

# USING ICT AS A MEANS OF IMPROVING THE QUALITY OF LANGUAGE TRAINING OF EFL STUDENTS

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## Introduction.

In today's world, the approach to learning foreign languages is evolving due to increased global mobility and employment opportunities in international companies. Ukraine's integration into the global community across cultural, scientific, and political spheres has significantly contributed to the growing interest in foreign language acquisition. The education system must equip professionals with the skills necessary to compete in the global labor market. To meet the demands of a rapidly changing society, it is imperative to make education more adaptable, as traditional methods do not fully align with the pace and nature of these transformations. For social, economic, and political progress, significant reforms in the educational system are required. Addressing these challenges necessitates the adoption of innovative teaching methods, especially in student training.

## Task statement.

According to O.K. Filatov, modern learning technology is an integrated system comprising numerous processes that aid in shaping students' personal qualities, acquiring knowledge, and developing skills in alignment with educational objectives. This technology serves as a structured tool that facilitates lesson planning, implementation, assessment, modification, and replication. It functions as a systematic framework aimed at optimizing student development by incorporating scientific knowledge, structuring the learning process, and integrating teaching innovations. The urgency to transition towards innovative education is widely recognized. Reforming the educational process involves enhancing educational quality through scientifically driven optimization and intensification. Educators play a crucial role in implementing contemporary educational concepts. A teacher's effectiveness is determined by various factors, including cognitive management tools, information dissemination methods, and instructional approaches. The successful adoption of new educational models largely depends on a teacher's professional and pedagogical expertise, creativity, and evaluative capabilities.

The aim of the article is to investigate the benefits of using ICT as a means of improving the quality of language training of EFL students.

Main part.

The modernization of education is focused on improving accessibility and quality while restructuring general and secondary education in alignment with the country's progress toward a socially oriented, innovative state. Students should be highly motivated to learn foreign languages, as they serve as a key component of general cultural competency, enabling effective intercultural and interpersonal communication in today's multicultural world. The educational process should enable students to engage in informational activities, integrating knowledge acquired outside of formal education into their learning experiences. They should develop skills to classify, analyze, and critically assess information while independently selecting reliable sources to fulfill specific academic and professional objectives. Additionally, students must be adept at gathering, preserving, processing, and sharing information [101, pp. 20-23]. Therefore, general and secondary education should incorporate an information-rich learning environment that utilizes technological tools, communication platforms, and digital educational resources.

Examining innovations driven by information and communication technologies (ICTs) allows for a comparative analysis of learning outcomes. Studies indicate that ICT-based learning differs from traditional methods by fostering greater interaction between students and teachers, enhancing student motivation, and promoting problem-solving and critical thinking skills. Various indicators of student achievement show improvement, including an overall increase in knowledge acquisition [5, pp. 137-138]. Theoretical research on education informatization and practical applications of ICTs highlight that these technologies transform learning structures and influence the tools used in foreign language instruction, including German. The Federal State Educational Standard (FSES) framework, which follows a system-activity approach, emphasizes the active use of ICTs and specialized software to support independent classroom and extracurricular learning. As lifelong learning becomes a necessity, ICTs play a critical role in knowledge acquisition and professional development. The integration of multimedia into foreign language education offers a transformative learning experience, fostering an immersive linguistic environment that enhances students' motivation and engagement.

The widespread adoption of ICTs in education is reflective of broader societal shifts toward digitalization. These technologies provide new educational strategies, making the learning process more dynamic and accessible. The increasing role of ICTs in education aligns with national and international academic standards while addressing gaps in their practical implementation. Today's professionals, regardless of their field, must possess ICT competencies to remain competitive in the

workforce. The introduction of ICTs into teaching practices is essential to training specialists who meet modern social and economic demands.

Despite the advantages of ICT-based learning, researchers note that many existing multimedia programs lack clear learning objectives. Effective electronic educational tools must be designed with specific, measurable language proficiency outcomes in mind. Analyzing the pedagogical value of ICTs in education, including in higher learning institutions, suggests that computers should not be viewed merely as tools for achieving didactic goals such as skill-building or knowledge acquisition. Instead, they should be leveraged to enhance intellectual development and foster a positive attitude toward learning. These objectives are fundamental in the design of ICT-based curricula.

### Conclusions.

Several contradictions exist in ICT integration in foreign language education: the rapid expansion of ICT usage in teaching outpaces pedagogical research on its effectiveness; general educational theories are often applied without considering the specific needs of foreign language instruction; and while educational technologies are evolving quickly, foreign language education lacks theoretical models that align with these changes. Addressing these challenges requires a more targeted approach to ICT implementation, ensuring that digital learning tools are both pedagogically sound and adaptable to the evolving landscape of foreign language education.

### References

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