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THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE FOREIGN LANGUAGE CLASSROOM

Technology, which is a rapidly developing and changing phenomenon, has brought remarkable challengers and changes for both, the educators and education. This results in the restructuring of the educational system brought by computers as a leading technological mechanism. Teaching is no longer limited to using textbooks, audiotapes, disks, videos and slides but it can be more interactive via other mediums. The overall **objective** of the article is to observe the role of information and communication technology (ICT) as the valuable teaching tool in the foreign language classroom.

Nowadays through the World Wide Web (www) teachers can gain on-line access to various applications such as lecture notes, on-line quizzes, announcements, reference material, and interactive computerized lessons. The use of distance-learning programs leads to the establishment of borderless classroom. The Internet has entered into the mainstream popularity after its existence for nearly twenty-five years and it is gaining its popularity in the universities and colleges worldwide when World Wide Web (www) was introduced in 1995. Internet facilities offer "information booths" such as

websites that offer several types of information including news, documentary materials, product sales, databases, online library or general information and teaching and learning materials. Moreover, language teachers can exploit such facilities as e-mail, forum discussions, chat rooms, services including file transfer protocols, and net meeting which are able to transfer video and audio signals. The Internet can be used in the foreign language classroom for the following reasons: learning to use computers provides some kind of motivation for learning English; the Internet places English in an international context whereby learning English means learning about the language and communicating with people around the world; Internet projects are interactive.

There are some other reasons for using Internet in the foreign language classroom: providing new skills and a basic understanding of ICT; preparing the students for the information society in the XXI century; providing better-quality education; linking the abstraction of the teaching material with the real life in the outside world [1]. It is obvious that the possibilities of the multimedia computer are numerous when it comes to learning a language; and possibly, learning through a multimedia computer most resembles real or authentic situations. But at the same time we must not forget that the language teacher has got answers the computer lacks. Thus, neither should we overvalue the role of the computer, nor should we set unrealistic goals that will be impossible to reach. One could say that the ideal situation would be for the students to do 'drill and revision' exercises with the help of the computer, and for the language teacher to devote himself to activities of a more communicative type.

The presence of the computer in the classroom would seem to require significant changes in the teacher's role. The teacher will be less of an information-giver and more of a learning facilitator. Being the primary resource person, the teacher should serve as more of a manager than as a fountain of knowledge. The teacher who uses multimedia in his classes will become a guide, a resource expert, a resource provider, a mentor. It is worth mentioning that it is quite impossible to predict the effects of the Internet in the future. Therefore, teachers should not abandon their traditional

teaching method but see the Internet as a useful complement to conventional teaching. Indeed, the Internet can truly become a valuable asset to the foreign language classroom provided that teachers are enthusiastic and convinced that it can offer many benefits to the language teaching and learning processes.

Rapid industrialization and globalization pose a direct impact on the nature of teaching and educating the students. Language teachers have to accept the fact that teaching is no longer confined to the four walls of their classrooms or even the resource centers such as the library and media rooms. They have to realize that they are preparing students who are going to spend their adult lives in the digital age which demands high level of computer literacy and self-learning. This is especially true for the purpose of locating and retrieving information from various unlimited sources across the globe. As the country progresses towards becoming a developed nation, teachers can no longer rely on traditional teaching and training methods to survive in the era of an information-based and knowledge-based society. New learning and teaching systems need to be developed to meet the country's needs in creating such a society.

Literature:

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Козловська Г.Б. Роль інформаційно-комунікативних технологій на заняттях з іноземної мови.

У статті розглядається роль інформаційно-комунікативних технологій на заняттях з іноземної мови. Інформатизація істотно вплинула на процес придбання знань. Нові технології навчання на основі інформаційно-комунікативних дозволяють збільшити швидкість сприймання, розуміння та глибину засвоєння величезних масивів знань. Сучасний викладач – це генератор ідей, організатор, режисер, який визначає ролі і процес навчання,

поєднуючи традиційні і новітні методики, прийоми і засоби. У статті є деякі рекомендації для людей, які беруть безпосередню участь в освітньому контексті і тих, хто зацікавлений в інтеграції ІКТ у сфері своєї професійної діяльності.

Ключові слова: інформаційно-комунікативні технології, заняття з іноземної мови, викладач, студент