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## **MODERN VIEW ON THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING**

Nowadays, in the XXI century, the century of quick changes, technical progress, integration of Ukraine into world's community, it becomes more and more necessary to renovate and improve methods and techniques of teaching English Language at educational establishments. Information and Communication Technologies are of great importance in recent times. Laptops, mobile phones are used in almost all spheres of our life, and the Internet has developed into a significant source of information.

The new educational process also requires the development of modern approaches to teaching English for different purposes. A foreign language is now considered not only as a tool of communication, but first of all as a mean of stimulating learning process. The usage of Internet resources has become an integral part of the English Language course.

The research problem of the effectiveness of Internet technologies while learning a foreign language is in the field of view of foreign and Ukrainian scientists notable among them are: C. Gitsaki, M. Kademiya, T. Koval, C. Meloni, H. Shetzer, M. Warschauer, I. Zaxarovoya. Their works showed that information and communication technologies have great educational potential and allows us to consider them as prospective foreign language learning, but at the same time still poorly studied real possibilities of computer usage as a major means of intensifying the educational process in the study of a foreign language.

The main purpose of language learning at higher school is to develop communicative competence. The communicative approach means communication training and formation of specialist willingness to professional and intercultural interaction. In fact, the mastery of professional communicative and intercultural competence is impossible without the practice of communication and using information and communication technologies.

In this context, the virtual environment of the Internet is simply indispensable in the English lesson, because it allows to go beyond temporal and spatial boundaries and gives its users the possibility of authentic communication with real interlocutors on current topics for both sides.

The term ICT (Information and Communication Technology) is used to refer to the employment of technological devices in learning. Thus, ICT could be described as an umbrella term that covers any communication device or application, including television, radio, cellular phone, computer and network hardware and software,

satellite systems as well as the different services and applications related to them, for instance, video-conferencing and distance learning (Ruiz-Madrid, 2005).

Question of the applicability the Internet while learning a foreign language is now quite relevant. This applies both - the technology of distance learning and development of using Internet services in teaching. The spectrum of usage Internet resources is quite wide, for example you can use global network for searching study materials, for improving individual students' work etc.

*Using and integrating information resources of the Internet into the learning process, you can more effectively solve a number of didactic and socio-cultural problems:*

- to improve listening abilities on the basis of authentic sound texts;
- to develop reading skills, directly using materials of different degree of complexity;
- to develop monologue and dialogue skills;
- to improve written skills;
- to broaden both active and passive vocabulary of the modern language reflecting a certain stage of development of people's culture, social and political structure of the society.

Today there are many developed educational electronic platforms and applications from different disciplines. Electronic textbooks, encyclopedias, dictionaries, etc. are widely used in the process of studying. Internet plays a significant role in the study and teaching English. With the help of Information and Communication Technologies we have an opportunity not only to listen to our students' speaking, but also to record them by using computers or mobile devices. This recording can be used for further finding and improving students' mistakes, for their self-analysis.

ICT can promote, facilitate and support our current understanding of assessment. We can now easily record our students speaking using computers, or mobile devices like MP3 recorders or mobile phones. More importantly, we can store, retrieve and share these recordings very cheaply and quickly. We can video group work or pair work interactions and then evaluate and provide feedback.

We can get students to write blogs or wikis and provide regular comments and feedback on the development of their written work. We can easily ask the student's peers to provide feedback too. Technologies does not only help with what we assess; it can even help us produce relevant materials for assessment. Whether it is recording native or non-native speakers for listening comprehension work or finding interesting and relevant texts on the internet, technology can play a role (Motteram, 2013, p.162).

*Modern Internet resources can be easily divided into:*

- resources with grammar materials;
- resources containing audio scripts;
- resources for training vocabulary;
- video resources;

– mixed resources (e.g. grammar together with audio scripts and video materials).

*Now, let us consider the most popular sites for learning English:*

– [http:// www.britishcouncil.org](http://www.britishcouncil.org) – there you can find great number of different useful information about learning English; also you have free access to studying materials on different themes;

– <https://www.englishdom.com> – there you have an opportunity to learn English in a fun way; doing interesting exercises, listening to audio and watching videos;

– <http://www.bbc.co.uk> – news in English;

– <http://www.englishlearner.com> – English lessons and tests;

– <http://literarytranslation.com> – materials for reading and translating;

– <http://www.english-test.net> – English grammar exercises;

– <http://www.focusenglish.com> – ESL conversation online.

Training sites appointed for training four types of speech activities (speaking, reading, writing and listening) usually containing tasks for mastering phonetical, grammatical and lexical material at different levels.

In many educational establishments the so-called virtual learning environments are used. For example, such virtual platform as ‘Moodle’ is used at our university. Different distance learning courses are accessible to students and teachers. This platform has its own advantages and disadvantages. As for the advantages they are:

– forums for sharing and discussing different points and problems;

– chat rooms;

– the ability to create tests and sharing tasks;

– students can ‘handle’ their home-work at any time and see their marks on-line;

– quick feedback between teacher and student.

As for disadvantages, I can admit that our university` platform needs some improvements, especially it concerns the difficult navigation menu and course settings.

But nevertheless, this platform helps to encourage students` independence

As the conclusion, we have to admit that the Internet develops skills that are important not only for the foreign language. This is primarily due to the mental operations analysis, synthesis, abstraction, identification, comparison, verbal and semantic prediction and warning, etc. It is certainly helpful to use internet resources in teaching languages, as students benefit from it enormously. Also, the range of educational materials increases constantly and new resources appear on the Internet, which has to be exploited.

## **LITERATURE**

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**Klein A.**

## **THRESHOLD EVENT: EXPLORING A COMMERCIAL SPONSORSHIP OF LGBT RIGHTS DURING THE SOCHI GAMES**

### *Abstract*

This mixed methods study examines the 2014 Sochi Olympics as an exceptional time period in which the commercial culture shifted potentially forming a convergence of mainstream support behind LGBT rights. A content analysis initially illustrates how LGBT-coverage surged among popular US magazines and websites in sports, business, home & lifestyle, technology, and entertainment, surrounding the Olympic games. From the 2011 repeal of “Don’t Ask, Don’t Tell” to the 2014 Olympics, LGBT coverage among these media increased by 1024%. A deeper frame analysis of select media then reveals how within 77% of the articles, LGBT rights were aligned with “pro-Western values” set against Russia’s “oppressive antigay culture.” Twenty percent of the characterizations reflexively focused on the lack of equality in certain US/Western policies. Thus, as nations openly criticized the antigay culture of Russian society, they were also forced to confront their own definitions of LGBT equality. Finally, a political economy analysis of brand name institutions such as AT&T, Chevy, NFL, and Google found an unprecedented sponsorship of LGBT equality emerging during the Games, which continues today as major American corporations like PayPal and sports organizations like the NBA and NCAA increasingly boycott US states that discriminate against LGBT citizens.

*Keywords:* Sochi Olympics, LGBT equal rights, threshold event model, critical mass, cognitive dissonance, commercial brands.

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