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

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Abstract

The main goal in teaching teams is to create a climate for finding and developing certain inclinations of each student, as well as the formation of an individual with strong knowledge and the ability to adapt to the conditions of current life. The process of informatization of society must be accepted as one of the most important means to achieve the desired goal. At the same time, it is necessary to understand the solution of certain problems: technical support, the formation of didactic tools, the creation of new technologies in the study, which determine the process of modernization itself. The purpose of the article is based on theoretical studies of computer technologies and their practical application in English lessons, prove that they increase students' motivation to learn English.

Keywords: practical applications, educational process, didactic requirements, necessary data, teaching aids, speech synthesizers, video recorders, tape recorders.

Introduction

Today, the process of informatization is the main way of development in the field of education. This is due not only to the progress in the development of technology and technology, but also mainly to the changes occurring as a result of the development of the information society, in which the leading goal is the creation of various projects and programs that promote the development of the individual in modern society [1]. Currently, serious changes in the educational system have also affected the study of a foreign language at school. In particular, Internet resources, various training programs, etc. began to be actively used in the educational process. Such scientists as Polat E.S., Efremenko V.A., Novikov S.V., Polipova T.A., Zubov A.V. and others are engaged in the study and application of new information technologies in the educational process [2].

Thus, O. I. Rudenko-Morgun in his work "Computer technologies as a new form of training" writes: "We all live now in the age of the information, computer revolution, which originated in the mid-80s and continues to gain momentum to this day. It consists of the emergence of the computer, the invention of multimedia technologies, the use of the global information computer network Internet in our lives. All of the

listed innovations have come into our lives easily and almost imperceptibly: they are actively used in almost all professional spheres and everyday life."

E.L. Nosenko also believes that computer technologies began to be used at the turn of the 80s. He stated that automated training programs can be attributed to combined technical training tools. They are necessary for the implementation of functions for finding educational information in an easy-to-understand form, individual process of work activity management, during programmed learning with elements of certain complexities, assessment of knowledge control, as well as for providing access to computing, information and reference and other computer resources using a computer, working in a dialog mode.

Polipova T.A. writes [3]: "About how quickly computers came into our lives and the process of teaching English, eclipsing traditional methods and techniques and forcing teachers of foreign languages to solve problems, the existence of which no one even suspected the last few decades ago." It is not surprising that not all teachers were ready to fully use computers in such a non-traditional field as the study of foreign languages [4].

The education system, according to many researchers, cannot be independent of the social and political system of the state; it has always responded to social demand. Therefore, because of this, state policy is aimed at the active use and application of information technologies in schools and universities. It must also reform this entire spontaneous process, as it has existed for many years in a row, into one that can be managed and controlled [5]. Political forces should involve new specialists in working on educational developments, as well as specialists in subject areas, and encourage computer organizations to develop the latest computer products for Russian schoolchildren and students.

It is imperative that any teacher understand a simple idea: a computer system in the learning process is not a mechanical teacher and is not at all an analogue of it. A computer in education is a tool for teaching children that can enhance and expand the capabilities of their learning activities. What a teacher wants to teach while using a computer must first be programmed [6].

We can safely say that in our time the computer performs a colossal part of the teacher's work, freeing up a lot of time for creative work, which in turn cannot be given to the computer.

Tsvetkova L.A. in his article "Using a Computer in the Middle School," he argues that, based on the results of practical applications, the computer is the best tool in the educational process [9]. Computer technologies fit perfectly into the content of classes, and also holistically organize didactic requirements and maximize the degree

of mastery of a particular subject, approaching the real conditions of the educational process.

Computers are able to speed up the process of learning a foreign language in a convenient way, process and receive certain information, remember the necessary data, reproduce moving images, evaluate the control of such technical teaching aids as speech synthesizers, video recorders and tape recorders. Computers actively expand the horizons of the possibilities of the teaching process in forms of individual learning, as well as enhancing the cognitive activity of students in teaching a foreign language. A computer in teaching makes it possible to teach in your own style, thus independently choosing for yourself the volume and speed of assimilation of the material [7].

The use of computer technology in the learning process greatly increases the effectiveness of the educational process. In the educational process, when using computer technology, a huge amount of material is absorbed than what happens with traditional teaching methods. In addition, when using a computer, the material being studied is absorbed much more firmly.

In this way, the computer resolves the existing, formative, and final processes of control over learning. As you know, control itself is a direct part of the work process, and it carries the task of feedback between the teacher and students. When implementing quality control of the acquired knowledge, a greater degree of assessment is achieved. In addition, control carried out using computer technology significantly saves additional time, due to the fact that there is a one-stage assessment of the knowledge of all students [8]. This provides an opportunity for the teacher to pay a lot of attention to the creative aspects of the work.

One cannot fail to note such an advantage of a computer as the ability to accumulate statistical information during the work process. By analyzing statistics (the number of mistakes made, correct or incorrect answers, requests for support, time spent on individual assignments, etc.), the teacher can judge the degree of quality of the students' knowledge.

Thus, it is important to note that the computer removes an important problem that the vast majority have, such as "fear of answering. [10]" In the process of ordinary classroom lessons, various factors predominate (speaking defects, fear of making any mistakes, incorrect formulation of one's thoughts, etc.), which cannot allow the implementation of individual knowledge. When using a computer alone, the student usually does not feel any sense of constraint and tries to demonstrate the maximum amount of his knowledge.

Computers certainly help create favorable conditions for work and the organization of individual work in the classroom [12]. Also, schoolchildren can interact with the computer in the process of studying individual topics and their own self-control. The computer is the most patient teacher, which can repeat absolutely any task an infinite number of times until the user reaches the correct answer, ultimately automating the language being studied. Speaking about the large number of advantages of computer technology, Nosenko E.L. in his article "Use of IT in Education," emphasizes [11]:

"The positive criteria that make up a high-quality educational process can also turn into the exact opposite and create an undesirable and immoderate climate in learning, which will become hypertrophied, while suppressing other important factors. This occurring phenomenon has a current impact on the process of individual learning, since the conditions of computerization are undergoing strong changes in the conditions of the relationship between the teacher and students, as well as interpersonal relationships and the students themselves."

The capabilities of information systems significantly enhance the process of the educational environment, through the use of various kinds of software in teaching, as well as by ways of progressing the development of student creativity. Such tools include software such as modeling programs, programs that implement a search system, intelligent training programs, various kinds of expert systems, programs for implementing business games, etc [12]. Almost all current textbooks in the context of electronic use contain tasks of an intellectual nature, heuristic nature, and there are also questions for which it is difficult to find a uniform answer. Thus, communication technologies help to achieve and apply methods that make it possible to enhance intellectual activity in schoolchildren. Students in such situations can take a real part in various discussions that take place not only in mass classes, but also independently. For example, working with various training sites in training centers.

Completely different educational institutions can take an active part in the implementation of this kind of creative projects.

The use of laboratory equipment helps to create a demonstration experiment in real time, which will increase the process of understanding the material, as well as increase the degree of assimilation. The use of satellite systems allows the transition to a high level of application of information and communication technologies in the work process.

The use of ICT in the education system actualizes their communicative component. The penetration of computer telecommunications into the field of education initiated the development of new educational technologies, when the technical component of the educational process leads to an essential change in education. The boundaries of

the educational sphere, localized by institutional, temporal and spatial frameworks, have been significantly expanded due to the introduction of telecommunication technologies into the educational process.

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