

Teaching English Communication Skills through ICT based instruction- NEP 2020 - Research paper based on PAC programme, RIE, Mysore

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ABSTRACT : Every age creates a language of its own, which derives its images and themes from the socio-political realities of the times. If cinema happened to be the language of the twentieth century, information and communicative technology happened to be the language of the present century. So, the age-old channels of communication have to be streamlined through the digital spaces, and pedagogic practices could not be anything different from this. The effectiveness and impact of the teaching process could be enhanced by a the use of ICT tools as it primarily caters to a generation that is born in the digital age to whose consciousness the strategies and themes of the traditional pedagogy might not be holding great appeal. The interactive organisation of the educational process based on the use of ICT tools helps to improve the quality of education and ensure its effectiveness. For this purpose, it is appropriate to study the traditional and ICT-based interactive organisation of the English language teaching process. As a result of the deepening of acquired knowledge with the help of ICT, a certain level of practical skills and competencies are formed in students. The main basis of the technologies that create pedagogical cooperation is the opportunity to create favourable conditions for students to act together and actively in various educational situations.

KEY TERMS:

1. Pedagogic practices
 2. Digital spaces
 3. Information technology
 4. Higher order skills
 5. Peripheral applications
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I. INTRODUCTION

The integration of ICT in English Language Teaching and Learning is essential for improving language skills and enhancing the quality of education (Ahmadi, 2018; Ammanni & Aparanjani, 2016). It offers a variety of benefits such as improved learning outcomes, interactive and engaging content, authentic communication, and time-saving capabilities. It is not only beneficial for teachers but also for students and the entire staff of schools and colleges. The integration of ICT has become a topic of interest for scholars and researchers, highlighting its importance in the modern education system. The use of ICT has revolutionized the education system, making it more accessible, efficient, and effective. It offers opportunities for learners to explore beyond their geographical limitations, facilitates self-paced learning, and provides an interactive and engaging learning experience. Additionally, it saves time and provides opportunities for authentic communication, improving language skills. Despite its benefits, there are criticisms of ICT integration in education. Some argue that it can create a digital divide (Dewan & Riggins, 2005), where students who do not have access to technology are left behind. There are also concerns about the quality of information and communication provided through ICT, leading to information overload and misinformation (Apuke et al., 2022). Furthermore, it is essential to ensure that ICT is not used as a substitute for real-life communication and interaction. In general, the use of ICT in English Language Teaching and Learning cannot be undermined, and its integration needs to be carefully implemented to achieve the desired learning outcomes.

II. MATERIALS AND METHODS

Modern development of world education indicates the fact that the concept of media literacy. For the time being, it has become a necessary constant for the formation of highly intelligent and highly qualified specialists. The influence of media culture on the formation of personality, personal qualities of a person taking into account the educational aspect, according to N.B.Kirillova, who understands media culture as information and communication means, as well as material and intellectual values in the aggregate, determine the formation of social and political consciousness in the developing society. Thus, in modern linguodidactics the concept of information competence, information literacy is replaced by the term media literacy, considered by

N.Chicherina – as one of the fundamental competencies necessary for any professional in the effective functioning of the so-called information environment. In our opinion, media literacy is the process of preparing a media literate person with information competence, conditioned by the understanding of the socio-cultural, socio-political and intercultural context of the functioning of media culture in the modern world, code and representation systems, or, in other words, the ability to "see" not only explicit, but also the implicit information in the media text, for decoding certain images, symbols and associations, including mastering, translating, i.e. (transmission of adequate, logically correct and axiological information), interpret/analyze. This process is the most important and goal- setting, as the semantic analysis of the complexities in the interaction with each aspect. Each reader makes his own adjustments and complements the meaning that lies in the implicit basis of the media text.

Scientists linguodidactic realized the need for new approaches in teaching Russian language. The idea of implementation of the competence-based approach in the learning process reflects the need to improve the efficiency of the learning process, the quality of education through the use of modern methods and forms of training, the formation and development of competence and taking into account the peculiarities of personal development. One such approach is the use of multimedia and information and of speech activities (listening, reading, writing, speaking, including aspects like pronunciation and intonation) and for real communication in written and oral form.

The next stage (beginning of the 21st century) is the development of ICT training Using virtual reality. In the "virtual" classroom – laboratory, students have the opportunity to work in a variety of modeling speech situations, it will undoubtedly expand the ability to improve speech and cognitive skills, create optimal conditions for the formation of communicative and socio-cultural competence. The main feature of the modern stage of ICT use is the mass and purposeful use of space on the Internet, professional and computer programs of various types: actual training, applications, telecommunications tool - in order to create a unified environment of computer training, through which the communicative competence of students is more effectively developed. In modern studies, the importance of the Internet for the study of English in higher education is emphasized by the fact that Internet resources provide teachers and students with information on various aspects of scientific theoretical studies of the English language. For example, for University teachers and students online resources may be interesting, because they specialize on the basis of electronic libraries, search engines, providing search capabilities subject area (projects, lesson plans, systematic links, interactive exercises) and professional features of students; portals that allow you to participate in discussions, get acquainted with advanced methodological and pedagogical practices. One of the main problems associated with the teaching of English is the problem of trust, scientific and educational value of the content and importance of information found on the Internet. It is obvious that the genre specificity of sites (news sites, personal pages, information materials, scientific publications, etc.) involves their different content, in this case, teachers and students should have the skills to critically perceive the information posted on the Internet to which they refer. The effective use of modern ICT in teaching their mother tongue depends on many factors, among which the leading ones are:

Provision of computer equipment and Internet access;

- availability of specialized training materials and required set of programs of various types;
- educational quality of multimedia learning tools used;
- adequate level of General computer literacy (media literacy) of students and teachers;
- special training of teachers in computer linguistics;
- special organization of the educational process.

With the obvious significance of all these factors, we believe that the key figure in the integration of ICT in the learning process is the teacher who has the necessary qualifications and applies them in practice. Taking into account the fact that most of the students who are currently working in educational institutions at different levels, were not able to obtain the necessary training in the use of modern ICT in teaching English, and is necessary and the development of computer technology is very fast. In our opinion, the most important task mentioned in a significant number of studies should be the organization of the system of professional development and information and methodological support of teachers in the field of computer linguodidactics. Currently, theoretical and applied aspects of computational linguistics are developed by leading scientists from different countries, which can be divided into three areas of research. Research on the development of theoretical aspects of the use of ICT in language learning belongs to the first direction.

These works discuss the following issues:

- methodological problems of computational linguistics;
- psychological and pedagogical problems of computerization of language teaching;
- typology of training materials in the use of ICT;
- the problem of software quality assessment in the learning process;
- opportunities to develop communication skills in ICT-based learning and a number of other challenges.

The second area includes experimental work on the creation and use in the educational process of electronic materials for various purposes, forms and training profiles. The third area explores ways to integrate computer-based learning into English language learning, and the development of effective methods of using ICT in the learning process. These areas of research suggest a comprehensive approach to the study of this problem. Nevertheless, we believe it is necessary to emphasize that the leading aspect is the preparation of English language teachers for the educational process using ICT. Technologicalization of education: introduction of developing and innovative educational technologies based on the

Use of creative methods and issues; Competence of pedagogues in matters of talent development, management of creative development of a person; Priority of research, problem and heuristic methods in teaching gifted students; – involving students in creative activities based on the use of special methods ; – it is necessary to diagnose and correct the development of creative abilities.

Didactic conditions of developmental education include: Today, the idea of the practical application of developmental education in English language teaching is very important. The psychological and pedagogical side of the problem allows us to determine the ways of considering the internal mechanisms of rapid learning of the English language by students and the pedagogical conditions for their implementation.

The following tasks can be performed with the help of game methods in the rapid teaching of English:

- ✚ In this process, good mood, smile, compassion, cheerfulness, joy, friendly relations, openness to communication, helping each other in difficult moments, forgiveness, responsibility, honesty, tolerance, tolerance, understanding, etc. are observed in students.
- ✚ Understanding various grammatical constructions in English in a fast state. They try to find the simplest, shortest, and therefore most "elegant" way to achieve the goal. This specific trend of thinking is expressed in the search for the most optimal methods for learning English.

Digital Storytelling and Creative Writing : Storybird, Pixton, and Canva: These platforms enable students to create their own stories or comics, combining creativity with language practice. It encourages vocabulary usage, narrative structure, and genre exploration.

Pronunciation and Speech Recognition Software : Speech Tools (like Speechace, Google Text-to-Speech): These tools provide instant feedback on pronunciation, accent, and fluency, helping students improve their spoken English through practice.

Virtual Reality (VR) and Augmented Reality (AR)

- **VR Simulations and Language Immersion:** VR tools like ENGAGE or MondlyVR offer immersive language environments, allowing students to practice English in simulated real-life situations, such as ordering food in a restaurant or asking for directions.
- **AR Vocabulary Apps:** Tools like MondlyAR bring vocabulary to life with augmented reality, creating a dynamic learning experience for vocabulary building.

Assessment and Progress Tracking Tools

- **Learning Management Systems (LMS):** LMS platforms like Moodle or Edmodo allow teachers to track student progress, manage assignments, and analyze individual strengths and weaknesses.
- **AI-Based Assessment:** Some platforms use AI to analyze student performance and provide personalized feedback, helping students focus on areas needing improvement.

ICT-based English teaching encourages active, self-directed learning while fostering digital literacy skills essential for the modern world.

Brief overview of ICT and its growing role in education.

- Importance of English as a global language and the need for innovative teaching methods.
- Purpose and objectives of the research.

Literature Review

- Explore existing research on ICT in education, particularly in language teaching.
- Key ICT tools in ELT: multimedia resources, interactive whiteboards, language learning apps, virtual classrooms, and digital language labs.
- Impact of ICT on student motivation, engagement, and self-directed learning in English.

Methodology

- Define the research approach: qualitative, quantitative, or mixed-method.
- Describe participants, setting, and data collection methods (e.g., surveys, interviews, classroom observations).
- Explanation of how ICT tools were implemented in teaching English during the study.

ICT Tools and Techniques in ELT

- **Multimedia Tools:** Videos, audio recordings, and animations to enhance comprehension.
- **Interactive Software:** Apps and platforms like Duolingo, Kahoot, and Quizlet.
- **Virtual Learning Environments (VLEs):** Google Classroom, Zoom, Moodle.
- **Gamification:** Using games and interactive simulations to improve vocabulary and grammar.
- **Mobile Learning:** Exploring how mobile devices aid English learning.

Data Analysis and Findings

- Present data on student engagement, improvement in language skills (reading, writing, listening, speaking), and overall academic performance.
- Analyze teachers' feedback on ICT implementation in English teaching.
- Identify any challenges faced, such as technical issues, digital literacy, and limited access to resources.

II. DISCUSSION

- Interpret findings in the context of previous studies.
- Explore how ICT-based teaching methods can meet the diverse needs of English learners.
- Discuss the role of ICT in fostering collaboration, creativity, and critical thinking in language learning.

Challenges and Limitations

- Limited access to ICT in under-resourced schools.
- The digital divide and equity issues.
- Training requirements for teachers to effectively use ICT tools.

III. RESULTS AND DISCUSSION

Each small group is given tasks by the teacher separately on the basis of EES (electronic educational simulators). Group members divide their tasks within this task. Their responsibilities to perform their tasks are explained by the teacher, their attention is drawn to the educational task. In the process of working in a group, each student is mobilized to perform a common task, not limited to the task set before him. In this process, students are directed to be responsible for the completion of assigned tasks. In this process, students who do not master well will strengthen their knowledge on the basis of electronic educational simulators. As a result of this, the mental energy of free-thinking students increases, and the e-learning environment gives them new strength and expands their possibilities. A favorable didactic situation is created for students to diligently study, understand, think about the educational materials, and find independent solutions. The following methods are effective in the use of calendars, tables, or study charts to help students plan their learning activities: Ladder, Boomerang, Cluster, Confused Chains, and others. There are various methods of creating problem situations and finding solutions in cooperation in the ICT-based learning process. We will discuss them below. One of the important tasks is to create didactic situations based on mutual cooperation with the help of ICT in the educational process. In this process, the content of education is almost unchanged. There is an opportunity to guarantee and describe the obtained result in advance. Today, the didactic approach occupies an important place in the theory of education. These are [5]: a) creating open didactic systems, b) teaching students on an individual and differentiated basis, and c) organizing the educational process on the basis of pedagogical cooperation.

Electronic educational simulators provide effective results for students to accept, assimilate and search for new information.

The following tasks can be performed with the help of game methods in the rapid teaching of English:

- ✚ In this process, good mood, smile, compassion, cheerfulness, joy, friendly relations, openness to communication, helping each other in difficult moments, forgiveness, responsibility, honesty, tolerance, tolerance, understanding, etc. are observed in students.
- ✚ Understanding various grammatical constructions in English in a fast state. They try to find the simplest, shortest, and therefore most "elegant" way to achieve the goal. This specific trend of thinking is expressed in the search for the most optimal methods for learning English.

IV. CONCLUSION

It should be noted that the growth of media culture products in the process of learning English and training of highly qualified personnel on a systematic basis is a promising direction of modernization and goal-setting of the content of vocational education in modern integrative conditions. Thus, we can conclude that the case method allows us to activate theoretical knowledge and practical experience of students, develop the ability to express thoughts, ideas, suggestions, see an alternative point of view and argue our own, show and improve analytical and evaluative skills, willingness to work in a team, promotes understanding of the ambiguity of solving problems in real life.

The analysis of scientific research on pedagogical conditions shows that it is necessary to use digital technologies for students to learn English quickly. For this:

- ✚ creation of a comfortable psychological environment, and extremely important relationships with the help of individualized communication;
- ✚ enrichment of the informational environment of educational content; relying on collective creativity;
- ✚ activation of personal development based on an individual approach to the student [2];

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