



## The Internet as an Educational Tool

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### ABSTRACT

This article presents the use of internet technology in learning foreign language for students that teachers can use to develop learners' communicative competence in an EFL classroom. In this research paper we will describe about overview about internet technologies in the world. Firstly, some general information about the internet and the role of internet technologies in science and education. Also, we summarised the Internet as an educational tool.

### Keywords:

The Internet, commentators, connectivism, zone of infinite, realignments, knowledge consumption, information driven education, masterful tech-savvy, rethinking

For many commentators, the net has always been an inherently educational tool. Indeed, many of us would argue that the most characteristics of the net align closely with the core concerns of education. For example, both the net and education are concerned with information exchange, communication, and therefore the creation of information. The net isn't just a strong tool for communication. It's arguably the foremost potent force for learning and innovation since the press. And it's at the middle of what's possibly America's mightiest struggle and greatest opportunity: a way to reimagine education for a transformative era. (Bush and Dawson 2013). Beyond such hyperbole, the implications of the net for education and learning may be understood in a minimum of four distinct ways. First, is that the potential of the net to supply individual learners increased freedom from the physical limitations of the \$64000 world. This can be often expressed in terms of reducing constraints of place, space, time, and geography, with individuals ready to access

high-quality learning opportunities and academic provision no matter local circumstances. The net is therefore portrayed as allowing education to require place on an any time, any place, any pace basis. Many commentators extend these freedoms into a transcendence of social and material disadvantage, with the net perceived as an inherently democratizing medium. The flexibility to support freer and fairer educational interactions and experiences is seen to reflect the Internet's underpinning qualities as "a radically democratic zone of infinite connectivity" (Murphy 2012, 122).

Secondly, the net is seen to support a brand new culture of learning i.e., learning that's based around bottom-up principles of collective exploration, play, and innovation instead of top-down individualized instruction (Thomas and Seely-Brown 2011). the net allows learning to require place on a many-to-many instead of one-to-many basis, thereby supporting socio-constructivist modes of learning and cognitive development that are

profoundly social and cultural in nature. Many educators would consider learners to learn from the socially rich environments that the net can support (Luckin 2010). As an example, it's often argued that the net offers individuals enhanced access to sources of information and expertise that exist outside of their immediate environment. During this sense, there's now considerable interest within the ability of the net to support powerful kinds of situated learning and digitally dispersed communities of practice. The net is therefore seen as a strong tool in supporting learning through authentic activities and interactions between people and extended social environments.

Thirdly, the capacity of the net to support a mass connectivity between people and knowledge is felt to have radically altered the connection between individuals and knowledge. It's sometimes argued that the net supports types of knowledge creation and knowledge consumption that differ greatly from the epistemological presumptions of formal schooling and mass instruction. The networked relationships that Internet users have with online information have prompted wholesale reassessments of the character of learning. Some educationalists are now setting out to advance ideas of fluid intelligence and connectivism reflecting the idea that learning via the net is dependent on the flexibility to access and use distributed information on a just-in-time basis. From this angle, learning is known because the ability to attach to specialized information nodes and sources as and when required. Thus being knowledgeable relates to the flexibility to nurture and maintain these connections (Chatti, Jarke, and Quix 2010). As George Siemens (2004) puts it, learning can therefore be conceived in terms of the "capacity to understand more" via the net instead of referring to the individual accumulation of prior knowledge in terms of "what is currently known."

Fourthly, the net is seen to have dramatically personalized the ways during which people learn thereby making education a way more individually determined process than was previously the case. The net is related to an enhanced social autonomy and control,

offering individuals increased choice over the character and style of what they learn, still as where, when, and the way they learn it. Education is therefore a completely controllable aspect of one's personal life, with the net facilitating a digital juggling of educational engagement alongside daily activities and other commitments (Subrahmanyam and Šmahel 2011). Indeed, Internet users are often celebrated as taking advantage of an enhanced capacity to self-organize and curate educational engagement for themselves, instead of hoping on the norms and expectations of an education system.

All these various shifts and realignments clearly constitute a fundamental challenge to the normal types of educational provision and practice that were established throughout the nineteenth and twentieth centuries, especially institutionalized modes of formal schooling and university education. For several commentators, therefore, the net contradicts the monopoly of state education systems and therefore the vested interests of the professions that employment within them. All told of the ways just outlined, the net would definitely seem to check established educational boundaries between experts and novices, the assembly and consumption of data, still because the timing and site of learning. In terms of how education is provided, the net is related to a variety of radically different learning practices and altered social relations.

The Internet has certainly prompted ongoing debate and concern within the tutorial community. On one hand, many educationalists are busying themselves with rethinking and reimagining the notion of the college and also the university in ways in which reply to the stress of the net age. There are various proposals over the past decade for the event of educational institutions that are better aligned with the characteristics of Internet-adept learners and online knowledge. As Collins and Halverson (2009, 129) put it, the task of reinventing schools and universities for the net age involves not only "rethinking what's important to learn" but also "rethinking learning." This has seen modes of schooling being developed that are built round the

communal creation (rather than individual consumption) of data, in a shot to imbue learning with a way of play, expression, reflection, and exploration. The past ten years has seen a rash of ideas from enthusiastic educators proposing the event of recent pedagogies and curricula built around social interaction, exploration, gaming, and making. All of those proposals for college 2.0 reflect what Whitby (2013, 9 -11) describes as new models of education provision based around "openness to learning and masterful tech-savvy."

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