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USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH LESSONS IN FORMING INTERCULTURAL COMPETENCE OF ADOLESCENTS

ВИКОРИСТАННЯ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ ПРИ ФОРМУВАННІ МІЖКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ ПІДЛІТКІВ

The article examines the use of information and communication technologies in English lessons in the formation of intercultural competence of adolescents. In particular, the meaning of such concepts as «intercultural competence», «information and communication technologies» is revealed. The list of ICTs defined by the UNESCO Institute for Statistics is emphasized, which includes computers, the Internet (websites, blogs and e-mail), live broadcast technologies (radio, television and webcasts), recorded broadcast technologies (podcasting, audio and video players and storage devices) and telephony (landline or mobile, satellite, video and audio conferencing, etc.). The list of ICTs, the mastery of which should include the intercultural competence of adolescents, is highlighted. Attention is focused on the age characteristics of adolescents belonging to the «Z» and «Alpha» generations. Blocks of ICT use in learning English are highlighted. The advantages of using ICT in the educational process are determined, such as individualization of learning, intensification of independent work of students, expansion of information flows when using the Internet, increase in the volume of tasks completed in the lesson. The practical significance of the use of information and communication technologies for the formation of proper intercultural competence of adolescents in foreign language lessons is substantiated, namely: it is an effective auxiliary technical visual and auditory means of visualizing educational material, allowing the teacher to realize his creative potential; helps the teacher to implement a personality-oriented approach to learning; contributes to the expansion of students' worldview and raising their cultural level; is a means of increasing motivation to study the subject and a means of increasing interactive and communicative activity; stimulates the search activity of education seekers and contributes to the development of their creative abilities.

Key words: information and communication technologies, intercultural competence, English language, adolescents, competency-based approach.

У статті розглянуто використання інформаційно-комунікаційних технологій на уроках англійської мови при формуванні міжкультурної компетентності підлітків. Зокрема, розкривається значення таких понять як «міжкультурна компетентність», «інформаційно-комунікаційні технології». Наголошено на переліку ІКТ, визначеному Статистичним інститутом ЮНЕСКО, до якого входять: комп'ютери, Інтернет (веб-сайти, блоги й електронна пошта), технології прямих трансляцій (радіо, телебачення та веб-трансляції), технології записаних трансляцій (подкастинг, аудіо- та відеоплеєри та пристрої зберігання) та телефонія (стаціонарна або мобільна, супутникова, відео- й аудіоконференції тощо). Підкреслено перелік ІКТ, володіння яким має включати в себе міжкультурна компетентність підлітків. Акцентовано увагу на вікових особливостях підлітків, які належать до так званих поколінь «Z» та «Альфа». Виокремлено блоки використання ІКТ при вивченні англійської мови. Визначено переваги використання ІКТ у навчально-виховному процесі, як-от: індивідуалізацію навчання, інтенсифікацію самостійної роботи учнів, розширення інформаційних потоків при використанні Internet, зростання обсягу виконаних на занятті завдань. Обґрунтовано практичне значення застосування інформаційно-комунікаційних технологій для формування належної міжкультурної компетентності підлітків на уроках іноземної мови, а саме: є ефективним допоміжним технічним наочно-слуховим засобом візуалізації навчального матеріалу, дозволяючи вчителю реалізувати свій творчий потенціал; допомагає вчителю здійснювати особистісно-орієнтований підхід до навчання; сприяє розширенню світогляду учнів і підвищенню їх культурного рівня; є засобом підвищення мотивації до вивчення предмета та засобом підвищення інтерактивної та комунікативної діяльності; стимулює пошукову діяльність здобувачів освіти і сприяє розвитку їх творчих здібностей.

Ключові слова: інформаційно-комунікаційні технології, міжкультурна компетентність, англійська мова, підлітки, компетентнісний підхід.

Problem statement. The integration of Ukraine into the European and international community, as well as the gradual globalization of a significant number of state, public and interpersonal relations, lead to the internationalization of domestic science and education, production and trade, other sectors of the economy, etc. This leads to an increase in intercultural interaction with foreigners, the use of uniform (or similar or identical) rules and norms that regulate certain educational, production, commercial or logistical processes, forces their participants to actively use modern information and communication technologies. As a result, Ukrainian educational institutions are faced with the task of high-quality training of many education seekers who have the appropriate level of intercultural competence (including knowledge of foreign languages, foreign culture, ability to use ICT), for the rapid and effective achievement of mutual understanding with representatives of other cultures and adaptation to a modern multicultural society.

For this purpose, (in accordance with the 2006 Recommendations of the European Parliament and the Council of the EU on the formation of key competences in lifelong learning), the national system of general secondary education was reformed.

In particular, the Laws of Ukraine «On Education» (2017) and «On Complete General Secondary Education» (2020) were adopted, the State Standard of Basic Secondary Education (approved by Resolution of the Cabinet of Ministers of Ukraine No. 898 of 30.09.2020) and the Concept of Implementation of State Policy in the Field of Reforming General Secondary Education «New Ukrainian School» for the Period Until 2029 were adopted, which implemented the requirements for the need to form basic competences in students (including cultural competence and the ability to communicate in foreign languages) into the educational process.

Also, considering the above requirements, appropriate changes were made to the educational (including model) programs, textbooks, and scientific and methodological literature approved and/or recommended by the Ministry of Education of Ukraine, which fixed the inevitability of the course for the development of a competency-based approach, as one that meets all modern conditions.

It should be noted that the issues of implementing this approach in the educational process were dealt with by N. Bibik, O. Lokshina, O. Ovcharuk, O. Pometun, O. Savchenko and others. At the same time, the number of scientific developments on the formation of intercultural competence of students of general secondary schools is insufficient (among

its researchers, only N. Ivanets – primary school and A. Rutkovska – students of grades 9–11 can be named), and the intercultural competence of adolescents in English lessons has not become a subject of separate study by scientists at all. Accordingly, all possibilities of using information and communication technologies in English lessons for the specified purpose remain unexplored [7].

Analysis of recent research and publications. The analysis of the concept of «information and communication technologies» was carried out by O. Vashak, N. Manzheliy, T. Fazan, N. Fominykh. The problems of using ICT in the educational process are studied by domestic scientists: M. Anisimov, V. Bykov, R. Gurevich, M. Zhaldak, T. Koval, O. Spirin and others. The problems of training future teachers using ICT are addressed in the works of such scientists as Yu. Zhuk, O. Krasnozhon – training future physics teachers; N. Morse – computer science teachers; Yu. Trius, O. Spivakovsky – mathematics teachers; O. Podzyhun – foreign language teachers; H. Brown, J. Brunner – future philological teachers; Modelling the educational environment using ICT is studied by V. Bykov, S. Gorobets, O. Ovcharuk, N. Soroko, G. G. Davis and others. C. Gorobets developed the use of ICT in distance learning for students of humanities, and G. Davis developed the use of multimedia technology.

The purpose of the article – to determine the role of information and communication technologies in English lessons in the formation of intercultural competence of adolescents.

Presentation of the main material. Modern domestic researchers consider intercultural competence as: «an integral property of a person, consisting in his readiness for intercultural contacts, a set of knowledge, ideas about the essence of other cultures (language, traditions, values, art, behaviour), the ability to conduct the dialogue between cultures, which provides a person with the opportunity for productive intercultural interaction» [10]; «the ability to navigate in different types of culture, value systems and relevant communicative norms» [13]; «the ability to develop purposeful knowledge, skills and abilities that lead to changes in behaviour and communication and are effective and appropriate in intercultural interaction» [3].

According to the available scientific research, the formation of intercultural competence of adolescents in secondary education institutions is most effectively achieved in foreign language lessons in compliance with modern pedagogical and organizational conditions, using innovative methods and technologies [7].

Among them, we can name *information and communication technologies*, which are understood as a set of methods, tools and techniques for searching, storing, processing, presenting and transmitting graphic, text, digital, audio and video data based on personal computers, computer networks and communication facilities [8].

The UNESCO Institute for Statistics in its glossary offers the following *list of ICTs*: computers, the Internet (websites, blogs and e-mail), live broadcast technologies (radio, television and webcasts), recorded broadcast technologies (podcasting, audio and video players and storage devices) and telephony (fixed or mobile, satellite, video and audio conferences, etc.) [9].

The use of ICT allows people to freely use communication channels with communicators who are in another place, to create and distribute the necessary content, to have access to relevant databases [6], and, as M. Kalynych notes, is one of the best ways to immerse themselves in authentic language learning [9].

That is, the *intercultural competence of adolescents should include mandatory individual mastery of*:

- technical means (computers, computer complexes, multimedia projectors, touch boards, etc.);
- software (application software, including educational software);
- means to ensure the possibility of full-fledged work on the Internet (programs for searching for various data on the Internet, etc.);
- information content (content) on the Internet specially created for the education system;
- basic knowledge of methodological support regarding the use of information and communication technologies in education [11, 6, 4].

Thus, domestic researcher V. Bykov emphasizes that based on a combination of traditional pedagogical and information and communication technologies of education it is possible to develop and multiply the natural inclinations of a person much more effectively. The use of these technologies in the learning process creates additional conditions and causes the emergence of new goals for updating the content of education, makes it possible to achieve much greater results of educational activities, and ensure the formation and development of their own educational trajectory for each student [1, 5, 6].

It should be noted that all students of operating secondary education institutions belong to the so-called generations «Z» and «Alpha» (born in 2004 and later), which are distinguished by creativity, perceive information better than their predecessors, but usually rely not so much on their knowledge as on the use of gadgets. They feel free in the networked Internet

environment and quickly navigate in artificially simulated situations but have a somewhat reduced motivation to study at school, since, if necessary, most of the information they need can be obtained from Internet resources. Also, modern teenagers prefer communications in mobile messengers to «live» communication. As a result, because of early contact with the latest technologies, which affects their development and socialization, representatives of this generation better master knowledge in a game form, and it is easier for them to perceive rules, formulations and other information in the form of infographics [2, p. 66].

The correctness of the creation of pedagogical conditions, the selection of methods, techniques and means of upbringing and training of adolescents, including those used in preparation for intercultural communication [2, p. 66], depends on the correctness of teachers' understanding of these features of modern students.

In particular, in foreign language lessons, the use of ICT tools provides imitation of a foreign language environment, creates conditions for authentic communication, allows taking into account the individual characteristics of students, makes it possible to increase motivation to study a foreign language and intensify the development of skills and abilities specific to this discipline, without which the formation of students' intercultural competence is impossible [12, 6]. In addition, foreign language teachers consider ICT as means, methods, techniques for performing educational tasks and project work (P. Calve, T. Koval, O. Tarnopolsky, P. Sharma, E. Polat, P. Serdyukov, P. Gray, M. Nelson, D. Teilor) [15, 6].

The use of ICT in learning English is divided by these scientists into several blocks:

- creation of multimedia lessons or fragments of lessons, which greatly facilitates the assimilation of educational material;
- creation of scientific projects;
- use of the Internet for conducting lessons with students, as well as individual work;
- use of educational platforms, such as: Zoom, Google Meet, Classroom, etc.;
- use of computer simulators for knowledge control. For example, the platforms "Na urok", "Vseosvita", Kahoot, LearningApps, etc.;
- use of technical devices, including electronic textbooks and manuals; interactive boards; electronic encyclopedias and reference books; simulators and testing programs; educational Internet resources; DVD and CD disks, flash drives with pictures and illustrations; video and audio equipment [14, 6].

ICT can be effectively used in the implementation of other technologies and methods, such as dialogic

technologies, training methods (which assume the existence of several alternative solutions to the problem), simulation and interactive modelling methods, the project method, the role-playing method, Web Quests (which combines elements of the game and interactive learning). In this case, ICT allows you to artificially create (model) an unlimited number of intercultural communicative situations, partially «immerse» in another culture. This stimulates creative thinking and creativity of students, broadens their horizons, forms their ability to understand another point of view and cooperate in a team [7, 6].

In general, scientists include the following advantages of using ICT in the educational process:

- individualization of learning;
- intensification of independent work of pupils and students;
- expansion of information flows when using the Internet;
- increase in the volume of tasks completed in the lesson, and the practical significance of the use of information and communication technologies, in particular for the formation of proper intercultural competence of adolescents in foreign language lessons, is seen in the fact that such technologies;
- are an effective auxiliary technical visual and auditory means of visualizing educational material, allowing the teacher to realize his creative potential;
- help the teacher to implement a personally oriented approach to learning;
- contribute to expanding the worldview of students and raising their cultural level;
- are a means of increasing motivation to study the subject and a means of increasing interactive and communicative activity;
- stimulate the search activity of students and contribute to the development of their creative abilities [14, 6].

Thus, an electronic textbook in the process of learning English allows you to ensure individuality, adaptability and interactivity of learning, the integrity of the presentation of the material, visualization of educational information and the development of the intellectual potential of a pupil or student not only during the scheduled hours of classes, but also at a time convenient for him [6, 12]. An electronic dictionary will also be useful, with the help of which students can quickly find the necessary word and its translation, create their own dictionary and history, in which they can quickly orient themselves. Among the most widely used electronic dictionaries for use in the process of learning English are ABBYY Lingvo, Urban Dictionary, Oxford English Dictionary,

TheFreeDictionary.com, Babylon, Longman, McMillan, etc. [14, 6].

An immense source of resources for studying not only the English language, but also the history and culture of English-speaking countries is the Internet. With its help, online, students gain access to international sites, can listen to and watch videos, communicate with foreigners, and participate in telecommunication projects.

Examples of educational sites for learning English include Duolingo, Situational English, BBC Learning English, which contain video and audio materials with attached texts with transcription, Realenglish.com – a site with lessons, articles and videos, on the Livemocha site you can get acquainted with teachers, linguists and people who want to learn a language, LinguaLeo – a huge library of video, audio and text materials, thematic courses, a personal dictionary with voiceover and a special set of exercises: listening, crosswords, word translation [14, 6].

Unlike traditional textbooks, multimedia tools that use an audiovisual format allow you to use almost all the senses, combining printed text, moving video, graphic images, static photographs and audio recordings, creating a «virtual reality» of real communication [6, 15]. It has been proven in the study of G. Cherednichenko, L. Shapran and L. Kunytsia, that the use of multimedia materials and computer networks reduces learning time by almost three times, and the level of memorization due to the simultaneous use of images, sound, and text increases by 30–40 percent [16, p. 137].

Conclusions and future research directions.

Thus, the use of ICT in the process of forming intercultural competence of adolescents in foreign language lessons significantly expands and diversifies the program of its study; provides access to a variety of authentic materials (computer representation of language material based on fiction, articles, materials from information sites; working with a dictionary, etc.); interests students in studying foreign languages; expands their motivation for learning, providing the opportunity to work on the language at a pace convenient for them, thus contributing to the individualization of learning and effective mastery of a foreign language [15, 6]. Due to this, an educational environment is created that provides the possibility of using enough culturally appropriate and linguistic and cultural information necessary to visualize and illustrate the teacher's theses regarding modern life and school life of adolescents from other countries, the possibilities of integration and development of the personality in a globalized world.

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