

DOI <https://doi.org/10.30525/978-9934-26-277-7-44>

**INFORMATION AND COMMUNICATION TECHNOLOGIES  
IN THE DEVELOPMENT  
OF STUDENTS' FOREIGN LANGUAGE COMPETENCE**

**Volkova G. K.**

*Candidate of Pedagogical Sciences, Associate Professor,  
Associate Professor at the Department of Foreign Languages  
Zaporizhzhia State Medical University  
Zaporizhzhia, Ukraine*

**Wieler G. O.**

*Senior Lecturer at the Department of Foreign Languages  
Zaporizhzhia State Medical University  
Zaporizhzhia, Ukraine*

Students majoring in nonlinguistic subjects have to master a foreign language for general and professional use. Demands of the present day society challenge the possibilities of modern higher education and call for the need to find new methods and means of training future specialists. The concept of personally oriented education involves the introduction of innovative methods and forms of organization of students' educational and cognitive activities into the educational process. One of the effective ways to implement personally-oriented learning is the efficient use of information and communication technologies (ICT) [1].

No one can deny that modern virtual information and communication technologies have become an integral part of the functioning of higher educational institutions. In order to keep up with the demands of modern society, teachers actively use information and communication technologies in the classroom to effectively deliver content and meet the needs of young people. Computer-based learning already plays a significant role in teaching foreign languages. Teaching and learning foreign languages, being a social process, involves mandatory communication between the teacher and students (in direct and/or indirect forms); therefore, the use of modern virtual technologies contributes, but at the same time does not totally replace social aspects of the learning process [2].

The purpose of the article is to analyze the features of ICT as a teaching method and to determine the possibilities of using modern virtual materials for teaching students in integration with traditional approaches in a higher

medical school in order to enhance the formation of foreign language professional competencies.

A large number of leading researchers deal with the problem of developing and introducing information technologies into the educational process, including S. U. Novikov [3], T. G. Pahomova [4], and L. A. Tsvetkova [5], etc. A significant contribution to the development of foreign language teaching methods for special purposes in Ukraine was made by S.V. Fadyeyev. According to him, the development of computer technologies significantly influenced and displaced traditional teaching methods, and also forced teachers and linguists to solve problems that they did not even suspect to exist [6].

It should be noted that since the beginning of the use of ICT, it was about how teachers present information using a copier, recorder, laptop, etc., but now it is about how professionals and students access information and transform active learning with the help of technology into interactive learning through the exchange of ideas, cooperation with colleagues. A textbook is not sufficient now. Teachers must bring it to life by adapting it and providing additional resources. This is achieved by changing the content of the academic modules: visual images, business games and quizzes are created, slide shows and videos are selected, the dialog box is modified to ease the interaction [7; 8].

Alan Pritchard [9] lists certain commonly accepted characteristics of ICT that have a major impact on teaching and learning, such as speed, capability, communicability, interactivity, non-linearity and multimodality. ICTs enable extremely fast action and interaction, for example messages can be sent and replies returned within minutes or even seconds. The amount of informativeness of the computer technologies allow to: ensure high visibility of educational material; implement both collective and individual work of students; accumulate methodical materials; increase the level of information culture and education of people of the information society; cover a larger volume of material, evaluate and analyze it thanks to the Internet; use unique sources of information, which provides an opportunity to easily enter the information and educational space, "pushing the walls of the audience"; maintain a differential approach both in mastering the material and in problem solving tasks; attract self-education skills, "turning learning into the joy of discovery"; promote self-organization, self-development, self-examination, creativity of students [10].

Since the beginning of 2022 the Department of Foreign Languages of Zaporizhzhia State Medical University has been using educational materials from open online courses platforms and developed a methodology

for their implementation in the educational process. However, implementing technology is a challenging task for those trying to choose the best tools without considering the learning goals of the students. Technology is integrated into almost all aspects of our lives, so educators must find a balance between online and offline communication [11].

Multimedia technologies in a foreign language acquisition makes it possible to combine printed text, graphic images, video, other visuals and audio recordings. In the case of such a combination, students work simultaneously with all their senses, so information is learned much faster and with interest. In addition, students simultaneously learn all aspects of the language: phonetic, lexical, grammatical and communicative. At the same time every teacher should be aware of the fact that the computer is not a mechanical teacher, but a means for improving and expanding the possibilities of the educational process.

The suitability of technical means of learning and assessment in English classes are determined by such criteria: the process of increasing productivity and efficiency of the entire learning process should take place; managing and monitoring the appropriacy of each student's educational actions; increased interest in language learning; provision of prompt feedback and assessment of all students during their studies; efficient work with answers, the essence of which is to enter them without long-term coding and encryption.

Overall, the use of ICT in foreign language classes increases students' interest in the subject and stimulates teachers to improve their own professional skills. Educators of the new generation must be able to choose and apply exactly those technologies that fully contribute to the achievement of the goals of studying a specific discipline and the harmonious development of students, taking into account their individual characteristics. With the emergence of new information technologies, the question arises about the role of traditional means of teaching a foreign language, such as textbooks, as well as about the role of the teacher in this process. It should be obvious that the computer cannot completely replace the teacher. We should not abuse multimedia technologies. Traditional means in foreign language classes you should also be used. Only a skillful evolution that will ensure the continuity and stability of the educational environment can guarantee success. Teachers of the future must carefully build and develop this "technohumanistic" system on the basis of what already exists, taking into account the practical and theoretical achievements provided in the worldwide network and described and based on methodological experience, both presented in printed and virtual publications.

### References:

1. Фоміних Н. Ю. Характеристика іншомовної підготовки майбутніх фахівців у комп'ютерно орієнтованому середовищі. URL: <http://interconf.fl.kpi.ua/node/1292> (дата звернення: 10.08.2022).
2. Bates T., Poole G. Effective teaching with technology in higher education: Foundations for success. 2003. URL: [https://scholar.google.ro/scholar?q=2.+Bates+%26+Poole+2003&hl=uk&as\\_sdt=0&as\\_vis=1&oi=scholar](https://scholar.google.ro/scholar?q=2.+Bates+%26+Poole+2003&hl=uk&as_sdt=0&as_vis=1&oi=scholar) (дата звернення: 26.09.2022)
3. Novikov A., Lavreniuk M., Kussul N. Deep learning crop classification approach based on coding input satellite data into the unified hyperspace. IEEE 38th International Conference on Electronics and Nanotechnology (ELNANO). 2018. URL: [https://scholar.google.com.ua/citations?view\\_op=view\\_citation&hl=ru&user=9HrvejsAAAAJ&citation\\_for\\_view=9HrvejsAAAAJ:epqYDVWIO7EC](https://scholar.google.com.ua/citations?view_op=view_citation&hl=ru&user=9HrvejsAAAAJ&citation_for_view=9HrvejsAAAAJ:epqYDVWIO7EC) (дата звернення: 17.10.2022).
4. Пахомова Т. Г. Нові інформаційні технології в навчанні англійської мови. URL: <http://blog.ed-sp.net/pakhomova/2008/09/29/novi-informacijni-texnologii%D1%97-v-navchanni-anglijsko%D1%97-movi/> (дата звернення: 29.08.22).
5. Цветкова Л. А. Використання комп'ютера при навчанні лексичі в початковій школі. *Іноземні мови в школі*. 2002. № 2.
6. Фадєєв С. В. Про питання застосування комп'ютера в навчанні ІМ. *Іноземні мови в школі*. 2003. № 5.
7. Korlotyan, D. New Technologies in Learning English. 2015. URL: <https://prezi.com/d4ehdwyeq1a5/new-technologies-in-learning-english> (дата звернення: 13.07.22).
8. Mihăilă-Lică, G., Fleischer, W., Palea, L. Considerations on Recruiting and Retaining University Teachers. Proceedings II of the 21st International Scientific Conference KBO. Sibiu, Romania: "Nicolae Bălcescu" Land Forces Academy Publishing House. 2015. P. 328.
9. Pritchard, A. Effective teaching with internet technologies. London, UK : Paul Chapman Publishing, 2007. 213 p.
10. Дешко С., Гуня Л. комп'ютерні технології на заняттях з англійської мови. URL: <http://oldconf.neasmo.org.ua/node/2689> (дата звернення: 14.07.22).
11. Marcinek, A. Technology and Teaching: Finding a Balance. 2014. URL: <http://www.edutopia.org/blog/technology-and-teaching-finding-balance-andrew-marcinek> (дата звернення: 17.09.2022).