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PECULIARITIES OF INFORMATION AND COMMUNICATION TECHNOLOGIES APPLICATION IN FOREIGN LANGUAGE STUDYING

The article is devoted to the topic of innovative information and communication technologies (ICTs) using at universities. The active applying of ICT is the important mean of communicative oriented method in the process of foreign language studying. The study is focused on understanding of the concepts, implementation, impacts, constraints and solutions in the process of ICT implementation in language teaching. Nowadays most philologists apply the information and communication technologies for improvement of educational process. ICTs diversify interactive teaching methods, means and approaches. The application of ICT allows to embrace time of training course rationally, to increase the level of students' proficiency and class activity. Moreover, the modern information and communication technologies provide students with possibility to stay in the constant language environment, to use self-monitoring and testing tools, to apply innovative forms, to increase the communicative focus of teaching process and students' motivation in foreign language studying. The experience of ICT implementation in teaching gives the opportunity for effective development of speaking, reading, listening, writing skills and realization of creative potential of both students and teachers. The application of ICT in class and extracurricular activities takes real importance and helps teachers a lot to immerse students into foreign language studying. The teachers of Modern Languages Department at the National University of Shipbuilding (NUOS) extend the educational process, involving students into different activities either organizing any kind of students' performances, conferences, educational brain games, contests or making a great variety of clubs such as English Speaking Club, Movie Club, VIP Forum, etc. The article shows some examples of multimedia technologies using. The involving of multimedia means in class and extracurricular activities is defined. The further implementation and perspectives of ICT application in foreign language studying have been considered.

Key words: information and communication technologies, internet resources, educational process, innovative teaching methods, foreign language, extracurricular activities.

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ОСОБЛИВОСТІ ЗАСТОСУВАННЯ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ У ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

Стаття присвячена актуальній темі використання новітніх інформаційно-комунікаційних технологій (ІКТ). Важливим аспектом підвищення ефективності освіти є удосконалення та модернізація сучасних засобів організації праці всіх суб'єктів освітньої діяльності – студентів, педагогів, учених. Активне застосування ІКТ є засобом реалізації комунікативно-орієнтованого методу навчання іноземній мові.

Розглядається аспект використання інформаційно-комунікаційних технологій для покращення навчання та урізноманітнення методів, засобів і прийомів викладання іноземної мови. Мета даної статті розкрити можливості застосування ІКТ для створення інформаційно-освітнього середовища, яке підвищує мотивацію студентів до вивчення іноземних мов та робить процес пізнання цікавішим і творчим. Але, як показує практика, потенційні можливості ІКТ в освіті використовуються ще не повною мірою. Однією з причин є недостатня підготовка студентів та викладачів до застосування інформаційно-комунікаційних технологій у своїй професійній діяльності. Викладачі кафедри сучасних мов Національного університету кораблебудування імені адмірала Макарова (НУК) розширюють навчальний процес, залучаючи студентів до різних видів діяльності, організовуючи студентські виступи, конференції, інтелектуальні ігри, конкурси та влаштовуючи різноманітні клуби, такі як English Speaking Club, Movie Club, VIP-форум. У статті наведені приклади використання мультимедійних засобів у процесі проведення практичних занять і позааудиторних заходів, на яких ІКТ допомагають розвинути навички говоріння, аудіювання та розуміння живої іншомовної дійсності. В статті розглянуті перспективи їх подальшого застосування. Важливими умовами успішного впровадження ІКТ є систематичність, необхідний рівень підготовки викладачів і студентів до використання ІКТ та технічне забезпечення навчально-виховного процесу у ЗВО.

***Ключові слова:** інформаційні та комунікаційні технології, інтернет ресурси, навчально-виховний процес, іноваційні засоби навчання, іноземна мова, позааудіторні заходи.*

Introduction. The process of Ukraine's integration into the world educational space involves continuous improvement of the national education system, searching of the effective ways to improve its quality, testing and implementation of innovative teaching methods, organization and modernization of educational content in accordance with global trends and labor market requirements. Academic and labour migration has led to a growing need for learning foreign languages, not only for everyday communication but for specific purposes. Meanwhile, the 2030 Agenda for Sustainable Development emphasizes that learning opportunities should be increased and diversified, using a wide range of education and teaching methods, so that all youth and adults can acquire relevant knowledge, skills and competencies for decent work and life (Resolution, 2015; Education for Sustainable Development 2020).

The rapid development of information and telecommunication technologies inevitably leads to the informatization of higher education, the need to improve the training of future professionals with a new type of thinking and culture that meet the requirements of modern information society and communication space. As a result, there are contradictions between the level of the information environment development and the quality of students' training for the implementation of modern foreign language communication; between the constant increasing amount of information and the individual's ability to perceive, process, master, transmit and use it in professional activities. The application of information and communication technologies (ICTs) in education contributes to the solution of these contradictions (Andreev, 2001).

The relevance of using ICT in foreign language studying is extremely high. Mastering the methods and skills of working with Internet resources allows the teacher to improve the learning process, diversify, modernize teaching methods and techniques in class and extracurricular activities, increase motivation to study the subject. That is why the national Doctrines of Education of both Ukraine and European countries are based on the national concept of lifelong vocational and general education applying ICT in traditional face-to-face learning, blended learning and distance learning (National Report, 2017).

Analysis of recent research and publication. A significant amount of scientific works is devoted to the problem of information and communication technologies application in foreign language studying. Didactic advantages in the use of information and communication technologies in higher education were considered by O.V. Zhovnich (Zhovnich, 2016). The latest trends and the features of innovative higher education have been analysed. According to N.V Ivantsova (Ivantsova, 2014) and A.A. Andreev (Andreev,

2001) traditional foreign language teaching and learning are changing drastically due to the use of IT, it makes teaching / learning more interesting and the educational process itself more productive. D. Toffoli and G. Sockett (Toffoli; Sockett, 2013) note that the use of ICT in language teaching has greatly increased the variety of methods, resources and tasks. J. Hytner (Hytner, 2017), S.V. Symonenko, N.V. Zaitseva (Symonenko; Zaitseva, 2020), S. Hubackova (Hubackova, 2011) state that new technologies instrument has changed and innovated the way we learn and teach. ICTs provide a variety of learning opportunities for students to learn foreign languages. The impact of extracurricular educational activities with ICT using has been investigated by Y. Matviyiv-Lozynska (Matviyiv-Lozynska, 2013). The researcher insists that the task of teachers is to build learning process, in particular activities outside classrooms as its component, so that the students were interested in it. In the modern world it is really difficult to do without the usage of multimedia technologies. Stimulated by the recent fast development in ICTs, a lot of research has been done in the area of foreign language teaching, but there are constant attempts for new solutions, taking into consideration specific needs of language learners.

Based on the above background, **the purpose of the article** is to study the possibilities of information and communication systems application in the process of foreign language learning. In accordance with the purpose the tasks are: 1) to reveal the essence of the concept of «Information and Communication Technologies»; 2) to determine the existing approaches and principles of ICT using in the process of foreign language studying; 3) to analyze the ways of ICT implementation in practical classes and extracurricular activities by the teachers of Modern Languages Department at Admiral Makarov National University of Shipbuilding (NUOS).

Results and Discussions.

«Information and communication technologies» are technologies for computer and telecommunication information processing. First of all, we emphasize that the connection of the terms «communication» and «information» with «technology» was recorded in a term which appeared not long time ago – «infocommunication technologies». This term emphasizes the dual nature of technology-information content (information environment) and possibilities of communication methods (means of communication) (Ivantsova, 2014).

Modern educational materials orient the university teachers to use various innovative teaching methods, educational technologies and fundamentally change the educational environment towards the active application of information and communication technologies. The use of ICTs in designing of the information environment needs special training of teachers at a new modern level, which requires the consideration of such basic principles as: the principle of open information system; the principle of organization, self-organization, development in the work coordination of all participants in the information and pedagogical process; the principle of variability in development of the information environment; the principle of the information environment as a favorable social environment which activates the intellectual, moral, communicative capabilities of the individual, providing comfortable integration into society and culture. Adherence to these principles helps to solve the following didactic tasks: activate students' mental abilities, involve passive students, provide the educational process with new, previously inaccessible materials and authentic texts, increase the intensity of the educational process, ensure effective communication with native speakers and improve vocabulary. (Zhovnich, 2016; Hubackova, 2011).

Nowadays a vast majority of our students often own computers (laptops, netbooks), tablets and readers with a high-speed Internet connection, which enable them to access any information immediately. To work in small groups, it is enough to use a laptop or multimedia player to present a new topic, develop listening skills, watch educational videos, write business emails, work with an electronic textbook or dictionary, with a workbook and Multi-ROM, with training test programs, multimedia presentations, etc. The teachers of Modern Languages Department at NUOS use ICTs at any stage of the practical class, both to introduce new vocabulary and grammatical material, to develop speaking, listening, reading, writing skills in group and individual students' work. It should be noted that smartphones and communicators have become convenient tools for learning foreign languages, allowing students to download electronic dictionaries that can be used to translate socio-economic and technical texts in class; store data elec-

tronically; create presentations and find necessary information on the Internet.

Today the Department of Modern Languages at NUOS, in order to enrich the curriculum and update the content of education with access to the Internet, applies ICTs in class and extracurricular activities. Nevertheless, ICTs are seen to be less effective (or ineffective) when the goals for their use are not clear. With an eye to identify the gaps in foreign language studying and the possibility of their correction, the teachers of our department conducted a survey on students' attitudes towards ICT implementation in foreign language learning. A questionnaire with 15 items was completed by 100 first-year students of NUOS. 58 percent of girls and 42 percent of boys participated in the survey. Data analysis on the specific goals for ICTs use in foreign languages learning was expressed in percentages. It is worth mentioning that the survey was carried out remotely with the help of remote communication via the Internet and e-mail. Participation was not mandatory (Table 1).

The results of the survey have shown that in order to learn foreign languages students usually apply ICTs with using online dictionaries (92%), Google translator (86%), doing listening tasks (65%) and communicating with friends on social networks (65%). Less than a half of the respondents use ICT to perfect reading practice (46%) and writing skills (44%), searching for online language learning materials (82%) and doing research or home work (93%) make up the majority. Only 15% of the students learn foreign language in forums or chatrooms and 12% of learners discuss tasks with teachers to do using online opportunities.

More than a half of the students implement ICTs for learning purposes in order to improve speaking skills (68%), increase vocabulary (73%), learn pronunciation (71%), use the social webs to communicate with native speakers (63%) and develop essential grammar skills (54%).

In order to test the value of using ICTs in the process of foreign language studying at NUOS the following questions were also given to the respondents and one hundred students answered them. Is there a positive perception for the application of ICT in foreign language studying? 95% of students answered positively, and 5% negatively. Do you prefer learning with ICTs; do you feel more motivated and interested? 98% of first-year students prefer to use ICTs during the learning process and were more motivated and interested in foreign language classes. The majority of respondents acknowledged the value of ICT use for language learning purposes.

Education is not only mental and logical issue, but also emotional. Students learn not only by verbal instructions that are usually done in classroom in a formal atmosphere, they might learn by non-verbal instructions in the field of extracurricular activities as well. While the idea of language learning through computer assisted language tools is not new, informal learning of foreign language by means of extracurricular activities can also benefit from the use of online technology combined with face-to-face teaching (Toffoli, 2013). Nevertheless, the implementation of such forms and tools of language education requires careful consideration as for the place and the way of their utilisation.

Table 1

The specific goals for ICTs use in foreign languages learning (%)

Item	Yes	No
Utilizing online dictionaries	92	8
Discussing issues with friends on social networks	65	35
Doing research or home work	93	7
Using Google translate	86	14
Increasing vocabulary	73	27
Developing essential grammar skills	54	46
Listening tasks	65	35
Improving speaking skills	68	32
Learning pronunciation	71	29
Perfecting reading practice	46	54
Improving writing skills	44	56
Searching for foreign language materials online	82	18
Discussing tasks to do with teachers using the Internet	12	88
Learning foreign languages in chatrooms and forums	15	85
Using the social webs to communicate with native speakers	63	37

The following section provides the results of the interviews with twenty teachers of English selected from two foreign language departments of NUOS. The interviews included three open-ended questions. The quantitative data collected with the questionnaires were then analysed and discussed. The questions addressed to teachers aimed to investigate their views on the use of ICTs in university education, the utility of extracurricular activities and their effects on the process of foreign language teaching. 1) Do language-oriented extracurricular activities have a positive effect on language learners' academic performance? 2) Do language-oriented extracurricular activities have effect on language learners' motivation to learn?

3) Does ICT application in language-oriented extracurricular activities speed up students' learning pace? The results of the interviews find that teachers rely on extracurricular activities and consider ICTs as a crucial learning tool in foreign language studying. Twelve teachers stated that the use of ICTs in language-oriented extracurricular activities diversifies their teaching techniques and motivates students to work harder. Four interviewees claimed that conducting of creative extracurricular activities and ICT application by the need to look for more attractive tools to grasp the interest of students to learn and to change the rigid standard syllabus which students find exhausting. On the contrary, three teachers argued that they rarely believe in extracurricular activities in their classes due to their students' unconcern. Other interviewees insisted that the use of ICTs in university education and time constraints make foreign language teaching more complicated, particularly that the first-year students and the second-year students have a limited number of hours to learn (30 hours per semester). The results of data analysis show that ICT application in language-oriented extracurricular activities introduces a real change in learning context; breaks the routine. Statistically, students who participate in extracurricular activities have significantly higher achievements in their language skills development. The results of the interviews reveal that ongoing extracurricular activities help to gain useful experience and select the most effective means of using ICTs at universities.

The teachers of Modern Languages Department at NUOS involve students into different extracurricular activities: Vip Forum, English Speaking Club, Movie Club, scientific student conferences, educational brain games, contests etc. These effective and interesting areas of extracurricular activities give students the opportunity to hold discussions, debates, watch and discuss films, presentations, essays in a foreign language. Discussion clubs contain features of educational and professional activities in order to get as close as possible to real conditions of future occupation of specialists.

For example, **Vip Forum** can be considered as a «rehearsal» of a real international conference, during which students make reports in a foreign language, prepare presentations, answer questions from «conference participants», give arguments in favor or against a hypothesis and exchange information about the latest achievements in the field of future professional activity. The use of a multimedia projector at this event allows students to demonstrate multimedia presentations, project work, tables, graphs and diagrams, as well as professional videos. The combination of graphics, animation, photo, video and sound in an interactive mode of study activates all sensory channels of students and creates an integrated information environment, which opens up new opportunities for foreign language studying at university.

One of the ways to improve students' communicative competence is to organise **English Speaking Club**. This extracurricular activity involves specially arranged meetings intended to provide practising English autonomously outside the classroom context. Participating in conversations with native speakers students have the opportunity to improve their vocabulary, grammar, pronunciation skills, enrich their background knowledge of traditions and culture of the English-speaking countries as well as overcome psychological barriers while expressing personal views and ideas (Matviyiv-Lozynska, 2013; Toffoli, 2013). The aims and objectives are reached due to the voluntary basis of the club, meeting students and teachers' requirements concerning topics of English Speaking Club. Special information and communication technology tools provide successful organisation of the Club's work. The types of ICTs that have been applied by the teachers of Modern Languages Department are Power Point, Video, Internet, Website, OHP, Audio CD, Laptop, Smart Phone and Social Media. These types of ICTs are considered as the most familiar and easy to do in the classroom.

Another non-traditional form of learning during practical classes and extracurricular activities is an **Internet project** – the opportunity to practically apply the acquired knowledge in real life situations. Internet projects are divided into www – projects and email – projects. The first involves students completing tasks by finding information on the Internet and providing search results. The choice of project topic should coincide with the curriculum, but in any case it should be interesting for students. To conduct such a project, teachers form a group, set deadlines for the project and prepare additional materials. Performing e-mail projects, participants exchange information via e-mail. The advantage of such projects is that communication in a foreign language takes place with real partners who pass on intriguing information and discuss current issues. This helps to expand the language competence of students and increase the motivation to foreign language learning.

To promote the individualization of learning and the development of students' speech activity, the teachers of Modern Languages Department hold an extracurricular event **Movie Club**. The use of educational and feature films makes it possible to implement the most important requirement of communicative methods – to present the process of language acquisition as understanding of foreign language reality. A lot of people are visual learners – Virtual Reality (VR) is really helpful for this group of learners. VR is relatively new technology in language learning. Instead of reading about things, students actually see the things they're learning about. VR seems to be the natural next step for the evolution of education. The alternative ways of immersion can be implemented into foreign language training: audio and video-based problem situations and business games (Hytner, 2017; Symonenko, 2020). The use of VR and gamification needs meticulous preparation, perfect timing and highly qualified teachers. On the other hand, professionally oriented and business games are always welcome by students. The advantage of the video is its emotional impact on students. Therefore, attention should be focused on the formation of students' personal attitude to what they see. Through video, students feel happy and free from psychological barriers in the learning process. Conducting Movie Clubs, we have to consider the main points to achieve success. Firstly, the systematic show of videos, and secondly, the

level of teachers' and students' preparation for ICT use and technical support of the educational process at universities.

Conclusions and prospects for research.

Based on the teachers' personal experience, an informed guess was made that information and communication technologies application in ongoing language-oriented extracurricular activities gives an opportunity to gain useful practice and select the most effective means of using ICTs at universities. However, along with new achievements, new difficulties arise. Among the problems of ICT using at universities we can highlight: a) insufficient material and technical support of educational institutions; b) difficulties in creating multimedia training programs; c) readiness of teachers to use them; d) lack of psychological and pedagogical research on the impact of ICTs on the physical and mental development of students; e) the need for a significant period of time for the full organization of the learning process with all the necessary tools and multimedia educational and methodological base.

In the course of our work we came to the conclusion that ICTs can be used as a tool for developing motivation in foreign language classes, taking into account the interest of students in various technical means. The use of ICTs activates students' learning, provides visual aids, reduces language learning time, allows to use more didactic material and as a result, the amount of work performed in the classroom increases. Furthermore, the ICT using helps teachers to diversify the educational process, create the information and educational environment that promotes the formation of the student's personality and expands the possibilities of traditional educational and methodological complexes. The active applying of ICTs helps to make practical classes and extracurricular activities more visual, intense and dynamic, to develop students' cognitive interest, to stimulate mental processes, to speed up assessment and control of knowledge. It should be noted that both teachers and students realize the enormous potential of new technologies and fully support the introduction of unusual means in foreign language studying. Nevertheless, teachers often feel daunted by the speed of technological development which may threaten their relationship with learners who may be more skilled in modern information technologies. Thus, the introduction of ICTs contributes to improving

the quality of education, ensuring the harmonious development of the individual, who is oriented in the information space. We believe that ICT application in the process of foreign language studying needs further systematization and improvement, as well as the willingness of teachers to constant review or rethink of the goals, content, forms and methods of foreign language teaching.

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