ICT Tools in Foreign Language Teaching

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ABSTRACT

The teaching of English has undergone tremendous changes over the years, which currently require using alternative approaches, such as the development of communication, life skills, interpersonal skills, and ICT literacy in foreign language teaching. This article will discuss applying the most appropriate methods, techniques, modern ICT devices according to students' learning styles in teaching English

Introduction

In the era of globalization and scientific and technological progress, the need for learning a foreign language, especially demand for learning English is increasing day by day. Learning a foreign language through information and communication technologies (ICT) and multimedia tools (MMS) opens up much more prospects. Good knowledge and excellent skills in the field of ICT are very effective tools that improve the quality of teaching and its effectiveness, respectively. This technique allows not only to develop communication at a higher level, but also to significantly improve language literacy. Thus, the use of ICT gives learners the opportunity to become competent users of English with a broad profile.

According to research results, the use of ICT and MMS in learning English significantly helps [5]:
- improve writing and reading skills;

- develop speaking and listening skills;
- to ensure productive interaction both with the teacher and between students within the group;
- to reveal creative potential;
- increase the effectiveness of self-study and feedback.

ICT opens up a number of additional opportunities to build interactive environment in language teaching:
- access to the study of an expanded range of sources, the assimilation of more diverse information;
- mastering the variability of the formation and presentation of the information received;
- increasing the coverage of the trained audience;
- expanding the range of tasks;
- providing the opportunity to choose the goals and methods of training;
- highlighting the main characteristics and features of the information offered for study;

- a significant improvement in the perception of the language, its understanding and literacy in general [5].

Materials and Methods

The introduction and active use of ICT tools greatly facilitate the acquisition of English, thereby improving the quality of education. The use of technological innovations in the modern world is already an integral part of life. Computers and various software are mainly developed in English. The World Wide Web has shown the convergence of technologies: television, telephone, music, as well as innovative consumer technologies. Computers and information technology have greatly simplified and diversified the ways of learning a language, while making the process itself much more interesting and entertaining. In addition, widespread computerization and the rapid development of technology have greatly facilitated the work of the teacher. Outdated methods are simply not suitable for the modern generation, and the use of ICT methods provides a unique opportunity for both teachers and students to go beyond standard methods, and contributes to effective self-learning [4].

Multimedia technologies - a set of different types of information presentation in the digital environment. In other words, text, graphic, audio and video information is collected in a single multi-sensor interactive file, which is intended for presentation to the audience. This method is designed to focus on auditory perception, visually attractive display of text blocks, possibly with additional animation, as well as on video and semantic load. Various devices are used for this: PCs, mp3 players, mobile phones, tablets. The individual components of multimedia can be easily converted into digital form, modify entire blocks, correct individual elements, and then include them in the final presentation.

Specialists have developed forms and methods of teaching a foreign language to students with specific stylistic characteristics.

Visual students need to see (on a monitor screen, blackboard, in a textbook, in the form of handouts) what they are learning in the form of text, images (drawings, diagrams, diagrams, etc.). Accordingly, they have difficulty with instructions and explanations given only orally. Therefore, visual students should be advised to write down the information that needs to be remembered, as some of them cannot remember the material at all until it is written down.

When working to develop listening skills with these students, visual cues such as subtitles should be provided. Since visual students may have problems with the pronunciation of the sounds of a foreign language, intonation, it is necessary to provide a separate work on the development of pronunciation.

Such students can be advised to write down key words, draw diagrams that will put the necessary information in order, make and use flash cards for learning vocabulary, associative cards, keep accurate notes, use symbols, highlight in a certain way what they need to learn. Experts advise visual students to sit at the first desks, so that it would be easier for them to concentrate on what the teacher says, to see his facial expressions and gestures. Such students should be allowed to use PCs and smartphones so that they can structure information (create a diagram, table, etc.), and be given the task of preparing presentations in Microsoft Powerpoint.

In the learning process, we can use an interactive whiteboard, if necessary, develop graphs, diagrams, diagrams that demonstrate the lexical and grammatical material provided for by the program of the academic discipline; when explaining new material, use words that evoke visual associations, as well as other visual cues (for example, hang additional materials on the walls of the audience) [2].

Visual students like to search for information on the Internet, solve puzzles, solve crossword puzzles, work with books, illustrations, do written exercises, in particular, write essays, and briefly answer questions. Before embarking on an independent exercise, they are interested in how other students perform it. Such students should be given time to comprehend the information received in a calm

environment; they like to work independently, for example, reading a textbook.

At the same time, visual students do not like to repeat words after the teacher follow complex verbal instructions and listen to long audio recordings that are not accompanied by video. This type of student has no problems with spelling, it is easier for them to learn to read, write, they easily learn grammar, but they usually have problems with speaking.

Auditory students need to hear what needs to be learned. They must read aloud in order to hear the information they need to remember. They need to explain verbally. The information given in the textbook is not enough for such students. For example, auditory students need to comment aloud on assignments they have received in the form of a handout, because written information does not mean much to them until they hear it. For the same reason, they must be seated at those desks where they will hear the teacher better. They are encouraged to work in quiet, peaceful place.

Auditory students should be allowed to record on the devices they have (for example, voice recorders) the teacher's explanations for later listening. When presenting new material, it is worth using words that will evoke sound associations and rhyme for this type of student in order to improve the level of memorization of the necessary information. Questions can also be read aloud to auditory students during testing. Students should be divided into pairs so that they explain new information to each other in order to better assimilate it. This type of student takes an active part in discussions and debates, enjoys listening to audio recordings, in particular audio books, and repeats aloud after the teacher. It will be appropriate during the lesson to use software that reproduces the text, writing dictations, telling interesting stories. It is believed that listening to radio, music, watching videos and TV programs will benefit such students more than students with other learning styles.

Auditory students do not hesitate to speak in the classroom, they are happy to complete tasks orally, they cannot be silent for a long time, and they actively ask and answer the teacher's questions, often repeat and paraphrase what they hear. Such students learn a foreign language well, easily develop speaking skills, quickly memorize new vocabulary, and can even learn a language just by listening to others speak it. However, such students need to devote more time to reading, since they generally do not like to read and do written assignments.

Kinesthetic students learn by doing, meaning they need to do something in order to learn something, as they remember what they did, not what they saw or heard. Such students like to change their location, to feel objects by touching them, to draw what they are studying. The more active the kinesthetic student is during training, the more material he will learn [1].

Such students are often hyperactive, can jump from place to place, mechanically draw or draw something. If they start to get distracted, you can invite them to distribute or collect the work of other students in the group, write something on the board, or, if necessary, rearrange desks and chairs. In order for kinesthetic students not to be distracted, the teacher should change activities more often. Kinesthetic students need to take an active part in learning and take frequent breaks. They need to be periodically re-grouped, given tasks that need to be presented standing up, such as giving a speech to an audience using reference charts. In addition, they can be invited to try themselves as a teacher for a certain period of time.

Kinesthetic students need to be given tasks that require physical activity (movements) more often. They will be able to focus better if they sit at the first desks, write down, draw, use a computer when doing exercises, make flash cards on their own to consolidate vocabulary.

Kinesthetic students love to participate in role-playing games, discussions, projects and the learning process will be active and will give them the opportunity to improve their critical thinking skills. They enjoy working in groups, even outside the classroom, visiting museums and exhibitions.

During classes with kinesthetic students, it is easy to include components that suit students with different stylistic characteristics, and visual and auditory students will certainly be interested in interactive classes and activities in which they will take an active part. Nevertheless, kinesthetic learners quickly get tired in lectures, while doing large written assignments, tests; they read for a long time, they do not like long tests, essays. In addition, it is necessary to give students the opportunity to sometimes go out of their comfort zone, develop other skills and abilities. For example, visual students should be periodically given listening tasks without the use of visual supports. It should be remembered that it is impossible to learn everything, and especially the language, in the case of using forms and methods that are recommended for only one learning style of students, for example, visual.

The perception of information by means of multimedia and its further assimilation by students occur much easier and more fully. In addition, students simultaneously and successfully develop four basic, inextricably linked and complementary skills: listening, speaking, reading, and writing. Reading and listening are related to the ability to fully perceive information, while speaking and writing are investigative and productive skills. Together, they determine the method of communication (oral or written) and the direction - receiving or creating a message. This practice is very useful not only for learners of English, but also for its native speakers.

It will be effective to use any of the above methods or a combination of them in the process of learning English. It is important to choose the most appropriate, based on the context of the information being studied. However, there is no single best way, since the level of students is different. Therefore, the teacher needs to use those that are more suitable for a particular group of students and each specific case, and correspond to the purpose. Only in this case, the methods will be considered innovative.

The case-study technique (from the English case - a case; in the programming language - a variant operator) is an analysis of a specific situation. That is, teaching English takes place by analyzing certain situational tasks. The main goal of the methodology is to develop students' analytical abilities and the ability to understand the essence of problems, teach them to find ways to solve them and choose the best among them.

There are the following types of cases:

1) practical - represent situations that arise in real life;

2) educational - are created artificially and are a conditional reflection of real life circumstances;

3) research - are created in order to study the circumstances by modeling situations.

By analyzing specific situations, students acquire skills to work in a team, correctly distribute the role of each participant, interact productively and find the best way out of the proposed situation.

Conclusion

As conclusion, it should be noted that learning styles are not stable, individuals can exhibit the qualities of several learning styles at the same time, while they prefer one of them. Learning styles may change during the course of study, may depend on the discipline that is being studied. The teacher must clearly know his own stylistic characteristics in order to prevent the possibility of ignoring the needs of students with a different learning style. If the teacher focuses only on those activities that suit some students, the rest of the results will be much worse. The use of multimedia tools can help to present information in many ways: in the form of text, video, audio, images, and animations. Therefore, the use of technical means in the learning process is an excellent way to take into account the characteristics of different styles of learning activities.

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