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## **THE EDUCATIONAL INTERNET RESOURCES**

***Аннотация:*** статья затрагивает проблему активизации учебного процесса за счет внедрения учебных интернет-ресурсов. В статье описано семь основных форматов учебных интернет-ресурсов. Уместность использования данных ресурсов подробно освещена.

***Abstract:*** the article touches the problem of activation the learning process by means of implementation the educational Internet resources. Seven main forms of educational Internet resources are explicitly described. The appropriateness of using the Internet resources in every particular case is being thoroughly examined.

***Ключевые слова:*** учебные интернет-ресурсы, хотлист, Сабдъект Сэмпла, Трежа хант, Мультимедиа скрэпбук, Концепт билдер, Инсайт рефлেকтор, Веб квест.

***Keywords:*** educational Internet resources, Hotlist, Subject sampler, Treasure hunt, Multimedia scrapbook, Concept builder, Insight Reflector, Web quest.

To activate the learning process the teacher uses any means. One of the most efficient in the recent years is using the Net. From the point of view of didactics the Net can be divided into forms of telecommunication and information resources. The forms of telecommunication are e-mail, chats, forums, ICQ, web conferences, blogs, wiki, podcasts, You Tube, and etc. The scientists who have been studied this problem have separated from the second group particular educational resources. They've been singularized to simplify the search for information for teachers and students. They are aimed exceptionally for learning targets.

Nowadays there are seven formats of educational Internet resources: Hotlist, Multimedia Scrapbook, Treasure Hunt, Concept Builder, Insight Reflector, Subject Sampler and Web Quest. The creation of a particular format depends on the learning targets. Educational Internet resources allow:

- to collate texts, pictures, photos, audio material and videos on the given topics;
- to organize group and team work;
- to discuss urgent cultural and burning social problems;
- to make a linguistic discourse analysis of oral and written speech of a native speaker;
- to organize project activities during additional extracurricular classes;
- to create supportive environment for gifted students who have serious intentions for further humanitarian linguistic education to unlock their potential.

Every resource has a distinct structure. Let's have a look at the simplest one:

*Hotlist* is a list of Internet links on text files on the given topic. Thus, it is meaningful to use hotlist if the learning target is to develop cognitive skills. The peculiarity of the given format is its incompleteness. Every student or teacher can continue the list single-handed. It allows them to discover new information on the stated topic and controversial problems.

Usually the teacher chooses this format in the following situations:

1. When the student has the first acquaintance with Internet resources.
2. When a teacher lacks time on learning material.
3. When there is a need to widen a training toolkit.
4. When a teacher wants to shorten the search for information.

During the training of any topical vocabulary one needs to demonstrate tracks, videos, texts, PPTs, web-pages. So the teacher uses Multimedia scrapbook. It is a multimedia album which is aimed to find, collect, choose pictures, maps, quotations, audio tracks, videos, scripts on the given topic.

*Treasure hunt* includes the search and choice of links on the topic and referred 10–15 questions on the site information. Finally students should make a key question

which needs logical conclusion and aims the deep understanding of a topic. This type of work results on students' development of systematization and generalization, interpretation of facts. They learn how to have a good sense of direction in a huge flow of information on-line. They also grasp the basics of critical thinking. These skills are the simplest in the hierarchy of intellectual actions. Though a good Treasure Hunt leads the students to a complicated problem solving situation.

This format is good at learning a new topic. There are 2 types of Treasure Hunt:

- 1) the list of questions without links for self-guided work;
- 2) the list of questions with the links with hidden answers

This format is usually chosen by the teacher in cases:

1. When the students should only study the facts.
2. When critical thinking is not the learning target.
3. When Internet resources are more appropriate than traditional means.

*Subject sampler* is the next step after Treasure Hunt. It also includes tracks, videos, texts, PPTs, web-pages. But Subject Sampler aims to develop cognitive skills like comparison and interpretation. The main peculiarity of this format is that searching for information is based on a personal emotional perception. Thus, it is built on the student's subjective assessment. One needs not only to study material but also to argue in favour of his opinion referring to the text or personal experience. Student's activation is here clearly seen. The teacher chooses this format in cases:

1. When it is important to touch the emotions of a student.
2. When a teacher needs to motivate a student
3. When a teacher lacks time on learning material.

When we implement this format we usually use the following resources:

<http://www.khanacademy.org/> – Salman Khan Academy

[www.youtube.com/education](http://www.youtube.com/education) – YouTube EDU

<http://www.academicearth.org/> – Academic Earth

<http://www.ted.com/> – TED – Ideas Worth Spreading

<http://www.interneturok.ru/> – «Interurok»

<https://www.coursera.org/category/education> – On-line courses.

*Webquest* is the most complicated of all Educational Internet resources. It comprises the features of the four above formats. There are 2 types of Webquests:

– for a short-term work. It lasts for 1–2 lessons (the aim is to deepen the knowledge on the given topic);

– for a long-term work. It lasts for a term, semester or a school year) (the aim is to deepen and transform students' knowledge).

A usual Web quest consists of the following elements:

1. Introduction.
2. Task.
3. Results.
4. The list of the Internet resources.
5. Work stages.
6. Criteria.
7. Guideline.
8. Conclusion.

This format is suitable for different topics and provides split-level tasks. It develops written and oral speech. The result presentation can be done in different ways: an oral report, PPT, essay, web-page.

Teachers' experience has examples of topics that can't be treated singlesided. In this case *Insight Reflector* is the best format to use.

*Insight Reflector* is a list of links and questions on personal acquisition which needs a written record in the form of opinion essay. This format is very sufficient to form cognitive skills. The leading activity is writing. The result of this activity should be an opinion essay based on the text or a personal experience.

This format is chosen by the teacher in the following cases:

1. When the main learning target is the developing of critical thinking.
2. When the teacher wants to consider a problem from the alternative point of view.
3. When the teacher wants to arouse emotional feedback.

*Concept Builder* is a list of resources and analytical questions on the leading concepts. It is based on the objective method when a student is offered a great variety of examples of a certain phenomenon/or notion. He should identify a proper one. A teacher plays a role of a facilitator asking loaded questions disclosing the specific features.

This format is usually used:

1. When the explanation of a notion is of abstract character.
2. When there are many examples of the phenomenon in the Net.
3. When it is easier to identify the specific features of the notion.

The working out of educational Internet resources has allowed to view them the other way round. They are now considered not as additional forms of learning but as alternative ones.

To sum up, educational Internet resources have undoubtedly enriched foreign language lessons. They have activated the work of students as well. The complexity and periodicity of usage fully depends on the students' language level, outlook and needs.

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