

ICT IN TEACHING FOREIGN LANGUAGE IN A UKRAINIAN UNIVERSITY

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Abstract. Modern technologies play such an essential role in human life that it is impossible to imagine a full-fledged existence without them. Their application is possible in almost any field of economy, improving human's life and increasing the efficiency of work. Technologies in education give students and teachers access to a much more considerable amount of information and opportunities compared to learning without technology. Today a student can learn a foreign language directly by hearing it not only in a video or audio recording, but also with the help of various applications, communicating with native speakers, learning their culture. Many scholars have been researching the role of ICT in language learning and have proved its effectiveness. The aim of the article is to determine the role of ICT in foreign language learning at Ukrainian Universities. In addition, we conducted a questionnaire of the English language teachers to determine the frequency of ICT usage at lectures. The results of the researched proved the hypothesis, set in the research, that the younger the teachers, the more often and diversely they use modern technologies in the educational process. Using ICT in teaching foreign languages requires not only the will and time of the teacher but also the skills and abilities to use modern technologies and Internet resources. The introduction of ICT in the educational process will have a positive effect on the results of student learning, among which we will highlight student interest in the educational process, modern and practical materials, immersion of students in the language and cultural environment, the opportunity to better study and master the academic material, communicate with native speakers.

Keywords: foreign language teaching, ICT, student's motivation, foreign language learning.

1. INTRODUCTION

Modern technologies play an essential role in human life. They are so deeply embedded in everyday life that it is impossible to imagine a full-fledged existence without them. Owing to the achievements of science and the human mind, humanity not only improves its life but also increases the efficiency and effectiveness of its work. Modern technologies are becoming increasingly complex and diverse. Their application is possible in almost any field, from farming to social and historical. However, it is essential to note that the users of many types of modern technologies are children and young people. Various gadgets, mobile applications, computer programs, etc., are used mainly by young people.

"Digitalization has largely affected universities, demanding to respond to challenges and design strategic directions for development. It is also about the use of innovative digital tools in the university educational process, the transition to new, digital learning models" (Tsependa, & Budnyk, 2021). Technologies in education give students and teachers access to a much more considerable amount of information and opportunities compared to learning without technology. Today a student can learn a foreign language directly by hearing it not only in a video or audio recording, but also with the help of

various applications, communicating with native speakers, learning their culture. In addition, a student can easily find an explanation of any incomprehensible grammatical topic on YouTube or unknown words without looking for them in a paper version of the dictionary.

The purpose of the article is to present the situation in the scientific literature regarding the importance of using information and communication technologies (ICT) in the process of learning and teaching a foreign language and to substantiate the practical aspect of this problem in a higher education institution of Ukraine.

2. THEORETICAL FRAMEWORK

It is important to note that using information and communication technologies in learning is not a new experience. Most scientists agree that for the first time, ICT was widely used in the 1950s and 1960s, with the appearance of tape recorders and cassette players (Kessler, 2018; Urun, 2015). However, a different opinion can be found in M. Farouk and A. Somro, who note that the use of technology in education began as early as the creation of the BBC program for learning a foreign language in 1924 (Farooq & Soormro, 2018, p. 11). Nevertheless, the experience of using ICT in learning foreign languages ranges from 60 to 100 years.

After all, the importance of using information and computer technologies was determined by the 2020-2021 and 2021-2022 academic years. Higher education teachers were forced to quickly learn to use distance learning and many cloud services to continue the educational process during the coronavirus pandemic. (Tsependa & Budnyk, 2021). Therefore, it can be argued that since 2020, foreign language teachers in HEIs have been using TELL (Technology-Enhanced Language Learning) and WELL (Internet-Based Foreign Language Learning).

Computers and the Internet are the most common and widely used information and communication technology. V. Chernysh notes: "Thanks to them, it is possible not only to create an artificial language environment in IM classes but also to bring it closer to a completely natural one thanks to the organization of communication with native speakers. With the help of modern information technologies, the problems of learning IM in cooperation, as well as individualization, should be solved, and differentiation of learning taking into account various factors: the level of mastery of IM, the speed of its mastery, time limits, learning style, personal, educational needs and learning trajectories, etc." (Nikolaeva, 2015, p. 37).

Technologies in education must constantly change and be supplemented simultaneously with technical progress. This should be done to increase the efficiency of the educational process. For example, in the 1990s and 2000s, overhead projectors (OHPs) that showed only a picture were widely used in the teaching of foreign languages. Such picture slides could be superimposed on each other; thus, specific image captions could be created on such pictures. However, in the modern educational process, it is more effective to use augmented reality technologies or VR glasses for more effective learning. Using such glasses, students will not only be able to learn new words but also see and hear the pronunciation of native speakers and learn the target culture and speech more effectively. As we can see, the principle of operation of projectors and augmented reality glasses is the same, but the latter provides a broader range of use in the educational environment.

An important aspect of the effectiveness of the educational process is the motivation of students to study. After conducting many experiments, the researchers agreed that the use of the latest technologies increases the motivation of students (Correos, 2014; Kessler, 2018; Kumar et al., 2021; Pun, 2014; Saglam & Sert, 2012; Urun, 2015). Using modern audio and video tools in learning foreign languages will help increase not only motivation, but also interest in the learning process, especially if it concerns new technologies and equipment. For example, it is known that a person perceives most of the information through vision. Using only a textbook, a foreign language teacher will not get the motivation and interest that he would get if he used a textbook and multimedia, or a laptop and the Internet. Thanks to

the use of technological tools in foreign language classes, the teacher can better visually demonstrate educational materials. In addition, the teacher will be able to better immerse students in a foreign language cultural environment, which, in turn, will increase their motivation to study.

R. Rintaningrum notes that the use of ICT in teaching foreign languages improves the method of presenting information to students. In addition, students have the opportunity to search and select the necessary additional information on the Internet. According to the researcher, this gives lessons using modern technologies a significant advantage over traditional education. The researcher calls dynamism, informativeness and interactivity a characteristic feature of ICT in learning foreign languages. An important feature of the use of technology in the learning process of foreign languages is the ability to access a large amount of various additional information that can be used by both the student and the teacher (Rintaningrum, 2020, p. 187).

O. Kolominova and S. Roman emphasize the importance of supplementing traditional educational materials with ICT, noting that this will allow solving certain tasks, in particular: expanding the active and passive vocabulary of students, acquiring cultural knowledge, forming a culture of communication and forming the need to use a foreign language for real communication (Kolomynova & Roman, 2010, p. 46).

Teaching foreign languages in higher education institutions should be provided with modern and authentic teaching materials. It was thanks to ICT that this became possible, as teachers and students have access to a wide variety of information and educational materials on the Internet. In this regard, O. Alioshina rightly notes: "There should be no place in a modern university for jumbled-up, mindless teaching of texts in a foreign language that have no practical value for future students. Students should be prepared on the basis of high-quality, modern, authentic educational material for the conscious use of a foreign language languages in later life and work." (Alioshyna, 2012, p. 243).

One of the advantages of using ICT in the educational process is the higher quality and variety of educational materials available to students and teachers. This, according to M. Buyyan and others, will encourage students to study. The researchers also note that the use of modern technologies improves concentration if the teacher selects appropriate materials and their presentation using appropriate ICT (Rakhi, 2021). T. Kumar and others note that ICT in foreign language learning makes the learning process attractive for students and interactive. Researchers say technology helps students better communicate and exchange ideas despite long distances. Among the advantages of using ICT, in particular multimedia, researchers name: increased motivation; makes information about the culture of the language being studied more accessible; develops communication skills; promotes discussions and discussions in the group; increases the effectiveness of the teacher; creates a better language environment; convenient time and place of study, etc. (Kumar et. al, 2021, pp. 335-336). However, the effectiveness of using ICT in teaching foreign languages, as noted by L. Lee, largely depends on the teacher, namely how he uses modern technologies and their integration into the curriculum (Li, 2014, p. 1). A. Mofareh singles out the advantages of using ICT in teaching foreign languages: it increases students' interest and motivation, promotes better organization of study time, the possibility of using many methods of communication between the teacher and the student, and a wide range of educational materials (Alqahtani, 2019, p. 175). We find similar advantages in the work of M. Pan, among which the researcher singles out increased motivation, diversification of classes, faster and more effective development of communication skills, improved interaction between students and the teacher, better develops communication skills in large classes (Pun, 2014, pp. 32-33). N. Jayanthi and R. Kumar highlight among the advantages of using ICT in teaching foreign languages: availability of materials, autonomy of students, authenticity of the educational environment, student-centered learning (Shalini & Vijay, 2016, pp. 35-36).

The use of ICT in the educational process contributes to the personalization of the educational process. Thus, the popular magazine *The Economist* (2017) gives exciting examples of this approach, noting that many American schools are implementing personalized digital learning, which Facebook

engineers developed. In addition, in California, a learning system was developed that allowed students to take tests, measured their success, and allowed teachers to assign individual tasks to each student. The publication notes that this had a noticeable result compared to ordinary schools. The authors explain this result by the following factors: all students have approximately the same way of obtaining information; ICT in the educational process reduces educational inequality. However, the authors emphasize the role of the teacher in the learning process, debunking the popular myth that children do not necessarily have to learn from a teacher - they can use search engines such as Google. In our opinion, this is a valid rebuttal since many studies have confirmed that the role of the teacher, especially in foreign language learning, plays a key role. We will consider confirmation of this later, experimentally comparing traditional, distance, and mixed learning.

In addition, the role of the teacher in the educational process is emphasized by the article of P. Gilakjani & L. Leong notes that in the educational process, the teacher is the main one, and modern technologies are an auxiliary means of achieving the goal. The teacher chooses whether to implement ICT in the educational process and to what extent (Pourhosein & Leong, 2012, p. 64). The same opinion is shared by A. Saglam and S. Sert, noting that the teacher should guide students, setting tasks and deciding which technological tool to use during classes (Saglam & Sert, 2012, p. 9). A. Saglam and S. Sert note that teachers use ICT in the process of teaching foreign languages to teach academic and linguistic skills using integrated approaches, encourage students to build their knowledge system, acquaint students with the skills and tasks of lifelong learning, alternate learning styles; find new and exciting educational materials; create a motivational environment for learning (Saglam & Sert, 2012, p. 7).

Regarding the use of technical tools by teachers in learning a foreign language, it is worth considering the research of M. Abbasova and N. Mamadova. The researchers note that among the interviewed teachers of different age groups, primarily young teachers were more inclined to use modern technologies in education than older ones (Abbasova & Mammadova, 2019, p. 367). A similar situation is observed in Nepal, where researchers note that most teachers still use traditional teaching methods (Pun, 2014, p. 30). On the other hand, ICT is widely used in teaching foreign languages in Germany. According to O. Pylypenko, modern ICT used in Germany includes: computer training programs, educational systems based on multimedia technologies, distributed databases from various fields of knowledge, telecommunications, and electronic libraries (Pylypenko, 2012, p. 371). However, a study by H. Salehi and Z. Salehi showed that although more than 70% of Iranian teachers claimed that they often use the latest technologies, 76.6% do not use them often in the educational process (Salehi & Salehi, 2012, p. 216).

The importance of integrating ICT into learning foreign languages is also due to the use of interactive technologies in education (Fomin, Budnyk, Matsuk, L., et al., 2020). The interactive teaching method involves students' interaction with the teacher with an educational goal. It consists of teaching in a group using various pedagogical technologies and techniques, methods, and tools. Interactive learning of students, according to T. Koval, "is a special organization of their cognitive activity, which has a specific, predictable goal - to create comfortable learning conditions. Interactive learning technologies can be introduced into the learning process using computer-oriented learning tools and methods" (Koval, 2011). Moreover, the researcher claims that any computer-oriented teaching method, to one degree or another, will be interactive. According to T. Koval, the main goals of using computer-oriented teaching methods are the development of attention, imagination, observation, interest in learning, the formation of a multicultural personality, the education of systematicity, logic, creative thinking, and criticality, the development of self-study skills (Koval, 2011). In such an educational process, according to V. Redko, "student activity becomes a priority, and the teacher's task is to create effective didactic and methodical conditions for revealing their initiative." (Redko, 2011, p. 28). The researcher notes that each teacher builds his own model of educational activity, involving various means. Among the most important, the researcher identifies a tutorial in which interactive learning technologies are harmoniously integrated (Redko, 2011, p. 30).

An essential aspect of integrating ICT in foreign language learning is the introduction and interaction of modern technologies and the textbook. It is known that most teachers of foreign languages use specific textbooks to prepare appropriate speaking activities. M. Hismanoglu notes that the majority of textbooks used by teachers of foreign languages do not provide for a wide range of ICT use (Murat, 2011, p. 38). The listening exercises in such textbooks are included on the discs as supplements but are intended only for listening practice. It is essential that textbooks for teaching foreign languages, especially for professional purposes, also contain an electronic component, which will include listening training and grammar, spoken language, words and terms, writing, etc.

Regarding students' perception of ICT in learning foreign languages, it is worth noting that they mostly show interest and interest. Students willingly interact with technology and the teacher in class. The use of ICT in foreign language classes allows students to immerse themselves in the culture of the target language, understand and see better the life of the nationality whose language they are studying, and also gain practical skills in communicating with native speakers by hearing live and relevant speech. A. Saglam and S. Sert point out that students willingly learn a foreign language with technologies because they help them learn the language better practically and not by memorizing rules and words. Researchers also emphasize the possibility of ICT to promote joint learning and sharing of information with peers (Saglam & Sert, 2012, p. 5).

The experimental study of A demonstrates the effectiveness of foreign language learning using ICT. Mofareh in Saudi Arabia. The researcher notes that 75-85% of students saw the effectiveness of using ICT in learning a foreign language. Instead, 60-80% of students were dissatisfied with traditional teaching methods, that is, without using ICT. More than 90% of students turned out to be more interactive and ready to learn when using modern technologies in education, and approximately 90% of students demonstrated better test results (Alqahtani, 2019, p. 173). A similar study can be found in the work of A. Saglam and S. Sert, after analyzing 43 different studies on 7,000 students, found that using ICT in teaching foreign languages improves the educational process, making it more effective, motivating, and exciting for students (Saglam & Sert, 2012, p. 2). One of the advantages of ICT in the educational process is how modern technologies interact with students, according to the popular magazine *The Economist*. A practical method, according to the authors, is a type of interaction that involves consulting and two-way interaction rather than using technology as questions and answers. In addition, modern technologies that use artificial intelligence contribute to the personalization of education. Artificial intelligence studies students while using the curriculum and subsequently selects appropriate materials and advises the teacher (*Economist*, 2017, p. 16).

However, besides the advantages of using ICT in learning foreign languages, there are also disadvantages and problems. Therefore, in our opinion, it is appropriate to consider the main shortcomings and issues that arise when teaching foreign languages using ICT.

One of the main problems when implementing ICT in teaching foreign languages concerns teachers. Many teachers do not implement and use ICT in the educational process, mainly due to a lack of skills in using such technologies, a lack of such technologies or funds, and teachers' lack of time for integrating modern technologies into education. C. Correos singles out the following problems in the use of ICT by teachers: actual skills of teachers, ICT resources, the attitude of teachers towards the use of ICT in the educational process, technical support, and training in the use of ICT in the educational process (Correos, 2014, p. 6). Nevertheless, we suggest we dwell on these problems in more detail.

Thus, an important problem with the introduction of ICTs in foreign language teaching is the absence or insufficient awareness of foreign language teachers with the practical use of such tools. Many teachers of foreign languages do not know how to properly use a computer or the possibilities of using various technologies in education. A. Gilakjani points out that although problems such as funding, equipment, lack of time, and knowledge are the main problems, the critical problem is teachers' belief in the usefulness of ICT. The researcher notes that most teachers are critical of using modern technologies in the educational process. An essential condition for developing teachers who are active users of ICT in

the educational process is allocating extra time and additional efforts to master the relevant technologies (Pourhosein & Leong, 2012, pp. 67-68). Moreover, C. Correos introduces the concept of computer awareness: a modern teacher should be able to do basic things, operate a computer, and use the Internet. It should include general computer knowledge, file usage, system support, security knowledge, MS Word, email and Internet, and presentation skills. This knowledge and skills, in turn, will have a positive effect on the use and implementation of ICT in the process of learning a foreign language (Correos, 2014, pp. 3-4). The researcher sees synchronous and asynchronous forms as the most used form of ICT for teachers to teach foreign languages (Correos, 2014, p. 5). In this context, the research of M. Abbasova and N. Mamadova is essential, as it experimentally confirms that the degree of technology use depends on the teacher's age. The younger the teachers of foreign languages, the more widely and diversely modern technologies are used in teaching foreign languages (Abbasova & Mammadova, 2019).

However, the ability to use modern technologies does not mean that the teacher will automatically use them in the educational process. A. Gilakjani emphasizes that it is essential to teach teachers to harmoniously introduce ICT into the educational process so that they give the maximum effect. Accordingly, for this, teachers must know the following:

- Determine which technologies are needed to achieve specific goals;
- Determine how these technologies will be used;
- Allow students to use all available technologies at all educational stages (research, analysis, and creation);
- Select and use appropriate technologies to solve issues and problems related to the personal development of students (Pourhosein & Leong, 2012, p. 69).
- Accordingly, the author introduces the term TAM (Technology Acceptance Model), which defines the behavioral intention of an individual to accept a technological system or innovation, which, in turn, is divided into two beliefs: usefulness and ease of use (Pourhosein & Leong, 2012, p. 72).

Similar problems are considered by A. Saglam and S. Sert, emphasizing the importance of practical training of teachers to integrate ICT in the educational process. According to the experimental study, teachers noted the need for practical training for using ICT in the educational process (Saglam & Sert, 2012, pp. 3, 11).

Another critical problem of using ICT in teaching foreign languages is the lack of funding and equipment. Most higher education institutions in Ukraine have access to the Internet and are equipped with computers, so it can be said that the essential integration of ICT in the educational process is available. However, let's consider the more technological components (VR glasses, interactive whiteboards, various visualizers, graphic media, etc.). There may be problems with this, as they are expensive and require appropriate user skills and software. We observe a similar opinion in the study of C. Correos (Correos, 2014, p. 21). One of the disadvantages of using ICT in the process of learning foreign languages is that it can distract students from their studies. This especially applies to mobile applications and Internet resources (Farooq & Soormro, 2018, p. 10). Abbasova & Mammadova, 2019). Moreover, Portugal has banned the use of YouTube in schools across the country (Economist, 2017, p. 9).

In addition, one of the many problems in implementing modern ICT in teaching a foreign language is the lack of time for teachers. C. Correos emphasizes that finding the necessary electronic materials and their harmonious integration into the educational process requires not only skills and abilities but also a lot of time (Correos, 2014, p. 20). In general, the development of a curriculum with the integration of ICT into the educational process takes twice as much time as the development of a conventional curriculum without ICT, especially if it concerns foreign language learning. Therefore, we fully agree with A. Gilakjani states: "The full use of ICT in the educational environment as a cognitive tool for acquiring knowledge is a long-term process and requires a lot of effort." (Pourhosein & Leong, 2012, p. 67).

Using modern technology to teach a foreign language in a professional direction, we would like to share their implementation experience in the educational process. Canva and Prezi online programs for creating presentations were quite helpful in the educational process. The teacher can informatively

explain grammar rules or review and solve certain professional cases using their technology. For example, it is pretty informative to explain the causes of the occurrence, course, and treatment of mastitis in cows in English using Prezi presentation tools. However, you need access to the Internet and a computer for practical work. We recommend using many color pictures and GIF files in presentations for clarity of explanations. After analyzing students' feedback regarding the use of Prezi and Canva in educational sessions, we observed that most students were satisfied and interested in this type of presentation of new material.

Another valuable means of learning a foreign language for the professional direction of future veterinary medicine specialists is the use of augmented reality glasses or VR glasses. This technical tool works best when learning and testing new words and terms. In this case, the principle of clarity in learning foreign words is observed as much as possible. It is well-known that a person perceives most of the surrounding information through vision. Therefore, using VR glasses, you can learn new words not only with the help of a 2D image but also in 3D. The use of augmented reality glasses has shown excellent results among students. It is worth noting that we not only taught new words with the help of augmented reality glasses but also tested the knowledge of learned words. Yes, it is possible to display a picture on glasses, a projector, or a laptop monitor and show the student objects that he must name in a foreign language. For example, when demonstrating the signs of certain diseases, the student must name this disease or the procedure for its treatment in a foreign language. Feedback from students regarding the use of augmented reality glasses was positive. Everyone noted the increased interest and practicality of learning and testing new words in this way.

The use of ICT in language learning also proved to be effective in the independent work of students. During training, we asked students about a problem and the solution they had to find mainly on the Internet or when communicating and consulting with veterinarians. Later, the students had to make a PowerPoint and multimedia presentation and give a short talk during the class. An example of such a task can be as follows: *The owner of a cat with urolithiasis came to you. Your task is to choose the appropriate food for this cat. The owner of a cat with urolithiasis came to you. Choose the proper food for this cat.* In this way, students independently search for solutions to these problems and present these solutions during classes. It is worth noting that assigning such tasks to a previously formed group of students, 2-3 people, is more effective. Students' feedback on such tasks was also positive. They acquired professional skills, learned new foreign words, and improved their presentation skills. However, it is also worth noting that in the study of A. Saglam and S. Sert pointed out that sometimes students may not fully complete the tasks, referring to insufficient possession of the relevant ICT skills (Saglam & Sert, 2012, p. 6). In our case, we did not observe this.

ICT for practicing and improving speaking and writing has proven effective. For this purpose, during classes, we used the following sites: Mylanguageexchange and WeSpeke. These sites are primarily designed to find native speakers to communicate with them, written or spoken. To use it, you need a laptop and access to the Internet. We were looking for partners for communication, mostly among students or teachers of partner higher education institutions. For beginners, we recommend choosing people whose native language is Slavic; for students who speak English at an advanced level - native speakers. For example, we decided on teachers and students from Poland for beginners and talked with them for 30-40 minutes on previously prepared topics. With students who speak English well, we chose individuals from the UK, Germany, or the USA. Students' feedback on using this type of exercise and technical means was very positive.

3. RESEARCH OBJECTIVE, METHODOLOGY AND DATA

It is worth adding that we conducted a survey of teachers and students regarding the use of ICT in learning a foreign language in a professional direction. 21 teachers of different age categories and 39 students of foreign languages participated in the survey. We divided the teachers by age to confirm or

refute the hypothesis: *The younger the teachers, the more often and diversely they use modern technologies in the educational process*. We asked students and teachers the same questions:

1) *How often do you use modern technologies in education?*

Never Sometimes Often Always

2) *What tools do you use most often?*

4. RESULTS AND DISCUSSION

The results of the survey confirmed the hypothesis: teachers aged 24-35 marked the frequency of using ICT in the educational process as *often* or *always*; teachers aged 35-50 mainly chose the option *often*, and some chose *sometimes*; and teachers over the age of 60 equally chose *never* and *sometimes*. Most students chose the option *always*, and a minority chose *often*.

The answers varied regarding the use of specific technical or informational means, but we give examples of the most often indicated in the answers. Yes, teachers of all age groups indicated using Moodle, Google Classroom, and Microsoft Teams. Teachers in the 24-35 age group most often use Internet tools, in particular YouTube, Canva, Prezi, Grammarly, and less often, Instagram and TikTok. However, they often use multimedia, PowerPoint presentation tools, and Google Forms to create tests. Teachers aged 35-50 use multimedia and tape recorders more often and Internet tools, particularly YouTube and Canva, less often.

Instead, students often use YouTube, Instagram, and TikTok in their studies to get additional explanations of grammar rules and certain words or terms. Students also often use the accessible version of Grammarly to check their homework.

Thus, we can state that the hypothesis: "The younger the teachers, the more often and more diversely they use modern technologies in the educational process" was confirmed, according to our survey results. It is also worth emphasizing that in Ukraine, due to the EPP accreditation process, the use of the Moodle virtual learning environment is mandatory; thanks to the quarantine of COVID-19, all teachers of higher education institutions learned how to use Zoom, Google Classroom, Microsoft Teams, and other distance learning tools; in addition, online training is conducted in some higher education institutions, the teachers of which we interviewed. Therefore, the share of teachers who indicated the answer options regarding using modern technologies in the educational process is sometimes, often, and consistently somewhat higher than before, which, in our opinion, is a positive phenomenon.

In addition, the survey results demonstrate that teachers of the age group of 24-35 years and students use the same modern information and communication technologies in the educational process. Therefore, we can only hypothetically assume that the educational process with such teachers will be more enjoyable for students and, hence, more effective.

5. CONCLUSIONS

Using ICT in teaching foreign languages requires not only the will and time of the teacher but also the skills and abilities to use modern technologies and Internet resources. The introduction of ICT in the educational process will have a positive effect on the results of student learning, among which we will highlight student interest in the educational process, modern and practical materials, immersion of students in the language and cultural environment, the opportunity to better study and master the academic material, communicate with native speakers. However, there are problems and shortcomings of ICT in the educational process, among which we highlight: lack of skills in using such technologies, lack of such technologies or funds for them, and teachers' lack of time for integrating modern technologies into education. However, overcoming these problems will positively affect students' acquisition of professional foreign language communicative competence. In addition, we confirm the hypothesis put forward by some scientists, which consists of the statement: "The younger the teachers, the more often and more diverse they use modern technologies in the educational process."

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Подольак Михайло. Інформаційно-комунікаційні технології у викладанні іноземної мови в українському ЗВО. *Журнал Прикарпатського університету імені Василя Стефаника*, 11 (3) (2024), 44-55.

Сучасні технології мають настільки важливе значення у житті людини, що без них неможливо уявити повноцінне існування. Їх застосування доцільне практично у будь-якій галузі економіки, покращуючи життя людини та підвищуючи ефективність праці. Технології в освіті дають студентам і викладачам доступ

до набагато більшої кількості інформації та можливостей, порівняно з навчанням без технологій. Сьогодні студент може вивчати іноземну мову безпосередньо, почувши її не лише у відео чи аудіо записі, а й за допомогою різноманітних додатків, спілкуючись з носіями мови, вивчаючи їх культуру. Багато вчених досліджували використання ІКТ у вивченні мови та довели їх ефективність. Метою статті є виявлення місця і значення ІКТ у навчанні іноземних мов у закладах вищої освіти України. Окрім цього, ми провели анкетування учителів англійської мови для визначення частоти використання ІКТ на лекціях. Результати дослідження підтвердили сформульовану в дослідженні гіпотезу про те, що чим молодші викладачі, тим частіше і різноманітніше вони використовують сучасні технології в освітньому процесі. Використання ІКТ у навчанні іноземних мов потребує не лише бажання та часу викладача, а й умінь і навичок використання сучасних технологій та Інтернет-ресурсів. Упровадження ІКТ в освітній процес позитивно вплине на результати навчання студентів, серед яких: зацікавлення навчальним процесом, сучасні та практичні навчальні матеріали, занурення здобувачів освіти у мовне та культурне середовище, можливість більш ефективно вивчати та засвоювати навчальний матеріал, спілкуватися з носіями мови.

Ключові слова: процес навчання іноземної мови, ІКТ, мотивація студента, викладання іноземної мови.