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Formation of the Digital Environment in the Process of Teaching the Discipline "Business English" for Students of Higher Education

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Abstract. The actuality of our research can be proven with the fact that digitization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. The best part about the digitization of foreign languages education in the 21st century is that it is combined with the aspects of both classroom learning and online learning methods. Walking hand in hand both act as a support system to each other, which gives a stronghold to our modern students. To add, digitization in foreign languages education has also proved to be the right method for saving resources. Online examination platforms have restricted the frivolous usage of paper. In the framework of our study we have identifies such sufficient techniques in learning Business English as: Online Courses, Online exams, Digital textbooks, Animation, Accumulation of Students on the Same Platform, Online Resources: Connecting Students with their Educators, Internet: Making Digitization Possible, Administrative Activities, Crosswords/Virtual Crosswords, Seize the Keywords, Roleplaying, Charades, Twenty Questions, Task-Based Online Learning. During research we have noticed that there is no consensus in academia on the effectiveness and the appropriateness of the use of gaming activities in teaching or learning Business English. However, we consider it expedient and relevant use of them is able to increase motivation to study Business English language. We have identified the following benefits of using on line resources during study Business English: increases interest and motivates to perform tasks; immerses in Business English environment; stimulates the ability to work independently; promotes development critical thinking, memory, attention; forms foreign language competence in auditioning and socio-cultural competence; activates the desire to communicate in English when discussing the revised; provides an opportunity to form realistic and modern situations for discussion; allows use a wide range of exercises and various forms of work at the stages of previewing and post viewing; higher education learners learn to understand nonverbal communication and enrich your active and passive conversational vocabularies language. The research concluded that all on line measures developed to improve foreign language training of the discipline Business English are developed by teachers of the department of foreign languages and teaching methods of foreign languages, graduation proposals are to taken into account by language departments. We hope that the results will develop further steps in optimization of foreign language training in blended learning and distance education.

Key words: digital space, pedagogical technologies, educational system, foreign language education, digital educational environment, information and digital competence, communication in foreign languages, foreign language communicative competence, information and communication technologies, digital media.

Формування цифрового середовища у процесі викладання навчальної дисципліни «ділова іноземна мова» для студентів закладів вищої освіти

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Анотація. Актуальність нашого дослідження може бути підтверджена тим фактом, що диджиталізація, безсумнівно, змінила нашу систему освіти, але не можна сказати, що вона зменшила цінність офлайн навчання в класі. Найбільша перевага диджиталізації у навчанні іноземним мовам в 21 столітті полягає в тому, що вона поєднується з аспектами як навчання в класі, так і методами онлайн-навчання. Разом вони діють як система підтримки один для одного, що дає опору нашим сучасним студентам. Додамо, що диджиталізація в навчанні іноземними мовами також виявилася правильним методом економії ресурсів.

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Платформи онлайн-екзаменів обмежили використання паперу. У рамках нашого дослідження ми виділили такі ефективні прийоми у вивченні ділової англійської, як: онлайн-курси, онлайн-іспити, цифрові підручники, анімація, навчання студентів на одній платформі, Інтернет-ресурси: зв'язок студентів із їхніми викладачами, Інтернет диджиталізація, Адміністративні дії, Кросворди/Віртуальні кросворди, Віберіть ключові слова, Рольові ігри, Шаради, Двадцять запитань, Онлайн-навчання на основі завдань. Під час дослідження ми помітили, що в наукових колах немає консенсусу щодо ефективності та доцільності використання ігрової діяльності під час викладання або вивчення ділової англійської мови. Проте ми вважаємо доцільним та актуальним, тому її використання здатне підвищити мотивацію до вивчення ділової англійської мови. Ми визначили наступні переваги використання он-лайн ресурсів під час навчання Business English: підвищує інтерес та мотивує виконувати завдання; занурює в середовище ділової англійської мови; стимулює вміння працювати самостійно; сприяє розвитку критичного мислення, пам'яті, уваги; формує іншомовну компетенцію з аудіювання та соціокультурну компетентність; активізує бажання спілкуватися англійською при обговоренні переглянутого; дає можливість формувати реалістичні та сучасні ситуації для обговорення; дозволяє використовувати широкий спектр вправ і різноманітних форм роботи на етапах попереднього та постперегляду; студенти вищої освіти навчаються розуміти невербальне спілкування та збагачують свій активний і пасивний словниковий запас. Дослідженням було зроблено висновок, що всі онлайн-заходи, розроблені для вдосконалення іноземної мови з дисципліни «Ділова англійська мова», розроблені викладачами кафедри іноземних мов та методики викладання іноземних мов, можуть бути використаними у процесі оволодіння навчальними дисциплінами. Сподіваємося, що результати будуть розвивати подальші кроки в оптимізації навчання іноземних мов у змішаному та дистанційному навчанні.

Ключові слова: цифровий простір, педагогічні технології, освітня система, іншомовна освіта, цифрове освітнє середовище, інформація та цифрова компетентність, спілкування іноземними мовами, іншомовна комунікативна компетентність, інформаційно-комунікаційні технології, цифрові медіа.

I Introduction

Digital technology in modern life is quite fast reformatted into one of the most important management tools in various fields: agriculture, industry, medicine, construction, of course, education. In addition, it is important to note that the traditional chains of social values created over the years are being destroyed and intersectoral boundaries are being leveled. Active expansion of the functions of digital technology has changed the value of resources and services, influenced the development of the physical processes and the use of data led to the emergence of digital trends that turn into innovative services that are becoming a part of digital economy [2].

A number of tendencies are clearly traced: the demand for skills of self-acquisition of knowledge on an individual trajectory in various fields of science and culture, theory and practice; proximity of education to real life, where adult learners seek on their own ways and opportunities to achieve a specific learning outcome.

Accordingly, there is a transformation of the value system - self-worth is the availability of education, the development of competencies which in its turn provide the competitive advantages in the labor market, increasing the focus of experts on personal needs for professional development.

Lifelong education is changing in the direction of increasing responsibility for the result of training and its impact on the quality of professional activity. The formation of an innovative professional environment is in demand development of specialists, including the use of digital education [9].

During the implementation of modern domestic educational reform, one of the important areas of work was the formation of students' information and digital competencies and communication in foreign languages (foreign language communicative competence), which are included in the list of ten key competencies (Ministry of Education of Ukraine, 2016). It is important for foreign language teachers to have an idea of new educational computer technologies and multimedia, as well as digital tools that will help them achieve their learning goals. Given that many such tools have been developed, the teacher is faced with the question of how to select the most effective for their work in the classroom, whether to use only specially designed tools for language learning, whether they can use the opportunities of other broad profile digital resources [5].

Aim of the article – to study the most effective contemporary digital tools that can enforce and increase the process outcomes of teaching the discipline “Business English” for university students.

II Material and Methods of Research

In the framework of teaching Business English, it is important to take into account internationally recognized standards and documents that outline the guidelines for language learning today. Such guidelines are: Call-European guidelines for language education: study, teaching, assessment (Council of Europe, 2001). This document was published in 2001. (European Year of Languages) after piloting and a series of consultations held by the Council of Europe in Strasbourg, available in 40 languages, is one of the most famous and widely used policy instruments of the Council of Europe and the subject of recommendations by the Committee of Ministers and the Parliamentary Assembly. The European Commission has also adopted it, including their EUROPASS project and the European Language Competence Index project [4; 5; 6].

This document aims to overcome barriers to communication among professionals (including teachers) working in the field of modern languages, which are emerging in various educational systems in Europe. The framework provides tools for course developers, higher education teachers, and teachers to provide training that meets the real needs of the students for whom they are responsible.

Pan-European guidelines for language education: study, teaching, assessment, descriptors (Council of Europe, 2018). This publication is another step in the process of the Council of Europe working with language teachers and educators across Europe and beyond. The aim of the document is to clarify the basic descriptors of language competence and to link educational standards, methodological approaches and content for language learning in today's multilingual world. This document focuses on the use of student audio-visual activities (watching TV, videos), online communication and discussion, which today is directly related to digital and media [6; 21].

These include online conversation and discussion on the Internet as a multimodal phenomenon, with an emphasis on how interlocutors communicate on the Internet to address serious issues and social exchange in an open way. Basic concepts related to online communication: circumstances of simultaneous (real-time) and sequential interaction; participation in constant interaction with one or more interlocutors; composition of posts and participation of other persons; comments (eg evaluations) on publications, comments and involvement of others; reactions to the media; ability to include symbols, images and other codes to convey tone, stress, as well as the emotional / emotional component of communication, irony [5; 6].

Research methods are to identify and analyze foreign experience in the use of digital tools for learning foreign languages, finding effective ways, principles and ideas that can be adapted to the national reform.

Significant scientific potential has been accumulated in the field of ICT use in the educational process, which is reflected in the works of modern domestic scientists V.Yu. Bykov, O.Yu. Burov, V.P. Bepalko, A.M. Gurzhiy, M.I. Zhaldak, Yu. O.O. Zhuka, T.I. Koval, V.V. Lapinsky, A.F. Manako, N.V. Morse, E.I. Mashbytsya, O.O. Oliynyk, O.V. Semerikov, OM Spirin, Y.V. Trius. Theoretical bases of creation and introduction of digital educational environment are investigated in works of V.Y. Bykov, M.I. Zhaldak, Y.O. Zhuk, K.R. Kolos, V.V. Lapinsky, N.V. Morse, O.V. Ovcharuk, O.P. Pinchuk, I.V. Plish, N.V. Soroko, Y.V. Trius [9; 15 ; 17].

The practical use of digital educational environment in the teaching Business English is considered in the works of foreign scholars D. Kidd, D. McKinley, R. Patton, R. Santos, S. Sheen, M. Sheehan [22].

In the pedagogical literature, the concept of "digital educational environment" is interpreted differently, namely: "computer environment", "computer-oriented environment", "computer-oriented methodological system of learning", "computer-based learning" development environment ", " open educational environment ", " virtual educational environment ", " information-educational environment ". All of these concepts have some differences and are considered by researchers for a variety of educational purposes [22; 23; 25; 26].

V.Y. Bykov considers the educational environment of the educational institution as "artificially and purposefully built space in which the educational process unfolds and in which necessary and sufficient conditions are created for its participants to effectively achieve the goals of teaching and education" [1].

Yu.O. Zhuk narrows the concept and defines it as an environment in which the conditions of information interaction in the learning process of a particular subject (subjects) between teacher, student and teaching aids that function on the basis of ICT [3].

We agree with the approaches of these authors to the interpretation of the concept of educational environment and believe that computer tools and modern technologies allow participants in the educational

process to create technologically new forms of communication in foreign languages, use teaching aids, not limited to educational space. In our work we use the term "digital educational environment".

Under *the digital educational environment* in the context of learning foreign languages, we mean a set of tools, resources and services of information and communication networks that provide communication, interaction, learning and support for learning foreign languages, participation in virtual learning communities to form students' foreign language communicative competence. Foreign language communicative competence should be considered as an integrative quality of personality, a set of knowledge, skills and abilities to use and communicate in a foreign language.

III Results

Researchers at the University of Cambridge in the United Kingdom, including *D. Kidd*, an expert in language and pedagogy, should be singled out as developers of approaches and principles for teaching foreign languages. The researcher developed and proposed to use a number of principles for the evaluation and selection of digital tools and instruments of the learning environment to study foreign languages according to the relevant learning objectives:

- principle of using different types of teaching material. For example, the depicted tools help to contextualize the language, presenting it with multimedia means (visualization, audio, video), making it more understandable for students;
- the principle of positive involvement. For example, online games help external motivation to use scorecards, ratings, and encourage students to return to them to continue learning;
- the principle of individual learning. Does the tool allow you to take into account the individual needs of the student? For example, online workbooks can provide step-by-step learning content for students that reflects their individual needs;
- feedback principle. Does the tool provide detailed feedback to students? For example, when performing tasks in digital format, the tool allows you to get instant feedback, so students can immediately see when they made a mistake, have a chance to try the task again and correct the mistake.
- the principle of autonomous learning. Does the tool give students the opportunity to take responsibility for their own learning? For example, online platforms can provide a separate place for students to keep track of work and monitor their own progress over time, ie to create their own portfolio of success;
- the principle of meaningful communication. Does the tool allow students to use the language or context suggested by the teacher in a meaningful way? For example, collaboration tools give students the opportunity to communicate with peers and other students regardless of time and location;
- the principle of active learning. Does the tool encourage students to learn creatively and diversely? For example, tools such as audio and video devices allow students to express their creativity through a variety of technical modes and tools [15].

In the frame of our research we have come to a conclusion that *digitization* is the integration of digital technologies into everyday life by the digitization of everything that can be digitized. Overall, digitization is the trending term, describing the 21st century in the most precise manner as possible. We are in the era where unprecedented ideas are unfolding in our education industry and creating the advancement that can't be matched by lagging behind in terms of technology. The new phase of learning has begun and involves various advanced techniques to be implemented in the Business learning environment like:

Online courses. Students, who want to learn a new language or maybe to get trained in some specific course, but have no time to cover the distance can join online courses that are developed by experts who have unmatched proficiency in their specific field and can give you the experience of real-time learning by designing their own online course.

Online exams. Digitization gave way to the online exam, making the examination process convenient for both teachers and students.

Digital textbooks. Also prevalent with other names like e-textbooks and e-texts, digital textbooks provide an interactive interface in which the students have access to multimedia content such as videos, interactive presentations, and hyperlinks [11; 12; 23].

Animation. This is a captivating approach in which students learn in a better manner. By offering a visual representation of the topic, students grasp the concept in a more understandable manner. Even the toughest topics can be presented in a simplified way with the help of animation.

Accumulation of Students on the Same Platform. With students coming in from various regions, schools and colleges are finding ways to develop an integrated solution to meet the educational needs of all students. By converting the whole of the educational system to digitization, the use of various techniques like online courses, online exams, digital textbooks, quizzes, and e-notes are improving the quality of education for the students [13; 21; 22].

Online Resources: Connecting Students with their Educators. With a high increase in the student population in recent times, pedagogy is being compromised. Because of that, online resources are being developed in a way that makes them always available to teachers to educate the masses. Which, in turn, improves the quality of education and increases the number of literate students.

Internet: Making Digitization Possible. After the United States and China, India has been rated as the third largest internet consumer. The core existence of online education platforms is being possible with the internet. Most universities in Ukraine make use of the internet and they basically use it for conducting online exams and quizzes [24; 25; 26].

Administrative Activities: an Integral Part of the Education Industry. With digital systems being prevalent in education we are experiencing different levels of ease in online education, but the administrative part is not off the table. Keeping the records of students and maintaining their attendance and roll number is a big headache, that too when the students are outnumbering the administrative heads. So universities are adopting more hassle-free computerized methods and avoiding the old manual methods of maintaining the records.

Teaching Business English online. There are many companies where it's possible to study English online. For example, Voxy is an ESL platform with adult students from all over the globe. If students want, they can teach English for specific exams (like the TOEFL), Business English, and many other specialized courses. Learn Light is another great company that offers specialized programs to students. Their clients come from all over the world, and the company favors teachers who have a background in business. There's a specific TEFL/TESOL niche for online education specializing in Business English [10].

Using on-line games while teaching Business English to university students.

Since our ability to learn is connected to our state of mind, we learn best when we're in a positive mental state. Games can open a student's mind to positive learning moments, also known as "best learning moments." This positive mental state can be reached when students experience curiosity, interest, engagement, or happiness paired with optimism, confidence, and calmness. Feelings of enjoyment help students retain their newly-acquired knowledge in the long term.

When teaching English online to adults, technology-enhanced learning (TEL) is a great and easy way to create these best learning moments. Using smartphones for vocabulary games, virtual crosswords, or any other modern apps or games for teaching adults English online that will grasp your student's focus and interest are all valid methods. And, using technology in the classroom is easy and requires little preparation [27; 28].

When designing Business English activities, always make sure that the games you choose are appropriate and relevant for your students' age, language level, and specific needs (if they are studying English for a certain profession, for example).

Here are ten great activities for teaching Business English in the physical classroom or online. All of them require little to no materials, little preparation time, and no expenses.

1. *Crosswords/Virtual Crosswords.* Crosswords are excellent for when you're teaching vocabulary around a certain topic, profession, or business situation. You can also use them when you're pre-teaching vocabulary for a later task or assignment.

You can design your own crossword puzzles using definitions from the dictionary, or you can use software that helps you create them. If you're teaching a group of high-level students, you can also let them design crossword puzzles for each other.

2. *Seize the Keywords.* In this exercise, your students are given a 10-line story and they have to memorize the order in which all of the verbs appear. Then, you collect the stories and give them a worksheet where all of the verbs are listed at random. Your students then have to place them in the correct order, as they

found them in the text. If your students are attentive enough and understand the story, it's easy for them to remember the logical order of the verbs (as verbs imply action) [28; 29].

This is an excellent game to use to teach verbs, verb groups, and tenses since you, as the author of the story, can use all of the words and tenses you wish to teach during that lesson. If you ask your students to retell the story at the end of the lesson, they can also gain valuable public speaking and memorization skills for business presentations and speeches.

3. *Roleplaying*. When it comes to ESL speaking activities for adults, roleplaying games are very important to practice fluency, correct use of vocabulary and grammar, appropriate use of specific professional terms, and listening skills all at the same time. Roleplaying is also a great opportunity to teach Business English for specific purposes since you and your students can create a situation that resembles their actual work life.

Roleplaying can also prepare students for upcoming job interviews. It allows your students ample speaking time, while you as the teacher can observe, take notes, and pay attention to important errors that need reviewing and correcting at the end of the activity [25; 27].

4. *Charades*. If you're teaching an intensive Business English course to a group of students in order to prepare them for taking a job overseas, you'll likely get to know each other quite well in a short time. You'll spend a lot of lessons together since preparatory courses are often very comprehensive. Your students will open up to you and trust you in a way that's not always possible during other ESL classes, where your students are often changing or where you're teaching one-on-one classes. The group dynamic is a powerful motivator to learn a language together [10; 13].

In group situations, a game of charades can be very relaxing and freeing for your students; they can let go of pressure and have some fun together while still progressing in their English abilities. However, since charades can get quite silly and requires a certain confidence in front of a group, this game is not very suitable for a small group of, let's say, CEOs and managers who need to show authority towards others.

5. *Twenty Questions*. Playing Twenty Questions with business-related topics can be a great way to practice speaking skills, especially when you're teaching interrogative forms. One student draws a card with a word on it. This can be a person, a thing, an event, or a situation. Teacher can choose the rules with their students ahead of the lesson, and can prepare accordingly. Then, the other students have 20 chances to ask questions and find out what word is written on the card [12; 27].

6. *Task-Based Online Learning*. It is a teaching approach that is particularly useful for students learning English for business purposes.

Focusing on real-world scenarios, rather than hand-holding through mechanical grammar tasks, empowers adult learners by boosting their confidence and showing them that it's better to try and make a mistake than sit back and be silent. Making an impression and demonstrating confidence matters in the business realm, and focusing on tasks rather than form has proven to be a great way to facilitate those things in ESL learners [17; 27].

This article reviews key concepts for using Task Based Online Learning in the Business English class, and shows seven ways that TBL can help Business English teachers create meaningful lessons.

Key Concepts for Using Task-Based Online Learning In the Business English Classroom

- Prime the students for what they need to do.

Model what you are looking for without giving away too much. It should be a challenge with easily understood instructions.

- Focus on the successful outcome of the task, rather than correcting form.

Corrections come afterward and do have a valuable place in language development. However, Task-based Learning calls upon students to use their mental faculties and to be able to adjust to the situation that they're in. Students should be working to achieve a result, rather than focusing on each individual detail of speech.

- Recycle and consolidate language.

Tasks serve as the practice field for the big game. Encourage them to call upon elements that they're learned in the past, rather than focusing on a single grammar pattern- that's not how natural, organic conversation takes place

- Encourage group tasks.
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Most companies require employees to work in groups, at least some time or other. Practicing deciphering ideas, responding to others, and comparing options are all things that will make your student successful.

– When designing tasks, try to make them multifaceted.

Instead of solving focusing on an information gap task, include elements of comparison, listing, and problem-solving. Any interaction that occurs naturally in the world will undoubtedly possess the traits and qualities of many different areas [25; 27].

In our research we present examples of problem-solving situations for task-based learning technique, such as:

1. Is merging better for a business than being acquired?
2. The quality of effective leadership is the wholly innate one.
3. Businesses need to exploit the labor market to improve profits.
4. The credibility and reliability of test markets are hindered or negatively impacted by biased and prejudiced responses.
5. The turnover rates within a workforce are an effective measure of a company's loyalty ratings.
6. It is only possible to make lower salary scales work where a business's management is cooperative and employment conditions are conducive for workers.
7. Higher salaries are better than other incentives for motivating workers.
8. One of the main factors that distinguish leaders from followers is innovation.
9. Adequate investment in online marketing and in social media advertising is the best ways to attract a larger audience.
10. It is possible to develop and acquire leadership skills through self-awareness, personal improvement, and learning [28].

IV Discussion

Jenny Arledge mentioned that technology can become the 'wings' that will allow the educational world to fly farther and faster than ever before; if we will allow it. We are running into the 21st century where technology knows no bounds. This is the phase of radical development where technology is taking over every niche and corner. Smartphones, laptops, and tablets are no more unknown words. During this phase the education system is evolving for the sake of betterment, as this generation's students are not born to be confined by the limits of simple learning; their curiosity is vast and cannot be catered with educational systems that were designed earlier. If we kept on teaching our children the way we taught them yesterday, we would deprive them of their tomorrow. The old educational system lacks the capability to stand a chance in the 21st century. So we are compelled to use digitization in our educational system [14; 18].

On the other hand, digital and real-world learning are complementary. This is where balance is essential. Digital education is not about replacing everything in the shift online, but using digital environments to enhance and complement learning. We firmly believe in the importance of real-life social interactions, and this in-person element should not be lost in the rush online. In the future, we may see the emergence of better tools that enable informal interactions and promote spontaneous information sharing and collaborative idea generation, but so far, we are yet to see anything that can beat real-world exchanges over coffee, dinner or sport.

Universities in Ukraine are set up to facilitate social learning and our students profit hugely from one another in these informal settings, in addition to their formal studies. They also learn the benefits of innovation by seeing constant change in campuses, where we test numerous new technologies and pilot new ideas – many of which become standard, from keycard payments in the café, to classroom layout and timetabling optimizations based on keycard-linked student mobility data. This is an indirect, even an unintended benefit of life at university, but it is one we wish to keep – whereby students see innovation as normal, as their world constantly evolves and improves. This is true to our core values and our commitment to pioneering leadership. Digital transformation is an essential path for education providers today, to complement, not replace, tried and tested learning environments [26; 27].

A detailed analysis of domestic and foreign literature showed that a galaxy of scholars considered the problem of foreign language education from different angles, namely, described aspects of foreign language education, such as [17; 19; 23:

- intercultural communication;
- foreign language communication;
- cross-cultural management;
- questions of the theory of tourist education;
- pedagogical factors of increasing the cultural value of tourism;
- theoretical foundations of professional training;
- issues of development of a multilevel system of continuing professional education;
- the problem of introduction and improvement of professional education standards;
- issues of improving the quality of training;
- different approaches to the definition of "vocational training";
- theoretical aspects of formation and development of foreign language education;
- qualification and didactic structure of professional education in the field of international relations;
- filling of foreign language education and choice of methods;
- technologies, models and methods of teaching in the field of international relations;
- issues of learning foreign languages by students of international specialties;
- practical training of students of non-language universities;
- the problem of development and transformation of education, the issue of restructuring the training system;
- issues of organization of professional training of specialists in the field of international relations in higher educational institutions of Ukraine;
- issues of providing the sphere of international relations of Ukraine with qualified personnel].

V Conclusions

It should be emphasized that the combination of different forms of digital use during the lesson and in extracurricular activities of students will promote the development of analytical and critical thinking, creativity, research skills, ability to plan their actions, create their own professional portfolio, encourage -drive and present written works creatively, attractively and professionally, communicate safely.

Based on the results of the study, recommendations for the use of digital tools by foreign language teachers in the learning process should be singled out: foreign language teachers should first assess the pedagogical feasibility of using digital tools based on the above principles: variety of types of presentation of educational material, positive involvement, individual approach, feedback, autonomy and content of learning, the opportunity to be creative.

Given international standards and the requirements of domestic education, foreign language teachers should integrate digital tools and instruments. This will encourage students to effectively and critically use digital tools that help students individually and jointly perform various activities: to quickly find the necessary information, analyze, make their choices; process information data, edit and create new digital content, behave safely in the digital space, share your experience with others.

Recognizing the need to diversify the process of teaching foreign languages, the teacher should use such forms and methods of teaching that allow full use of digital tools, namely: webinars, online projects on topics, online debates.

Digital tools provide foreign language teachers with additional opportunities to teach the subject, in addition to those offered by paper textbooks. It is important for the teacher to understand what they are and how they can be used when working with students. The pedagogical value of digital media should be assessed to find out how they meet the principles of foreign language learning and the learning objectives set by the teacher. It should be emphasized that such principles of learning foreign languages by digital means modernize the learning process, encourage teachers to use the latest tools, evaluate their effectiveness and

decide on the appropriateness of their use in practice. It is important for foreign teachers that students demonstrate progress in the following basic skills: reading, writing, listening and speaking.

Therefore, all learning activities should be organized to help students learn these skills and learn to work with dictionaries, improve their pronunciation and grammar, communicate at a sufficient level in a foreign language. At the same time, students demonstrate their communication skills in virtual communities, networks, communicating with peers outside of school time. That is why the appropriate use of digital language teaching aids by foreign language teachers will contribute to the formation of communication skills.

The conducted research does not exhaust the solution of the whole spectrum of problems related to the use of digital means and resources of the educational environment by foreign language teachers. It is important to continue scientific research in the following areas: creation of information and educational environments for learning foreign languages, integration of topics related to the study of languages, ICT and other educational fields; development of methods for training and retraining of foreign language teachers for the formation of multicultural competence in students in the development of digital educational environment, development and use of distance learning methods of foreign languages by digital tools.

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