

*Галина Лисак*

*Доцент, канд. пед. наук*

*Хмельницький національний університет*

## **Integrating Information and Communication Technologies in English Language Teaching**

Today the information and communication technologies (ICTs) are becoming the way of life for many people regardless of age, country of residence and education. ICTs help to solve important problems in education, professional career training, and social relationships. ICTs are multimedia tools that can be used to find, receive, store, process or transmit information via the Internet. ICTs include personal computers, digital TV, e-board, robots etc. Moreover, they play a very important role in specialists' training, and it is simply impossible to imagine the educational process without them.

The use of information and communication technologies in the educational process has become the subject of research of many scientists, such as S. Arkhangelsky, M. Zhaldak, O. Znachenko, A. Kozlakova, V. Lugovyi. ICTs role in the preparation of foreign language teachers is revealed in the works of N. Avshenyuk, O. Artemenko, T. Borova, I. Gritchenko, S. Derkach, O. Kuzhel, L. Morska, O. Podzigun and others.

The basic condition for successful use of ICT by students is the formation of their information and communication competence at different levels of education. The analysis of recent researches has shown that the leading trends, in the development of the global educational space, demand new level of teachers' preparation in the system of continuing education and improvement of professional, educational and cultural level based on competent, personally-oriented and humanistic approaches [1]. This requires radical changes in the training system.

Studies, conducted by many domestic and foreign experts, show the significant benefits of using ICTs in the process of learning and teaching English as a foreign language. The changes in the development of information and communication

technologies make it easy to apply them for teachers and students with the developed information and communication competence. It provides the speech activity of the participants of the educational process, improves the quality of comprehension and communication, improves the efficiency and effectiveness of foreign language learning process, assists students in solving the problems of further professional and career development.

The integration of information and communication technologies into English language teacher training corresponds to the development of new methods of learning and teaching a foreign language and finding other, better ways of improvement of professional teacher training. Computer Assisted Language Learning (CALL) is widely used teaching method. As noted by Hartoyo [2], computers play an important role in the language teaching and learning process, creating an environment that facilitates mastering it.

Thanks to ICTs, students gain the important experience of self-learning English. Electronic facilities provide services for receiving educational materials, interacting with other users, creating presentations and successful student work. This is done with the help of the Internet and it is called online learning or web-based learning. Internet-based learning with the help of educational sites provides students with access to curricula, programs, modules, materials, manuals, and other learning resources 24 hours a day. They also provide feedback from students to teachers, which can serve as a forum for discussing practical lessons or lectures.

Educational process is available via email, chatting, watching movies, and sharing information with one another, video conference without the presence of a teacher directly in a student audience or in a conference room. To do the tasks, students can use mobile gadgets such as a tablet, mobile phone and smartphone, all of which have special educational programs. This requires a high level of information and communication competence of teachers and students.

It is common for university teachers and students to use e-books in the educational process. The simplest eBooks are the ones that upload ordinary books in digital format. In such a way, students have access to hundreds of thousands of books

that are in the world's libraries at any time of the day. There is another popular type of E-books. They include multimedia information (sound, graphics, images, animation and films).

Nowadays, we use e-devices as a gateway in learning and teaching language in classrooms. Despite many more advantages of implementing ICTs, we have some challenge too. Victoria L. Tinio [3] has mentioned some pitfalls that can be existed in an ICT integrated classroom. We may have difficulties in infrastructure development. Similarly, ICTs may not be in the access of all the teachers and learners. They are quite costly. The teachers can have the problem of providing training to the students. Similarly, there can be the problems in time management and material development.

Despite the challenges discussed above, the use of ICT can get opportunities to improve overall target language competence and develop oral communication and socialization skills. In the same way, the students will be motivated to learn language with ICT.

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