

CHALLENGES AND ISSUES IN USING ICT IN THE ELT PROCESS

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In recent years, information and communication technology has grown in significance. Almost every aspect of life now involves the use of computers, and the Internet has grown to be a substantial source of knowledge. Because of this, it is impossible to envision education today without technology. It is clear that incorporating ICT in language lessons presents difficulties for teachers. Obviously, it takes a lot of effort and time to learn how to use it effectively. Planning lessons in advance is necessary to prevent confusion. Students must be given detailed written instructions as well, at least until they become accustomed to the program. Therefore, a few issues raised by educators when using ICT are highlighted below.

One of the challenges to consider is resistance to change. Technology resistance can take many different forms, but the research identifies "comfort with status quo" as one of the major resistance difficulties. That is, teachers become accustomed to implementing the same pedagogical technologies in their job, which results in unwillingness to get out of their comfort zones. Resistance to technological experimentation can also be explained by teachers' tendency to thinking that ICT is outside the scope of their job descriptions.

Another challenge rising among educators about ICT is the impossibility of individual approach. That is to say, teachers understand the importance of delivering personalized and differentiated instruction; yet technologies do not seem to make this possible. As a result, teachers are left to apply their own usual methods, which do not include ICT. Although teachers are reportedly aware of the need for individualized learning, they are either not provided with the necessary resources or there are no suitable resources at all.

The lack of professional development is the third challenge. It is important that teachers work on themselves by developing professionally. They can attend trainings and seminars in which they can learn about new methodology and teaching methods. However, if educators are not willing to participate or they do not bear a chance for professional update of knowledge, then it becomes key barrier to understanding and successfully applying ICT in EFL classes.

As for the next challenge educators might experience, traditional pattern of delivering classes should be pointed out. Formal way of teaching implies lecturing a certain topic and testing students to check their comprehension. This, in fact, aids teachers to set proper educational standards and follow similar patterns; however, formal teaching can prevent the possibility of informal learning in classes. Consequently, educators are not able to challenge students to experiment and engage in informal learning. Researches show that non-traditional classroom formats, including flipped classrooms, which enable the blending of formal and informal learning, offer potential for such informal learning.

Lastly, failure to use technology in order to bring out effective formative assessment is the other blockade on the way for ICT usage. Assessment is the main part of educational process since it is considered to be the key motivator to study. Therefore, teachers organize formative and summative assessment in educational practice. It is undeniable that there exists a gap between changes in curricula and demands for a new skill. That is to say, the educational establishments

do not make necessary alterations in their curriculum according to the increasing demands for new skills and practices. For example, applying ICT in the classroom would allow students to use webcams in order to evaluate their peers without disruption, which would offer significant promise in giving teachers timely feedback they can use.

Numerous researches on the gender gap have been published on computer use, with the conclusions being largely ambiguous. However, studies on teachers' gender and ICT use have found that female teachers utilize computers at lower rates due to their limited access to technology and lack of skill and enthusiasm. This shows that students who have female teachers are less likely to be engaged in lessons integrated with ICT.

In using ICT to teach English, the conventional position of English teachers and their method of instruction have suffered. English teachers will unavoidably need to modernize their perspectives and set accurate standards for skill, knowledge, and education. Indeed, the function of English teachers in multimedia English instruction has changed from "teaching" to "guiding". That means that teachers design their lessons with the aim of helping their students to participate in the learning process fully, improving their four basic skills, such as listening, reading, writing and speaking. It is crucial for a teacher to be able to integrate ICT with traditional methodology. Besides, teachers should have clear instructions and expertise to use the ICT so as to make lessons successful.

In conclusion, with the development of technology, educators have more and more chances to provide material and design engaging learning environments and experiences. Technology can take educators to new places and foster new connections with people all around the world. This will allow teachers to gain new perspectives and experiences. It will continue to be challenging to employ such research methods and strategies to assist greater knowledge of how individuals learn from technology and how educators might use technology to help learning process.

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