

Here, it should be highlighted that the aim of all language teaching contexts is to encourage learners to study foreign language by motivating them through various ways such as using ICT,

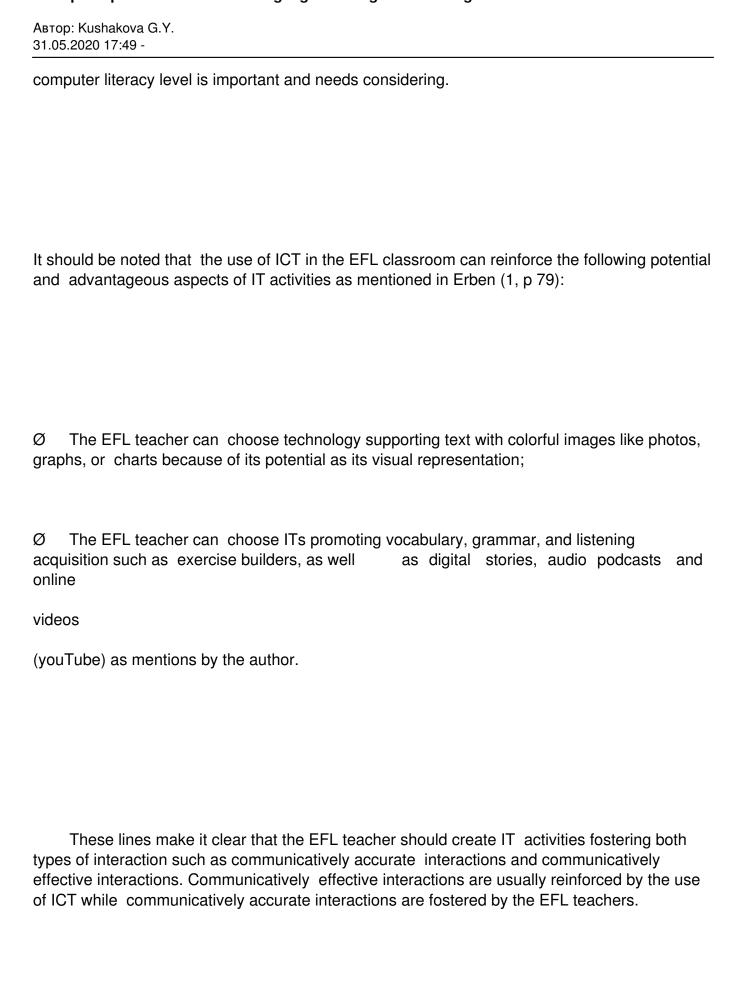
Автор: Kushakova G.Y. 31.05.2020 17:49 -

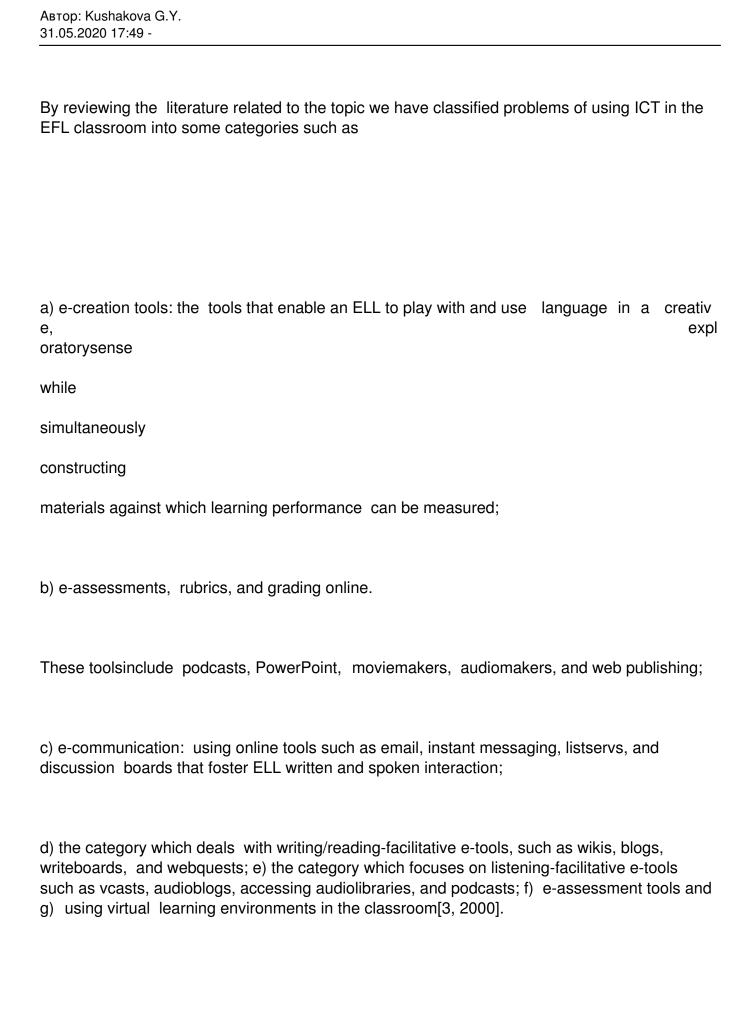
for example. It can be said that ICT tools can help the EFL teachers to teach integrated skills for effective language mastery and development for communication because research has shown that ICT tools proved to be fruitful activities to promote interaction, communication and cooperation in language classrooms. In addition, during ICT-based lessons learners are supposed to easily use the target language to persuade, argue, express an opinion, make a decision, inform, convey meaning and other daily activities which are basic communication elements that are used, uttered in everyday lives. They can easily pronounce the words, utter sentences after the recorded audio materials when they are supposed to repeat after them when it is a listening class, for example.

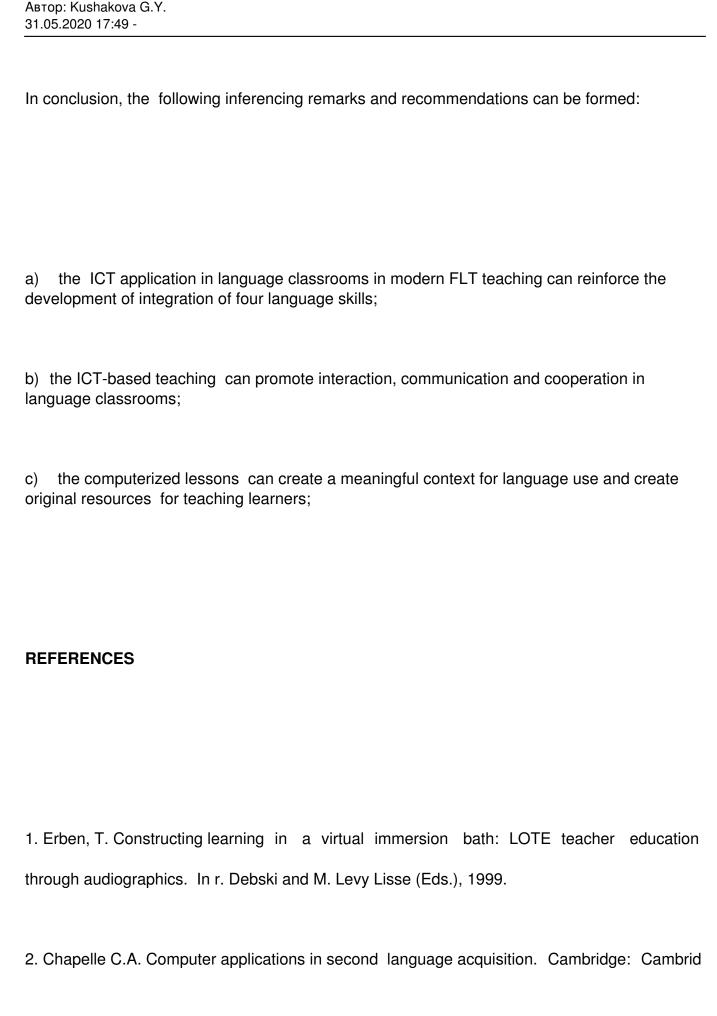
Using ICT tools in language classrooms can lead to a purposeful use of language of learners and development of four language skills to a certain extent (4, 2008). In other words, these computerized lessons create a meaningful context for language use because computer-assisted lessons are communicative and interactive in nature. The communicative character of ICT tools also makes learners play with language and communicate as well as interact with each other during the learning process, which enhances unconscious acquisition of inputs via ICT means.

The use of IC technology is useful for an opportunity of accessing authentic materials as well as creating original resources for teaching learners. This can also be supported by the following Chinese proverb [1, p 79]: "Use technology with me, I'll participate, I'll transfer, I'll employ, and I'll create."

This viewpoint is also supported by the following author [2, 2001]: it should be noted that creating tasks that is appropriate for the learners in terms of their learning potential and









- 3. Kern, R. and Warschauer, M. Introduction: Theory and practice of network-based language teaching, 2000.
- 4. Recesso, A. and Orrill, C. Integrating technology into teaching: The technology and learning continuum. Boston: Houghton Mifflin, 2008.