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Yunina Olha

Volodymyr Dahl East Ukrainian National University, Ukraine

## DIGITAL TOOLS IN FOREIGN LANGUAGE TEACHING

**Abstract.** *The article considers the opportunity of practical use of digital tools in foreign language teaching and learning in educational institutions of different types. The primary task of language education today is improving the quality of education. The use of digital tools in foreign language teaching is of particular importance. Practice has shown that language learning software have many advantages over traditional teaching methods. Language learning software and other digital tools contribute to the individualization and intensification of training, increase cognitive activity, motivation and broaden horizons, create conditions for self-study activities. Information and communication technologies allow students to set their own learning rhythm, which is a basic indicator of motivation. Some researchers think that students can work at their own pace and in accordance with their needs through such digital tools. Foreign language teaching outside the language environment significantly reduces the motivation to master the language. Digital tools are one of the main means of increasing motivation. In language classrooms digital tools help solve a number of didactic tasks: to form reading skills, using the materials of the global network; to improve writing skills; to upgrade students' vocabulary; to form sustainable motivation to learn a foreign language. Digital tools include educational websites, programs for editing audio and video materials, platforms for cooperating and sharing information and resources. Language learning software programs provide the introduction of educational material, the simulation of communication situations, game tasks, control and assessment. Digital tools organize students' self-study activities and manage them, especially in the process of training with language and speech material. This determines the nature of the exercises and teaching methods used. Digital tools in foreign language teaching provide an opportunity to enthuse students.*

**Keywords:** *digital tools, Information and communication technologies, foreign language teaching, language education, language learning software.*

**Formulation of the problem.** Nowadays, the issue of using digital tools in the foreign language teaching process is extremely relevant due to the fact that the world of the latest computer technology is becoming increasingly important in the modern society. Moreover, most foreign language teachers recognize the enormous possibilities of digital tools as a means of foreign language teaching and learning. The primary task of language education today is improving the quality of education. One of the ways to solve this issue is to introduce computer-based learning tools into the learning process. The use of digital tools in foreign language teaching is of particular importance. A computer is a didactic tool that allows not only to intensify the learning process that involves the use of diverse educational and authentic electronic materials, but also contributes to real communication in foreign languages. Another important aspect is that digital tools are relevant for foreign language learning and teaching because they can be used to adapt digital resources to provide input [1]. The scope of digital tools in foreign language teaching is dramatically wide. They can be effectively used to introduce new language material, new patterns, new phonemes, new grammatical structures as well as the communication situations. In a foreign language classroom digital tools can be used in a wide variety of communication tasks and situations, taking into account the personal characteristics of students.

**Analysis of recent research and publications.** Informatization affects all component parts of the educational process: its participants (students, teachers, educators, methodologists, etc.) and all its constituents, including the means. The use of computer-aided learning technologies and digital tools in foreign language teaching is discussed in the pieces of work of P.Gruba, D. Oblinger, M. Prensky, D.Tapscott, M. Warschauer, C. White, S.Whyte, E. Azimov, S. Kanatova, O. Kryukova, E. Nosenko, P. Serdyukov, etc. Many researchers have noted that digital tools act as a powerful educational, methodical

and didactic incentive to improve the quality of the educational process. Particular attention to the issue of introducing digital tools in language education is determined by the following advantages:

- digital audio and video editors allow teachers to focus on selected sections of a longer recording;
- both oral sources and written texts can be adapted for comprehension activities using transcription tools and hyperlinks to dictionary or encyclopedia references;
- digital tools allow learners opportunities to interact and produce language in meaningful contexts [1].

**The purpose of the research.** This article aims to reveal the role of digital tools in the process of foreign language teaching in secondary and higher educational institutions.

**Presentation of the main research material.** To obtain the described results and achieve the aim of the article, such research methods as interdisciplinary and systemic analysis of pedagogical scientific literature, inductive and deductive methods, expert evaluations were used.

Practice has shown that language learning software programs have many advantages over traditional teaching methods. Language learning software programs and other digital tools contribute to the individualization and intensification of training, increase cognitive activity, motivation and broaden horizons, create conditions for self-study activities. Digital tools include educational websites, programs for editing audio and video materials, platforms for cooperating and sharing information and resources.

Modern scholars believe that Information and communication technologies meet the characteristics of developmental education and help to solve the following educational tasks:

- 1) to aware linguistic phenomena;
- 2) to promote linguistic abilities (drilling language and speech exercises);
- 3) to practice language and speech actions;
- 4) to improve communication skills [2, p.3].

The e-generation is defined as a new group of students that has “spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age” [3, p.1]. These new forms of education allow students to set their own learning rhythm, which is a basic indicator of motivation. Some researchers think that students can work at their own pace and in accordance with their needs through language learning software programs. Foreign language teaching outside the language environment significantly reduces the motivation to master the language. Digital tools are one of the main means of increasing motivation.

The specifics of foreign language teaching determines the active and appropriate use of digital tools in the classroom. The leading component of the foreign language teaching content is the teaching of various types of speech activity: speaking, listening, reading, writing. Digital tools are simulators that organize the student’s self-study activities, manage it and create conditions under which students independently get their knowledge. The use of digital tools in foreign language classes is a necessity of time.

Teachers face the problem of how to organize the student’s learning activities in such a way as to provide the greatest motivation for learning. Doing collective tasks, students focus their attention not on the form of speech, but on its content. The purpose of the joint activity is important. The main task is to find out new information and record, evaluate it, compare different points of view, discuss problematic issues together, take part in the discussion. In the process of performing interactive tasks, students show autonomy and creativity, and are not passive performers of speech actions.

It is interactive forms of training that allow teachers to simulate such situations. As we know, learning a foreign language is learning to write, read, listen and speak. And it is learning to speak is one of the most difficult tasks. Teachers are increasingly interested in working with educational forums, since the forum is designed to discuss topics in a foreign language, it is excellent for discussion, it really develops students' speech skills, activates their use of the vocabulary. An important aspect of using Information and communication technologies for learning vocabulary in foreign language classrooms is the use of electronic dictionaries. An electronic dictionary is a digital database containing coded vocabulary articles that allow students to find the right words, word combinations, examples, changes in translation directions quickly.

The basis of language learning software is a database which includes textual descriptions, video, audio, cartoons, as well as the systems that provide training and control. Digital tools deal with textual information, which is presented in different forms (pages of books, newspaper articles, calendar pages), various graphics (color pictures, photos, tables, schemes, video fragments) and sound (voiced text fragments, comments on pictures or photos, music, etc.).

Language learning software programs can assist in the following:

- learning vocabulary;
- practicing pronunciation;

- practicing dialogues and monologues;
- writing;
- working out grammatical phenomena;
- listening.

In language classrooms digital tools help solve a number of didactic tasks: to form reading skills, using the materials of the global network; to improve writing skills; to upgrade students' vocabulary; to form sustainable motivation to learn a foreign language.

Contemporary language learning software programs can be divided into three main groups:

1) programs that provide the study of various sections of the linguistic system (the main task of such programs is to introduce and activate linguistic forms and structures);

2) programs aimed at practicing reading, writing, listening and speaking skills;

3) control programs that provide control over the level of formation of speech and language skills.

Language learning software programs provide the introduction of educational material, the simulation of communication situations, game tasks, control and assessment. Digital tools organize students' self-study activities and manage them, especially in the process of training with language and speech material. This determines the nature of the exercises and teaching methods used. The most commonly used are:

1. Question-answer dialogues.
2. Multiple choice.
3. Transformation.
4. Gap-filling.
5. Matching.
6. Open questions.
7. Error correction.

Options for such exercises are the following:

- a) a list of words to translate;
- b) to correlate two lists of words (native and foreign) and find the appropriate couple of these words in both languages;
- c) to correlate two lists of foreign words and find pairs of synonyms or antonyms;
- d) to combine words with their definitions [4, p. 180].

It is very effective to use tables, graphs, diagrams, drawings, and digital tools such as interactive boards, personal computers, handouts when teaching grammar. The use of information and communication technologies is possible when studying almost any topic. Being successfully designed, charts and tables help students perceive the necessary material easier and faster. Moreover, voiceover narrative is very helpful, since most of the receptors are involved. Students spend less time on copying, since the need to write material on the board disappears. Having got personal computers at home, all the students are able to save the material on digital media (CDs, DVDs, flash cards). The problem of the wrong word spelling quite often arises, and when using digital tools this problem completely disappears.

It should be remembered that language learning digital tools should be used only when they provide knowledge that is impossible or too difficult to obtain without information and communication technologies. It is very important to plan training in such a way that the student understands that it is him but not the computer solves the task, that it is him who is responsible for the consequences of the decision made. Digital tools can be used in all subjects. At present, the use of digital tools in education results in a qualitative change in the structure and content of education on the whole.

The most important advantage of multimedia is also the possibility, on almost any stage of work with the software, to provide a student with the opportunity to choose from several alternatives and then evaluate the correctness of each step. Such constant current self-control is especially important in the process of self-education. Building a learning process in the form of developing interactive games dramatically increases attention and interest in the educational material [5, p.15].

Let's consider the advantages of the Internet, which are conducive to the educational process. Firstly, the Internet contributes to the development of students' self-study activities and independence, develops linguistic skills, and enhances language competence due to the diversity of information. Secondly, it provides with up-to-date material that meets the interests and needs of students, offers authentic and relevant materials. It enhances the informative level that concerns foreign languages and cultures. Thirdly, it provides students with the opportunity to have connections all over the world. The Internet provides:

- the development of all linguistic skills - reading, writing, speaking and listening;
- remote communication teacher - student;
- free on-line discussion of different topics.

Unlimited access to the Internet resources allows to use linguistic services as a methodological material for improving writing skills. The skills of foreign language writing have acquired the status of professionally significant in the modern world. The increase in the volume and pace of information exchange brings written communication to the fore.

The Internet provides a direct, relevant and authentic educational process (including such activities as a list of thematic websites, a multimedia review of events, a search for necessary materials, etc.). Integrated use of the Internet resources, apart from developing regular lesson plans, implies a progressive structure of assignments. All this Internet wealth can be easily used to study a foreign language, but this requires careful planning and extensive preparation. The Internet gives an excellent opportunity to create the necessary conditions for the development of each student, learning individual psychological characteristics of a person, and increase their creative activity. Due to the Internet, an increasing individualization of the process of information consumption is taking place: we are less and less likely to use "ready-made", pre-organized knowledge (for example, textbooks and courses presented on CDs). Instead, we turn to the Network and find necessary resources. Thus, the digital educational environment where everyone can choose their own educational trajectory, gradually replaces the traditional linear one.

In addition, through the use of modern technologies, students are provided with more opportunities to develop reflective thinking associated with learning and using a language (an e-mail message or a message for posting on the forum). As a result students are able to apply learning strategies more thoroughly, expand and improve their linguistic skills [6, p. 292].

The realities of time impose much higher demands on the training of practical possession of a foreign language in everyday communication and professional life. The amount of information is growing and routine methods of its transfer, storage and processing are often of little effect. Digital tools reveal the enormous possibilities of the computer as a means of learning. Language learning software programs have many advantages over traditional teaching methods.

Digital tools are good at training different types of speech activities and combining them in different ways, they help understand language phenomena, form linguistic abilities, create communicative situations, automate language and speech activities, and also provide an opportunity to account for the leading representative system, implementation of individual speech systems. Various methodological techniques are used in multimedia foreign language learning programs. These techniques allow to conduct familiarization, training and control. In addition to using multimedia training programs, the computer is an indispensable assistant for preparing and conducting testing, monitoring the educational process, contenting tool environments for developing computer lessons, preparing didactic materials, using the Internet resources and services for students' classroom and self-study activities.

Language learning software programs not only increase interest in learning, but also provide an opportunity to adjust the presentation of learning tasks according to the degree of difficulty, encouraging the right decisions. In addition, the computer allows students to eliminate one of the most important reasons for negative attitudes towards learning – failure, completely due to a lack of understanding of the material, as the student is given the opportunity to use various reference books and dictionaries. Working on a computer, students get the opportunity to bring the solution to the problem to the end, relying on the necessary assistance.

At the training stage and at the stage of applying knowledge, skills, computers can be used in a wide variety of communication tasks and situations, taking into account the personal characteristics of the students. They can create optimal conditions for successful mastering of curricular material. They provide a flexible, sufficient and feasible workout for all students in a classroom. Moreover, it is difficult to overestimate the role of digital tools as a means of exercising control over the activities of students by the teacher, as well as a means of forming and improving self-control.

**Conclusions.** Thus, the skills that constitute the academic competence can be formed in the process of using Information and communication technologies and digital tools. Digital tools can become necessary technical tools that help qualitatively improve the process of learning foreign languages and foreign cultures. Information and communication technologies contribute to the increase in the level of mastery of the foreign language, the development of autonomy in foreign languages acquisition, and the development of students' cognitive activity in their study activities in general. Digital tools in foreign language teaching provide an opportunity to enthuse students, increase their motivation to learn the language on their own, overcome the language barrier and reduce anxiety, and allow students to develop a positive attitude towards learning a foreign language characterized by systematic study, satisfaction with studies. Since digital tools are constantly expanding in foreign language teaching, it is pedagogically justified to search for ways to integrate them into the educational process in such a way that they fit organically into the training system. The development of innovative methods of foreign language teaching is a priority in modern linguistic, methodological and pedagogical sciences and requires further study.

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**ЦИФРОВІ ТЕХНОЛОГІЇ У НАВЧАННІ ІНОЗЕМНИХ МОВ****Юніна Ольга***Східноукраїнський національний університет імені Володимира Даля, Україна*

**Анотація.** У статті розглянуто можливість практичного використання цифрових технологій у навчанні іноземних мов в навчальних закладах різних типів. Першочерговим завданням мовної освіти сьогодні є підвищення якості освіти. Особливе значення має використання цифрових технологій у навчанні іноземних мов. Практика показала, що комп'ютерні програми для вивчення мови мають багато переваг перед традиційними методами навчання. Комп'ютерні програми для вивчення мови та інші цифрові засоби сприяють індивідуалізації та інтенсифікації навчання, підвищують пізнавальну активність, мотивацію і розширюють горизонти, створюють умови для самостійної роботи. ІКТ дозволяють студентам встановити власний ритм навчання, який є основним показником мотивації. Деякі дослідники вважають, що студенти можуть працювати у власному темпі та відповідно до своїх потреб за допомогою таких комп'ютерних програм. Вивчення іноземної мови поза межами мовного середовища значно знижує мотивацію до оволодіння мовою. Цифрові технології є одним з основних засобів підвищення мотивації. На уроках іноземної мови цифрові технології допомагають вирішувати низку дидактичних завдань: формувати навички читання, використовуючи матеріали глобальної мережі; покращити навички письма; удосконалити словниковий запас студентів; сформувати стійку мотивацію до вивчення іноземної мови. Цифрові інструменти включають освітні сайти, програми для редагування аудіо- та відеоматеріалів, платформи для співпраці та обміну інформацією та ресурсами. Комп'ютерні програми для вивчення мови передбачають впровадження навчального матеріалу, моделювання ситуацій спілкування, ігрових завдань, контролю та оцінки. Використання цифрових технологій допомагає організувати самостійну роботу студентів, особливо в процесі навчання з використанням мовного матеріалу. Це визначає характер вправ і використовуваних методів навчання. Цифрові засоби в навчанні іноземної мови дають можливість зацікавити студентів.

**Ключові слова:** цифрові технології, інформаційно-комунікаційні технології, викладання іноземної мови, мовна освіта, програмне забезпечення для вивчення мови.

**ЦИФРОВЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ****Юнина Ольга***Восточноевропейский национальный университет имени Владимира Даля, Украина*

**Аннотация.** В статье рассмотрена возможность практического использования цифровых технологий в обучении иностранным языкам в учебных заведениях различных типов. Первоочередной задачей языкового образования сегодня является повышение качества образования. Особое значение имеет использование цифровых технологий в обучении иностранным языкам. Практика показала, что компьютерные программы для изучения языка имеют много преимуществ перед традиционными методами обучения. Компьютерные программы для изучения языка и другие цифровые средства способствуют индивидуализации и интенсификации обучения, повышают познавательную активность, мотивацию и расширяют горизонты, создают условия для самостоятельной работы. ИКТ позволяют студентам установить собственный ритм обучения, который является основным показателем мотивации. Некоторые исследователи считают, что студенты могут работать в собственном темпе и в соответствии со своими потребностями с помощью таких компьютерных программ. Изучение иностранного языка за пределами языковой

среды значительно снижает мотивацию к овладению языком. Цифровые технологии являются одним из основных средств повышения мотивации. На уроках иностранного языка цифровые технологии помогают решать целый ряд дидактических задач: формировать навыки чтения, используя материалы глобальной сети; улучшить навыки письма; усовершенствовать словарный запас студентов; сформировать устойчивую мотивацию к изучению иностранного языка. Цифровые инструменты включают образовательные сайты, программы для редактирования аудио- и видеоматериалов, платформы для сотрудничества и обмена информацией и ресурсами. Компьютерные программы для изучения языка предусматривают внедрение учебного материала, моделирование ситуаций общения, игровых задач, контроля и оценки. Использование цифровых технологий помогает организовать самостоятельную работу студентов, особенно в процессе обучения с использованием языкового материала. Это определяет характер упражнений и используемых методов обучения. Цифровые средства в обучении иностранному языку дают возможность заинтересовать студентов.

**Ключевые слова:** цифровые технологии, информационно-коммуникационные технологии, преподавание иностранного языка, языковое образование, программное обеспечение для изучения языка.