



## WAYS OF UTILIZING ICT IN LANGUAGE LEARNING

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**Annotation:** *This article gives detailed information about using ICT in language learning environment, ways and effects of applying such technology into a classroom are discussed as well.*

**Key Words:** *Internet, ICT, approach, teacher, exercises, websites.*

### I. INTRODUCTION

Popularity of Internet and computer technologies among young people and society as a whole created a serious ground for the successful integration of ICT into the educational process. ICT plays an important role in the teaching of foreign languages, which allows introducing new technologies, new techniques, focusing on the independent work of the student, diversifying teaching. This situation increases the effectiveness of the audience's work and makes independent work of students more effective. The Internet has the potential to be used as a teaching tool for teaching all kinds of speaking activities, as well as for research and education. The use of information and communication technologies in education has an increasingly significant impact on the quality and competitiveness of the national education system in modern conditions. The integration of Russian education into the world education system is related to compliance with the requirements of the main international standards. New technologies and forms of teaching, methods of managing educational activities and the quality of the educational process, world experience in creating electronic educational resources are widely used in teaching foreign languages. National standards of ICT use are harmonized with international standards and regulations. Integrating linguistic, socio-cultural and communicative approaches in foreign language classes, taking into account foreign language teaching for specific purposes. To achieve these goals, it is very important to make full use of Internet resources. The Internet offers users a variety of options that students and teachers can use: e-mail, participation in video conferencing, publishing research articles online, numerous reference directories, and search engines. ICT includes the use of telecommunication technologies such as computer-based teaching and testing programs, electronic dictionaries to teach students professional vocabulary and reading in special



contexts, and telecommunication technologies that allow students to participate in cross-cultural communication through audio and video conferencing. includes. ICT combines the advantages of various technologies in a single resource with the help of hyperlinks in the form of e-textbooks, audio and video files. Using ICT, the teacher has the opportunity to monitor the knowledge and skills of students in the network, to make the educational process more individual. The undoubted advantage of using ICT is to achieve the mobility of education, because using e-mail and forums, teachers and students can express their opinions, get the necessary advice, and use the time in the class more effectively. It is more effective to use ICT within the framework of a certain model of teaching developed from the point of view of educational goals. This initiative will benefit teachers, teacher trainers and other stakeholders involved in language teaching, who will have access to learning activities and learning materials and other resources on the website. Workshops for teachers and multipliers are based on a strong "hands-on" approach. All participants are required to participate in the pre-workshop preparatory activities through the workspace, actively participate in the workshop itself, and participate in the post-workshop activities in their context of web engagement and dissemination. The online aspect of teaching is also strengthened by involving remote online participants whenever possible. The project aims to reach the largest possible number of teachers, giving them practical experience of online learning and teaching and integrating them into the growing community of practice of European language professionals. Teachers recognize that the effective integration of appropriate pedagogical principles with technology is critical to creating successful language learning activities, and they have the skills necessary to do this alone and collaboratively in their professional contexts. develop skills. They develop individualized teaching and learning modules using available ICT tools and open educational resources for language teaching and are aware of their needs in terms of continuous professional development. They are also shown ways to implement this development individually and by starting local or regional clusters of multipliers.

## II. METHODS

Information and communication technology is an umbrella that includes the use of communication devices or applications such as radio, television, cell phones, computer, satellite system, etc. In general, technology involves the appropriate modification of the natural world. Technology is derived from the Greek word meaning craft or art, but in general it refers to a diverse collection of processing and knowledge used to expand human capabilities and satisfy human wants and needs. Information and communication technologies often refer to a specific context as ICT in the educational health of libraries. Many countries around the world have established organizations to promote ICT because they fear that if the



technology does not develop in developed countries, it will serve to increase the existing economic gaps between technologies. It promotes I.C.T as a means of connecting digital device. Availability and use of I.C.T in determining effective English language teaching [1]. It is used to attract students to the school and thereby improve the environment, as well as to equip students with computer technology and computer literacy skills. This enables them to take advantage of the opportunities provided by I.C.T to learn and teach English. Unlike earlier English language teaching, which was limited to all the words the teacher had to say to the students, this situation made the students inactive in the teaching-learning environment. In any case, it is time for English language teachers and learners to realize the central role of information and communication technology not only in the field of language teaching and learning, but also in the global economy. English is fast becoming an indispensable engine of growth and development. Therefore, it is appropriate to point out that effective teaching and learning of English language has moved from stereotypical to traditional classroom teaching due to the emergence of various gadgets in information and communication technology. Second language education has changed significantly, demonstrating the importance of using an electro-cognitive approach to theory building, but cautioning that classroom communication is still essential to ensure real-world validity in second language learners' theory building.

### III. RESULTS

The use of the language laboratory, which is closely related to communicative/learning methods, can be used to improve language teaching and learning processes through the teacher's console with language learning software. It serves as a platform for learning, practicing and producing the language of instruction. ICT provides students with a variety of educational opportunities for language learning [2]. The Internet and the World Wide Web have been able to provide additional language activities that help students with additional practice in specific areas of language learning. These include reading tests and comprehension questions, grammar exercises, pronunciation exercises, vocabulary tests and more. Students can search the internet for such websites for self-study. This will help them improve their English learning. Computer-Assisted Language Learning (CALL) software developed for language teaching despite other mediums such as the Internet, e-mail, etc., encourages student-centered language learning and improves students' communication skills. will help. CALL programs also give students a variety of choices about which aspects of the target language, such as grammar, vocabulary, and pronunciation, they want to practice or develop listening, speaking, reading, and writing skills, and which topics. they are interested. Students can manage their education at their own pace and based on their own choices. It helps students take more responsibility for their own



learning, leading to greater autonomy and greater student-centered. A number of studies have been conducted on CALL, which affects the development of language learners' listening, speaking, reading and writing skills. Many report significant gains in reading and listening, and most CALL programs focus on these receptive skills thanks to the current state of computer technology.

#### IV. DISCUSSION

The world of education in general, and the world of languages in particular, is in constant evolution to meet the upheavals brought about by the age of globalization, both at individual and professional levels. Education must adapt and update itself to fit the globalized society. The introduction and use of information and communication technologies is one of the priorities of the educational community in today's digital society. Indeed, to meet the demands and challenges of a globalized world, it has become a necessity to develop digital practice in the language classroom. Foreign language and foreign language learning are not only designed to prepare citizens of the world open to languages and cultures [3]. For this purpose, the introduction of ICT in language teaching seems to be a necessary condition for the modernization of the educational system and teaching methods. In this article, we will first consider the positive impact of ICT in language teaching. The second part is devoted to the presentation of the language teaching center, which is an integral part of the ICT teaching practice at the University of Algeria, which allows us to evaluate the impact of new technologies on foreign language learning/teaching. learning creates conflicting opinions. Some teachers appreciate its value, while others see the electronic environment as an option to "invade the classroom". Our experience of using e-learning as a supplement to our face-to-face lessons has proven to be positive and motivating for both students and teachers. At the same time, there is a strong incentive from our university to encourage faculty to explore online learning opportunities. A few years ago, the University of Tartu started organizing e-learning sessions called coffee with e-learning. It was based on the Scandinavian example. Scheduled to coincide with the lunch break of the last working day of the week and offering tempting delicacies for coffee, the e-lunch presented the latest knowledge of e-learning. In the process of building and conducting electronic courses, IT support staff, who were trainers of professors and teachers, taught ICT solutions. ICT supports modern principles of language learning and acquisition. Individualization, interaction, and student motivation, which are often at the forefront of modern educational theories, are certainly part of the ICT process. Although the introduction of computers and the Internet in the teaching of foreign languages has been a controversial issue, today many believe that it will have a positive effect on the educational process. The way information and communication technologies use ICT has witnessed various changes over the years to meet the needs of language learners. Computer-assisted language



learning CALL offers a wide range of ICT applications, which significantly increase student motivation, but not only. In addition, effective use of the Internet and Hypermedia provides valuable resources for teachers and students. As Theobald points out, some students need external tools to increase their motivation. However, intrinsic motivation is the primary goal of teachers for their students. How can students achieve this? Intrinsic motivation is often related to students finding value in what they are doing. Helping students find value in learning by implementing a variety of learning strategies and multiple alternative and authentic forms of assessment, as well as high standards of student performance in an environment where students are encouraged to do their best work by effective and nurturing teachers. to maintain, the motivational level of all students. The use of ICT has a positive effect on foreign language learning.

1. We can get the information we need in a fraction of seconds.
2. With the help of e-learning, students become innovative.
3. ICT provides students with useful information to compete in this competitive world.
4. English lessons that include multimedia applications can provide strong motivation and provide interesting new ways of learning to bored students.
5. ICT can force students and teachers to work with current and authentic resources.
6. ICT improves student interaction, verbalization participation in group cooperative learning.
7. Students can learn independently.
8. There is a visual description with ICT [4].

## V. CONCLUSION

In short, we are using creative and innovative ways to engage students. Only if we learn how to use technology properly in the language classroom can we help expand our students' knowledge while showing our employers that we can use technology effectively and creatively. Despite the introduction of a nationwide quarantine around the world, distance education for learning and teaching English is being conducted in our country through various digital educational platforms. Distance education allows students to continue studying at home, study subjects independently and communicate with the teacher at a distance, and increases good opportunities for students, including: development of student independence, involvement in research, peers communicate effectively with , experts and their teachers, the opportunity to express their thoughts and ideas on social learning websites. There are many studies and reports on the positive effects of ICT on foreign language learning, or the lack of evidence.



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