INTEGRATION OF ICT IN THE PROCESS OF TEACHING ESL/EFL

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ABSTRACT

The article explains the fundamentals of information technologies, discusses how they fit into the modernization of education and how to classify new information technology tools for English teaching. One of the most crucial elements of enhancing and optimizing the educational process is the use of new information technologies in the classroom. These technologies expand the toolkit of methodological tools and techniques that allow for the diversification of work forms and the engaging instruction of foreign languages for students.

Key words: methodology, English language, ESL, EFL, foreign language, ICT, information technology, integration, interactive learning.

In today's society, learning a foreign language is one of the key elements to living a successful, modern life. Foreign language proficiency is not only desirable, but also essential. Today, there are an increasing number of people who desire to learn a foreign language, necessitating the need for excellent foreign language instruction. The dominant role of information and the exceptionally fast speed of development of its processing tools, or information and communication technologies, are what most define the modern information society in which we live (ICT). The adoption of computer technology into several spheres of human existence is the result of notable accomplishments in the field of computer science. The requirements for the efficient use of ICT in the current education system have been created and implemented in a wide amount.

According to academics, adding information technology to a teaching strategy enhances it. However, if ICT tools function as both an object of study and a method of learning when teaching computer science, they solely function as a means of learning when teaching a foreign language. ICT means should be understood to include software, hardware, and technical tools that rely on microprocessors and computer technology, as well as current tools and systems for disseminating information, exchanging information, collecting information, producing it, accumulating it, storing it, processing it, transmitting it, and providing access to information resources on local and international computer networks.

With the use of ICT, students engage in a new kind of cognitive activity that leads to the discovery of new information, the growth of their cognitive independence, and the development of the abilities to autonomously add to their knowledge, search for information, and navigate information flow. With the aid of interactive dialogue hypertext, ICT tools can help students learn more effectively, ensure that training is highly differentiated, improve their ability to control their knowledge, skills, and abilities, rationally organize the educational process, increase the effectiveness of their classes, and develop the skills necessary for true research activity. They can also give them access to various reference sources, electronic libraries, and other resources. It is feasible to offer instructional information in a foreign language class more lucidly and openly than orally by using computer applications. It is also crucial that the student be able to work independently during the session, understanding new material at his own speed and going back to difficult concepts if necessary or looking forward.

The establishment and growth of students' communicative cultures is the primary objective of foreign language education (FL), which emphasizes the acquisition of practical proficiency in a foreign language. It is exceedingly challenging to acquire the same level of conversational proficiency in English when living outside of the nation where the language is being learned. The most effective approach to do this is through the use of information technology in foreign language

instruction. ICT is primarily used in English lessons with the following main objectives:

1. Increasing motivation to learn the language;
2. Developing speech competence;
3. Increasing the volume of linguistic knowledge;
4. Extending Knowledge about the Country of the Language Being Studied; and
5. Developing the Capacity to Study a Foreign Language Independently.

Practice demonstrates that the instructor may cut their teaching time at the chalkboard by up to 30% as a result of the multimedia accompaniment provided in their lessons. He shouldn't be concerned about things like not having enough room on the board, the quality of the chalk, or if the writing is clear. By using the time saved, the instructor may make the lecture more dense and include additional material. The instructor can employ topic collections (illustrations, pictures, portraits, reproductions of paintings by the artists under study, video tours, video clips), dynamic tables and diagrams, interactive models, and large-screen projections to explain new information in the class.

The teacher may remark on the material that displays on the screen and provide further explanations and examples if necessary. At the same time, explanation technology undergoes a considerable transformation. It is reasonable to assume that the proper application of ICT in the classroom helps students' intercultural communication skills grow in a positive way.

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