

Digital Technologies for Learning a Foreign Language in Educational Institutions

Olha Byriuk [†], Tetiana Stechenko ^{††}, Nataliya Andronik ^{†††}, Oksana Matsnieva ^{††††}, Larysa Shevtsova ^{†††††}

[†] T.H. Shevchenko National University “Chernihiv Colehium”, Chernihiv, Ukraine

^{††} T.H. Shevchenko National University “Chernihiv Colehium”, Chernihiv, Ukraine

^{†††} T.H. Shevchenko National University “Chernihiv Colehium”, Chernihiv, Ukraine

^{††††} T.H. Shevchenko National University “Chernihiv Colehium”, Chernihiv, Ukraine

^{†††††} Zhytomyr State Ivan Franko University, Zhytomyr, Ukraine

Abstract

The main purpose of the study is to determine the main elements of the use of digital technologies for learning a foreign language in educational institutions. The era of digital technologies is a transition from the traditional format of working with information to a digital format. This is the era of the total domination of digital technologies. Digital technologies have gained an unprecedented rapid and general distribution. In recent years, all spheres of human life have already undergone the intervention of digital technologies. Therefore, it is precisely the educational industry that faces a difficult task - to move to a new level of education, where digital technologies will be actively used, allowing you to conveniently and quickly work in the information field for more effective learning and development. The study has limitations and they relate to the fact that the practical activities of the process of using digital technologies in the system of preparing the study of a foreign language were not taken into account.

Keywords:

Digital technologies, education, learning language, foreign language.

1. Introduction

The rapid development of innovative digital technologies has led to significant changes in primary school, in which new teaching aids are an effective tool for improving the quality of education when learning a foreign language as a foreign language. A significant shortcoming in the professional training of modern specialists is the lack of professionalism in the use of information and communication technologies, which negatively affects the effectiveness and level of teaching a foreign language in primary school. At the present stage, the number of technologies used in teaching a foreign language in primary school has become very diverse and key in language practice. The use of information and

communication technologies in a foreign language lesson provides an imitation of a foreign language environment, creates conditions for authentic communication, allows taking into account the individual characteristics of students, increases motivation for learning a foreign language and intensifies the development of skills and abilities specific to this discipline. The use of a computer in learning a foreign language plays a special role in independent learning based on gaming activities.

Contemporary pedagogical experiments have proven that educators need to increase their use of digital technologies to ensure close connection with students who use smartphones, computers and the Internet on a daily basis. The use of digital technologies has opened up new channels of communication and cooperation in the educational process, encouraging student motivation and their active participation in learning, developing mutual evaluation and feedback processes in the teacher-student system. It is the knowledge that the teacher controls and checks their academic work that motivates students to make more efforts to complete the required task. Modern scientists consider digital technologies as professional training tools that contribute to the development of future specialists through the development of reflective and research competencies. Current surveys also indicate that vocational schools are using digital technology to energize and personalize education, save time and resources, much more effectively than traditional teaching.

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2. Methodology

To obtain effective research results, we used a number of methods that form our methodology. The methodological basis of the study is the general theoretical and methodological provisions of pedagogy - on the integrity and continuity of the professional training of future specialists; basic principles of professional training of specialists; technologization and digitalization of education; systemic, personality-oriented, axiological, acmeological, activity, subjective, technological, environmental, competency-based, communicative approaches.

3. Research Results and Discussions

The development of writing was the beginning of the era of antiquity, the transition from handwritten to printed text, which began more than 500 years ago, marked the beginning of modern society. Printed books and texts enabled an unprecedented dissemination of information and knowledge, as well as widespread access to education. Each new way of disseminating information poses a challenge to society with its new opportunities for storing and transmitting information, for which it is necessary to look for new structures and methods of management. Behind our smartphones and laptops lies a powerful technological development that can be described as "digitization", "automation" and "networking". Virtually any data can be converted to digital format, and their amount is almost unlimited thanks to a variety of storage options (which is why we hear more and more talk about information overload). The saved data is processed automatically and immediately available worldwide thanks to networks. All this together leads to changes and new challenges. And this is not only free access to information, but also the loss of entire professional industries, given their lack of demand in the new conditions.

Most of our communication today takes place digitally: it is difficult to calculate how many hours a person spends on the Internet, on computers, but especially on mobile devices such as tablets or smartphones, because more and more we use mobile

devices on the go in parallel with other activities. It's hard to believe that the first smartphones hit the market just a few years ago. Since then, our lives have changed rapidly and irrevocably. You can regret this or, conversely, rejoice in it - we cannot change this progress: the new generation is growing up with these new opportunities, and we cannot predict how the world will change in a few years [1-4].

The most modern computers in miniature may not be an irritant, but a reliable assistant and support in a foreign language class. The latest Internet technologies, as well as the constantly growing number of modern digital media resources that are carriers of educational information, make the lesson more flexible, the learning process more autonomous. In real life, when the number of classroom lessons for learning a (second) foreign language decreases and, accordingly, the number of hours for self-study increases, this has become an impetus for the creation of such modern forms of education as distance learning, online or e-learning. possible thanks to high-quality digital technologies. Thus, for teachers of the academic discipline "Foreign Language", the issue of using digital media resources does not lose its relevance.

In the world of rapid development of information and communication technologies of various types, their growing importance in the context of internationalization and globalization, where virtual interpersonal communication is much more active than in real life, teaching and learning a foreign language using digital media resources is one of the main tasks of modern language education and methodology. . in particular. Of course, it is the use of digital media that will not automatically improve learning in a (second) foreign language. The key to success will be a clearly defined learning goal and full-fledged lesson planning and media competence of the teacher.

The rapid informatization and computerization of society require new knowledge, skills and abilities from a person, adapted to the conditions of the information society. One of the priority areas of informatization of modern society is the informatization of education, which consists in the use of new technologies focused on the implementation of the psychological and pedagogical goals of education [5-7].

Professionally directed teaching of a foreign language in non-speech educational institutions

requires a more careful selection of teaching materials. They should be up-to-date, reflect new achievements in science and technology, and focus on the specialty of students. The use of authentic materials, that is, texts in the specialty, remains the main source for learning a foreign language in a professional direction. However, over the past decade, the Internet has become the cheapest and most popular source of information. The Internet supplies us with textual, graphical and audio information. A lot of Internet resources have come to help teachers, which can be successfully used in teaching a foreign language. The Internet is the resource where you can find a lot of interesting and useful materials in order to help students improve their understanding of their specialty, master professional terminology, conduct scientific discussions, and motivate the study of a foreign language. You can also involve the students themselves to search for specific information on the Internet for further discussion in the classroom, or use for a report or presentation [8-10].

The most difficult activity in learning a foreign language is listening. The ability to perceive English-language information by ear can be trained and improved. Listening to audio books, watching movies and series, listening to the radio in the original language develops the ability to perceive a foreign language by ear. Thanks to this skill, you not only become a full-fledged participant in communication in a foreign language, but you can form other communication skills: reading, writing, speaking.

The main advantages of using digital technologies for learning foreign languages are shown in Figure 1.

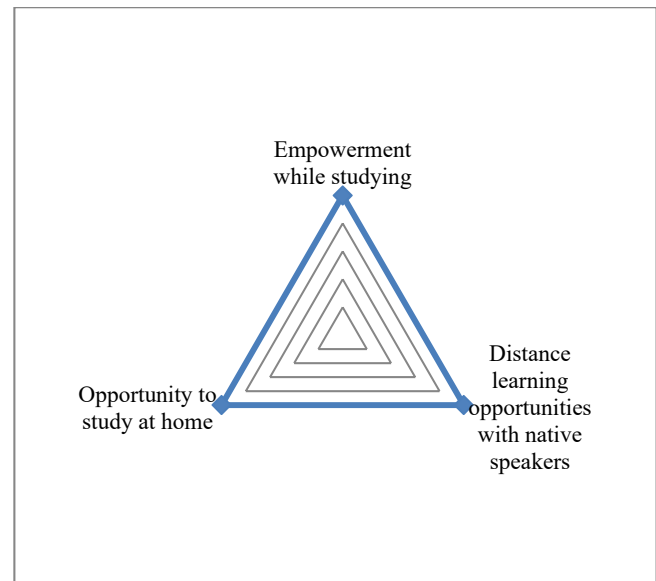


Fig. 1 The main advantages of using digital technologies for learning foreign languages.

One of the indisputable provisions of computer didactics is the understanding that the Internet in no way replaces the teacher. Thoughtless use of the information space, not adequately aimed at expedient work, cannot but cause harm to such users, and therefore it is obvious that the reasonable use of Internet resources must be taught. Often, inexperienced and unskilled users begin to “download” everything (programs for learning English, video tutorials, audio books, e-books, textbooks, self-study books, podcasts from English sites, etc.), guided by the fact that they found the opportunity to do it for free. However, obtaining materials does not mean purposefully and systematically working with them, only an integrated approach to the goal and appropriately selected materials can really contribute to the advancement in mastering a foreign language.

The decisive role is played by the selection of educational materials at the lexical, grammatical, phonetic, linguistic-situational, visual level. Undoubtedly, the teacher must take care of the availability of materials in accordance with the level of knowledge of each student in the study group, so that materials of varying degrees of complexity are worked out, taking into account the psychological and other subjective characteristics of students. Consultations and constant methodological assistance

of the teacher play an important role. The expediency of using audiovisual Internet sources in teaching a foreign language of a professional nature is determined by the goal of expanding, deepening and specializing the language material used in the professional field, the task of obtaining knowledge using a foreign language for professional activities and / or for further continuation of training in postgraduate professional education programs. The widespread use of original audio and video recordings with accompanying captioned lines that visually reflect on the screen either foreign language statements or their translation allows the effective implementation of many golden didactic rules in teaching practice, in particular such a fundamental one as the principle of visibility [11-16].

Computer based training programs have many advantages over traditional teaching methods. They allow you to train different types of speech activity and combine them in different combinations, help to understand speech phenomena, form linguistic skills, and create communicative situations. Using Internet resources in the educational process, the teacher must carefully consider their goals. However, traditional teaching methods should not be excluded. Their combination with the latest technologies will make the learning process more flexible and dynamic and lead to a positive result.

The key areas to which digital technologies should be directed in the study of a foreign language are presented in Table 1.

Table 1: The key areas to which digital technologies should be directed in the study of a foreign language

№	<i>The key areas to which digital technologies should be directed in the study of a foreign language</i>
1	Expanding opportunities to get in touch with teachers from other countries without leaving home

2	Expansion of the list of foreign languages that can be studied, not limited to public ones
3	Opportunities for the emergence of alternative methods of language learning
4	The possibility of forming individual training groups

The specificity of the use of Internet resources in the process of teaching a foreign language lies in the two-way nature of the educational process - both in the classroom under the guidance of a teacher, and outside the classroom independent activity of students. Online and offline materials that the Internet presents to the user allow you to independently check the correctness of the exercises performed without leaving space, use a variety of data banks, encyclopedic and reference publications, and reach native speakers, despite the distance and time.

The Internet learning environment certainly has certain advantages over printed materials, audio and video courses, providing a lot of information, a variety of services, influencing the perceptual channels of information perception, allowing individualized learning and self-education, etc. Through the global Internet, access to information is opened in scientific centers of the world, libraries, which creates real conditions for self-education, expansion of worldview, and advanced training. The specificity of teaching foreign languages lies in the fact that in its process it is assumed, first of all, the formation of speech skills and the development of speech skills, and not the assimilation of knowledge in its pure form. For a student, a linguistic sign system is significant not only because it represents

objects of reality, but also in itself. Audiovisual visualization can serve as a source of information about linguistic signs and referential reality. Multimedia learning tools combine the positive properties of visual and verbal means due to their inherent versatility and implement them with great effect. Undoubtedly, such classes require skills from students, and qualified knowledge and skills from teachers. As you know, the Internet constitutes an information environment in which a subject-educational site with all the capabilities of the global network and its services is necessary for learning. Among others, network services have certain didactic properties that are useful specifically for education, in particular, the study of a foreign language of a professional direction. The Internet creates a unique opportunity for learning a foreign language in terms of using authentic texts, listening and communicating with speakers, that is, creating a natural language environment.

4. Conclusions

According to the results of the study, it can be concluded that the use of digital technologies in the language training of students of higher education institutions ensures the effective formation of foreign language communicative competencies, facilitates students' access to high-quality authentic educational materials; individualizes the educational process in accordance with the needs and abilities of students; involves the use of modern psychological, pedagogical and information and communication technologies; provides an opportunity for constant feedback from students with the teacher and quality control of the knowledge gained. The use of digital technologies in the process of learning foreign languages increases the motivation of students, because they prefer to combine learning with the use of digital gadgets (laptops, smartphones, computers) in everyday life and are interested in forming the concept of cybersecurity for the needs of their future professional and social activities.

Establishing international partnerships between educational institutions, students and teachers participating in various international programs requires a high level of foreign language proficiency, which is impossible without the use of modern educational technologies, including digital ones. A

variety of digital devices, gadgets are tools that students regularly interact with both in academic and professional activities, which means they need to improve their linguistic and information skills, so the more digital technologies are integrated into the educational process, the better.

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