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**INFORMATION AND COMMUNICATION TECHNOLOGY  
IN FOREIGN LANGUAGE LEARNING****ANASTASIYA ROMANOVSKAYA, MARGARITA SIROTKINA**  
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*The article focuses on the problem of foreign language acquisition with the help of information and communication technology. The main models of ICT use in the educational process are analyzed.*

Information and communication technology (ICT) has become very important in recent times. Computers are used in almost all spheres of life, and the Internet has developed into an important source of information. So, ICT plays an increasingly important role in the way we communicate, study and live. "ICT is a part of the methodology of teaching foreign languages, which helps to realize communicative approach in teaching and increase the quality of assimilation of the foreign language and speech material" [1, p.164]. In Belarus the term "e-learning tools" is widely used along with the term ICT. E-learning tools, used to improve the quality of educational content are manifold. Software such as Flash and PowerPoint will help you make your presentations slick and interesting, with high quality, graphically rich content. There are word processing packages and HTML editors available these days that make formatting your text or web pages a breeze, removing a lot of the complexity. There are also lots of online services available that you can use to create interactive elements for your courses such as quizzes and games.

The use of e-learning tools is based on a set of pedagogical and methodical principles such as the principle of activity, the principle of independence, the principle of design and presentation of educational material, etc. But their nature and peculiarities require some new ones to be taken into account. First of all, using e-learning tools has changed the use of visual methods. They have become hypermedia visual methods. Multimedia technologies allow the presentation of foreign language material, accompanied by music or voice-over design, animation, graphic inserts, videos, slide shows, etc. "Hypermedia visual methods actively influence the perception of the communicative situation, make it possible to create the effect of presence, emotional involvement in the situation happening on the screen. All things stimulate students' speech. They receive an opportunity to choose:

- the sequence of operations with the components of e-learning tools;
- the level of complexity of exercises and tasks;
- the place and time of execution of exercises and tasks;
- the level of complexity and the amount of test tasks.

This contributes to the development of students' educational and cognitive skills which are necessary for self-mastering of a foreign language" [1, p.166].

The greatest changes affect the principle of activity that is transformed into the principle of interactivity. Therefore, modern Internet technology made it possible to involve students in "interactive" mode of foreign language written communication, provided feedback, the rapid exchange of educational information between the students and the teacher by e-mail, wiki services, educational blogs and others.

In the national methodology, there are three models of the use of ICT in teaching foreign languages. In **the first model of ICT use** the e-learning tools apply to foreign language lessons as optional. Information storage and retrieval systems, multimedia training courses and e-books have become an integral part of foreign language lessons. All of them are realized at a particular stage of lesson to achieve specific methodical purposes: presentation of audio or video files and other visualization, development of speech skills, organization of control / mutual control of mastering the material. This model can be used with the help of whiteboards, eBeam projection, PowerPoint, CorelDraw. This model can also be used with the help of special multimedia training courses such as: "Professor Higgins", "Oxford Heroes", "Triple Play English Plus", etc. The software allows you to save all changes that have been made in documents, and then send the stored pages by e-mail or print them. **Triple Play English Plus** comes on a CD-ROM. It takes less than ten minutes to install. The CD-ROM must be in the CD-ROM drive to run the software. The software can also be run directly from the CD-ROM, with a sacrifice in speed. Triple Play Plus! English is a colorful, varied multimedia language tool designed for learners of English as a second or foreign language, from the age of 8 to adult. It has games for beginning and intermediate learners, in a variety of topics, and at various levels of interactivity. The software allows learners to practice reading, aural comprehension, and speaking skills. This software makes an effort to meet the needs of as many learners as possible. There are activities for beginning and intermediate students. There are drill-and-practice vocabulary exercises, more complex games relating to verb tenses, prepositions, and other subjects, and

comic-strip conversations built around everyday activities. Students at all levels should find something of interest in this software.

In the second model of ICT use the teacher combines students' independent work with e-learning tools and the work in the classroom without the use of computers. The teacher can ask pupils to carry out communicative tasks at home on blogs, on chat, on a class page, on a social network or on a wiki service. For example: TreapUp (<http://www.yeepe.com/chat/>), LiveEnglish (<http://www.liveenglish.ru/>), Chatterous (<http://www.chatterous.com/>), Google Classroom (<https://classroom.google.com/ineligible>). The teacher can create a blog for a training group and invite students from other countries to join the discussion of problems of concern to their peers. The teacher has an opportunity to post on blog different tasks and links to related educational resources. Quality performance of tasks are checked in the classroom with the help of discussion or test. **Chatterous** is a group chat using the web, email or sms. You can create chat rooms and embed them on your site. Chatterous can also be used to broadcast messages to people over email or sms. It is a great way to practise your written English, and like everything on the Network it is provided as a free service. The chat allows you to contact and meet other people who are learning English, and other languages. Anyone can read the messages, but only members can add their own messages. The main purpose of the forum is to provide encouragement, advice, support, enjoyment. It is a friendly environment in which learners can share ideas and have fun. People sometimes repost on other sites, and they often discuss the posts made on the forum in other sessions.

In the third model of ITC use computer programs and the Internet resources are used for distance learning of foreign languages. We can use following programmes and web-sites: Learning Management Systems, Lingvo Leo, Quizlet, Puzzle English. They make it possible to individualise the teaching-learning process. Students can learn at a pace appropriate to their own level of language skills, which means that it is the learner who determines the progress and often the range of materials being taught or practised. With the help of computers, students use different types of knowledge and develop various skills. They also acquire new information often without being aware of the fact that they are learning. In addition, computer software never swears at students, but generally gives positive feedback. In this way, learning becomes real fun. **Quizlet** is a computer program used for distance learning of foreign languages. While registration a student sets his own level of mastering English; after that, he is offered cards on different topics containing different amount of words or a student may create his own cards. While creating the cards, the teacher puts a word in one column and the appropriate Russian translation in the other column or he may set a definition to the word. The advantage of the program is that it proposes to use the means of visualization (the pictures) for an easier semantization. The first step – is the cards. The student may choose on his own which word will go first – Russian and the English translation or vice versa. In addition, there is a sound maintenance to every word. It means that a student memorizes the necessary pronunciation as well. At the second step a student chooses the “Learn” section. He is offered the words in English or Russian with the sound maintenance. The student should write the necessary meaning of the word in an appropriate field. The next step is the test where a student is offered different types of tasks, such as: written questions, matching question, multiple choice questions, and true/false questions as the program presents. After completing the test, the student clicks the “check answer” icon and the program grades his work from F to A. Thus, the student may estimate his level of knowledge and understand whether he has mastered the material or he needs more practice.

“Using ICT in the process of education does not only increases participation and the general enjoyment of classes but also contributes to learning, fosters interactions, and allows learners to self-assess and compare their performance with that of their peers” [2, p. 53]. This fact can also be used as reference by second language teachers and learners to enhance the learning process in the language classroom and to boost the mundane and traditional vocabulary learning process. In addition, by integrating the use of ICT in the language learning, it is believed that second language learners will be able to learn vocabulary effectively and develop their potential in experiencing different methods of learning.

#### REFERENCES

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