—using the modern vocabulary of the foreign language that reflects a specific stage of cultural development, as well as the social and political structure of society;
* Gain cultural knowledge, including speech etiquette, specific features of verbal behavior of different nations during communication, and the cultural traditions of the target-language country;
* Foster a strong motivation for foreign language activities in the classroom through the systematic use of authentic materials and discussions not only of textbook questions but also of current “hot” topics that interest everyone.

The use of the Internet in education also significantly increases students’ independence. Today, with the rapid increase in the amount of information, knowledge itself is no longer the end goal; it becomes a criterion for the effective self-realization of an individual in professional activity[3].

Internet technologies can be integrated into the process of teaching/learning a foreign language in the following ways:

* Isolated method, where only one internet technology is used, for example, email for distributing organizational information;
* Combined method, which includes the use of several internet technologies, for example, email and a forum to develop communicative skills;
* Centralized method, which involves the integration of internet technologies through the teacher’s personal website, bringing together a maximum number of internet tools in one space.

In our opinion, the centralized method is the most optimal for integrating internet technologies into the foreign language learning process, as it allows the fullest and most effective use of the Internet’s potential[4].

Internet technologies contribute to the development of students’ social and psychological qualities, such as self-confidence and the ability to work individually and in groups. They create an excellent atmosphere for cooperation, serving as a tool for an interactive approach. Interactivity encourages students to respond adequately to real-life situations using a foreign language[5]. The global Internet network creates conditions for accessing any information students may need, regardless of its location around the world: cultural studies materials, youth-related news, newspaper and magazine articles, necessary literature, etc.

It is important to determine the purposes for which we plan to use the Internet, along with its capabilities and resources. For example:

* to include online materials in lesson content (integrating them into the curriculum);
* for independent information search by students as part of project work;
* for self-study and deeper learning of the first or second foreign language, as well as to eliminate gaps in knowledge, skills, and abilities;
* for independent preparation for external qualification exams;
* for systematic distance learning of a specific foreign language course under the guidance of a teacher.

Different tasks are united by a common educational goal — the development of communicative competence.

Internet resources are some of the most important tools in creating an educational and self-educational information environment that meets students’ individual interests and needs[6]. Thus, internet technologies can help a foreign language teacher organize the independent search, processing, and use of information in a foreign language, contributing to a higher-quality understanding of theoretical material and its application in practice.

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