

## Teachers' views on the methodology of teaching Internet literature

**Nurbayeva Aida** <sup>\*1</sup>, Abai Kazakh National Pedagogical University, Department of Russian Language and Literature, Almaty, Kazakhstan <https://orcid.org/0000-0003-1653-0383>

**Serikova Samal** <sup>2</sup>, Abai Kazakh National Pedagogical University, Department of Russian Language and Literature, Almaty, Kazakhstan <https://orcid.org/0000-0002-8825-0121>

**Bugenova Lelya** <sup>3</sup>, International Educational Corporation Kazakh-American University Department of pedagogical sciences, Kazakhstan <https://orcid.org/0000-0003-1715-3479>

**Smailova Feruza** <sup>4</sup>, Academy of Logistics and Transport, Department of pedagogical sciences, Kazakhstan <https://orcid.org/0000-0001-6645-1245>

**Atembayeva Gulnara** <sup>5</sup>, Abai Kazakh National Pedagogical University, Department of Russian Language and Literature, Almaty, Kazakhstan <https://orcid.org/0000-0003-4376-5022>

**Baibolov Alibek** <sup>6</sup>, Abai Kazakh National Pedagogical University, Department of Russian Language and Literature, Almaty, Kazakhstan <https://orcid.org/0000-0003-0901-1200>

### Suggested Citation:

Aida, N., Samal, S., Lelya, B., Feruza, S., Gulnara, A. & Alibek, B. (2022). Teachers' views on the methodology of teaching Internet literature. *Cypriot Journal of Educational Science*. 17 (8), 2946-2959. <https://doi.org/10.18844/cjes.v17i8.7911>

Received from May 20, 2022; revised from July 19, 2022; accepted from August 18, 2022.

©2022 Birlesik Dunya Yenilik Arastirma ve Yayıncılık Merkezi. All rights reserved.

### Abstract

The aim of this research is to reveal the opinions of classroom teachers about the internet literature teaching methodology. The study was carried out with the phenomenology pattern. Study data were collected with a semi-structured interview form. The sample of the study consists of classroom teachers teaching in Kazakhstan. As a result of the research; Among the answers given to the question asked to determine the frequency of internet use of classroom teachers; I never use it, I rarely use it, I am undecided, I use it often, I use it very often, and most of the participants answered I use it very often. Among the answers given to the question asked about determining the purpose for which primary school teachers use the internet the most; research, communication, education and entertainment, and the majority of the participants gave the answer to the question. Among the answers given to the question asked to determine the opinions of the classroom teachers on the evaluation of students' internet usage information; I find it absolutely sufficient, I find it sufficient, I find it partially sufficient, I do not find it sufficient and I do not find it absolutely sufficient, and the majority of the participants answered the question as I find it absolutely sufficient. Among the answers given to the question asked to determine the opinions of classroom teachers on the use of the internet as a teaching resource; I find it useful, I find it harmful, I am undecided, and the majority of the participants answered the question I find it useful. Among the answers given to the question asked to determine the opinions of classroom teachers on the benefits of using the internet in education; space and time saving, interesting, low cost, facilitating learning, and the majority of the participants gave the answer to save space and time. Among the answers given to the question asked to determine the opinions of classroom teachers about the disadvantages of using the internet in education; health problems, addiction, laziness, infrastructure problems, asociality, and the majority of the participants answered the question as health problems. The majority of the participants answered yes to the question asked about determining the educational needs of classroom teachers.

Keywords: Internet, internet literature, methodology, teacher

\* ADDRESS OF CORRESPONDENCE: Nurbayeva Aida, Abai Kazakh National Pedagogical University, Department of Russian Language and Literature, Almaty, Kazakhstan  
Email address: [nurbaevaaida@abaiuniversity.edu.kz](mailto:nurbaevaaida@abaiuniversity.edu.kz)

## 1. Introduction

The Internet has been increasingly used worldwide in recent years (Sale et al., 2022; Goel et al., 2013). With the ease of access to the internet in places such as homes, schools and workplaces, the lives of many people have changed and they have been able to access activities such as chatting, communicating with e-mail, and doing research via the internet (Stalhberg, 2021). Since the emergence of internet use; advantages and disadvantages for people is a subject that is being discussed and it has an important place in people's lives day by day. The problems caused or developed by the Internet and the lack of clear guidelines on conscious use of the Internet raise concerns in terms of disadvantages (Yau & Potenza, 2013).

### 1.1. Theoretical and conceptual framework

With the rapid spread of the rate of internet use (Gipal ve arkadaşları 2022) and its use in home environments, the areas of internet usage have increased and people have started to take advantage of the possibilities of this technology (Engelbrecht et al., 2020). As in many fields, one of the most widely used technology tools in education is the internet. The ease of use of the internet and the fact that obtaining the same information with internet technology is simpler, faster and less costly than classical methods are important reasons why this technology is preferred in the field of education (Szymkowiak, 2021).

The rapid spread of the Internet and its use among individuals, besides its positive aspects such as being educational (Uzunboyly et al., 2019), also raise concerns (Prodani et al., 2022; Al Rawashdeh et al., 2021). Equality of opportunity in the sharing of information and ideas on the Internet, providing up-to-date news and information, sharing opinions and information, providing synchronous/asynchronous communication independent of time and place (Salama et al, 2022; Batilantes 2022), enabling economic (Aigul et al, 2022; Zhang, 2022) and fast communication, visual and improving the quality of communication with auditory elements (Sadeghi, 2021).

The internet has some disadvantages such as blunting some skills, having content that is not suitable for children, playing more games, staying at home instead of spending time with friends, playing violent games, contact with malicious people, abuse and pedophilia (Livingstone and Bober 2005). Situations that arise due to the inability to properly control and supervise the use of the Internet negatively affect the life of the person; neurological effects, school problems, psychopathological symptoms, and mental health problems such as negative effects on work and relationships, and as a behavioral problem ( Slavtcheva-Petkova & Bulger, 2015).

As can be understood from these effects, wrong internet use is a serious public health problem. It is important to carry out studies on conscious internet use in order to enlighten students who are relatively at risk for excessive and problematic internet use (Finkelhor et al., 2021).

### 1.2. Related research

Studies in the field were examined and related issues such as internet use, healthy internet use, problematic internet use, internet use in education were examined . studies were evaluated.

Al Saif (2010) conducted a pre-test by determining the safe internet use of secondary and high school students in his study in Saudi Arabia to examine the effectiveness of an applied education program and its effect on students' awareness. In the study conducted with the control group and the experimental group, the post-test was conducted after the experimental group was trained on the safe use of the internet. As a result, it was found that the education program provided increased students' conscious Internet use.

In a study conducted with students in India, Malaysia, Mexico and England, Fernandes et al. (2020) found that students with high problematic internet use also had high levels of depression, loneliness, poor sleep quality and anxiety. Ando et al. (2004) investigated the effect of internet use on primary school students' learning attitudes; They found that there is a positive relationship between the

increase in internet use and students' attitudes towards learning, and that using various internet tools increases students' motivation and self-efficacy towards the lesson.

Jain and Getis (2003) found that the achievement test scores of the students who took the internet-based geography course were higher in the study in which they compared the academic performance of the students who took the same subject content of the geography course in the internet-based environment and in the traditional classroom environment. Cook et al. (2010) compared traditional and internet-based learning environments in their study examining the effect of internet-based teaching on learning and learning time in health education. At the end of the study, it was found that instructional strategies, feedback and interaction in internet-based instruction increased learning.

Niemz et al. (2005) in their study with students; They found that students with internet addiction have low self-esteem and negative social relationships. According to the study conducted by Malak et al. (2017) with 716 students in Jordan, it was found that most of the students were internet addicted and most of them had symptoms of anxiety and depression due to internet addiction. Machado et al. (2018) as a result of their study with 91 adolescents between the ages of 12-16 in order to examine the behaviors that pose a risk in internet use and addiction in adolescents; They found a positive relationship between internet addiction and behavioral problems. Sami et al. (2018) investigated the effects of sleep disorder and internet addiction on suicidal ideation in adolescents as a result of their study with 631 students; They found that internet addiction is more common in adolescents with suicidal ideation.

### *1.3. Purpose of the research*

The purpose of this research; The aim of this study is to reveal the opinions of primary school teachers about the internet literature teaching methodology . In accordance with the purpose of the study, answers were sought to the following questions;

1. What is the internet usage frequency of primary school teachers?
2. What are the opinions of primary school teachers about the purpose of using the internet most frequently?
3. What are the opinions of primary school teachers about students' internet usage information?
4. What are primary school teachers' views on the use of the internet as a teaching resource?
5. What are the thoughts of primary school teachers about the benefits of using the internet in education?
6. What are the thoughts of primary school teachers about the disadvantages of using the internet in education?

What are the training needs of 7th grade teachers regarding the use of internet literature?

## **2. Methods and Materials**

### *2.1. Research method*

This research was carried out in the pattern of phenomenology (phenomenology), one of the qualitative research methods. Phenomenological research is a research design that aims to highlight people's perceptions and experiences from their own perspective and to determine their thoughts on the subject (Neuber et al, 2019). In this context, the research was conducted with the phenomenology (phenomenology) pattern, considering that the opinions of the classroom teachers about the teaching methodology of the internet literature would be presented in the most correct way.

### *2.2. Participants*

The study sample consisted of classroom teachers working in a primary school in Kazakhstan. Table 1 contains data on the age and gender demographic characteristics of classroom teachers.

Participants in the study in Table 1 Demographic distributions of primary school teachers regarding age and gender are given.

**Table 1**

*Gender and age distribution of primary school teachers*

age	Gender		sum
	Male	female	
<b>24-31</b>	7	4	11
<b>32-41</b>	11	6	17
<b>42 and above</b>	9	7	16
<b>sum</b>	27	17	44

Table 1 shows the age and gender distributions of the classroom teachers who participated in the research. Of the classroom teachers participating in the research, 17 are female and 27 are male. There are 11 participants aged 24-31, 17 participants aged 32-41, and 16 participants aged 42 and over. When Table 1 is evaluated, it is seen that the majority of the classroom teachers participating in the research are male and the majority of the classroom teachers participating in the research are between the ages of 32-41.

### *2.3. Data collection tools*

Research data were collected through interviews. Information was obtained from the participants through a "semi-structured interview form". In the research, interview questions were created by scanning the relevant literature. The prepared interview form was shown to two classroom teachers and final arrangements were made in line with the feedback received. Then, the interview forms were presented to the opinions of three faculty members working at a university in Kazakhstan. The final form of the interview form was given as a result of the opinions of the faculty members. In the interview form, there are 4 open-ended and 3 closed-ended questions in order to reveal the opinions of the classroom teachers about the internet literature teaching methodology. The semi-structured interview form is included at the end of the research in the form of Annex-1.

### *2.4. Data collection process*

Participation in the study is on a voluntary basis and the purpose of the research was explained to the participants before the data were collected. During the participant interviews, a voice recorder was used and the interviews were recorded. Each interview with the participants lasted an average of 30 minutes. The interviews were held in the sports room of the school outside of the classroom teachers' lesson hours.

### *2.5. Data collection analysis*

The data obtained through the semi-structured interview form were collected using descriptive analysis, which is one of the qualitative data analysis. Descriptive analysis is analyzed on the basis of questions, topics or themes in data collection tools such as observation, interview and document (Sloman, 2010). Based on the questions in the semi-structured interview form, coding was made and these codes were brought together to form the main themes based on the questions. The codes of A1, A2, A3... were used for interviews with classroom teachers. While analyzing the data, a qualitative analysis program was used and the results were presented in tables. There are various methods to ensure validity and reliability in qualitative research. Johnson and Christensen (2012) stated that providing information about participant characteristics in the reporting of qualitative research would increase the credibility of the research. In this study, it was tried to increase the credibility of the research by giving information about participant characteristics. In order to increase the reliability of the research, all of the findings obtained in the study were presented directly to the reader with their codes without generalization and interpretation.

### 3. Results

#### Opinions of classroom teachers on Internet literature teaching methodology

The opinions of the classroom teachers who voluntarily participated in the research on the internet literature teaching methodology; The frequency of internet use, the purpose for which they use the internet the most, the adequacy of students' internet usage information, their thoughts on internet use as a teaching resource, the benefits of internet use in education, the drawbacks of internet use in education, and their views on the training needs of internet literature teaching methodology. has been collected.

Table 2 contains data on the frequency of internet use by classroom teachers.

**Table 2**

*Data on internet usage frequency of primary school teachers*

Internet usage frequency	F	%
I never use	-	-
I rarely use	7	15.9
I'm undecided	6	13.6
I often use	13	29.6
I use it very often	18	40.9

In Table 2, the opinions of the classroom teachers participating in the research on the frequency of internet use are evaluated. 15.9% of the classroom teachers participating in the research stated that they rarely use the internet, 13.6% are undecided, 29.6% use the internet frequently, and 40.9% use the internet very often.

In Table 3, it is seen that the primary school teachers mostly use the internet for what purpose. opinions are included.

**Table 3**

*Opinions of primary school teachers on the purpose of using the internet the most.*

Themes	Reasons	F	%
<b>research</b>	Prepare for the lesson	11	25
	Do research on topics of interest		
<b>Communication</b>	Doing research for personal development	13	29.6
	Email		
	Video communication		
<b>Education</b>	In-service trainings	10	22.7
	postgraduate education courses		
<b>Fun</b>	online games	10	22.7
	Social media use Activity		

In Table 3, the opinions of the primary school teachers who participated in the research on what purpose they use the internet the most, are gathered in four categories as "doing research", "communication", "education" and "entertainment". 25% of the classroom teachers participating in the research stated that they use the internet for research, 29.6% for communication, 22.7% for education and 22.7% for entertainment.

The opinions of primary school teachers about the purpose of using the internet the most are given below;

*Class Teacher with Code A11; I use the internet mostly for research and clarify the issues I am curious about with the help of the internet. Class Teacher with Code A22; I think I use it mostly for communication purposes. I use the internet to talk and make plans with my students and loved ones*

*who are far away. Class Teacher with Code A23; I am doing my master's degree through distance education. I use the internet to follow lectures. Class Teacher with Code A34; I use social media, I like to spend time there. I use the internet to spend time at home or between classes. Of course, I also use it for other purposes, but I can say that I spend most of my time on social media.*

Table 4 shows the classroom teachers' evaluation of students' internet usage knowledge. opinions are included.

**Table 4**

*Regarding the evaluation of the students' internet usage knowledge by the primary school teachers. opinions*

<b>Opinions of classroom teachers about students' internet usage information</b>	<b>F</b>	<b>%</b>
I find it absolutely sufficient	12	27.2
I find it sufficient	11	25
I find it quite sufficient	9	20.4
I don't find enough	8	18.2
I definitely don't find it enough	4	9.1

In Table 4, the opinions of the classroom teachers who participated in the research on the evaluation of students' internet usage knowledge are given. 27.2% of the classroom teachers participating in the research stated that they found it absolutely sufficient, 25% found it sufficient, 20.4% found it partially sufficient, 18.2% did not find it sufficient, and 9.1% did not find it absolutely sufficient.

Table 5 shows the classroom teachers' use of the internet as a teaching resource. opinions are included.

**Table 5**

*Regarding the use of the internet as a teaching resource by primary school teachers opinions*

<b>Themes</b>	<b>Reasons</b>	<b>F</b>	<b>%</b>
<b>I find it useful</b>	visually support	18	40.9
	Providing immediate feedback		
	Quick access to information		
	Facilitating group work to be interesting		
	Reaching more people		
<b>I find it harmful</b>	habituation to laziness	11	25
	reduced communication		
<b>I'm undecided</b>	Defending traditional education	15	34.1
	find both beneficial and harmful		

In Table 5, the opinions of the classroom teachers participating in the research on the use of the internet as a teaching resource are grouped in three categories as "I find it helpful", "I find it harmful" and "I am undecided". 40.9% of the classroom teachers who participated in the research stated that they found the use of the internet as a teaching resource beneficial, 25% found it harmful, and 34.1% were undecided.

Classroom teachers' views on the use of the Internet as a teaching resource are given below;

*Class Teacher with Code A 23; I use the internet as a teaching resource and I encourage my students in this regard. I find the internet important in terms of transferring the formations that are difficult to imagine in the classroom to the students via the internet and developing their imaginations. Class*

*Teacher with Code A25; The constant use of tablets by students and the fact that they are dependent on the screen will lead to bigger problems in the future. Class Teacher with A38 Code; Although I support the use of the internet, I think there are also negative aspects. Maybe the internet can be used with certain restrictions in this regard. Class Teacher with Code A42; In the age we live in, there is no such thing as not using the internet. The positive aspects of the Internet cannot be denied, but there are also many negative aspects.*

Table 6 shows the benefits of classroom teachers' internet use in education. opinions are included.

**Table 6**

*Regarding the benefits of using the internet in education by primary school teachers opinions*

Themes	Reasons	F	%
<b>Space and time saving</b>	Reduced workload	13	29.6
	Accessible anywhere		
	Quick feedback		
<b>Interesting</b>	Visual elements are available	12	27.2
	An alternative to traditional education		
	Audio commentary available		
	No transportation cost		
<b>low cost</b>	No bookkeeping cost	9	20.5
	No housing costs		
	Equality in education		
<b>Making learning easier</b>	chance to repeat	10	22.7
	Quick access to information		

In Table 6, the opinions of the classroom teachers participating in the research on the benefits of using the internet in education are grouped in four categories: "saving space and time", "interesting", "low cost" and "facilitating learning". 29.6% of the classroom teachers participating in the research stated that the internet is beneficial in education, as it saves space and time, 27.2% is interesting, 20.5% is low-cost, and 22.7% facilitates learning.

The opinions of classroom teachers on the benefits of using the Internet in education are given below;

*A4 Code Class Teacher; I think the most important benefit is time saving. Students and teachers can do many activities online without leaving their homes, which saves time. Class Teacher with Code A26; I see that students pay more attention to the lesson when I use the Internet in the lessons I teach on the Internet or when I teach in the classroom. Class Teacher with Code A39; It provides benefits by taking the burden of many costs such as notebooks and books off the student. Class Teacher with Code A43; The fact that it offers the opportunity to repeat many times allows the student to learn more permanently and is advantageous for the student.*

Table 7 shows the inconveniences of classroom teachers' internet use in education. opinions are included.

**Table 7**

*Regarding the drawbacks of classroom teachers' internet use in education opinions*

Themes	Reasons	F	%
<b>Health problems</b>	Posture disorder	11	25
	vision problems		
	Obesity		
<b>Dependence</b>	screen addiction	8	18.2
	internet addiction		



<b>Laziness</b>	sedentary life		
	Easy access to information	7	15.9
<b>Infrastructure problems</b>	Connection lost		
	Lack of access to electronic devices	8	18.2
<b>asociality</b>	Connection issues		
	Lack of communication within the family		
	Lack of peer communication	10	22.7
	Lack of communication in the classroom environment		

In Table 7, the opinions of the classroom teachers participating in the research on the disadvantages of using the internet in education are grouped in five categories: "health problems", "addiction", "laziness", "infrastructure problems" and "asociality". Of the primary school teachers participating in the research, 25% stated that health problems, 18.2% addiction, 15.9% laziness, 18.2% infrastructure problems and 22.7% asociality are the disadvantages of the internet in education.

Classroom teachers' views on the disadvantages of using the Internet in education are given below;

*Class Teacher with A8 Code; Depending on the use of the Internet, a hunched image is formed in the students and I think that the number of students using glasses has increased. Visual defects and hunchback are increasing with the internet. Class Teacher with Code A11; Students, even adults, constantly want to look at the phone and computer, people do not even see each other, they walk around with their heads bent on the phone screen. Class Teacher with Code A31; Of course, there are advantages and disadvantages of using the Internet. The socioeconomic status of every student is not the same, and access to the internet is not easy in some regions. These inequalities appear as drawbacks. Class Teacher with A38 Code; I think the biggest drawback is antisociality. Even if the students communicate easily over the internet, they have difficulty in using even sentences when they come face to face.*

Table 8 shows the educational needs of classroom teachers for internet literature teaching methodology opinions are included.

**Table 8**

*Regarding the training needs of classroom teachers for internet literature teaching methodology opinions*

<b>Educational requirement status of classroom teachers</b>	<b>F</b>	<b>%</b>
There is	29	65.9
no	15	34.1

In Table 8, the opinions of the classroom teachers participating in the research regarding the training needs of the internet literature teaching methodology are given. 65.9% of the classroom teachers participating in the research stated that they needed training on internet literature teaching methodology, and 34.1% stated that they did not need training on internet literature teaching methodology.

Table 9 shows the classroom teachers' Internet literature teaching methodology. opinions are included.

**Table 9**

*Classroom teachers Internet literature views on teaching methodology*

<b>Themes</b>	<b>Sub-themes</b>	<b>Classroom teacher</b>	
		<b>F</b>	<b>%</b>
	I never use	-	-



<b>Internet usage frequency</b>	I rarely use	7	15.9
	I'm undecided	6	13.6
	I often use	13	29.6
	I use it very often	18	40.9
<b>Total</b>		44	100
<b>For what purpose do they use the internet the most?</b>	research	11	25
	Communication	13	29.6
	Education	10	22.7
	Fun	10	22.7
<b>Total</b>		44	100
<b>Internet usage information of students</b>	I find it absolutely sufficient	12	27.2
	I find it sufficient	11	25
	I find it quite sufficient	9	20.4
	I don't find enough	8	18.2
	I definitely don't find it enough	4	9.1
<b>Total</b>		44	100
<b>Internet use as a teaching resource</b>	I find it useful	18	40.9
	I find it harmful	11	25
	I'm undecided	15	34.1
<b>Total</b>		44	100
<b>Benefits of using the internet in education</b>	Space and time saving	13	29.6
	Interesting	12	27.2
	Lower costs	9	20.5
	Making learning easier	10	22.7
<b>Total</b>		44	100
<b>Disadvantages of internet use in education</b>	Health problems	11	25
	Dependence	8	18.2
	Laziness	7	15.9
	Infrastructure problems	8	18.2
	asociality	10	22.7
<b>Total</b>		44	100
<b>Education need</b>	YES	29	65.9
	No	15	34.1
<b>Total</b>		44	100

Table 9 shows the frequency of internet use of primary school teachers, the purpose for which they use the internet the most, the adequacy of students' internet usage information, their thoughts on internet use as a teaching resource, the benefits of internet use in education, the drawbacks of internet use in education, and training on internet literature teaching methodology. their views on their needs were evaluated. 15.9% of the primary school teachers stated that they rarely use the internet, 13.6% are undecided, 29.6% use it frequently, and 40.9% use it very often. 25% of the primary school teachers stated that they use the internet mostly for research, 29.6% for communication, 22.7% for education and 22.7% for entertainment purposes. 27.2% of the classroom teachers found the students' internet usage knowledge to be absolutely sufficient, 25% found it sufficient. 20.4% stated that they found it partially sufficient, 18.2% did not find it sufficient and 9.1% did not find it absolutely sufficient. 40.9% of primary school teachers stated that they found the internet useful as a teaching resource, 25% found it harmful, and 34.1% stated that they were undecided. 29.6% of the primary school teachers stated that it saves space and time, 27.2% is interesting, 20.5% is low-cost, 22.7% stated that it is beneficial to use the internet in education. 25% of the primary school teachers stated that health problems, 18.2% addiction, 15.9% laziness, 18.2% infrastructure problems, 22.7% stated that asociality is a disadvantage of using the internet in education. 65.9% of the classroom teachers stated that there was a need for training on internet literature teaching methodology, and 34.1% stated that there was no need for training on internet literature teaching methodology.

#### 4. Discussion

In our research, the majority of the participants gave the answer to the question asked to evaluate the frequency of internet use of classroom teachers. Unlike our study result, Shiveley and VanFossen (2009) in their study to develop an inventory for internet use in social studies course; stated that many teachers who use the internet in their classrooms use the traditional education approach without changing it and that many teachers do not use the internet regularly.

In our research, the majority of the participants gave the answer of communication to the question asked in order to evaluate the purpose for which the classroom teachers use the Internet the most. Similar to our study results, Golwal et al.'s (2012) study questioned students' internet use and stated that 73.62% of the students used the internet for e-mail.

In our research, the majority of the participants gave the answer that I find it absolutely sufficient to the question asked to evaluate the opinions of the classroom teachers about the students' internet usage information. In the study of Altundag and Bulut (2016), 294 students' conscious and controlled use of the internet was questioned and 36.1% of the students reported that they needed training. And the problematic internet usage scores of the students who stated that they did not need education were found to be lower than those who did not.

In our research, the majority of the participants answered the question asked to evaluate the opinions of classroom teachers about the use of the internet as a teaching resource. In our research, the majority of the participants gave the answer to save space and time to the question asked to evaluate the views of classroom teachers on the benefits of using the Internet in education. Neuhauser (2010), in his study; examined the effects of two courses, one held asynchronously on the internet and the other face-to-face in the classroom environment, with the same teacher and teaching activities, on student success and class participation, and concluded that equal learning outcomes can be achieved in both cases. Considering this result, we can say that the internet saves space and time, which can provide an advantage in lessons.

In our research, the majority of the participants gave the answer of health problems to the question asked in order to evaluate the opinions of classroom teachers about the disadvantages of using the internet in education. Among the answers given; There were also answers such as infrastructure problems, laziness and addiction. Similar to the results of the study, Brandstrom (2011) in their study with teachers; He stated that there are some disadvantages of the internet such as cheating by the student, having unreliable information, and technical problems.

In our research, the majority of the participants gave the answer "I need training" to the question asked in order to evaluate the opinions of the classroom teachers regarding the training needs of the internet literature teaching methodology. In the study of Elkatmis (2014), no statistically significant difference was found between classroom teachers who stated that they took a computer course and those who did not take any courses in terms of educational internet use self-efficacy. Cranmer et al. (2009) stated in their study that teachers, students and parents should be informed about the risks and safety of the Internet in order to ensure safe Internet use in children.

#### 5. Conclusion

In our study that we have done in order to reveal the opinions of classroom teachers about the internet literature teaching methodology ; The frequency of internet use of classroom teachers, the purpose for which classroom teachers use the internet most , the opinions of classroom teachers about their students' internet usage information, their views on internet use as a teaching resource, the benefits and drawbacks of internet use in education, and the educational needs of internet literature were questioned. Among the answers given to the question asked to determine the frequency of internet use of classroom teachers; I never use it, I rarely use it, I am undecided, I use it often, I use it very often, and most of the participants answered I use it very often. Among the answers given to the question asked about determining the purpose for which primary school teachers use the internet the



- I find it absolutely sufficient( )
3. How do you evaluate students' internet usage information? I find it sufficient( )  
I find it partially sufficient( )  
I don't find it enough( )  
I definitely don't find it enough( )
4. What are your thoughts on the use of the internet as a teaching resource ?
5. What are the benefits of using the internet in education?
6. What are the disadvantages of using the internet in education?
7. Do you need training in Internet literature teaching methodology?  
Yes ( ) No ( )
- 

## REFERENCES

- Alrikabi, H. T., Jasim, N. A., Majeed, B. H. ., Zkear, A. A. ., & ALRubeei, I. R. N. . (2022). Smart Learning based on Moodle E-learning Platform and Digital Skills for University Students. *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, 10(01), pp. 109–120.. <https://doi.org/10.3991/ijes.v10i01.28995>
- Al Rawashdeh, AZ, Mohammed, EY, Al Arab, AR, Alara, M., & Al-Rawashdeh, B. (2021). Advantages and disadvantages of using e-learning in university education: Analyzing students' perspectives. *Electronic Journal of e-Learning* , 19 (3), 107-117. <https://doi.org/10.34190/ejel.19.3.2168>
- Al Saif, A., (2010). A proposal for a preventive program for risks associated with the use of the Internet and its impact upon students' awareness of perverse issues, *I-manager's Journal of Educational Technology*, 7(3), 42-53 <https://files.eric.ed.gov/fulltext/EJ1098350.pdf>
- Aigul, A. . . , Perizat , S. ., Tolkyn, Z. ., Zhanar, A. ., Sabira A. ., & Bagdat, A. . (2022). Adaptation of students to professional-oriented activities based on media technologies. *Cypriot Journal of Educational Sciences*, 17(1), 310–322. <https://doi.org/10.18844/cjes.v17i1.6717>
- Altundag, Y., & Bulut, S. (2016). Examination of problematic internet use in prospective classroom teachers in terms of various variables. *Cumhuriyet International Journal of Education* , 5 , 1-14. <http://cije.cumhuriyet.edu.tr/en/download/article-file/314345>

- Aida, N., Samal, S., Lelya, B., Feruza, S., Gulnara, A. & Alibek, B. (2022). Teachers' views on the methodology of teaching Internet literature. *Cypriot Journal of Educational Science*. 17 (8), 2946-2959. <https://doi.org/10.18844/cjes.v17i8.7911>
- Ando, R., Takahira, M., and Sakamoto, A. (2004). Effects of the internet use on elementary school students of attitude toward learning. Proceedings of Conference on Educational Multimedia, *Hypermedia and Telecommunications*, Lugano, Switzerland, 979-984. <https://doi.org/10.1504/IJWBC.2008.019191>
- Batilantes, S. (2022). Unleash the untaught mathematics competencies through online, shareable and offline video lectures. *International Journal of Learning and Teaching*, 14(2), 70–85 <https://doi.org/10.18844/ijlt.v14i2.6624>
- Brändstrom, C. (2011). Using the Internet in Education - Strengths and Weaknesses : A Qualitative Study of Teachers' Opinions on the Use of the Internet in Planning and Instruction (Dissertation). <http://urn.kb.se/resolve?urn=urn:nbn:se:hig:diva-10029>
- Cook, DA, Levinson, AJ, and Garside, S. (2010). Time and learning efficiency in internet-based learning: A systematic review and meta-analysis. *Advances in Health Sciences Education*, 15, 755–770 <https://doi.org/10.1007/s10459-010-9231-x>
- Cranmer, S., Selwyn, N., & Potter, J. (2009). Exploring primary pupils' experiences and understandings of 'e-safety'. *Education and Information Technologies*, 14 (2), 127-142. <https://link.springer.com/article/10.1007/s10639-008-9083-7>
- Goel, D., Subramanyam, A., & Kamath, R. (2013). A study on the prevalence of internet addiction and its association with psychopathology in Indian adolescents. *Indian Journal of Psychiatry*, 55(2), 140-143. <https://doi.org/10.4103/0019-5545.111451>
- Golwal, Waghmare and Gajbe (2012). Use of internet by Social Sciences students of Marathwada Region: A study. *Journal of Library and Information Science*. 2(2). 238-250. <https://www.proquest.com/docview/167527789?pq-origsite=primo>
- Elkatmis, M. (2014). Educational internet use self-efficacy of classroom teachers. *Journal of National Education* , 44 (203), 193-204. <https://dergipark.org.tr/en/download/article-file/441943>
- Engelbrecht, J., Llinares, S., & Borba, MC (2020). Transformation of the mathematics classroom with the internet. *Zdm* , 52 (5), 825-841. <https://link.springer.com/article/10.1007/s11858-020-01176-4>
- Fernandes, B., Biswas, UN, Mansukhani, RT, Casarín, AV, and Essau, CA (2020). The impact of COVID-19 lockdown on internet use and escapism in adolescents. *Revista de Psicología Clínica Con Niños y Adolescentes*, 7(3), 59–65. <https://psycnet.apa.org/doi/10.21134/rpcna.2020.mon.2056>
- Finkelhor, D., Walsh, K., Jones, L., Mitchell, K., & Collier, A. (2021). Youth internet safety education: Aligning programs with the evidence base. *Trauma, violence, & abuse* , 22 (5), 1233-1247. <https://doi.org/10.1177%2F1524838020916257>
- Gipal, R. J. D. , Carrillo, L. J., & Mallonga, J. C. (2022). Teachers' experiences of online teaching in English as a second language classes during the COVID-19 pandemic. *International Journal of Learning and Teaching*, 14(3), 95–107. <https://doi.org/10.18844/ijlt.v14i3.6758>
- Livingstone, S., & Bober, M. (2005). UK Children Go Online. London: Economic and Social Research Council. <https://books.google.com.tr/books?hl=en&lr=&id=sVx8AgAAQBAJ&oi=fnd&pg=PA104&dq=UK+Children+Go+Online&ots=sN-4dHGOQU&sig=VZrC8IB6CdddyMzcF42%zCdddyMzcF42%zQShildren+Go+Online&it;20Go%20Online&f=false>
- Machado, MR. Bruck, I. Cat., MNL Soares, MC & Silva, AF (2018). "Internet Addiction and its Correlation with Behavioral Problems and Functional Impairments – A Cross-Sectional Study". *Journal Brasileiro de Psiquiatria*, 67(1), 34- 38 <https://doi.org/10.1590/0047-208500000181>
- Malak, ZM & Khalifeh, AH & Shuhaiber, AH (2017). Prevalence of Internet Addiction and associated risk factors in Jordanian school students. *Computers in Human Behavior* 70, 556-563. <https://psycnet.apa.org/doi/10.1016/j.chb.2017.01.011>
- Neubauer, BE, Witkop, CT, & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on medical education* , 8 (2), 90-97. <https://link.springer.com/article/10.1007/s40037-019-0509-2>
- Neuhauser, C. (2010). Learning style and effectiveness of online and face-to-face instruction. *The American Journal of Distance Education*, 16(2), 99–113. [https://doi.org/10.1207/S15389286AJDE1602\\_4](https://doi.org/10.1207/S15389286AJDE1602_4)
- Niemz K, Griffiths M, Banyard P. Prevalence of pathological internet use among university students and correlations with self-esteem, the general health questionnaire (GHQ), and disinhibition, Cyberpsychology and Behavior. 2005; 8: 562–570. <https://doi.org/10.1089/cpb.2005.8.562>
- Jain, C. and Getis, A. (2003). The effect of internet-based instruction: An Experiment in Physical Geography. *Journal of Geography in Higher Education*, 27 (2), 153-167. <https://doi.org/10.1080/03098260305679>
- Johnson, B., and Christensen, L. (2012). Educational research quantitative, qualitative and mixed approaches. London: SAGE. <https://us.sagepub.com/en-us/nam/educational-research/book259335>

- Aida, N., Samal, S., Lelya, B., Feruza, S., Gulnara, A. & Alibek, B. (2022). Teachers' views on the methodology of teaching Internet literature. *Cypriot Journal of Educational Science*. 17 (8), 2946-2959. <https://doi.org/10.18844/cjes.v17i8.7911>
- Prodani, R., Shepherd, S., Andersons, A. ., & Bushati, J. (2022). Digital technologies integration in the classroom. A teacher's perspective. *Cypriot Journal of Educational Sciences* , 17 (8), 2823–2837. <https://doi.org/10.18844/cjes.v17i8.7781>
- Sadeghi, M. (2019). Transitioning from classroom to distance learning: Advantages and limitations. *International Journal of Research in English Education* , 4 (1), 80-88. [http://ijreeonline.com/browse.php?a\\_id=132&sid=1&slc\\_lang=fa](http://ijreeonline.com/browse.php?a_id=132&sid=1&slc_lang=fa)
- Salama, R., Chiparausha , K. ., & Bsatar , F. . (2022). E-learning system of teaching english language. *Global Journal of Information Technology: Emerging Technologies*, 12(1), 34–42. <https://doi.org/10.18844/gjit.v12i1.7108>  
<https://doi.org/10.18844/gjit.v12i1.7108>
- Sami, H. Dannielle, L. Lihi, & D. Elena, S. (2018). “The Effect of Sleep Disturbances and Internet Addiction on Suicidal Ideation Among Adolescents in the Presence of Depressive Symptoms”. *Psychiatry Research*, 267, 327–332  
<https://doi.org/10.1016/j.psychres.2018.03.067>
- Saule, Y. ., Sarsengul, J., Ulbossyn, K., Dolores, N., Galiya, A., & Nazerke, S. (2022). Development of communication skills of older preschool children through information technology. *Cypriot Journal of Educational Sciences* , 17 (8), 2733–2744 <https://doi.org/10.18844/cjes.v17i8.7828>
- Shiveley, JM & VanFossen, PJ (2009). Toward Assessing Internet Use in the Social Studies Classroom: Developing an Inventory Based on a Review of Relevant Literature. *Journal of Social Studies Research*, 33 (1), 1-32.  
<https://www.learntechlib.org/p/104831/>
- Slavtcheva-Petkova, V., Nash, VJ, & Bulger, M. (2015). Evidence on the extent of harms experienced by children as a result of online risks: implications for policy and research. *Information, Communication & Society* , 18 (1), 48-62.  
<https://doi.org/10.1080/1369118X.2014.934387>
- Sloman, K.N. (2010). Research trends in descriptive analysis. *The Behavior Analyst Today* , 11 (1), 20.  
<https://psycnet.apa.org/fulltext/2011-20546-002.pdf>
- Stahlberg, S. (2021). Internet-Based Resources and Opportunities for Minority and Endangered Languages. *Journal of Endangered Languages* , 11 (19), 418-438. <https://dergipark.org.tr/en/download/article-file/1844254>
- Szymkowiak, A., Melović, B., Dabić, M., Jeganathan, K., & Kundi, GS (2021). Information technology and Gen Z: The role of teachers, the internet, and technology in the education of young people. *Technology in Society* , 65 , 101565.  
<https://doi.org/10.1016/j.techsoc.2021.101565>
- Uzunboylu, H., Ozcinar, Z., Kolotushkin, S., Kalugina, O., & Zulfugarzade, T. (2019). Research and trends in technology and gifted child: Results of a content analysis. *International Journal of Emerging Technologies in Learning (IJET)*, 14(22), 56-69. <https://www.learntechlib.org/p/217152/>
- Yau, YHC, Potenza, MN, & White, MA (2013). Problematic internet use, mental health and impulse control in an online survey of adults. *Journal of Behavioral Addictions*, 2(2), 72–81. <https://doi.org/10.1556/JBA.1.2012.015>
- Zhang, Y. (2022). Influence of Teacher-Student Interaction on Course Learning Effect in Distance Education. *International Journal of Emerging Technologies in Learning (IJET)*, 17(10), pp. 215–226 <https://doi.org/10.3991/ijet.v17i10.30913>