

## NEW TRENDS IN THE GLOBALIZATION USE OF ICT IN LANGUAGE TEACHING

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**Abstract** *It is a difficult endeavor that actively engages many senses to teach a foreign language. Information and communication technology (ICT) have become increasingly incorporated into education due to its shown benefits over the past few decades. Reviewing publications on language instruction and learning supported by ICT technologies is the aim of this study. Content analysis was used as the main research technique to identify the study trend in language learning and teaching. By introducing them to practical ICT tools that improve language acquisition, the study's findings are expected to be beneficial for instructors and students of foreign or second languages.*

**Key words:** Information and communication technology, learning, teaching, research, decade, Computer Assisted Language Learning.

**Аннотация:** *Преподавание иностранного языка — это сложное занятие, активно действующее множество чувств. Информационные и коммуникационные технологии (ИКТ) все более интегрируются в образование благодаря демонстрируемым преимуществам на протяжении последних десятилетий. Цель данного исследования заключается в анализе публикаций о методиках преподавания и изучения языков с поддержкой технологий ИКТ. В качестве основной исследовательской техники использовался анализ содержания, чтобы определить тенденции в обучении и изучении языков. В результате введения практических инструментов ИКТ, улучшающих освоение языков, ожидается, что результаты исследования будут полезны как для преподавателей, так и для студентов иностранных или вторых языков.*

**Ключевые слова:** Информационные и коммуникационные технологии, обучение, преподавание, исследования, десятилетие, изучение языка с помощью компьютера.

**Annotatsiya:** *Chet tilini o'qitish ko'p sensorlarni faol jalb qiladigan qiyin jarayondir. O'tgan o'n yilliklar davomida ko'rsatilgan foydalari tufayli axborot va kommunikatsiya texnologiyalari (ICT) ta'lim sohasiga tobora ko'proq joriy etilmoqda. Ushbu tadqiqotning maqsadi chet tillarini o'qitish va o'rganishda qo'llab-quvvatlanadigan ICT texnologiyalari haqida nashrlarni ko'rib chiqishdir. Tadqiqot usuli sifatida tarkibiy tahlil asosiy tadqiqot usuli sifatida qo'llanilgan bo'lib, til o'rganish va o'qitishdagi tadqiqot tendentsiyalarini aniqlash uchun ishlatilgan. Tadqiqot natijalari chet tilini o'qituvchilari va o'rganuvchilari uchun foydali bo'lishi kutilmoqda, chunki bu natijalar ularni til egallashni yaxshilaydigan amaliy ICT vositalari bilan tanishtiradi.*

**Kalit so'zlar:** Axborot-kommunikatsiya texnologiyalari, o'rganish, o'qitish, tadqiqot, o'n yillik, Kompyuter yordamida til o'rganish.

## INTRODUCTION

Our everyday lives now revolve around technology. Regardless of how we feel about it, we must use it. Teachers now need to employ new information and communication technologies (ICT) in the classroom since technology has altered the way that lessons are taught. These days, educators employ technology in a number of ways. That is, educators use technology advancements in the classroom. Teachers' responsibilities have also been altered by new technological advancements. In 1990, not many individuals could afford personal computers due to their high cost. These days, the majority of schools have a computer lab. Additionally, students can use their mobile phones to access the internet. For every researcher, computers—and the internet in particular—are an essential source of data. As a result, teachers should not only teach the topic but also how to access information sources through technology. Teachers must be technologically literate. They are, in fact, responsible for assisting students in locating support services.

Numerous researches have shown that computer training influences computer-related structures, which in turn helps to develop computer use. In addition, modern curriculum demand that technology be used in the classroom. Consequently, there is an increasing need for educators who are proficient in using technology, especially computers. As media and technology have developed, CALL (Computer Assisted Language Learning) has become more popular and successful in supporting language learning, making ICT tools an indispensable tool for language learning.

## METHODOLOGY

According to some experts, student instructors should be prepared to use information and communication technology (ICT) into their lessons in the future. Their mission was to look at the obstacles that prevent students from using ICT in the classroom. They focused their inquiry on instructors' cognitive processes. The instrument was a questionnaire survey. The study involved sixty elementary school instructors in all. It was discovered that there was a substantial correlation between ICT integration and constructivist notions, computer attitudes in education, ICT-related policies, conventional views, general computer attitudes, I&T-related policies, supporting ICT use, administrative ICT use, and teaching and learning tools.

This study demonstrated how teachers' perspectives have a big impact on how ICT is used in the classroom. Foreign language education lends itself to the use of ICT in education since its curriculum involves speaking and listening abilities that can be supported by ICT technology. In other words, teaching foreign languages is a multifaceted process that involves several senses. Actually, because it offers a platform for direct

communication in English with native speakers, the internet is a helpful language resource for students. In conclusion, because the internet offers a more authentic learning environment, students can easily study a foreign language using it.

While several language instructors include technology into their lessons, others do not. Previous studies show that teachers' attitudes about ICT have an impact on students' use of technology. Moreover, the application of ICT is another facet of language learning study.

CALL is a computer-based learning approach. Early in the 1980s, schools across the United States, Canada, Europe, and the United Kingdom used a lot of computer-assisted language learning, or CALL. But in today's technologically advanced world, the method that we teach has altered due to the advent of mobile technology, various forms of media, and the Internet. The social networking and communication landscape have been significantly impacted by these technologies. Televisions, tape recorders, and video recorders are only a few examples of the electronic devices that have been used in language instruction since the 1960s. Technically speaking, there were several challenges at first. It took about a generation for technical skills to advance, and technological issues weren't resolved until much later. Teachers still employ information and communication technology (ICT) in the classroom and to create supplementary resources in spite of certain difficulties. Utilizing technology in a language-learning classroom has several benefits. These include "better and more effective use of class time," "individualizing students' learning," "shifting from a teacher-centered classroom to a student-centered classroom," more efficient and "providing students with authentic, current, and culturally rich materials." Further evidence that technology might boost students' enthusiasm and desire for language education came from Maxwell (1998). Prior research has demonstrated that the effectiveness of language acquisition can be increased with ICT support.

If educators understand how technology may support language learning, they can incorporate it into their lesson plans and instructional strategies. The aim of this study is to showcase research papers and trends related to teaching and studying foreign and second languages through the use of ICT resources. According to Frankel and Wallen (2006), content analysis is a technique that enables researchers to study human behavior indirectly through the analysis of communications. Since it is a useful technique for providing trend analysis on a certain topic, the content analysis research method was selected as the research design. Article topics relate to learning foreign and second languages using ICT as a tool or setting for instruction.

## CONCLUSION

These days, educators employ technology in a number of ways. In other words, educators integrate new technology advancements into their lesson plans. For any researcher, computers—and especially the internet—are an invaluable source of

information. Therefore, in addition to teaching the subject, educators should also teach students how to use technology to obtain information sources. Educators need to be proficient in technology. Actually, they are in charge of helping students find resources for support.

Numerous researches have demonstrated that computer training influences computer-related structures, which in turn helps to develop computer use. Moreover, integrating technology into the classroom is required by new curriculum. The need for educators who are proficient with technology, especially computers, is growing as a result.

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