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THE USE OF MODERN DIGITAL TECHNOLOGIES IN THE PROCESS OF FOREIGN LANGUAGE LEARNING

The article reveals the problem of using modern digital technologies in the process of teaching a foreign language in the academic learning environment. One of the most pressing problems in foreign language teaching methods is the search for effective teaching tools. The author notes that access to new sources of information changes the educational process, filling it with new elements that can be used to develop students' individual abilities, unlock their potential, improve the level of language training and develop skills. The paper substantiates the relevance of using digital technologies in the education system, provides a review of digital tools for the foreign language classroom, tested in the learning process, as well as the description of their didactic and methodological potential for the increased efficiency of teaching a foreign language. The article analyzes the advantages and disadvantages of using digital technologies, which is extremely important, especially for a modern foreign language teacher, since it allows you to understand which specific information technology is suitable for achieving certain educational goals. The article describes the pros and cons of using digital technologies. It should be noted that vocabulary underlies both receptive and productive activities. That is why studying the content of the lexical aspect of speech and analyzing the effectiveness of introducing Internet resources into the process of developing lexical skills is the goal of this study. Through Internet resources, a person-centered approach to learning is implemented, individualization and differentiation of learning is ensured, taking into account the abilities of students, their level of learning, inclinations and creative potential. The article provides the analysis of Internet resources that seem to be the most effective in the formation of lexical skills, i.e. Nearpod, Baamboozle, Educandy, Quizlet, Edpuzzle, Wordwall, Learning.Aps, Games to learn English and Kahoot.

Key words: *digital technologies, foreign language, independent work, online platforms, educational process.*

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ВИКОРИСТАННЯ СУЧАСНИХ ЦИФРОВИХ ТЕХНОЛОГІЙ У ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНИХ МОВ

У статті розкрито проблема використання сучасних цифрових технологій у процесі вивчення іноземної мови в академічному навчальному середовищі. Однією з найактуальніших проблем методики навчання іноземних мов є пошук ефективних засобів навчання. Автор зазначає, що доступ до нових джерел інформації змінює навчальний процес, наповнюючи його новими елементами, які можна використовувати для розвитку індивідуальних здібностей студентів, розкриття їх потенціалу, підвищення рівня мовної підготовки та розвитку навичок. У статті обґрунтовано актуальність використання цифрових технологій у системі освіти, подано огляд апробованих у процесі навчання цифрових засобів для кабінету іноземної мови, а також описано їх дидактичний і методичний потенціал для підвищення ефективності навчання. іноземна мова. У статті розглянуто переваги та недоліки використання цифрових технологій, що є надзвичайно важливим, особливо для сучасного вчителя іноземної мови, оскільки дозволяє зрозуміти, яка саме інформаційна технологія підходить для досягнення тих чи інших освітніх цілей. Зазначено, що лексика лежить в основі як рецептивної, так і продуктивної діяльності. Саме тому в статті приділено увагу вивченню лексичного аспекту мовлення та аналізу ефективності впровадження Інтернет-ресурсів у процес формування лексичних навичок. Через Інтернет-ресурси реалізується особистісно орієнтований підхід до навчання, забезпечується індивідуалізація та диференціація навчання з урахуванням здібностей учнів, їх рівня навченості, нахилів і творчого потенціалу. У статті проведено аналіз інтернет-ресурсів, які визнаються найбільш ефективними у формуванні лексичних навичок, використовують елементи гейміфікації, та інструменти для організації спілкування та спільної роботи у навчальному процесі а саме Nearpod, Baamboozle, Educandy, Quizlet, Edpuzzle, Wordwall, Learning.Aps, Games to learn English та Kahoot.

Ключові слова: *цифрові технології, іноземна мова, самостійна робота, онлайн платформи, освітній процес.*

Problem setting. The most important professional pedagogical task today is the choice of a modern approach to teaching and organizing an effective educational process using innovative and traditional methods. In the context of globalization, the development of information technology leads to the formation of new ways of using the Internet. Recently, modern education has taken a course towards developing the skill of independent learning activities among students. The role of the teacher is that he must organize active learning that goes beyond the textbook, and also discover and develop the creative potential of each student, which would be used by the latter outside the classroom.

Analysis of recent researches and publications. Most domestic researchers in the field of foreign language teaching methods especially noted the effectiveness of using modern educational digital technologies for the development of communication skills and oral monologue and dialogic speech skills, the subject competence of students at non-linguistic universities, as well as for creating a “didactic basis for linguistic multicultural education”.

The purpose of the study is to identify the potential of modern digital technologies for use in the foreign language educational environment of a non-linguistic university and to develop methodological recommendations for their integration into educational activities for organizing classroom and independent work of students.

Presentation of the main material. Digitalization ensures fundamental transformations in all spheres of public life and puts forward serious demands on the modern Ukrainian education system: the use of effective digital tools by teachers in the educational process; personalization of learning (help with learning difficulties, choice of educational route, variety of educational materials), eliminating overload of teachers with routine work related to reporting, monitoring, checking students’ work. In recent decades, the digital transformation of educational institutions through the introduction of modern digital technologies has contributed to solving problems that are difficult to cope with using traditional technologies (Grabe, Stoller, 2011: 145). So we can talk about:

- overcoming the lack of educational resources available for teaching;
- development and implementation of abilities and talents, as well as support for gifted students;
- achieving sustainable learning results by a group of weak or lagging students;
- synthesis of intellectual, emotional, volitional and motivational processes to involve students in the educational process;

- mastery of modern digital educational resources in the context of their application, free choice from a wide range of digital tools; reforming teaching methods (interactive, game, project, competitive and other methods);

- mitigating the overload of teachers in order to create opportunities to use the freed-up time for educational and creative work.

It should be noted that in the context of digitalization, the educational environment makes it possible to build an individual educational trajectory for a modern student, who must be fluent in a foreign language, as this ensures professional intercultural communication, communication with like-minded people around the world and the implementation of their ideas and projects. The foreign language educational space plays an important role in adequately meeting the needs and demands of a new student or a “digital format” student and in demonstrating emergent properties in relation to modern conditions, since the digital environment is a kind of trigger, and teaching students a foreign language should conceptually meet the university’s digital transformation strategy (Pun, 2014: 36). In teaching a foreign language at a university, a central role is given to the formation of a foreign language educational environment in the context of digitalization, which will allow students to get closer to real situations of business communication in a foreign language during professional and social interaction. In addition, students will have access to learning materials anytime and anywhere. Therefore, the problem of choosing the most effective digital technologies with teaching, monitoring and demonstration functions that are organically integrated into the teaching of a foreign language, intensifying the process of students mastering foreign language communicative competencies is still relevant. At the same time, foreign language teachers need to navigate in all the variety of modern digital resources and know the advantages and disadvantages of certain digital educational platforms. Unlike most university disciplines, a foreign language as an academic subject is aimed at mastering linguistic means of communication, practical mastery of the language and involves the creation of an artificial language environment for students with the variable inclusion of a variety of digital learning technologies in new areas of teaching a foreign language (Bull, Ma, 2001: 176). Digital teaching tools for foreign languages are one of the most important elements of the process of digitalization of education and are considered as a symbiosis of technological and communicative elements. Students actively work with the resources of the digital learning environment

and at the same time they learn to work with video materials, computer animation, sound, static images and texts (Болюбаш, 2009: 18). In our opinion, the prospect of implementing the digitalization of the educational system opens up in improving the educational and material base, increasing the level of methodological support, and acquiring relevant experience by teachers themselves.

It should also be noted that there are pros and cons of using digital technologies.

Among the positive aspects of using digital technologies and resources are:

- 1) use of a variety of material available for study;
- 2) the possibility of forming an individual educational trajectory;
- 3) a wide variety of Internet resources in combination with various libraries and databases;
- 4) formation of activity and independence of students at all levels of the educational process;
- 5) conducting independent testing and evaluating the results of mastering the studied material.

It is necessary to mention some “disadvantages” of digital educational resources and technologies.

- 1) loss of social communication, which becomes mediated through the use of technology;
- 2) a high degree of fatigue when working with gadgets, and a negative effect on the senses, increasing the load on the central nervous system;
- 3) information dependence on the Internet resources and gadgets.

In our opinion, knowledge of these “pros” and “cons” is extremely important, especially for a modern teacher, since it allows us to understand which specific information technology is suitable for achieving certain educational goals. It should be noted that the number of educational Internet resources that are used in the process of learning foreign languages is increasing every day.

Let’s look at some Internet resources for foreign language learning:

The American educational platform Baamboozle is a constructor for creating various educational games that are in many ways similar to quizzes. Baamboozle does not require student registration; to work independently, students only need to have a link to pre-prepared assignments. The “Play” mode allows you to organize an exciting game for students in teams. Another advantage is that one set of cards allows you to play a large number of times, and the games will differ from each other.

The Educandy Internet platform has appeared recently, but many already agree that using this site makes it easier to study LC. Educandy offers various tools for working with vocabulary material. The

bright design of the games and the variety of operating modes make the Educandy resource stand out among others. To use the resource, no lengthy preparation is required. It is possible to work with the material via the link; student registration is not required. Educandy offers effective vocabulary exercises.

Quizlet is an American online language learning application that was released in 2007. Currently, Quizlet is one of the most popular Internet resources for learning English through various learning tools, games and tests. The main advantage of the Quizlet Internet resource is the variety of modes for learning vocabulary, as well as their ease of use. The tasks are universal and suitable for students of all ages and different skill levels.

The Kahoot Internet resource is currently one of the most popular learning tools, both in our country and abroad. The resource can be used not only in teaching a foreign language; the possibilities of its use allow you to create quizzes in other academic subjects, as well as interdisciplinary testing. The game’s bright design and sound can have a positive impact on students’ learning motivation. The competitive moment allows students to be involved in activities. The ability to independently create quizzes allows you to use the resource when working on various lexical topics.

Word Wall is an online resource that is a repository of tools for working in a lesson or individually. Bright and animated design of tasks with the ability to check immediately after completing an exercise. A variety of exercises makes the process of learning vocabulary interesting and productive for students.

Edpuzzle is a popular Internet resource designed for working with video files. The online resource not only plays videos, but also allows you to include a number of tasks and exercises that will contribute to the effective acquisition of new knowledge, while the teacher has full control over students’ understanding of what they heard and saw. An interesting assignment format can have a positive effect on learning motivation.

Games to Learn English offers a range of vocabulary practice games. The library presents all the main topics of English lessons in secondary school. The resource is suitable for independent use as homework for lexical training. The exercises can be used for group work.

The Internet resource LearningApps.org is an effective tool for teaching vocabulary because it offers a wide variety of templates for working in the classroom and individually. The site is designed to work not only in foreign language lessons, but also in any other subjects. A large number of templates allows you to diversify vocabulary learning, while making

it effective. The teacher independently fills out the templates, thereby adapting the exercises to the topic and the level of language proficiency of the students. The platform's library stores ready-made exercises on topics that can also be used in the classroom.

The digital educational environment, which is currently used in almost all universities to implement the educational process, helps to increase the efficiency of teaching a foreign language based on a mixed format, which is associated with the specifics of this discipline (Горун, 2020: 54). For example, maximum use of audiovisual materials for the purpose of developing lexical and grammatical knowledge and practicing the skills of correct pronunciation of words in a foreign language is carried out using a whole range of tools offered by the Moodle electronic learning environment. This educational platform is a way to implement distance learning, and also allows you to integrate multimedia educational resources into the educational process. Moodle is information content for students, in which each course of the discipline has a single structure: program, thematic blocks, resources for ongoing monitoring and intermediate certification. Moodle's interactive tools can be used by teachers to develop teaching materials around a specific topic. Interactive Moodle elements include Glossary, Assignment, Book, Lecture, and Hot Question. The toolkit of the "Test" element, used to monitor students' mastery of the lexical and grammatical component of language competence in the process of learning a foreign language, allows you to develop several types of questions in tasks (multiple choice; true/false; matching; short answers). The student is given several attempts to complete the test with a time limit set by the teacher. In our opinion, an automated assessment system ensures student self-control and also facilitates the teacher's work, which is one of the most important didactic opportunities of the environment (Давиденко, 2005: 42).

By using innovative teaching methods, including tools such as videos and interactive quizzes, teachers can create a learning experience that is not limited solely to traditional written materials. On various online platforms it is possible to create an original

training course using digital technologies for both classroom and independent work of students. It should be noted that working with digital technologies in the classroom requires preliminary preparation of students and the necessary conditions for their perception of specific educational material (Тесцова, Лопата, 2023: 72). Use of digitally supported educational materials is possible within 45–60 minutes for podcasts and 15–20 minutes for presentations. Elements of a multimedia course are introduced into the educational process as a means of presenting new educational and methodological material, monitoring or assessing knowledge, and also as an interactive workspace, a personalized learning tool, and a training system to improve oral and written speech skills in foreign language classes and reflection. Due to the variety of specific teaching situations, language teachers are faced with the problem of what methods to use to conduct everyday teaching sessions. Digital technologies open up prospects for teachers that require a revision of the content of teaching, rethinking the effectiveness of methods of its organization and presentation of educational material. Thus, students change the nature of acquiring knowledge and skills, develop memory and problem-solving skills.

Conclusions. The use of various types of modern digital tools in teaching a foreign language at a university increases the content of the lesson and the interest of students in the material being studied. Educational podcasts, multimedia presentations and other tools that allow you to cover as much information as possible in different graphic forms make each lesson dedicated to the development of lexical and grammatical material, speaking and discussion of professional topics more vivid, exciting, varied and memorable. Therefore, one of the important and pressing problems is successful mastery of modern digital tools and materials by teachers and students in practice. Digital learning technologies have enormous didactic and methodological potential. We associate the prospects for further research of the problem with the need for serious pedagogical research and methodological developments so that these potential possibilities have become reality.

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