

THE USE OF ICT IN TEACHING AND LEARNING TOWARDS THE INFORMATION SOCIETY DEVELOPMENT IN UKRAINE

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The last three decades saw the rapid growth of information and communication technologies (ICTs) in all the possible areas of human life. ICT became a foundation of the information society development. It is commonly thought that ICT is a powerful tool to promote changes in education, improve teaching methods and administrative efficiency in universities, and enhance the skills of students in order to prepare them for the information society. This research aims to examine the usage of ICT in classroom-based teaching and learning regarding the information society development in Ukraine nowadays. The study is based on the experience of the author and his students in learning the history of Ukrainian culture. Although the impact of ICTs on education remains a controversial issue in vast research literature, this paper seeks to illustrate some benefits of the use of ICTs in learning process.

The lack of computers, projectors and internet connection in university classrooms is hardly an obstacle to the use of ICT by teacher and students. They are eager to share personal laptops, smartphones and tablet computers while making reports and presentations in class. Students often refer to online multimedia resources they find to prepare for a report, an essay or a test. The variety of these sources due to ICT helps to engage and motivate students, revitalize their interest in learning.

ICT serves well as an inexpensive and easy way to access training materials, e.g. study aids on the department website, available any time and free. It also leads to changes in classroom activities. As a large part of learning process is at a distance from the teacher and classroom time may be scarce, the more productive way in blended learning is to use classes mostly for training students' skills and competences, creative and critical thinking. And it also enables them to acquire knowledge wherever and whenever they want to, thus ICTs help to improve time management for the students and the teacher. E-mails and phone calls make both teacher-student and student-student collaboration more dynamic and open. The ICT-based communication allows receiving instructions and feedbacks even out of class. Therefore, it offers an agile and effective management of learning activities.

Sufficient ICT literacy level of students is essential for successful implementation of these ways in the learning process. Even if this level is low, the teacher may encourage the students to improve it by involving them in ICT-supplemented activities. Moreover, ICTs in blended learning provide its interactivity and individualization for the students to keep them highly motivated and to create learner-centered and friendly environment in the university. Students will surely appreciate such involvement in their future because adult education they'll encounter as a part of lifelong education widely uses ICTs to deliver knowledge and develop skills. The information society development requires competence in the use of ICT for educational purposes.