International Science Group

ISG-KONF.COM

XVII

INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE

"THE LATEST TECHNOLOGIES IN THE DEVELOPMENT OF SCIENCE, BUSINESS AND EDUCATION"

London, Great Britain

April 30 - May 03, 2024

MODERN INFORMATION AND COMMUNICATIONS TECHNOLOGIES FOR FOREIGN LANGUAGE ACQUISITION

Yemelianova Olena,
Ph.D., Associate Professor,
Associate Professor of the Department of Germanic Philology,
Sumy State University

The evolution of modern higher education in Ukraine is marked by considerable integration of information and communications technologies into teaching process. As Lingyu Li points out: "With the advent of the digital age, the information technology capacity has become one of the 21st century skills, and the ICT competency is not only the skill of mastering information technology, but also includes problem solving, information processing, critical thinking, and creative and innovative use of information technology" [4, p. 308].

Due to the rapid development of the information and communications technology (ICT), numerous new websites have emerged that are useful for teachers. "The rapid development of modern information technology provides a convenient and high-quality technology platform for foreign language teaching" [3, p. 909], and "at the same time digital technology may imply opportunities to innovate teaching" [2, p. 1].

Given the incredibly vast selection of available sources, it seems important to provide a certain classification of resources to assist teachers in selecting those necessary for constructing lessons.

Since the inclusion of specialized educational resources requires structuring lessons exclusively around the resource itself, it's necessary to divide Internet resources based on their usefulness for educational purposes. The degree of integration of network resources into the educational process can vary depending on the lesson's objective, so they can be categorized as universal, intended for solving complex linguodidactic tasks, and specialized, designed for specific tasks.

The rapid development and improvement of the information and communications technology in recent years have significantly expanded the possibilities of using the resources in the educational process for:

1) gathering, storing, processing, and managing information: access to authentic audiovisual materials (YouTube https://www.youtube.com/ and ScreenToaster https://www.crunchbase.com/organization/screentoaster); educational blogs, presentations (SlideShare https://www.slideshare.net/); file storage (Dropbox, Google Drive);

2) publication, editing, and exchange of information, creation of customized materials: blogs, chats, document creation and exchange (such resources as: Google Docs https://docs.google.com, інтерактивна онлайн дошка Miro miro.com, www.Wepapers.com); creating visual presentations using network services for building charts and diagrams (Canva https://www.canva.com/graphs/, Cacoo

https://nulab.com/cacoo/, LiveGap Charts https://charts.livegap.com/, Chartle https://www.chartle.com/); creating mind maps (MindMapping http://www.mindmapping.com/);

3) organizing real-time communication using telecommunication technologies such as Zoom, Skype, Viber (webinars, video conferences);

4) presenting information presentation (using Canva https://www.canva.com/presentations/ , Power Point, Prezi https://prezi.com/ , MindMapping http://www.mindmapping.com/, etc.).

Modern Internet technologies (IT) can be classified into the following categories:

1) interactive IT (interactive websites, multimedia sites, podcasting, etc.);
2) information and two-way or multi-party communication IT (blog, ICQ, e-mail, chat, forum, social networks, mailing lists, etc.);
3) informational IT (news groups, wikis, informational websites, e-books, electronic library, etc.);
4) auxiliary IT (online dictionaries, online translators, etc.) [5, p. 4].

From a didactic point of view Internet resources can be divided into telecommunication forms and informational resources. Leading telecommunication forms widely applied in the process on foreign language acquisition are emails, wikis, forums, chats, webinars, video and web conferences, and blogs. Textual (reference, bibliographic, etc.), graphical, audio, and video materials form the basis of informational resources.

Alongside informational resources, there are educational Internet resources created for educational purposes and aimed at satisfying educational needs. The following educational resources should be mentioned:

Hotlist − a list of Internet sites (with textual material) on the studied topic, easily created and useful in the learning process.

Multimedia Scrapbook − a collection of multimedia resources containing links not only to textual sites but also to photos, audio files, video clips, graphical information, and virtual tours.

Treasure Hunt − contains links to various sites in the studied language, each link having questions about the site's content to guide students' search activities. At the end of such investigative work, students may have a significant question on the overall understanding of the topic.

Subject Sampler − contains links to textual and multimedia materials on the Internet (photos, audio and video clips, graphical information). After studying each aspect of the topic, students need to answer posed questions. An important functional difference of this resource is that students are required not only to familiarize themselves with the material but also to express their own opinion on the discussion topic.

Webquest − the most complex type of educational Internet resource, involving project-based learning activities using network resources and encompassing components of the previously mentioned types, leading to a project involving all students.

As it is mentioned by Lin Shen: "In the actual teaching, through the combination of multimedia and network, text, sound, image and video can be effectively gathered together to create a situation, realizing sound, color, picture and text. Teachers can instruct students to practice and imitate according to the created situation, stimulate students' interest in learning, diversify the teaching content, trigger students' innovative thinking, improve teaching efficiency and enhance teaching effects. Teachers and students can communicate through various services provided by the network" [3, p. 911].

Analysis of theoretical and methodological literature shows that Internet resources contribute to the modernization and increased effectiveness of foreign language teaching in Ukraine nowadays. The effective integration of information technologies into the educational process largely depends on the pedagogical and methodological appropriateness of their application at each stage of teaching and inevitably requires careful preparation and commitment on the teacher's side for organizing lessons involving online resources.

The advantages of integrating Internet technologies into the foreign language learning process are evident today. Over the past decade, numerous studies have been conducted on the positive impact of Internet resources and Internet communication in particular. However, students' work with Internet resources, if methodically incorrect, will not only hinder the effective development of students' skills but in some cases may also lead to the acquisition of erroneous stereotypes and generalizations about the culture of the studied language. It is mentioned by the researchers that: "while online education offers numerous benefits as a flexible mode of knowledge delivery, both instructors and students tend to face various challenges that can be significant obstacles to the implementation of education" [1, p. 1215].

The results of the analysis of theoretical and methodological literature have shown that for effective work in English language classes involving Internet resources, it is necessary to:

1) develop students' information literacy, the main indicators of which include the ability to work with large volumes of foreign language information, analytically select relevant information from various sources, independently process information, and apply acquired knowledge to solve fundamentally new tasks, as well as skills in foreign language communication in the context of using Internet resources;

2) have a carefully developed lesson plan with a defined purpose, place, and time for using Internet resources;

3) create a step-by-step algorithm with clear instructions for performing each type of task;

4) provide methods of assessment by which teachers can evaluate progress and the correctness of task completion (e.g., tests with answer keys);

5) use websites selected based on effectiveness criteria.

The issue of criteria for selecting Internet resources also appears relevant to modern pedagogy. Given the multifunctionality, large number, volume, and variety of Internet resources, selecting the right source without specific criteria can be a challenging task for teachers. The following key selection criteria should be taken into consideration:

linguistic complexity, cultural complexity, information source, reliability of information, relevance, cultural need for information, and objectivity.

When choosing Internet resources, it is also important to consider their illustrative content, representativeness of material, and take into account students' interests, especially when discussing socially sensitive topics. It is essential to remember the national, religious, and social peculiarities of students.

Modern language teaching methodology offers numerous methods of using Internet resources among which five of the most popular methods involving network resources are as such:

1) explanatory-illustrative, where students make notes of received information for memorization and reproduction. This method is useful for introducing new grammatical or lexical topics, and the use of Internet resources is auxiliary in nature;

2) reproductive, characterized by the transfer of ready-made knowledge. Internet resources under this method help organize individual presentation of necessary information and provide ongoing and final control;

3) problem-based teaching based on students' independent activities aimed at finding necessary information and solving problems, addressing problematic questions. It is important that the student independently selects Internet resources to solve the task, while the teacher observes and controls the process;

4) partial-search aimed at activating students' cognitive activities. The use of Internet resources is aimed at developing skills in selecting necessary material and organizing it. This method also involves dividing and sharing the search activity, where each student is responsible for finding specific information to solve the overall task;

5) research-based method relying on students' independent creative work within a specific topic. The teacher, together with the students, formulates the problem, and then only directs the research process. This method is considered the most effective due to its high motivation, creative activity, and interest in the learning process.

The integration of information and communications technology into the modern language teaching and learning is crucial nowadays. A wide selection of foreign language linguistic and cultural material provides teachers with significant opportunities to immerse students in an authentic language environment, thus promoting the successful development of their foreign language communicative competence.

However, only methodically justified lessons, with the smart use of innovative teaching methods in class, will ensure its effectiveness. Considering the abundance and variety of Internet resources, critical selection of used resources and their thoughtful integration into the lesson are paramount.

References:

1. Fatma A. H. Abdelatia, Kharima Saleh Issa Alsohbo, Isyaku Hassan Challenges Faced by Libyan English Instructors in Using E-Communication Tools. *Journal of Language Teaching and Research*. 2023. Vol. 14, No. 5. 1215−1222. DOI: https://doi.org/10.17507/jltr.1405.09

2. Hall C., Lundin M. Technology in the classroom: Personal computers and learning outcomes in primary school. *Economics of Education Review*. 2024. 100. DOI: 10.1016/j.econedurev.2024.102536. Taken from: https://www.sciencedirect.com/science/article/pii/S027277572400030X?pes=v or

3. Lin Shen. Research on the Cultivation of English Teachers' Informatization Technology Literacy and Teaching Integration Ability. International Conference on Arts, Management, Education and Innovation. 2019. 909−913 DOI: 10.23977/icamei.2019.184. Taken from: https://www.clausiuspress.com/conference/article/artId/1694.html

4. Lingyu Li. The Effect of Preservice English Teachers' Design Thinking on Their ICT Competencies in Hebei: The Mediating Role of ICT Integration Self-Efficacy Beliefs. *World Journal of English Language*. 2023. Vol. 13 (8). 307−319 doi:10.5430/wjel.v13n8p307. Taken from: https://www.sciedupress.com/journal/index.php/wjel/article/view/24326/15257

5. Грітченко І. А. Формування практично-діяльнісної компетентності майбутніх учителів іноземної мови засобами інтернет-технологій : автореф. дис. ... канд. пед. наук : 13.00.04. Хмельницький, 2015. 21 с.