

**LIFE WITHOUT THE INTERNET WOULD IT MAKE OUR LIVES BETTER OR WORSE?****Alimova Dilnoza Hamid qizi,**Khamid Olimjon and Zulfiya creative school, Teacher,  
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Madina20122021@gmail.com  
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This article examines whether life without the Internet would make our lives better or worse, based on classroom observations made by a teacher at a Khamid Olimjon and Zulfiya creative school in Jizzakh. Through daily interaction with students, the author observes how deeply the Internet influences learners' study habits, communication styles, creativity, and attention spans. The paper reflects on both the advantages and the hidden drawbacks of constant online access, including dependence on digital resources, reduced face-to-face communication, and shortened concentration. At the same time, it considers how the Internet supports independent learning, global awareness, and access to authentic educational materials. By comparing students' behavior during online and offline activities, the article explores whether removing the Internet would improve focus, social interaction, and critical thinking, or limit opportunities for growth and knowledge. The study concludes that while the Internet is an essential educational tool, balanced and mindful use is necessary to prevent overreliance and to preserve meaningful human interaction and deep learning.

**Keywords**

Internet dependence, digital learning, classroom observation, student behavior, attention span, face-to-face communication, independent learning, creativity, critical thinking, balanced technology use.

In a specialized creative school in Jizzakh, Uzbekistan, daily classroom life offers a living laboratory for observing how the Internet shapes students' learning habits, communication styles, and attention spans. The author, working closely with learners across subjects, notices that the Internet is no longer just a tool but an environment in which students think, search, and even socialize academically. When students receive a task, their first instinct is to open a browser rather than a notebook. This immediate turn to online resources reflects both efficiency and dependency. On one hand, learners can access explanations, videos, and examples within seconds, which accelerates understanding and supports independent learning. On the other hand, they often struggle to process information deeply, as they move quickly from one source to another without sustained reflection. The classroom reveals an interesting contrast: during offline activities such as debates, drawing, or problem-solving on paper, students demonstrate longer concentration and more original thinking. During online tasks, however, they tend to rely on ready-made answers and copy structures without analyzing them. These patterns lead the teacher to question whether constant connectivity enhances or weakens cognitive engagement. Observations also show that students feel uneasy when asked to work without Internet access; some even describe it as uncomfortable or stressful. This reaction indicates how integrated digital access has become in their learning identity. The article begins from this real classroom context, asking whether life without the Internet would force learners to think more

independently and communicate more meaningfully, or whether it would deprive them of essential educational opportunities that modern learning depends on.

One of the most noticeable effects of Internet presence in the classroom is the transformation of students' research behavior. Instead of reading extended texts, learners prefer scanning short summaries, watching brief videos, or reading comments and reviews. This habit affects how they process academic material. The author observes that when students prepare presentations without the Internet, they rely on textbooks, handwritten notes, and peer discussion, which often results in deeper understanding and more confident delivery. Conversely, when they prepare using online materials, their work may appear more visually attractive but conceptually shallow. Students sometimes cannot explain the content they present because they have copied it directly from websites. This difference suggests that the Internet changes not only access to information but also the method of thinking. The availability of endless resources encourages quick answers rather than critical inquiry. However, the Internet also allows students to explore topics beyond the curriculum, discover global examples, and compare perspectives from different cultures. The teacher notices that students who use the Internet wisely develop broader worldviews and curiosity about international issues. Therefore, the problem is not the Internet itself but the way students use it. The article argues that without the Internet, students might regain slower but deeper learning habits, yet they would also lose exposure to diverse knowledge that traditional resources cannot provide.

Communication patterns among students also change significantly due to Internet use. In group work, learners often prefer messaging each other rather than discussing ideas face to face, even when sitting in the same room. The teacher observes that offline discussions produce richer vocabulary, clearer argumentation, and stronger teamwork. Students listen more attentively and respond more thoughtfully. Online communication, by contrast, tends to be brief, informal, and sometimes superficial. Emojis and short messages replace detailed explanations. If life were without the Internet, students would likely rebuild habits of direct dialogue, eye contact, and collaborative thinking. However, the Internet also connects students with peers worldwide, enabling cross-cultural exchange and exposure to authentic language use. Platforms supported by organizations like UNESCO promote international educational communication, which broadens learners' perspectives. Thus, removing the Internet might strengthen local interaction but reduce global communication opportunities that are valuable in modern education.

Attention span is another area strongly influenced by constant Internet access. The teacher notices that students frequently check notifications, switch tabs, and multitask during lessons. This habit reduces sustained concentration. When offline tasks are assigned, students remain focused longer and complete work with fewer distractions. Psychological reports from bodies such as the World Health Organization have discussed how excessive screen time affects mental focus and well-being. In the classroom, this effect becomes visible through restlessness and difficulty engaging in long reading tasks. Without the Internet, students might develop patience and the ability to work through complex materials step by step. Nevertheless, the Internet also provides interactive tools, simulations, and multimedia that make learning engaging and accessible. Therefore, the issue lies in balance rather than elimination.

Creativity shows mixed outcomes in relation to Internet use. Some students produce highly creative digital projects using online tools, videos, and design platforms. They learn editing, presentation skills, and digital storytelling. Others, however, simply reuse templates and ideas found online. During offline creative tasks like drawing, storytelling, or role play, students rely on imagination rather than imitation. The teacher concludes that the Internet can either enhance or limit creativity depending on how it is integrated into lessons. A life without the Internet might encourage more original thinking, but it would also remove powerful tools for digital creativity that modern education values.

Independent learning is often cited as a major advantage of the Internet. Students can watch tutorials, access online courses, and practice skills beyond school hours. Reports from the

OECD emphasize the importance of digital literacy for lifelong learning. In the classroom, students who use online platforms responsibly show noticeable progress. Yet some learners become dependent, unable to start homework without searching for ready answers. Without the Internet, independence would require more effort, library use, and problem-solving from memory, which might strengthen cognitive resilience.

Social behavior is also influenced by Internet access. Students often prefer online entertainment during breaks rather than talking with classmates. Offline days at school, when devices are limited, result in more laughter, games, and natural communication. The teacher observes that friendships seem warmer and more active without screens. However, the Internet also allows students to maintain connections with distant friends and relatives, which enriches their social world. Thus, removing it would improve immediate interaction but reduce extended networks.

Access to authentic materials is one of the strongest arguments for the Internet. Students can watch native speakers, read real articles, and follow global events. This exposure significantly improves language learning and cultural awareness. Without the Internet, such materials would be limited to textbooks. Educational researchers like David Crystal have noted how digital communication reshapes language learning opportunities. Therefore, losing Internet access would narrow students' exposure to real-world language use.

Critical thinking develops differently in online and offline environments. Online, students must evaluate the reliability of sources, compare opinions, and identify misinformation. Offline, they rely on fewer but more carefully selected materials. Both environments offer valuable cognitive training. The teacher concludes that students need guidance to use the Internet critically rather than passively consuming information.

In conclusion, classroom observations show that life without the Internet would neither be entirely better nor entirely worse. It would restore deep focus, richer communication, and stronger imagination, but it would limit access to global knowledge, authentic materials, and digital skills. The key lesson from the classroom is not to remove the Internet but to teach students balanced, mindful use. Education should aim to combine the strengths of both worlds—offline depth and online breadth—so that students grow into thoughtful, creative, and independent learners.

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