

# **THE PROSPECTS FOR USING INFORMATION COMMUNICATION TECHNOLOGIES (ICT) IN FOREIGN LANGUAGES LEARNING**

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## **Abstract**

The article deals with issues of information communication technologies implementation in the paradigm of the development of educational space in modern conditions of globalization. The capacity for intercultural interaction based on online activity is revealed. The effect of the use of information communication technologies while studying foreign languages is presented. The activities applied to provide the prospects for using Internet technologies are described.

**Key words:** information communication technologies, computer training programs, students' motivation, professional information, didactic tasks.

**INTRODUCTION.** Nowadays, there is a growing interest in linguistic problems that regard language as a reflection of social and cultural reality, which in turn leads to the need to study a holistic picture of the world existing in the cultural tradition of any nation.

The main purpose of studying a foreign language at a university is the formation of professional communicative competence. The communicative approach involves teaching communication and building the capacity for intercultural interaction, which is the basis for online activity. The Internet is an international, multinational, intercultural society based on electronic communication of millions of people around the world. At foreign language classes, we create a model of real communication. Innovative phenomena that give rise to the specificity of the teacher's activity in modern conditions, lead to the transition from the paradigm of knowledge to the individual, from "pedagogy of messages" - to interactive teaching methods (Grimpe, 2017).

**MATERIALS AND METHODS.** The problem of learning foreign languages at the university today requires a systematic analysis of speech activity from

psycholinguistic, linguistic, and psychological positions. The effect of the use of information communication technologies in order to enhance the professional guidance of studying a foreign language at a university, as practice shows, is most noticeable when they are used in the system of employment, providing mastery of a whole set of skills, laying the basis for its effective profiling in life (Gustafson).

The implementation of information communication technologies in the learning process has already begun. However, the pace of its spread is incredibly rapid. The use of Internet technologies in foreign language classes is an effective factor in developing students' motivation. Modern methods and didactics of learning foreign languages are based on studies that analyze the relation between language and thinking, thinking and communication, communicative and cognitive in language, etc. aimed to answer contemporary questions of what to teach and how to teach.

The prospects for using Internet technologies are quite broad today. These include the following activities, namely: communication with residents of English speaking countries with the help of e-mail; participation in the international Internet conferences, seminars and other network projects; creating and hosting web sites and presentations—they can be created jointly by the teacher and the student. It is also possible for teachers from different countries to share presentations (Petrova, 2011: 111).

**RESULTS OF THE RESEARCH.** The main forms of activity with computer training programs in foreign language classes include: vocabulary learning; pronunciation practicing, teaching oral forms of speech; writing learning, working out grammar phenomena. The possibilities of using Internet resources are enormous. The global Internet creates the conditions for receiving any information and information essential for students and teachers: local material, youth news, professional information, newspaper and magazine articles, etc. A variety of didactic tasks can be solved at English language lessons online, namely: to develop reading skills using the materials of the global network; to improve students'

writing skills; to enlarge vocabulary, to promote students' motivation to learn English. (Пометун, 2003: 20)

**CONCLUSIONS.** To sum it up, we can conclude that the activity should be focused on exploring the potential of information communication technologies to broaden the outlook, establish and maintain business relationships and contacts with their counterparts in English-speaking countries. Students can participate in tests, quizzes, competitions, contests held online, participate in chats, video conferences, etc. Students can obtain professional information on a problem they are currently working on within the project. However, it should be noted that information communication technologies, Internet technologies – this is not a panacea in the way of increasing students' motivation and independence in the process of learning a foreign language. To achieve maximum effect, it is necessary to use a wide range of innovative, various media education technologies in the process of studying.

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