THE IMPACT OF ICT INTEGRATION ON TEACHING AND LEARNING IN ESL CLASSROOMS OF TERTIARY EDUCATION

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Abstract
A foreign language is an academic subject that, due to its specificity (the creation of an artificial language environment for students due to the lack of a natural one), involves the most flexible and widespread use of various technical teaching aids. Therefore, it is not surprising that in teaching a foreign language, new opportunities opened up by multimedia have found a wide variety of applications.

Keywords: color, illustrations, sound, video, animation, feedback, instant control, specific situations, multimedia, work opportunities.

Now teachers use telecommunications mainly for extracurricular work with students on individual experimental projects, as an addition to existing training courses and subjects. The main role here, of course, is played by multimedia. But first I would like to say a few words about the use of simple multimedia documents in the lesson, which the teacher himself can make in Microsoft Word, and presentations (PowerPoint). They are simple to perform and use, but their role in intensifying the lesson and increasing its emotional impact on students is great [1].

The advantage of Word documents is their relatively small capacity and ease of creation. The teacher can develop them for specific situations, topics and groups, with an endless variety of options. At the same time, such documents do not lose the advantages of multimedia [2]: they are bright, colorful, allow students to work individually, and expand work opportunities.

For example, the electronic version of the test gives students the opportunity to move objects within a document, placing them in the right places, delete them, group them in accordance with the task, insert what is necessary, etc.

Unfortunately, only a few computer science teachers can boast of programming skills; Teachers of other disciplines often have computer skills only at the level of the average

amateur user. However, some simple tricks will allow you to provide, say, elements of self-control in a screening test. For example, students are given a test with spaces or tables in which they must type their answers [3]. The completed test is printed out on a printer or "dumped" onto a floppy disk for evaluation by the teacher, after which students are asked to press the "non-printable characters" button and check their answers with the keys printed here in the "hidden text" mode. Of course, this method cannot be used constantly, but in another test you can "password-protect" the entrance to the keys, providing the password only after independent work has already been submitted for testing, make the text of the keys white and offer to highlight certain lines after finishing the work and change the color of the text, etc. [4]

The value of presentations created by the teacher lies in the fact that the material in them is given to students compactly, in the required sequence; there is nothing superfluous in it, everything "works" to achieve the goals and objectives of a particular lesson, unlike ready-made films and slides. In addition, under the presentation you can "put" text that best matches the topic of the lesson from an informative and lexical point of view [5]. When viewing the presentation again, the text can be turned off and students can be tasked with narrating the slides themselves. Thus, the teacher gets rid of the need to adapt a ready-made text for students and waste precious lesson time on "noisy" information, which is almost inevitable when using ready-made presentations; In addition, the presentation material is clearly timed. But, of course, multimedia has the most powerful impact on students. They have become an objective reality of our time, and the Russian language teacher simply cannot help but take advantage of the opportunities they provide for teaching real communication in the Russian language. Together with them, new forms and methods of teaching and a new ideology of thinking come to school. According to the previously adopted teaching model at the school [6]:

- at the center of teaching technology is the teacher;
- there is an unspoken competition between students;
- students play a passive role in the classroom;
- the essence of learning is the transfer of knowledge (facts).

The new training model that should replace it is based on the following principles:

- the student is at the center of learning technology;
- the basis of educational activities is cooperation;
- students play an active role in learning [7];
- the essence of technology is the development of the ability for self-learning and communicative competence of trainees.

The main groups of tasks solved using multimedia include:

-        support for students' academic work;
-        ensuring real communication with native speakers;
-        ensuring access of all participants in the educational process to rapidly growing information funds stored in centralized information systems;
-        ensuring interaction between teachers, exchange of teaching experience and didactic materials.

The most accessible of multimedia tools should be recognized as the so-called electronic textbook. Based on the type of organization and method of delivery to the student, multimedia textbooks come in three types:

1)   on CD-ROM with or without printed application;
2)   on Internet sites with or without a printed application [8];
3)   on CD-ROM, but with a link to some Internet sites, with or without a printed application.

Why are multimedia (electronic) textbooks so attractive to teachers and students? The fact is that knowledge that provides a high level of professional qualifications is always subject to rapid changes. Electronic textbooks allow you to track these changes and, thus, ensure a high level of training for specialists. Advantages of electronic textbooks: Visual presentation of the material (use of color, illustrations, sound, video, animation, etc.).

Fast feedback (built-in test systems provide instant control over the assimilation of the material.

The interactive mode allows students to control the speed of passing the educational material themselves).

The ability to regularly adjust the textbook as new data appears (the electronic textbook is located in one specific place in the virtual space, to which millions of people have access; in order to add or correct something, it is enough to make changes to one file, and tomorrow millions of people will have an edited version of the old textbook).

Easy to use [9].

Disadvantages of currently existing electronic textbooks:

Lack of real consideration of the age characteristics of the declared circle of students.

Lack of "linkage" to the specific lexical and grammatical material of the program in which the student is studying.

Each textbook covers only 1-2 lexical topics and there is no series of textbooks that respect the continuity of lexical and grammatical material.

Limited opportunities for group and team work.

Lack of real communication, which cannot be programmed even interactively.

The listed disadvantages do not make it possible to use electronic textbooks as the main means of teaching, especially at school, leaving them with an auxiliary, mainly training, role. Telecommunications in this sense have much more opportunities, although due to technical and methodological problems that have not yet been resolved, at present its role is still modest. But it no longer seems fantastic to conduct lessons via the network on-line. Similar experimental lessons are conducted by teachers of some universities for their branches in remote settlements and basic preparatory educational institutions; The ratings for such lessons are quite high [10]. Modern society places increased demands on the education and general development of students, and the effectiveness of mastering the program. It is necessary to teach each child to receive, process, evaluate and use a large amount of information in practical activities in a short period of time. It is very important to organize the learning process so that the child actively, with interest and enthusiasm works in class, sees the fruits of his labor and can independently evaluate them.

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