ICT TOOLS AS AN APPROACH TO BOOST PUPILS' LISTENING SKILLS

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Annotation. In order to emphasize the value of listening skill development in engineering pupils at the tertiary level, this study will apply ICT (information and communication technology) methods. To recommend the essential ICT tools for higher-level education, the limitations in the current technology exposure at school levels have been examined. When asked to speak in English about a specific topic, language learners try to communicate but may not listen properly. Pupils' difficulties can be attributed to their lack of exposure, ideas, and listening practice. Even to create a composition, one must have the ability to think critically and come up with original ideas. Due to a lack of ideas, people, therefore, avoid or delay learning English. Due to a lack of listening, second-language learners begin to lose confidence and hesitate while speaking, reading, or writing. The main cause is resistance and a disregard for listening skills practice at both the high school and college levels. The need to develop communication skills has become inevitable for language learners with a rural vernacular background. The researcher, therefore, believed that employing ICT tools for listening skill development would be a better approach to encourage the engineering pupils of a diverse group to improve their listening skills.

Keywords: Communication skills, listening skills, Information and Communication Technology (ICT), teaching pupils, language skills.

Introduction. According to Pannu, P., and Tomar, Y. A., "Building knowledge is the key to rapid development" and "Knowledge is one of the primary resources for improving people's lives." The perception of pupils as tech-savvy is changing in the rapidly developing world of technology. The researcher decided that teaching engineering pupils to listen easily and engagingly utilizing ICT tools would be a novel idea. When requested to listen to English, pupils may not be particularly interested, but they are drawn to the audio and video of ICT tools since real language pupils are speaking to them while using visual effects. New approaches to listening to a second language with the aid of a native speaker's voice are generated by ICT tools.

The globe didn't have airplanes, radio, or television when the XX century began, according to Pannu, P., and Tomar, Y. A. With nuclear energy, space travel, computers, cell phones, and wireless internet, it entered the twenty-first century[1].

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[1] Patil, A. B. (2013). Developing Computer-based activities to teach and test listening and speaking skills in English.

Within a century, completely new science and technology fields emerged. In many areas of progress, the twenty-first century is a time for digital revaluation. As the globe becomes more socially, economically, politically, and commercially interconnected, ICT use will alter to become more contemporary and digital. Without ICT technology, many fields will be excluded in the modern day. The function of ICT at the global level will help to establish the new sophisticated social, economic, and political life. ICT "helps in improving the quality of education," according to Ejigu, B. The statement makes clear that information and communication technology is a crucial tool for transforming the current solitary, teacher-centered, and book-centered learning environment into one that is pupil-centered. Technology, according to Pannu, P., and Tomar, Y. A., "has propelled the unprecedented levels of prosperity enjoyed by developed countries." Technology is a very potent weapon for social transformation and development in the modern, rapidly changing world. Information and communication technology (ICT) has played a significant role in several developments in the twenty-first century.

This study demonstrates how using ICT tools can help pupils improve their listening abilities through an analytical examination of performance differences. This study uses ICT technologies to examine the listening abilities of rural engineering pupils who are academically behind their peers. The use of technological tools helps both language teachers and pupils improve their communication skills. In this study, the researcher focuses on a novel use of technology to improve the listening skills of engineering pupils from rural areas with low educational attainment. to encourage kids to use technology when it is required for learning. The application of ICT tools for improving listening skills and an analytical examination of performance variations among the pupils have been the main foci of this research. The exposure of pupils from educationally underdeveloped block territories in rural areas to language acquisition and the development of communication skills is lower. The fundamental objective of this project is to transform the way people learn to use technology to make communication skills development simple and quick. The use of ICT tools for listening skill development is a new strategy to revolutionize the conversion of traditional teaching methods to digital ones[2].

Conclusion. Pupils now interact in real life and communicate in new digital settings thanks to a variety of ICT devices. Before the recent change in technology development, the use of technology was first focused on language learning and teaching, but it has since undergone a tremendous revolution in the fields of education, health, economics, trade, and commerce. Even after class, face-to-face engagement and

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[2] Dinesh, P., Karthikeyan, J. (2016). The study on effectiveness of ICT tools among pupils in varied schools to improve their listening skills. Man in India, 96 (9), pp. 2729-2734.

easy communication between pupils and professors are commonplace. ICT tools are a critical component of how easily people may communicate using a variety of resources, including computers, the internet, mobile phones, email, and other tools. The pupils and pupils are tremendously helped by ICT tools to exchange information through technology and make things possible. Through digital resources, teachers could easily share their notes and other materials, and pupils could more quickly ask questions and get answers to their doubts.

The most popular ICT resource for pupils and instructors to access and share their educational materials, as well as articles with relevant news, ideas, debates, and comments in the present, is Web 2. The teacher encourages the pupils to offer any digital materials that they believe are useful ICT tools for fostering communication possibilities and increasing language learning. Furthermore, because of their higher education levels and possible lack of exposure to technology, college-level pupils may have difficulty utilizing ICT resources in language-learning settings. The teacher-centered chalk-and-speak method is given more prominence and focus in the classroom. Education is not exempt from utilizing various developing resources in the always-changing globe. To integrate ICTs in the classroom, teachers must shift from a teaching-centered to a pupil-centered perspective. Pupils' ability to change their minds and experience a digital revolution in the classroom is enhanced by the ongoing use of ICT digital tools.

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