

As a conclusion, it is important that both the lecturer and students see the use of ICT as an intrinsic part of the learning process rather than as an essential component that has nothing to do with their regular study programme. We would therefore recommend that, if you plan to use the Internet, you should talk to your students and explore the reasons for using this resource with them. This can be done at lower levels in their own language or in English with higher-level students. It is necessary to talk to your students about why the Internet content may be useful to them and discuss their attitudes to ICT in general – when they use the Internet, and what for. It is important to show them how the course book and other materials can be enhanced by extra material from the Internet. Above all, do your best to make clear that this is not an entertainment, not something that you are just using to fill in the time.

ICT is a great resource to make university English lessons diverse and accessible. It gives a great chance to implement authentic material into the learning process and create real-life environment for foreign language communication.

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**MODERN INFORMATION AND COMMUNICATION  
TECHNOLOGIES IN TEACHING FOREIGN  
LANGUAGES**

**СОВРЕМЕННЫЕ ИНФОРМАЦИОННО-  
КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ В  
ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ**

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*Abstract. The use of information and communication technologies in teaching of foreign languages is necessary for effective learning. It is given a brief description of some information and communication technologies and the features of their application are described.*

*Аннотация. Показана необходимость внедрения в образовательный процесс вуза информационно-коммуникационных технологий, способствующих эффективному решению ряда дидактических задач в процессе преподавания иностранных языков. Дана краткая характеристика и рассмотрены*

*особенности применения некоторых информационно-коммуникационных технологий, используемых для продуктивного обучения иностранным языкам.*

The almost universal use of the internet, of smartphones and of connectivity has opened up enormous opportunities for language learning and teaching. Technology has heavily impacted almost every aspect of our lives, and education is no exception. In the technological era, the classrooms transformed from teacher-centered to student-centered. This came as a result of wanting to focus more on the students. A student-centered classroom means that the learning responsibility is put on the student with the intention of getting them out of the shell and teaching to become independent. Through many technological tools that teachers have at their disposal, they try to make the learning process fun, interactive, and informational for students by engaging them and giving a sense of independence. Technology hasn't only changed the way teachers deliver their lessons and how students learn; it has also made education in general more accessible to millions of students through online classes and online resources. Technology creates a more engaging learning environment. It improves collaboration and incorporates different learning styles. It also boosts motivation and allows students to self-pace.

To meet the requirements and the challenges of the globalized world, developing digital practices in the language class has become a necessity. Even though the introduction of computers and the Internet in foreign language teaching has been a controversial issue, it is nowadays largely agreed that it impacts positively on the learning process.

There is no more doubt that the use of information and communication technologies (ICT) has positive effects on foreign language teaching and a large amount of literature is available on the topic; however, its impact is highly dependent on the way it is used and the teachers' motivation. Indeed, technologic equipment and connectivity without human implication is not sufficient to improve teaching; to be considered as an efficient tool, ICT requires an actual engagement of the teacher and a well-defined pedagogical project [1]. The following impacts seem to be the most obvious ones when using ICT to support foreign language teaching:

- the possibility to adapt easily the teaching materials according to circumstances, learner's needs and response;
- information and communication technologies allow to react upon and enable the use of recent news, they offer access to authentic materials on the web;
- quick feedback can be possible;
- possibility to combine/use alternately (basic) skills (text and images, audio and video clip...);
- lectures become more interesting and less ordinary which boosts learners' engagement;
- information and communication technologies enable to focus on one specific aspect of the lesson (pronunciation, vocabulary...).

In spite of contrasts that may exist in terms of educational environment, there is significant evidence of the benefits and advantages that the use of ICT can have on learners. Here are some of them [2].

1. Creates a more engaging learning environment. Technology can encourage students to participate in the classroom actively. While some students might find the experience of talking in front of their classmates intimidating, the online classes might have the opposite effect on them. They might feel more comfortable expressing themselves in writing by joining discussions on discussion boards that online courses offer. Not to mention the lessons that become more interactive and interesting for students to follow. It may also help with communication between students. While some find it awkward to ask colleagues for help on particular subjects, communicating online might be easier for them.

2. Improves collaboration. Over the years, professors have seen an increase in collaboration between students whenever they involve technology in the classroom. Unlike lecture-based classes where students stay passive and wait for the teacher to disseminate information for them, and most of it isn't retained, in the classes where technology is involved, students tend to collaborate more, and the percentage of the retained information increases too.

3. Incorporated different learning styles. You can't find two identical students. They all have different learning styles. That's why it's difficult for the teachers to create a lesson plan that incorporates all of the different learning styles. With the help of technology, this has become possible. Some students learn best by hearing, so you use videos or podcasts in the classroom; some students prefer using pictures to visualize what they're learning, and some might learn best on their own, so they use online learning. Technology helps teachers become creative in ways of teaching.

4. Boosts student motivation to learn. When we do something that we enjoy, we want to do it more. Simple as that. That's how technology can boost students' motivation to learn. Most students have been raised with technology, and they're used to it. So they don't have a problem with it, quite contrarily, they enjoy using it. Through technology, active learners remain engaged with the lessons and it encourages the students who aren't that active to find something that will make the learning process easier and fun for them.

5. Makes self-paced learning possible. Schools continue to have rigid schedules that students must follow. However, technology is reducing that rigidity. Technology makes it possible for students to study at a pace that fits them. Self-paced learning has opened the door to education to many individuals around the world.

We can't deny the advantages of using technology in the classroom. But, we also can't deny its disadvantages [3].

1. Students might lose their interest to learn. Seeing that most of the learning resources are stored online or in computers, students might develop poor learning habits and create a lazy attitude toward learning. Some might even think that they don't even have to go to school since they can find everything they need to know online. Who needs school when you have Google, right?

2. Students might become vulnerable to pitfalls of technology. The computer can be a source of problems as much as it is an invaluable tool. This is mostly true for students who lack technical skills to maximize the functionality of the device. Computer malfunctions, as well as technical problems, can result in students losing their assignments and other important materials, which, in turn, can cause high levels of stress.

3. Can diminish the value of online education. Although there isn't any research that can show how personal interaction affects students' performance, there is data that indicates that students enrolled in online classes are more likely to have lower grades or fail than they are to benefit from them. This may come as a result of the lack of face-to-face interaction between teachers and students in the online classroom. Another reason might be that without a teacher that looks over them, students might get tempted to use technology for other purposes instead of learning online.

When we talk about technologies in education, we mean all types of technologies that are used to enhance the learning experience. Here are a few most used technology tools in education: Electronic Whiteboards, Desktops and Laptops, Projectors, Distance Learning, Virtual Field Trips.

The use of information and communication technologies (ICT) in teaching and learning foreign languages has risen sharply among the educational community. Teachers access and implement innovations without always realizing their full implications for them and their students. However, this is not necessarily a negative thing, because if no one used innovations, little progress would be made and there would be nothing to evaluate. The article presents certain features of ICT that can be used to good advantage in a rich learning environment, and the use of video as an ICT tool in the foreign language class. It is also discussed the role of the teacher in implementing technologies and we argue that it is the teacher, not the technology who determines the quality of the learning and teaching. There are people who are afraid that the teacher's role would be compromised if we integrate information communication technologies in education; however we militate for a 'techno-humanistic' system, in which teachers, learners and technology would form a lasting meaningful alliance.

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