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POSITIVE ASPECTS OF THE USE
OF INFORMATION AND COMMUNICATION TECHNOLOGIES
IN THE COURSE OF TEACHING A FOREIGN LANGUAGE

Analyzed in the article are such aspects of teaching foreign languages as face-to-face interaction and virtual conversation. Language interaction is based on the principles of reciprocal cooperation and collaboration. The first experience of interaction in a foreign language can be formed by social networks. Some sites invite to join a learning community as a focus group based on shared interests. Other sites offer to practice speaking in a foreign language on the basis of distance education provided by a native teacher. Some sites have brought together audio and video sections to work at oral aspect of languages.

Teaching foreign languages requires a renewal of practical tools. The authors have come to the conclusion that there are three pluses of the usage of information and communication technologies (ICT) in teaching languages: help in memorizing words, learners' motivation and progress in language proficiency. In up-to-date methodology of teaching foreign languages, Internet resources have proved their effectiveness in practice. The use of ICT also enhances professional growth of a teacher, their ability to "keep pace with the time". One of the main advantages of implementing web technologies is providing the teacher with a huge variety of training resources, materials, technologies through the Internet. Internet resources contain language material, including text, audio and visual on a variety of topics in the language of study. The use of Internet resources and multimedia tools gives teachers an excellent opportunity to improve the management of teaching, increase the efficiency and objectivity of the teaching process, save teacher's time, increase students' motivation for acquiring knowledge, interest them in learning foreign languages, instill a strong desire for self-control and self-improvement, which will foster the outcomes of learning.

Key words*: the field of education, teaching a foreign language, information and communication technologies, face-to-face interaction, virtual conversation, "five Cs", Internet services, positive aspects.*

The use of information and communication technologies (ICT) remains very varied, because new technologies themselves are the multiplicity of very different instruments and tools. Some authors will talk about ICT as an extremely heterogeneous construction, which can cover the appearance of an image, a database, an encyclopedia, a learning environment, and which can be linked to domains which differ from psychology, education, and pedagogy. Thus, it would not be superfluous to say that ICTs in general affect these areas in a complex and in a diverse way [2, p. 274].

Our interest, obviously more specific, is in the relationship and influence of ICTs in the field of education, and especially the influence on foreign language learning at the University. However, to grasp this, one must first define how technology can be used in relation to learning and teaching a foreign language.

Historically, the relationship of language with computer science was established as soon as it came into being in the 1950s. Subsequently, since the 1970s, we have been witnessing a permanent link between ICT and education.

Then this relationship was logically developed in the field of language learning. Two reasons contribute to this relationship, one sociological and the other didactic. The computer was the ally of learning from its emergence up to now. Thus, the computer can be a tool that supports language teaching and the machine, including didactic software that makes the learning process easier [4].

This use remains the most important for learning a language. Three other uses are to be distinguished in:

– the use of the computer freely without it carrying any didactics, it is up to the user to program their learning (Microsoft Office software is a significant example);

– the use of less specific software, which has a certain didactic and educational role, such as the support of language games;

– finally, the use of mainstream products, online and offline: electronic books, cultural or scientific sites, sites offering digitized literary texts [5].

All of these uses show how the relationship between technology and language learning in general can be productive. By the end of the forties and early fifties, modern methods of this age of language learning such as the Audio-Oral Method could easily cope with the use of the computer. The computer became a tool for

learning. It is the same for the Structural-Global Method that emerged in the sixties. Its conception of language as a global and structured form that must be totally assimilated without fragmentation can also have as an ally the technological tool. In this sense, it is good to present the language like an organized whole (which cannot be decomposed) through audio books, oral exercises or subtitled films.

So, the methods of the fifties and sixties readily agree with the use of computers. Paradoxically, it is in the seventies and nineties, that computer science became fully democratized. We understood that methods of learning were less inclined to use the computer as a direct learning tool. The communicative approach and the practice-oriented approach made the computer a simple tool for traditional teaching. Thus, today the teacher should make a correct choice whether or not to use the computer in class. And it will eventually be used as a training drive only, and it is certainly the most common use in the field of language teaching.

At the end of the nineties and beginning of the two-thousand years, the technologies developed rapidly and extensively. Anyone, more or less knowledgeable, can manipulate a computer thanks to the software which has already been programmed unlike the old programs that required the skill to use a specific computer language. Now both teachers and learners, can use computers independently and wider than previously. Teachers and learners have to deal with constant changes and multiplicity of new technologies. However, all these abundant uses sometimes escape the analysis of their effectiveness.

To practice speaking in a foreign language is a terminal goal from a didactic point of view. To be successful, language interaction must be based on the principles of reciprocal cooperation and collaboration. It is about preventing, anticipating, managing (or even profiting from) conflicts that can arise any time.

These inherent dangers of spontaneous interaction are multiplied during communication in a foreign language. Learners must manage the time of the conversation combining several risk factors:

1) language:
– the level of the speakers' language proficiency;
– differences can cause difficulties;
2) cultural factors:
– non-verbal behavior makes sense;
3) interaction: conversational rituals may differ from one culture to another. Just think of two delicate symbolic moments in any interaction: how to get in touch with someone, how to leave. Verbal routines can sometimes differ significantly from one culture to another [4].

A speaker spontaneously adopts a certain type of behavior typical of oral speech when he interacts in his mother language. He must find them in a foreign language when he speaks with a native speaker. He has to deal with:

– improvisation, which is an absolute characteristic of a spoken word;
– improper selection of words, which is another problem of oral speech. (For example: *I do not always find the right word so I cannot clearly express an idea or a concept*);
– fear of interaction. In face-to-face and live foreign language interaction with a native speaker, we are in a real life, not in class.

Previous examples were given for a face-to-face interaction. As for virtual conversation, it is necessary to find correspondents in a foreign language.

Social networks

The first experience is formed by social networks where we have many virtual friends and the feeling (maintained by some media) of being a member of a "community", a "circle". One may be invited to contact with the representative of the target language and to establish a language exchange.

Some precautions can be made: not to deal with ill-intentioned people.

We begin to exchange by instant messaging, then audio, then switch on the video if everything looks safe. If there is any doubt, before giving your address on *Skype, GOOGLE + HANGOUTS, OOVOO* (efficient software to discuss with one or more partners) you can use online services for which you do not need to register and provide a unique URL.

These online services can also be used for multi-person conferences. This can be interesting in case of a collaborative project: joint revisions, preparation of a trip or a stay, customization of topics of the discussion according to interests, etc.

Sites for remote language learning with native speakers

These sites are abundant on the net. They are focused on individuals as well as on teachers which, as a principle, put them in touch with native speakers.

Users appreciate the fact that they integrate in a community: he or she is not alone in front of a computer, in front of a teacher, he or she joins other people with whom it is possible to communicate and to exchange thoughts in a written form and orally.

Some sites, such as *Voxopop*, suggest joining a learning community as a focus group based on shared interests.

Other sites offer to practice speaking in a foreign language on the basis of distance education provided by a native teacher. *WeSpeke* and *Verbalplan*et belong to this category. They offer various benefits (may differ from one site to another):

– choice of the teacher from a group of native teachers whose profiles are available and verifiable;

– making contact with the teacher for a trial class;

– possibility to address another teacher if incompatibility;

– possibility of choosing the topics of discussion;

– interesting in case of revision for an exam. The teacher must have the necessary expertise to do this, of course;

– "when you want, where you want": great flexibility to connect (take into account the time difference and all available technological means);

– after registration, in addition to the classes with the teacher, it is possible to join discussion groups;

– on-line help: access to a dictionary, a grammar resource, links to useful sites;

– possibility of asking questions – linguistic or cultural – orally or in writing with guaranteed answers either by a teacher or by the other members of the discussion group;

– various exercises, with quick check, provided by the teacher or members of the community;

– assessment of achievements at different stages of learning [3, c. 224].

Finally, we came to the sites that have recently identified oral resources available in various languages.

Teaching foreign languages requires a renewal of practical tools. Communication between learners and the development of cultural and linguistic values are at a point. Three examples show how to use ICT to teach languages: help in memorizing words, learners' motivation and progress in language proficiency.

Language teachers, do you know your leitmotiv? According to the American Council for Foreign Language Teaching, it comes in "five Cs":

1. Communication: "communicate in language other than the native one".

2. Culture: "to acquire knowledge and understanding of other cultures".

3. Connections: "establish connections with other disciplines and acquire information".

4. Comparisons: "to become familiar with the nature of language and culture".

5. Communities: "participating in multilingual communities at home and around the world" [6].

In Belarus, where a plan for the renovation of language teaching is in progress, these dimensions also appear in the notion of "communication skills". Communication competence, defined by the Common European Framework of Reference for Languages (CEFRL), has three components: linguistics (knowledge and know-how related to lexicon, syntax and phonetics), socio-linguistics (close to socio-cultural competence, relative to the use of the language), and pragmatic component (choice of discursive strategies to reach a specific goal, link between the speaker and the situation). The acquisition of communication skills must, according to the CEFRL, be carried out by activities of:

1. reception (listening, reading);

2. production (speaking orally continuously, writing);

3. interaction (taking part in a conversation);

4. mediation (translation and interpretation) [7].

To cultivate the "five Cs" and develop a new approach to foreign languages, the resources and tools available on the Web offer excellent opportunities. The following examples could give some ideas.

A. Tell me a story...

Not all teachers are adept at recited stories. To change this situation, researchers have developed a story-creation website that allows teachers to:

– compose stories online, quickly and intuitively, by choosing places, characters and actions;

– share these stories with other learners;

– offer exercises to learners, with the ability to listen to a recorded story at leisure time [4].

B. Construction of a personal space

We propose to try the formula "we are going to build a personal page"...

The proposed program consists of:

1. class hours during which theoretical instruction is given on the functioning of the Internet;

2. hours of practical work, the objective of which is the creation of a web page "I present myself" where each learner presents himself in a foreign language and, a "our links" section where the learners have to recommend their favorite sites explaining why they like to go to these pages. During these hours, it is recommended that learners go to discussion forums to solve their communicative problems with each other via messaging to comment on various materials on the page.

The results show that this type of education has a very beneficial effect on motivation.

C. The virtual tour of the universities: filmed by the learners, and transmitted by videoconference, it arouses a lot of interest and many discussions around the theme of university life.

D. Karaoke: singing a foreign song together have a quick and positive impact on learning new words and their pronunciation.

We believe that information technology provides a time-saving and financially economical method of learning a foreign language that meets the needs of learners in the information society. Web resources provide an opportunity for foreign language learners to stay in contact with native speakers, up to 24 hours a day, thereby

introducing the learner to the constant process of active use of a foreign language, and also allowing him to choose the time and place of learning, his options, types and even a teacher, a native speaker, depending on the needs of one or another student [2, c. 275].

In modern methodology of teaching foreign languages, the most common resources that have proved their effectiveness in practice have long been isolated. These Internet resources contain various language materials, including texts, audio and visual, on a variety of topics in the language of study. Internet search systems allow the instructor to use authentic materials such as audio, video and texts, to get acquainted with the works of fiction of authors from the country of the language being studied, to join the foreign culture, to develop the horizon and to lexicon into their active vocabulary [5].

There are several types of Internet services that can be used for independent work of students:

1. Hotlist (list of topics) – is a kind of list of sites with texts on the topic being studied. If the user wants to create it, then he needs to enter the keyword into the search engine.

2. Multimedia scrapbook (multimedia draft) – appears as a system of multimedia resources, where in addition to the links to text sites, there is also a large number of multimedia materials, including tables, photographs, audio files and video clips, graphic information, animated virtual tours. These files can be easily downloaded by both teachers and students and used as a visual demonstration material when studying a particular topic.

3. Treasure hunt (treasure hunt) – is a web resource, where in addition to the links to various sites one can find questions about the content of each site. With the help of these questions, the teacher can control the cognitive activity of students. In concluding the search, one more general question can be asked for a comprehensive understanding of the topic. This request will receive a detailed answer, which will include answers to more detailed questions on each of the sites.

4. Subject of a sample is a site that occupies the next stage of complexity in comparison with the previous resource. It also contains links to text and multimedia content on the global Internet. As part of the work with this resource, the user should not only familiarize himself with the material, but also express and argue his opinion on the issue under study.

5. WebQuest (Internet project) – is the most complex kind of educational Internet resources. This resource includes a scenario for organizing a project activity for a topic selected by the teacher using Internet resources [1, c. 197].

The use of ICT in the course of teaching a foreign language affects the professional growth of the teacher, his ability to "keep pace with the time", which in turn affects the significant improvement in the quality of education of students and their knowledge of a foreign language.

In general, there are several common positive aspects in the application of Internet resources in teaching a foreign language. Thus, ICT in class allows:

– to provide a stable motivation for learning a foreign language;
– to create a comfortable atmosphere in class;
– to ensure a high degree of personalization of training;
– to increase the volume of work performed and increase the amount of knowledge and skills acquired in the class;
– to improve the quality of the trainees' knowledge control;
– to rationally plan and organize the learning process, thereby improving the effectiveness of the session;
– to form the communicative competence of the trainees by means of authentic materials;
– to provide students with access to various dictionaries, reference systems, electronic libraries, storages and other information resources [4].

The use of web resources in classes and in self-study of trainees, taking into account the level of preparedness and the quality of foreign language skills, will successfully absorb the language information and develop speech skills, make the educational process more interesting, vivid, informative, affect all types of memory and all ways of perceiving the language material, thereby facilitating the process of teaching a foreign language both for the teacher and for the trainees.

In conclusion, it should be noted that the use of Internet resources and multimedia tools gives teachers an excellent opportunity to improve the management of teaching, increase the efficiency and objectivity of the teaching process, save the teacher's time, increase the students' motivation for acquiring knowledge, interest them in learning foreign languages, instill a strong desire for self-control and self-improvement, which will enhance the learning outcomes. Moreover, using web resources, teachers greatly simplify the process of communication between students both with each other and with native speakers, since students are able to communicate both in writing and orally through video conferences or social networks, not only on the training topics, and discovering the situation of daily communication, as close to communication in real conditions [3, c. 223].

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ПОЗИТИВНІ АСПЕКТИ
ВИКОРИСТАННЯ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ
У НАВЧАННІ ІНОЗЕМНОЇ МОВИ

Однією з основних переваг впровадження веб-технологій у процес навчання іноземних мов є використання викладачем величезної кількості навчальних Інтернет-ресурсів з різних тем виучуваною мовою. Використання Інтернет-ресурсів та мультимедійних інструментів надає викладачеві прекрасну можливість керувати навчальним процесом, підвищити його ефективність та об'єктивність, мотивувати студентів до набуття знань, зацікавити їх у вивченні іноземної мови.

Ключові слова: навчання іноземної мови, інформаційні та комунікаційні технології, особисте спілкування, віртуальне спілкування, інтернет-послуги, позитивні аспекти.

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ПОЛОЖИТЕЛЬНЫЕ АСПЕКТЫ
ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ
ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Одним из основных преимуществ внедрения веб-технологий в процесс обучения иностранным языкам является использование преподавателем огромного количества обучающих Интернет-ресурсов по различным темам на языке обучения. Использование Интернет-ресурсов и мультимедийных инструментов предоставляет преподавателю прекрасную возможность управлять учебным процессом, повысить его эффективность и объективность, мотивировать студентов к приобретению знаний, заинтересовать их в изучении иностранного языка.

Ключевые слова: обучение иностранному языку, информационные и коммуникационные технологии, личное общение, виртуальное общение, интернет-услуги, положительные аспекты.