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INFORMATION AND COMMUNICATION TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING

In the conditions of changing the content of education, the transition to a competency-based approach, information and communication technologies play a

priority role in the educational process. Information and communication technology tools are software, hardware and technology, and devices that operate on the basis of microprocessor, computing, as well as modern broadcasting tools and information systems, information exchange, providing operations for collection, production, accumulation, storage, processing, information transmission and access to information resources of local and global computer networks. Information and communication technologies are a wide range of digital technologies used to create, transmit and disseminate information and provide services (computer equipment, software, telephone lines, cellular, e-mail, cellular and satellite technologies, wireless and cable networks, multimedia, and the Internet). The most commonly used information and communication technologies elements in foreign language learning are: multimedia projector, interactive board, electronic encyclopedias and reference books, educational resources of the Internet, video and audio equipment, simulators and testing programs, electronic textbooks and manuals, interactive conferences and competitions, research and projects, distance learning.

Depending on their use, the following classification can be deduced in educational activities: for search for information, use and work with browsers and various search engines (reference, outline, annotation, citation, etc.); for work with texts using Microsoft Office's core application package: Microsoft Word allows you to create and edit texts with graphic design; Microsoft Power Point lets you create slide presentations to showcase more colorful material; for automatic translation of texts through translation programs and electronic dictionaries; for storage and accumulation of information (CDs, DVDs, Flash discs); for communication (Internet, e-mail, ICJ, Skype, etc.); for processing and playing graphics and sound (Microsoft Media Player, WinAmp, WinDVD, ACDSee, PhotoShop, CorelDraw, etc. These ICT tools in English lessons are an effective pedagogical tool for the formation of communication skills, one of the most important aspects of optimizing the learning process and expanding the range of the arsenal of methodical funds and techniques. The use of Internet technologies plays a significant role in the study of a foreign language: on-line tests, video conferencing and on-line communication with native speakers, work with sites in English, projects.

The main goals and objectives of ICT application are: a significant increase in motivation to learn the language (creative approach, novelty, independence and competence in solving the problems, personal growth, positive emotional factor); the development of speech competence; the development of the skill of self-learning English.

The use of information and communication technologies reveals the enormous possibilities of the computer as an effective means of learning. Computer training programs contribute to the development of various types of speech activity, awareness of language phenomena, creation of communicative situations, automation of language and speech acts.

Training involves working on two functional speech activities: listening in the process of direct (dialogue) communication and listening to coherent texts in indirect communication. An important positive result of using presentations in listening

training is the interest of students. Multimedia capabilities allow you to listen to foreign speech, adapting it to your level of perception, and the regulation of the speed of sound allows you to break phrases into separate words, simultaneously comparing pronunciation and spelling words. Interactivity leads to more intensive participation in the learning process of the learner, which contributes to the efficiency of perception and memorization of educational material. Computer presentations allow you to effectively adapt the educational material to the characteristics of students. Interactive learning based on multimedia programs allows you to more fully implement a set of methodical, didactic and psychological tasks, making the learning process more interesting and creative. For example, to introduce cultural aspects such as etiquette, features of speech behavior, cultural features, traditions of the country of the language studied, to form the skills and skills of reading texts of the network of varying degrees of complexity, to improve listening skills and writing skills, to replenish your vocabulary of modern foreign language. Opportunities to take into account the levels of language training of students are the basis for the implementation of the principles of individualization and differentiated approach in learning. This takes into account the individual work opportunities of each student.

Using a computer, you can organize in the lesson individual, steam and group forms of work, present the material more clearly, saving time for speech practice, make classes more visual, provide instant feedback, improve feedback, improve intensity of the educational process, objectively assess the actions of students, accustom them to independent work with the material, activate cognitive activity, make the content of the course non-standard and attractive, providing repetition of previously studied material. Consequently, a modern computer is a technical tool that promotes effective learning and, as a result, affects the overall development of students.

The possibilities of using Internet resources are enormous. The global network creates the conditions for obtaining any necessary information: country material, news, newspapers and magazines, fiction and scientific literature, etc. To do this, students are invited to write dictionary articles based on the information they read. English grammar skills are acquired through the work on the examples encountered in the articles. Students can take part in testing, quizzes, competitions, Olympics, conducted on the Internet, etc. In English lessons, the Internet can solve a number of didactic problems: to form reading skills using the materials of the global network; to improve students' writing skills; to expand the vocabulary of students; to form a motivation to learn English.

Consequently, the use of new telecommunications and information technologies in the learning process allows access to large amounts of information, self-study work, and the ability to remotely learning (because the teaching materials are presented in graphic form), to increase interest for a foreign language learning. However, the introduction of ICT into the learning process does not preclude traditional methods of learning. They are combined with ICT at all stages of the learning process, which greatly improves learning efficiency, encourages students to improve themselves and helps them navigate freely in the information space. In this way, we form communicative competence.

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Міжнародна
науково-практична
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**Теоретичні та
практичні аспекти
соціально-економічних
наукових досліджень**

Матеріали

30 жовтня 2020 р.

м. Київ

Теоретичні та практичні аспекти соціально-економічних наукових досліджень : матеріали Міжнародної науково-практичної конференції (Київ, 30 жовтня 2020 р). Київ : Східноєвропейський центр наукових досліджень, 2020. 222 с.

У збірнику представлені тези доповідей, оприлюднені на Міжнародній науково-практичній конференції “Теоретичні та практичні аспекти соціально-економічних наукових досліджень”, яка була проведена Східноєвропейським центром наукових досліджень спільно з Міжнародним гуманітарним дослідницьким центром, Міжнародним центром технологічних інновацій та Європейським центром аграрних досліджень 30 жовтня 2020 року.

Збірник розрахований на вчених, викладачів, докторантів, аспірантів, здобувачів вищої освіти, представників державних органів влади та місцевого самоврядування, представників підприємницьких структур і широкий читацький загал.

Робочі мови конференції: українська, англійська та російська.

Видається в авторській редакції

Матеріали збірника подаються в авторській редакції та друкуються мовою оригіналу. Автори опублікованих матеріалів несуть повну відповідальність за достовірність наведених фактів, власних імен, географічних назв, цитат, економіко-статистичних даних, галузевої термінології, інших відомостей.



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