

ICT assisted English learning in preschool education

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Abstract: *Society development and globalization, nowadays, imposes the need to master foreign languages. An increasing number of parents insist for their children in kindergarten to have the opportunity to learn English. It is well known that preschool children mostly learn and adopt new concepts by playing. Playing is an integral part of a child's upbringing and for that reason it is used in kindergartens, i.e. in preschool education. Computers and information and communication technology (ICT) have got a dominant role in many aspects of our lives, and the most numerous population of new technology's users are children and young people. Using of ICT can greatly facilitate the achievement of teaching goals and learning outcomes in the process of implementing the preschool program. ICT is recognized as suitable for use in the learning process, so they can be used effectively for the purpose of learning English in kindergarten. Lecturers and educators can easily and simply use or create content that will be interesting to children and that will encourage their desire to learn. The successful application of ICT in the realization of the educational process with preschool children requires the appropriate IT expertise of preschool teachers.*

Keywords: *computer; information and communication technology (ICT); English learning; kindergarten; preschool education*

1. INTRODUCTION

Modern society, also called the knowledge society, is based on information and communication technology (ICT). The most popular form of communication today is done through the Internet, and almost all human activities take place through computers. As today's society is increasingly exposed to the accelerated pace of technological development, there is a need to adapt the learning process to such needs. Children start learning a foreign language very early (at the age of four or younger), and the number of parents who express their desire to enable their children to learn English in preschool institutions is increasing. It is known that the early years of life are of crucial importance for laying the foundations of learning. Preschool children learn the easiest and fastest through activities that are adapted to their needs and through play. In this sense, some computer and internet applications, as they are simple, easy and mostly free to use, are very suitable for creating materials and content that help kindergarten children master the English language more effectively. Educators and lecturers have a numerous tools and services at their disposal, through which they can easily adapt the teaching

content to children and encourage them to interact. The game is an integral part of a child's growth and for this reason it is used in preschool institutions, i.e. in preschool education. As such, play is classified as a child's basic needs that enable proper development and learning. Computer games are software, or programs, accessed on personal computers or other mobile computing devices. The main purpose of games is for entertainment, but more and more computer games are used in education and learning. Computers and ICT can greatly facilitate the achievement of teaching goals and learning outcomes in the process of realizing the preschool program. Carefully selected educational software can positively influence the development of children's symbolic thinking and can increase the decision-making ability. When ICT is used for cooperative learning and working in pairs or groups to solve problems and exchange ideas, such activity facilitates the emotional and social development of the child [1]. Also, if such engagement is successful, there is an increase in children's self-esteem. At the same time, care should be taken that the child also activates the brain, in addition to the active finger, during the game and the use of ICT. We should not forget the following: "Learning happens only when the child is

mentally engaged, when activities mediated by digital devices encourage him to think, connect new information with previously acquired knowledge, compare, see similarities and differences, etc." [2].

2. LEARNING OF PRESCHOOL CHILDREN

Learning represents a complex process through which knowledge, skills and habits are acquired, and which is directed by education, and which begins immediately after birth and lasts during the lifetime. Young children begin to learn in the sensory motor and emotional, and later in speech and cognitive areas. "The basic role of learning in preschool childhood must not be the memorization of isolated facts, but learning should be strategic (structural). It should create a rich and flexible model of reality for the child, to form general ideas about the world, nature, society and human." [3] Play is the child's primary and main activity. Children get to know the world in which they live and which surrounds them through play. Thus, educators place the game in a central position, because in this way they provide a stimulating environment for learning. Children are adequately motivated to learn and have the opportunity to explore in such an environment. "Preschool children learn through interaction with other children and adults from their environment, observing the world around them, getting to know their environment and creating their own personal experience. However, instead of supporting the dedicated learning of children, today learning even at preschool age becomes an activity, which if not based on play and children's interests becomes boring, stressful and frustrating." [4].

Early childhood is a period of intensive development of the child in all aspects. The first years of a child's life are of crucial importance for the whole life, because there is no other period of life during which they grow and learn so quickly and during which they change in so many different ways. All over the world, early childhood is covered by a special phase of upbringing and education for children up to six years of age. This is the age when children are particularly active and eager for new knowledge. Children of preschool age achieve visible and accelerated progress in all spheres of life (physical, intellectual, emotional and social).

2.1. Learning through play and exploration

Children are curious by nature, they like to explore and get to know the world around them. Parents and educators should encourage and support children in this activity and thus help them make progress in all areas of knowledge. Children learn spontaneously, while exploring, and this especially applies to children up to three years old. They learn by example, following the example of their parents. They learn by copying, how to behave, what is good and what is not, first words, colors, numbers,

concepts, animals, objects... Children develop their skills, knowledge and emotions through play and exploration, get to know the world around them, improve their communication skills.

2.2. The role of kindergartens in children's early learning

Thanks to new scientific evidence that points to the importance of supporting children at an early age, supporting development and learning in early childhood has become one of the priorities of educational policies in many countries of the world, including our country. It is accepted that preschool education has a dual nature, i.e. education and childcare in the countries of the European Union. Parents have the primary role in home learning from the first day, but the teacher takes the main role in the child's learning process in the preschool institution. Parents and educators should encourage and support children in this activity and thus help them make progress in all areas of knowledge.

The aforementioned knowledge led to the creation of a different attitude towards the early development of children. Today, there is an awareness that early learning and experience are of great importance for further development and that they depend to a significant extent on the quality of the social and cultural environment in which children live. This emphasizes that waiting to start school in order to provide children with quality programs for development means precisely missing important opportunities in preschool age [5].

The "Years of Ascension" program [6] promotes learning through play and exploration, which means that children are given the opportunity to take initiative and choose what and how to learn. The teacher is the one who will implement the game so that it is in the zone of the child's future development and as such becomes the basis of the development of the potential and the manifestation of all dimensions of the child's well-being. The activity of preschool institutions is defined as multifunctional, that is, it consists of three basic functions: social, educational and preventive-health. All three functions are realized simultaneously and interpenetrate, so they should be viewed in unity, mutual connection and conditionality. Unlike other educational institutions, only preschool institutions support and encourage the overall psychophysical and psychosocial development of young children. In order to ensure the quality of the preschool program, it is necessary to create a stimulating environment in which children will have the opportunity to explore different topics, learn from different fields. All of this should be realized with a constant review of whether and to what extent it is important, interesting for children and whether it captures their attention.

3. LEARNING FOREIGN LANGUAGES IN PRESCHOOL AGE

The preschool period begins with birth and ends with the child's departure to school. The advantages of early foreign language learning in the kindergarten environment have not been sufficiently explored in preschool pedagogy. However, due to the globalization of society and the increasing need for communication with people from different parts of the world, the necessity for knowledge of foreign languages is becoming more and more pronounced. This makes it necessary to encourage interest in foreign languages, already at an early age, in order to acquire the basics of the language and, more importantly, to build a positive attitude towards language learning. Many pedagogues believe that young children in preschool age have a great ability to master foreign languages, and that they can learn as many languages as the preschool system is capable of introducing in its educational activities. A large number of linguists agree with this, and they believe that it is best to start learning foreign languages as early as possible, in preschool age, because the ability to imitate pronunciation is characteristic for that age [7]. The learning of foreign languages in preschool age has been insisted upon through numerous recommendations and strategies, for many years, in Europe. Thus, the norms governing the educational policy of the European Union emphasize that, in order to master a foreign language as successfully as possible, learning should start as early as possible. A large number of children start learning a foreign language as early as the age of four. This also stems from the fact that most parents insist that their child learn a foreign language (mainly English) from an early age. English as a Foreign Language (EFL) is taught in our schools from the first grade of primary school, but there is an increasingly pronounced need to provide children in kindergarten with an institutionalized opportunity to learn the language. The child learns, develops and acquires knowledge exclusively through his experience, and the basic form of learning for children is play in the preschool age. In this sense, an effective system of learning a foreign language in a preschool institution should take place first through play. The child should be placed at the center of the learning process and encouraged to actively participate in all phases and segments of learning, i.e. mastering a foreign language. If learning a foreign language takes place through play and effective interaction, children are intrinsically motivated, because they are motivated by a natural desire to acquire new knowledge. The process of learning a foreign language for young children should be made up of numerous stimulating and challenging activities for children. In this way, children learn new vocabulary and

grammatical content, often without being aware of the very goal of learning. Numerous pedagogues point out that every subject for younger children can and should have the character of a game, which would include various experiences, continuous change of activities, as well as interaction with the educator (lecturer) and peers [8]. Preschool children develop four English Language Skills while learning EFL:

Listening, Speaking, Reading and Writing, which are in accordance with their age. When it comes to language acquisition, the child's capacity to learn a language (both native and foreign) is closely related to the physical maturation of the central nervous system and the unique degree of lateralization of function. This means that we can talk about a critical period in language acquisition. In addition to organic factors, i.e. prerequisites, psychological and social factors are particularly important for language acquisition. Under social factors, the importance of the environment, i.e. the child's environment, is emphasized more and more. Thus, the speech and cultural environment of the child and the overall activity of the child and its experience stand out as the most important part of the social factor [9].

4. ICT USE IN PRESCHOOL EDUCATION

Information and communication technology (ICT) include computer hardware and software and means of electronic communication used to collect, process, store and exchange information, including corresponding services and contents. There are numerous examples of the application of ICT in pedagogical practice and as such they have been the subject of discussion and research for many years. The field of ICT is constantly changing and improving, and at the same time it is becoming more and more extensive and complex. General principles for the use of ICT in educational work are given through the guidelines of the education and training system, but not as a final category, but represent guidelines that are variable and in constant development, like the field of information and communication technology itself.

With the help of ICT in the educational process, access to information and knowledge increases (electronic books, scripts, articles, simulations, virtual laboratories, intelligent training systems), and the application of ICT should be based on valid principles, goals and standards of preschool education and upbringing.

The use of ICT in working with children should always be a tool for developing knowledge and skills in children, and not just an aim for itself. It is important for the teacher to know various ICT tools, to be able to integrate this technology into pedagogy and to use it in the learning process centered on the child. The teacher will be helped by the recommendations of traditional learning

theories that are also valid in new conditions - in electronic learning, for the creation of teaching materials or the design of electronic contents to complement the activities in the room/classroom. For effective and successful integration of ICT in early childhood years there should be active engagement of children, interactivity between teacher and children and among children, positive feedback by adults or teachers, group participation and connecting technology with the real-life context [10].

Educators are increasingly using ICT in their work with children, and children are happy to accept technology and the Internet, because they can handle it easily and without fear. Before starting school, children acquire more and more knowledge, because children easily absorb the content they see, hear and understand through direct experience. When using computers in preschool education and education of children, it is of great importance that educators and professional associates in preschool institutions continuously monitor the impacts and effects of ICT on the development and learning of children, to monitor events and changes in educational work and to constantly seek better ways in which children will develop and enrich their experiences living and learning surrounded by ICT. An individual approach to the child's age and educational needs can be achieved by using ICT.

5. ICT ASSISTED ENGLISH LEARNING IN PRESCHOOL EDUCATION

The advantages of using computers in English language learning (CALL) are indisputable. This way of learning a foreign language with the use of computers and multimedia (CD/DVD) has been around for a little over 25 years [11]. However, the use of only computer programs for these purposes falls into the background with the advent of the Internet and ICT. With the development of ICT and the definition has changed, CALL is now an international discipline exploiting the application of digital technology in language education [12]. New technologies provide almost unlimited possibilities, especially if the teacher is committed to his pedagogical work, and at the same time has appropriate professional and digital competences. If ICT is used in the room/classroom, the teacher's work usually takes place in a traditional way, with partial use of technology. When computers, the Internet, various teaching materials in electronic form are used in educational work, then we are already in the field of electronic learning. Many resources, such as activity scripts, teaching materials and content, can be found on the Internet, which are publicly available and can be used to modernize work with children. In doing so, they can be used in their original form or modified and modified.

Even that today's society is characterized by an accelerated pace of technical and technological development, it can be said that the "old" classical way of learning is incompatible with the time in which we live. In this sense, it is necessary for learning supported by modern technology in the Internet era to find its rightful place in the educational system. Modern society is driven by information technology, so the computer is becoming a teaching tool that cannot be done without. Information technology, through the interaction of lecturers and students, but also between students, and through the exchange of information, guide learning and provide an incentive for constant deepening of knowledge in the learning process [13]. From the aspect of education, the Internet as a global knowledge base has great educational potential. Electronic learning has been applied in practice for more than ten years, as learning using modern information and communication technology. E-learning has foundations in both psychology and pedagogy, so it is possible to determine the purpose, outcome and goal of learning itself. The main meaning of e-learning is the achievement of educational goals, while respecting individual interests and needs. E-learning can be defined as: "educational interactive communication between lecturers and students, which is realized using modern information and communication technology" [14]. It should be emphasized here that e-learning does not challenge standard learning methods, but seeks to enrich and supplement them.

In order to master a foreign language, experts believe that it is necessary to master four language skills, namely: speaking and writing as active skills, and then listening and reading as passive skills. The standard teaching of a foreign language, when it comes to learning to speak, meant that the lecturer would determine the topic, while the students would conduct some form of communication. This kind of communication is far from spontaneous, so it often happens that students have difficulties, especially if they are not motivated or if it is about a topic that is not interesting to them. For this reason, the Internet is emerging as a rich and easily accessible source of material for learning a foreign language [15]. Preschool age is the age when children are particularly active and eager for new knowledge, they need to understand the world around them and are naturally curious, so this is a period that should be used to build a positive attitude towards learning a foreign language. When it comes to learning English, it is most important for young children to learn the basics of the language through play and content adapted to them, on which they will later build their learning. The basic value of kindergartens can be seen through providing the child with the opportunity to actively participate in the educational group as a community of children, in conditions that are

adapted to him, his capabilities and developmental needs. Given that young children first learn through play, and interesting content tailored to them, learning English using ICT offers great opportunities.

The CALL environment provides a variety of materials to motivate children to read, such as auditory and/or visual materials, animated materials, music and sound effects and other materials. These tools help increase visual attractiveness, flexibility, responsiveness and supports [16]. "Playing computer games, as part of learning, motivates students to practice and learn new vocabulary and often challenges teachers to create innovative ways of learning a foreign language, especially in a foreign language context." It also challenges them to connect playing computer games with the curriculum for foreign language learners. If you were to ask whether students should play computer games or learn, in this case the answer would be that students should play computer games to learn." [17]. In addition, ICT can play a role „on stimulating pre-reading skills. Using pictures and sounds, the emerging reader is introduced to the concept that there is more to words than their meaning. The children's vocabulary is expanded by means of exercises using pictures and high quality digitized voice"[18].

Some of the basic applications from the Microsoft Office suite can be used when working with children in kindergarten: Paint and PowerPoint. Web 2.0 tools are also widely used in EFL learning because of their interactivity and two-way communication. The most popular of them, which are used for the purpose of learning English at an early age, are certainly blogs and YouTube.

Educators can create blogs and enter adequate content in them or use other users' blogs. Children can learn letters, words, reading, practice pronunciation, learn songs and so unconsciously enrich their vocabulary by watching video materials posted on YouTube. In addition to them, there is educational software, i.e. educational applications, intended for learning EFL through play, which can be divided into three categories:

- Educational applications for the computer
- Educational applications for mobile devices
- Educational applications on the Internet (online applications)

5.1. Educational applications for the computer

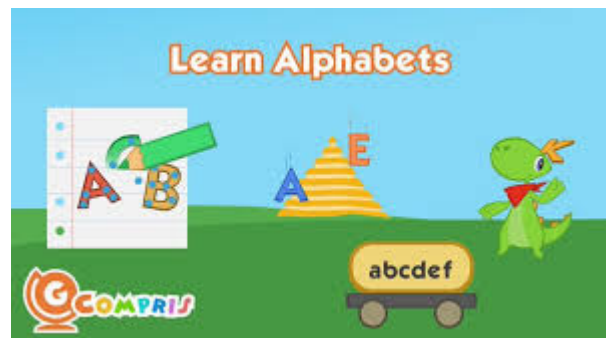
Educational applications are software designed to be run and used on personal computers (desktop or laptop). These applications are available on the Internet, are installed on the computer and can be used. There are a number of free applications that can be used to learn English in kindergarten:

GCompris [19] is a set of educational software for children aged two to ten. GCompris (Fig. 1) has

been translated into several languages and is free to use. The current version of the GCompris software package is divided into seven educational units, and each unit has its own categories and subcategories that represent various activities and educational games.



The second unit (Fig.2) is reading, in which children learn to read or recognize letters and numbers. All games are designed so that children gradually acquire knowledge. They especially learn uppercase and especially lowercase letters and they also learn numbers through the written words of their values. An example of a game from this unit is the game "Missing letter" in which children have to find which letter is missing in the name of an object.



eduActiv8 [20] is a set of educational programs for children from 3 to 10 years old (Fig. 3). The former name of PySioGame has recently been changed. This software is divided into the following areas: language, mathematics, time management, art, memory and entertainment.



Figure 3. eduActiv8/PySioGame



5.2. Educational applications for mobile devices

Educational applications are software designed to be run and used on mobile or portable devices (phones, tablets). In addition to encouraging cognitive and sensory motor development, children's socially empathetic behavior towards people, plants and animals, we can use them for counting and practicing phrases, words and sentences in English.

Peg + Cat [21] - with these application (Fig. 5) children learn number recognition, counting forward and backward from 1 to 100, playing and singing with Peg and Cat.



Monkey Preschool Lunchbox [22] – through six different activities, while helping the monkey to pack the fruit in the lunch box, the child will learn letters, colors, shapes, to count and recognize different patterns with this application;



A Parcel of Courage [23] is an interactive story in which family members help their grandmother overcome her fear of flying. The application is designed to help children through telling a story to better understand its content and improve their ability to navigate in space, working memory, hand-eye coordination, listening skills, following the course of action and solving problems;

Alphabet Flashcards [24] is an application for learning letters. The game encourages the development of children's memory and develops listening skills. Children will learn how to pronounce a letter and will be able to associate it with an object whose name begins with that letter (e.g. A - airplane).

Preschool Arcade [25] the app contains four games: ABC Invasion, Pinball 123, ClawCrane Matching and Whack-a-Mole. With interesting animation and sound effects, children learn to recognize small and capital letters, to count and improve their cognitive abilities.

5.3. Educational applications on the Internet (online applications)

Online educational applications do not need to be installed on a computer, but to access them, all you need is the Internet. The Internet is full of many online applications and sites for interactive online English learning. Among the most famous are the following:

LearnEnglish Kids [26] is the most famous site of its kind set up by the British Council and which contains a set of games through which children can: listen and learn songs and stories, read and write, speak and spell, learn grammar and all this through play, using coloring books, puzzles, counters. The games are also classified by scientific fields, so children can learn the basic concepts of mathematics, geography, natural sciences and art, in English.



Gus on the Go and **Stories by Gus on the Go** [27] is an application intended for children aged three to seven years. The user follows the adventures of an owl that travels the world and learns languages. It contains ten lessons and the child can learn about 90 new words.



Pili POP [28] is an application intended for children aged three to ten years. The child learns different topics (fruits, vegetables, colors...) through 200 activities, following curious aliens who have just arrived on our planet. The voice recognition program allows you to practice reading and pronunciation. This application also provides parents with the possibility of monitoring their children's progress through monthly reports.



Little Pim [29] is an application intended for children up to six years of age and was conceived based on the opinion of experts that a child at an early age can easily acquire three languages,

naturally and without difficulty. Pim is a panda with the help of which the child can learn up to 360 words and phrases in the English language (12 languages are available).



Safekidgames [30] is an application that can be used to learn letters or numbers and works by clicking on the appropriate letter, or number, hears the pronunciation in English.



6. CONCLUSION

A successful educational system must unconditionally follow and apply modern trends and technological achievements. Information and communication technology is our actuality and reality. Children grow up surrounded with ICT, that is, they are exposed to modern technical devices, mobile phones, tablets and computers from an early age.

Information and communication technology enable children's play, through guided activities, to overlap the real world with the virtual world and lead to spontaneous and immediate acquisition of knowledge and learning of new concepts.

The aforementioned knowledge led to the creation of a different attitude towards the early development of children. Today, there is an awareness that early learning and experience are

of great importance for further development and that they depend to a significant extent on the quality of the social and cultural environment in which children live.

In learning English with young children, the most important thing is to help them master the basic concepts, encourage their desire to learn and build a positive attitude towards the language.

In order to achieve the successful application of ICT in learning English for preschool children, it is necessary for the teacher to have both professional and digital competences.

Only a teacher who knows well the achievements and possibilities of applying ICT in the processes of play and learning will be able to apply them in a proper way in his work.

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