

**THE IMPLEMENTATION OF ICT IN ELT PROCESS**

Iroda Mirzaeva
Turin Polytechnic University in Tashkent
daffodilme@mail.ru

Annotation

The use of information and communication technologies (ICT) in education, including the teaching of foreign languages, is becoming more and more significant in the age of globalization. For many years, the traditional textbook served as the main method of instruction until being replaced by e-mail and other informational and educational resources. The present educational system is oriented toward building the educational process in ICT for a variety of reasons.

There are significant prerequisites for the successful integration of ICT in the educational process as a result of the widespread use of the Internet and computer technologies among youth and society as a whole. Since technology has been introduced into every day lives of students and professionals, it would be inappropriate to ignore its potential role in the educational process. The increased level of technical equipment for educational institutions all over the world is an additional factor in the implementation of ICT. In addition, COVID-19 made it impossible to keep the traditional way of teaching, based on textbooks. The outbreak of this disease has caused educational institutions to turn to online teaching, which inevitably involves technology regardless of the teacher's preferences. Finally, Romano claims that the basic role of the teacher should not be compromised in the process where technology is fully incorporated. That is, teachers are like surgeons and pilots who remain the central character in these situations.

Preparing lessons including ICT is not an easy task. Here are some stages for organizing lesson with the help of technical tools:

1. Teachers should choose and prepare their materials beforehand (They should be careful while preparing teaching materials for upper-intermediate and advanced level students).
2. Teachers should check technical aids, because some problems may occur during the lessons.
3. Teachers check students' understanding of the previous lesson (if it is vocabulary lesson, teacher may use OHP in order to ask new words).
4. At the beginning of the lesson teacher introduces the topic and explains the content clearly to students.
5. According to the topic students watch some extracts and after watching they give their opinion.
6. At the main part of the lesson teacher uses technical aids in accordance with developed skills. For instance, in listening lesson teachers play tracks or present extracts, in writing or reading lessons they may use OHP for demonstrating pictures and texts, for speaking they may use voice recorder, laptop and others.



Teachers may desire to use and produce their own electronic materials in the classroom for a variety of reasons. First, teachers can give weaker students extra practice, and they can provide groups consolidation and review assignments. Second, teachers begin to create a huge bank of resources that may be accessed in class or for independent study at any time as they amass a collection of their own resources with learners' needs in mind. These kinds of things in the classroom might offer a change of pace and be quite inspiring. Teachers should therefore be aware of the selection criteria for electronic content. The following criteria can be found useful by educators:

1. Teaching method should be appropriate for upper-intermediate level and advanced level (if teacher uses even one advanced level exercise for upper-intermediate level students, it will help to increase their level).
2. The tools should be implemented using friendly and technically effective sound.
3. Presentation should be clear and precise.
4. Graphics fulfill important purposes i.e. (motivation, information) and not distracting to learners.
5. There should be no grammar, spelling or punctuation errors on the screen.
6. Material or content must be authentic, accurate and up-to-date.

In conclusion, as Negoescu points out, we cannot forget the past and the years of research of good teaching practices developed by skilled teachers and researchers, but at the same time we cannot ignore the reality beyond the classroom walls. Therefore, as educators, we need to adapt to the real changes happening over the world, and alter our teaching practices according to the needs of our students since all we have the same purpose, which involves helping students to become successful learners.

References

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2. Romano, M. (2003). Empowering Teachers with Technology. Making it happen. Lanham, US: The Scarecrow Press – Rowman & Littlefield.