

PRACTICAL GUIDELINES FOR TEACHERS ON THE USE OF THE INTERNET IN THE SCHOOL

Ibodulloyeva Zarifa,
Foreign language methodologist,
Department of public education, Samarkand.

Key words:

Internet, computers, peers, outperformed, misleading

The best of all possible worlds would be for computers and the Internet to become part, and probably only a small part, of a thriving academy of motivated learners whose time in cyberspace is significantly exceeded by time spent reading, visiting interesting places and people, having fascinating conversations, helping their peers, developing their physical and artistic talents, and enjoying life. The Internet plays a major role in the lives of young people today. Children and youngsters engage in online activities both inside and outside the classroom. Formally, that is in the school, young people use the Internet for instance, when searching for information and when completing tests. Informally, that is in their spare time, they chat with friends, play online computer games and are involved in fan fiction, i.e. using published material to create pictures and films etc. We can give a list of advantages of the use of the Internet in teaching. It is possible to locate information online that is not to be found in course books or printed dictionaries, and to get recent updates on for instance the political development in other countries or natural disasters. Moreover, the Internet gives students the opportunity to learn about other cultures, and to communicate directly with people abroad. By publishing their work on the Internet students can reach an even wider audience, which can be a motivating factor. More specifically, the Internet can be a motivator for students with learning disabilities [2, 87]. Regarding advantages for teachers, there are a great many teaching resources on the Internet, such as mailing lists and lesson plans. The fact that there are no publishing restrictions on the Internet, anyone can publish what they want. They thus point out that it is important to know who is responsible for the online information one finds, to be able to evaluate it properly for reliability. Discussing the new role of the teacher with the advent of ICT in the school, the authors state that because there is also incorrect and misleading information on the Internet, teachers have to pick and choose among the material they present to their students. Students, on the other hand, need to learn how to deal with vast amounts of information. In a chapter discussing the negative aspects of the Internet, the authors state that there are for Another drawback is “questionable’ content” on the Internet. Two approaches to deal with students’ possible access to unsuitable material. One possibility is to install a piece of software which blocks certain sites, for instance Net Nanny. However, it has the negative consequence that it might restrict a teacher’s access to information more than is desirable. The other approach is to do regular checks as well as to instruct students in the correct use of the Internet. There is a great deal of information on the Internet, if one only knows how and where to find it. Nevertheless, teachers can benefit from using the Internet as a teaching resource, as it “opens up a world of possibilities” for teachers and students. Today teachers worldwide are encouraged and expected to implement Information and Communication Technology in instruction. However, teachers might find it difficult to know how to use the Internet in the classroom. One reason is that the environment that teachers work in undoubtedly has an impact on their work, in particular if access to the Internet is readily available or not at their school. Another reason could be that teachers lack knowledge/experience of and familiarity with ICT [3, 112]. According to some scientists, teachers might find it difficult to use ICT in their classrooms due to the rapid technological development. Yet another reason could be insufficient command of the English language, which forces teachers to want to control their teaching. Thus, teachers’ awareness might have an impact on their work. It is important that teachers have knowledge in the use of the Internet in planning/teaching for two reasons. First, a teacher who makes use of the Internet as an additional teaching tool will most likely earn his/her students’ respect and regard,

which in turn will give the teacher a sense of security and confidence. However, teachers might feel reluctant to use the Internet in the classroom since some students are very ICT competent. The fear of being “outperformed” by their students might hinder teachers from using the Internet in class. Teachers who frequently use the Internet are confident users, and they are less likely to feel that their students have more knowledge about the Internet than they do. Second, lesson/course planning and teaching will most likely benefit from the teacher's knowledge and use of the Internet in his/her daily work. For instance, using the Internet in instruction increases students' motivation to learn English, fosters students' responsibility for their studies and motivates students to write when they know that their written products will be available to readers worldwide. Computers and other aspects of ... (ICTs) allow children and young people a wide variety of activities and experiences that can support learning, yet many of these transactions do not take place in the traditional educational settings. Thus highlighting the positive aspects of the use of the Internet on learning outside the classroom, he states that many researchers propose that this new technology might come to change the nature of education and learning completely. Therefore, it is important that we expand our vision beyond the scope of traditional learning [2, 68]. It can be used for homework, research projects and information seeking. Other advantages are that it is easy to access online information and that the Internet is a time-saver. Nevertheless, the student teachers also reported negative aspects of the use of the Internet, such as the risk of coming across biased/unreliable information, and the problem of finding accurate information. Thus the Internet should be used with care and consideration.

The list of used literature

1. Owen M., Liber O. Collaborative learning across networks. ECER Conference, Frankfurt, Germany. 1997.
2. Papert S. The children's machine: Rethinking school in the age of the computer. New York: Basic Books. 1993.
3. Snyder, D. Disadvantages to teaching a course on the WWW. Retrieved March 25, 1999 from the World Wide Web: <http://www.wayne.edu/wtt/disadv.html>.