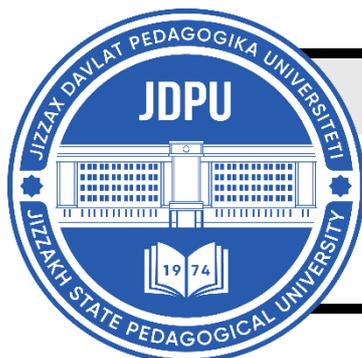


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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**USING INTERNET MATERIALS IN TEACHING ENGLISH TO  
PRIMARY SCHOOL PUPILS****M.A. Abduvaliyeva***2nd year student**Kokand State University**Tashkent, Uzbekistan***ABOUT ARTICLE**

**Key words:** English language, english teaching,internet materials,digital education,internet resources, young learners, interactive learning, motivation, modern educational technologies.

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**Abstract:** This article discusses the importance and effectiveness of using Internet materials in teaching English to primary school pupils. It explores how online resources can increase learners' motivation and help develop skills such as independent thinking, listening comprehension, reading, and vocabulary expansion. The rapid development of digital technologies has significantly influenced the field of education, especially foreign language teaching. This article examines the role and advantages of using Internet materials in teaching English to primary school pupils. It focuses on how online resources increase learners' interest and motivation, support individual learning, and enhance the development of key language skills. The article also provides examples of useful websites and suggests effective ways to integrate them into the classroom. Cameron, L. [2001]. Teaching Languages to Young Learners. Oxford: Oxford University Press. [15–42] — Provides theoretical foundations for teaching English to young learners with focus on motivation and developmental psychology.

**Introduction.** Nowadays, it is difficult to imagine the educational process without Internet resources. In English language teaching, online platforms, video lessons, games, and exercises make the learning process more engaging and enjoyable. For young learners, it is

especially important to make lessons dynamic and to encourage active participation. Using Internet materials allows pupils to learn English in a natural and interactive environment. Websites such as British Council Kids, Starfall, ABCya, and ESL Games Plus provide child-friendly games, videos, and exercises designed specifically for young learners. Such resources: Improve pupils' listening and pronunciation skills; Make lessons creative and interesting; Develop independent learning habits; Combine visual and auditory learning styles. Moreover, Internet-based learning enables teachers to apply an individual approach. Each learner can choose materials that match their interests and learning pace, which significantly increases motivation and engagement in class. Teaching English to young learners is a creative and challenging process. Harmer, J. [2015] *The Practice of English Language Teaching*. Harlow: Pearson Longman. [ 87–112]

— Discusses practical methods for integrating modern technologies, including online materials, into EFL classrooms. Pupils at an early age are curious, energetic, and easily distracted, which makes it important to keep their attention through interesting and dynamic lessons. Internet materials provide great opportunities for this: they make learning English fun, visual, and engaging. The Importance of Internet Resources in Primary English Teaching In recent years, the Internet has become an essential tool in foreign language education. For primary school pupils, Internet resources create a stimulating learning environment that combines education with entertainment. Unlike traditional methods that rely mainly on textbooks, online materials offer visual, auditory, and interactive experiences that help children better understand and remember new words and structures . Moreover, Internet-based activities often include stories, songs, games, and animations that naturally capture young learners' attention. Through these materials, pupils not only learn the language but also develop cultural awareness and digital literacy skills that are necessary in today's world . From a cognitive perspective, online activities enhance memory, attention, and problem-solving. Interactive exercises require quick thinking and decision-making, while storytelling games strengthen imagination and language creativity. In addition, online collaboration tasks — for instance, pair work in digital classrooms — promote social and communication skills. Karimova, M. (2022). *Methods of Teaching English Based on Modern Technologies*. Tashkent: Science and Technology Publishing House. Benefits of Using Internet Materials Using online materials in English lessons provides a variety of pedagogical benefits: en children feel that learning English can be enjoyable .Development of language skills: Internet resources expose learners to authentic English pronunciation, intonation, and vocabulary. Listening to songs, watching short cartoons, and repeating dialogues improve their speaking and listening

abilities. Motivation and engagement: Interactive activities such as quizzes, puzzles, and digital storytelling make pupils more active participants in the learning process effects make abstract grammar or vocabulary concepts easier to understand. Brown, H. D. [2020]. Principles of Language Learning and Teaching. New York: Pearson Education. [ 54–79]

— Explains principles of learning motivation and interaction that support Internet-based English teaching. Visual context is especially important for children who are still developing abstract thinking [Visual and auditory support: Videos, pictures, and sound. Teacher support: Teachers can find thousands of lesson plans, printable worksheets, and ready-to-use games on websites such as British Council Kids, ESL Games Plus, Starfall, and LearnEnglish Teens, which can save preparation time and enrich lesson content. Practical Ways to Use Internet Materials Teachers can integrate online resources into different stages of an English lesson: At the beginning: Warm-up activities using short animated videos or songs help capture pupils' attention. For example, a "Hello Song" from YouTube or the British Council Kids site can be used to start the lesson. During the lesson: Interactive grammar games or vocabulary quizzes (e.g., from ESL Games Plus) can be used to explain or practice new material. Pupils can also complete listening tasks online to improve comprehension. At the end of the lesson: Teachers can assign fun online homework, such as watching a short cartoon and answering questions about it, which encourages self-study. Challenges and Solutions Although the Internet offers many advantages, teachers must be aware of some potential challenges: Access issues: Not all pupils have reliable Internet connections or devices. Teachers should provide alternative offline activities when necessary. Overuse of technology: The Internet should support, not replace, direct communication and interaction in class. Warschauer, M., & Healey, D. [1998]. "Computers and Language Learning: An Overview." *Language Teaching*, 31[2], 57–71.

— Reviews early studies on computer-assisted language learning (CALL) and its pedagogical benefits. Content control: Teachers need to ensure that websites and materials are safe and appropriate for children. The use of Internet resources in teaching English to young learners has transformed traditional approaches to language education. In the past, teaching relied heavily on printed textbooks, repetition, and teacher-centered instruction. Today, technology has made it possible for pupils to experience the language through authentic, visual, and interactive means that make learning both meaningful and enjoyable. Internet materials include websites, educational videos, interactive games, digital worksheets, virtual classrooms, and communication platforms that enable teachers and pupils to connect with real language use. Such tools not only enhance pupils' linguistic competence but also develop essential 21st-century skills such as creativity, collaboration, communication, and critical thinking. Role of

Internet Materials in Language Learning The Internet provides unlimited access to a wide range of resources that can be used to teach all four language skills — listening, speaking, reading, and writing. For example: Listening: Pupils can watch short cartoons, songs, and stories in English to improve their listening comprehension. Sites like British Council Kids or Storyline Online offer recordings by native speakers, helping children become familiar with natural pronunciation and intonation. Speaking: Using online dialogues or voice-recording tasks encourages children to repeat and practice pronunciation. Some platforms even allow pupils to interact with peers around the world, promoting real communication. Impact on Motivation and Cognitive Development

Internet materials strongly influence children’s motivation. When learning is presented as a game or adventure, pupils develop positive attitudes toward English. Bright visuals, sounds, and rewards stimulate emotional engagement, which is essential at an early age. Moreover, the use of multimedia supports different learning styles — visual, auditory, and kinesthetic — helping every child learn effectively.

From a cognitive perspective, online activities enhance memory, attention, and problem-solving. Interactive exercises require quick thinking and decision-making, while storytelling games strengthen imagination and language creativity. In addition, online collaboration tasks for instance, pair work in digital classrooms promote social and communication skills. The Importance of Internet Materials in Language Teaching. Krashen, S. [1985]. The Input Hypothesis: Issues and Implications. London: Longman. [ 23–51].

— Emphasizes the importance of meaningful input in online listening and reading activities.

Internet resources have become an integral part of modern pedagogy. They provide access to authentic materials — songs, stories, videos, and interactive games — which allow pupils to experience English in real contexts. Such exposure improves pronunciation, vocabulary, and listening comprehension. For example, websites like British Council Kids, Starfall, and ESL Games Plus provide age-appropriate materials designed specifically for young learners.

#### Pedagogical Advantages

Using Internet materials offers multiple benefits:

Motivation and engagement: Interactive activities capture attention and create a positive attitude toward English learning.

Skill integration: Pupils can practice listening, speaking, reading, and writing simultaneously through multimedia content.

Individualization: Teachers can adapt online tasks to different learning levels, supporting both fast and slow learners.

Autonomy: Online practice encourages independent learning outside the classroom, reinforcing lifelong learning habits. Impact on Motivation and Cognitive Development. Richards, J. C., & Rodgers, T. [2014] *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. [ 119–138]

— Outlines communicative and task-based methodologies applied in digital learning environments.

Internet materials play a major role in motivating young learners. When learning is presented as a game or adventure, pupils develop enthusiasm and emotional engagement. Bright visuals, sounds, and rewards keep them focused and interested. Moreover, multimedia supports various learning styles — visual, auditory, and kinesthetic — which helps every child learn more effectively.

From a cognitive point of view, online tasks strengthen memory, attention, and logical thinking. Interactive games require problem-solving and quick decision-making, while creative activities like storytelling develop imagination and language creativity. Collaborative online projects also enhance social and communication skills. *The Role of the Teacher in the Digital Classroom*

In the context of digital learning, the teacher's role is no longer limited to explaining grammar or vocabulary. Instead, teachers become facilitators, guides, and motivators. They help pupils navigate online platforms, select appropriate materials, and use them meaningfully.

The teacher's ability to integrate technology effectively determines the success of Internet-based learning. For example, an English teacher can use interactive quizzes on Kahoot, animated stories on Storyline Online, or digital flashcards on Quizlet to reinforce vocabulary and grammar topics.

Teachers should also maintain balance: while digital tools increase interest, too much screen time can reduce concentration. Therefore, combining offline creative tasks such as drawing or role-play with online exercises ensures cognitive balance and holistic development. *Development of Language Skills Through Internet Materials*

#### a) Listening and Speaking

Online videos, songs, and pronunciation platforms (e.g., YouGlish, BBC Learning English Kids) expose pupils to native accents and authentic speech patterns. This helps improve intonation, rhythm, and listening comprehension. Pupils can also record their voices and compare them to native models — a useful strategy for self-correction and confidence building.

## b) Reading and Writing

Web-based reading tasks, such as digital storybooks or graded e-books, make reading engaging for children. Online reading encourages curiosity and improves vocabulary retention through contextual learning. Writing skills can be developed through blogs, email exchanges, or simple online storytelling tools like ToonDoo or Storybird, where children can create illustrated English stories. Psychological and Emotional Benefits

Children in primary school are at an age when emotional engagement drives learning. Internet materials that include music, animation, and rewards (like badges or stars) generate intrinsic motivation. These elements trigger dopamine release in the brain, linking positive emotions to the process of language learning. As a result, pupils begin to associate English not with difficulty but with enjoyment.

Furthermore, online tasks build self-esteem. When pupils successfully complete interactive challenges, they feel a sense of achievement. This psychological reinforcement encourages persistence and active participation in future lessons. Inclusive Education and Internet Materials

Digital tools also promote inclusive education by addressing individual differences. Pupils with different learning speeds or mild learning difficulties can benefit from personalized pacing. Many educational websites allow teachers to set difficulty levels, offer visual support, or enable text-to-speech features.

For example, children with reading difficulties (dyslexia) can use platforms that highlight text or read it aloud, while pupils who learn faster can advance to higher-level activities. Thus, the Internet helps ensure that no child is left behind. The Integration of Gamification

Gamification — the use of game elements in non-game contexts — is one of the most powerful motivational techniques in digital English teaching. Platforms like Duolingo, Wordwall, and Quizizz reward pupils with points, levels, and badges. These small achievements keep learners focused and encourage repetition, which strengthens language retention.

Moreover, competitive games promote teamwork and healthy rivalry. When pupils collaborate in pairs or groups online, they develop communication skills and cooperative learning habits. Digital Literacy and Safety

Teaching English through Internet materials also contributes to pupils' digital literacy — the ability to use technology responsibly and effectively. Teachers must instruct students on safe online behavior, including protecting personal information, avoiding unreliable sources,

and using educational websites only. Richards, J. C., & Rodgers, T. [2014]. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. [ 119–138]

— Outlines communicative and task-based methodologies applied in digital learning environments.

Early digital education builds habits that prepare pupils for future study and life in a technology-driven world. It helps them develop not only linguistic but also informational competence — understanding, evaluating, and using online information critically

### Challenges and Future Directions

Despite its benefits, several challenges exist:

Unequal access to technology and Internet connectivity.

Lack of teacher training in ICT integration.

Overreliance on digital tools reducing face-to-face interaction.

Future English teaching should focus on developing blended learning environments, where online and offline learning complement each other. Additionally, national education systems should invest in teacher digital training programs, ensuring that every primary school teacher is confident using modern tools. Using Internet materials for teaching English to primary school pupils revolutionizes traditional learning. It makes language learning interactive, inclusive, and globally connected. Through games, videos, and online collaboration, children develop not only English skills but also creativity, digital literacy, and social intelligence.

Willis, J. [1996]. *A Framework for Task-Based Learning*. London: Longman. [ 25–46].

— Provides examples of online and task-based; English activities suitable for young pupils. Learners of English must develop cultural awareness along with linguistic skills.

The Internet provides authentic intercultural communication opportunities through videos, blogs, and online projects.

Teachers should use online platforms to introduce pupils to different lifestyles, traditions, and global perspectives. Byram, M. [1997]. *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters. [60–89]. The “Zone of Proximal Development” (ZPD): children learn more effectively when guided by a teacher or peers slightly above their level.

Internet platforms and online teamwork mirror this principle, as students can collaborate, help each other, and learn interactively.

Language develops through communication — online dialogues and interactive speaking tasks stimulate natural acquisition. Vygotsky, L. S. [1978]. *Mind in Society: The*

Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press. [79-91]

#### Motivation and Engagement

Children love colorful and animated content. When they play English games or watch songs online, they become more motivated to learn. Learning through fun increases their attention and makes them feel confident in using English words. For example, websites like Starfall, British Council Kids, and LearningApps keep students active and happy during lessons.

**Cognitive Development and Thinking Skills.** Using online materials helps children develop memory, imagination, and problem-solving skills. Interactive tasks make them think fast and use logic. When they listen, see, and repeat English words, they activate both sides of the brain. This improves concentration and language understanding.

**Paivio, A. [1986] Dual Coding Theory.** Oxford University Press. Cultural Awareness and Communication

Through the Internet, students can see how children in other countries live and learn. They can exchange messages, drawings, or short videos. This helps them understand different cultures and respect diversity. For example, an online classroom project between schools from Uzbekistan and the UK can teach friendship and tolerance.

**Byram, M. [1997] Teaching and Assessing Intercultural Competence.** Multilingual Matters. Gamification and Fun Learning.

#### Gamification and Fun Learning

Game-like activities online make English lessons enjoyable. Children can earn points, collect stars, and compete with classmates. Websites like Kahoot, Wordwall, or Quizizz are useful tools for teachers. Games build motivation and teach teamwork, discipline, and creativity at the same time. Deterding, S. [2011] Gamification in Education. University of York.

#### Reading and Listening Skills

The Internet gives access to thousands of English books, stories, and listening materials. For example, online storybooks with pictures help children understand meaning even if they don't know all the words. Listening to English songs or fairy tales improves pronunciation and rhythm of speech.

#### Collaboration and Communication Online

Digital classrooms allow students to work in pairs or groups, even if they are not in the same place. They can chat, share presentations, or play language games together. This builds teamwork and communication skills. Teachers can monitor their progress easily. Vygotsky, L.S. [1978]. Mind in Society. Harvard University Press.

### Assessment and Feedback

Online platforms give instant feedback — children immediately know if their answer is right or wrong. This helps them correct mistakes and learn faster. Teachers can track scores and progress automatically. Black, P. & Wiliam, D. [2009]. *Formative Assessment in Learning*. Educational Review.

### Digital Literacy and Safety

It's important to teach children how to use the Internet safely. They should learn which websites are educational and which are not. Digital literacy means knowing how to find reliable information and how to behave respectfully online. Gilster, P. [1997]. *Digital Literacy*. Wiley.

### Inclusive Education through Technology

Internet materials can help all children, even those with learning difficulties. Tools like text-to-speech or colorful visuals make learning easier for everyone. That's why the Internet supports inclusive and equal education for all pupils. Inclusive education means that every child — regardless of ability, background, or physical condition — has the right to learn together with others. The Internet and modern technologies make this possible in today's schools. Online English materials give equal opportunities to all pupils, including those who have learning difficulties, visual or hearing problems, or live in remote areas. Digital tools such as text-to-speech programs, subtitled videos, and interactive games help children understand English in different ways. For example, a pupil with poor reading skills can listen to stories instead of only reading them, while a child with hearing challenges can use visuals and animations to understand meaning. Teachers can also adapt online lessons to each child's level. For instance, websites like Starfall, British Council Kids, and ABCya offer lessons with several difficulty stages — beginner, intermediate, and advanced. This helps slow learners work at their own pace while fast learners continue developing.

### Teacher's Role in Using Internet Resources

The teacher's role changes when using Internet materials. Teachers become guides and motivators rather than only information-givers. They must plan lessons carefully, choose age-appropriate websites, and ensure that activities match pupils' level. Wright, T. [2018] *Language Teaching in the Digital Era*. Routledge.

### Future Perspectives

In the future, English teaching will include artificial intelligence (AI), augmented reality (AR), and virtual classrooms. Children will communicate with robots or digital assistants that correct their pronunciation and grammar. These technologies will make learning even more effective and exciting. In the coming years, Artificial Intelligence (AI) will play a major role in

classrooms. Intelligent tutoring systems will be able to analyze each pupil's progress and give individual feedback. For example, an AI-powered platform could automatically adjust the level of vocabulary or grammar based on a child's performance. Virtual assistants — similar to ChatGPT or educational chatbots — will help children practice pronunciation, spelling, and sentence building through real-time conversation.

Another important trend is Augmented Reality (AR) and Virtual Reality (VR). These technologies can create immersive English environments where pupils can “visit” virtual places — such as a zoo, market, or park — and practice language in context. Such experiences increase motivation and make abstract concepts real. For instance, students can explore 3D stories or speak to virtual characters in English, which develops confidence and fluency. The future of language education will also focus on inclusion and accessibility. With modern apps, voice recognition, and adaptive interfaces, children with special needs will be able to learn English at their own pace and style. The combination of AI, AR, and personalized content will make learning more democratic and exciting for all. Godwin-Jones, R. [2019]AI Tools for Language Learning. *Language Learning & Technology*, 23[14–15]

UNESCO (2023). *The Future of Digital Education: Global Report*. Paris: UNESCO Publishing.

**Conclusion.** The use of Internet materials in teaching English to primary school children represents a powerful and transformative step in modern education. Digital resources create a stimulating and interactive environment where learning becomes both enjoyable and meaningful. By integrating videos, songs, games, and online stories, teachers can make language learning more natural, accessible, and connected to real life. Such materials encourage curiosity and creativity, two essential elements for lifelong learning.

The Internet also plays a crucial role in shaping children's motivation and cognitive development. Through interactive and playful tasks, learners become active participants rather than passive listeners. Multimedia content helps them retain new vocabulary, improve pronunciation, and think critically. Furthermore, online collaboration develops essential social and communication skills — qualities that are vital for success in the 21st century.

Equally important is the contribution of Internet materials to inclusive education. Technology enables every child, regardless of physical ability or learning style, to access English lessons in a way that suits them best. Tools such as text-to-speech, subtitles, and visual dictionaries ensure that all learners are given equal opportunities to succeed. This inclusive approach promotes not only academic progress but also empathy, respect, and cooperation among pupils.

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