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Modern Digital Instruments Applied in Teaching English for University Students

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Abstract. The actuality of our research can be proven with the growing role of electronic means of communication and tools for training future specialists in higher institutions education. Also, the need to be able to work in a team and possess skills of social interaction force us to reconsider domestic educational models and implement electronic improvements and collaborative learning not as a means, but as a goal in the process of training specialists in higher education of Ukraine. Shifting the practice of teaching students to more visualized culture, a forced transition to a remote training should inevitably lead to the filling of the existing teaching methods with more visual aids such as video conferencing, presentations, video streaming, usage of online simulators. According to the "Concept for the Development of Distance Education in Ukraine", which was introduced by the resolution of the Ministry of Education and Culture of Ukraine back in 2000, distance education is considered as a form of learning that is implemented mainly through distance learning technologies which in turn are divided into pedagogical and informational. Consequently, the purpose of the article is to study the essence of digital tools types applied in teaching English at universities, which are aimed at formation of individual readiness for effective cross-cultural interaction. In particular, the main tasks of the ongoing study are to highlight top priority modern methods and online platforms that can be useful in shaping foreign languages communicative competence of modern students in current tough conditions. The general survey outcomes have witnessed that among the advantages of using digital tools compared to daytime study there are such practical conveniences as: flexibility in time, because some types of work can be performed outside of classes; reduction of transport and time costs; the possibility of organizing practical classes, consultations, assessments and exams, testing both individually and in groups. Speaking about the disadvantages of remote learning of foreign languages, not all students of a non-language educational institution have the potential, necessary for learning foreign languages, or sufficient computer skills literacy with this type of education, and require additional, individual work.

Key words: digital education; English language; Information Communicative Technologies; online platforms; digital instruments; MyEnglishLab; innovative methods; skills tasks.

Сучасні цифрові інструменти у навчанні англійської мови студентів закладів вищої освіти

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Анотація. Актуальність даного дослідження обумовлюється зростанням ролі електронних засобів комунікацій і інструментів для підготовки майбутніх фахівців у вищих закладах освіти. Необхідність уміти працювати в команді й володіти навичками соціальної взаємодії змушують нас, освітян, переглянути вітчизняні освітні моделі й впровадити електронні вдосконалення й навчання в співробітництві не в якості засобів, а як мету в процесі підготовки фахівців у ЗВО України. Зміщення практики навчання студентів до більш візуалізованої культури, вимушений перехід до дистанційного навчання повинні неминуче призвести до наповнення існуючої методики викладання більшою кількістю візуальних засобів, таких як відеоконференції, презентації, потокове відеовіщання, використання он-лайн тренажерів. Згідно з «Концепцією розвитку дистанційної освіти в Україні», що запроваджена постановою МОН України ще у 2000 р., дистанційна освіта розглядається як форма навчання, яка реалізується переважно через технології дистанційного навчання, які в свою чергу поділяються на педагогічні та інформаційні. Тому, метою статті є дослідження сутності типів цифрових засобів навчання англійської мови в університетах, спрямованих на формування індивідуальної готовності майбутнього фахівця

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до ефективної міжкультурної взаємодії. Серед переваг використання цифрових засобів у порівнянні з денним навчанням варто назвати такі практичні зручності, як: гнучкість у часі, так як деякі види робіт можна виконувати у позаурочний час; зменшення транспортних та тимчасових затрат; можливість організації практичних занять, консультацій, заліків та іспитів, тестування як індивідуально, так і в групах. Говорячи про недоліки дистанційного навчання іноземних мов, не всі студенти немовного закладу освіти мають потенціал, необхідний для вивчення іноземних мов, або достатню комп'ютерну грамотність при такому виді освіти, і вимагають додаткової, індивідуальної роботи.

Ключові слова: цифрова освіта; Англійська мова; інформаційно-комунікаційні технології; онлайн-платформи; цифрові засоби; MyEnglishLab; інноваційні методи; практичні завдання.

I Introduction

The requirements for the level of foreign language are increasing every year training of specialists – graduates of non-linguistic universities. In addition, there is a problem of lack of time for training, features of programs, undergraduate and graduate work programs and at the same time, a major

amount of knowledge and skills that students need to master and learn, who study a foreign language. In the era of information technology, distance learning, which is certain, is becoming more popular extent allows to solve the existing problem [8; 18].

Remote form training is characterized by flexibility relative to the place and time of the organization of educational activity, allows to make learning more open and available. In addition, the Internet is a large storage medium data, which increases the speed of information transmission and reception, and thus affecting the quality of education. That is why, according to modern standards of education, modern university English language tutors integrate remote technologies into learning in order to improve it efficiency [18; 19].

Distance education has become an integral part of modern educational realities. The latest technologies allow to receive knowledge at a distance regardless of the location of the educational process participants. However, it has both advantages and disadvantages, one of which is the weakening of students' motivation. The problem of motivation in the didactic dimension became the subject of such scientific research scientists such as L. I. Bozhovich, R. Gardner, L. K. Latyshev, O. M. Leontiev, A. K. Markova, S. L. Rubinstein, V. O. Sukhomlynskyi, P. Yakobson [1; 2; 3].

Foreign languages are studied in higher educational institutions of Ukraine due to the fact that the priority task in the modern labor market is to form a competitive specialist. Therefore, most universities offer to students of various specialties to study several foreign languages. The fundamental contributing factors increasing students' motivation to study the English language, on our opinion is:

- professional interest and career prospects it opens up knowledge of this European language;
- implementation of the acquired speech competences on practice: international conferences, exchange programs, internships and other projects with foreign partners;
- transparent and clear system of evaluation of acquired knowledge;
- interesting modern linguistic didactic materials;
- variety of topics, involvement of a wide linguistic and cultural and historical context;
- the teacher's use of the latest methods and tools learning the English language;
- involvement of the teacher in various types of work in the lesson: dialogues, games, discussions, presentations;
- use of modern interactive tools, audio files and video materials, podcast libraries that dynamize the language learning process;
- establishing a friendly atmosphere in communication between teacher and students in classes;
- high scientific and methodical level of the teacher, which ensures high quality of the educational process;
- considering the individual characteristics of students, professional direction and level of language training of the group, which studies the English language [15; 21; 22].

We already know why it is so important to choose modern methods if we are interested in learning English effectively. Logic suggests that the newer, the more effective. Practice shows otherwise. In the 20th century, English language teachers, having recognized the inefficiency of the grammar-translation method, began to

invent fundamentally new ways of learning English. The 70s of the last century were marked by a large number of experimental methods [21].

One of them is *the total-physical response method*. According to the rules of this method, the student in the first stages (which is several months) does not say anything at all. Initially, the student receives a certain amount of knowledge, which is stored in his passive vocabulary. At first, while reading and listening to English, the student does not speak. The second stage is physical response, the student answers questions or tasks in English. Only after that you can start talking. The idea of this method is that when starting to speak, the student already feels comfortable and confident in the language environment. However, as practice has shown, it is very difficult for a person to determine by ear a word that he has never uttered himself, that is why it is so important to develop different language competencies at the same time: reading, listening, speaking [8; 18].

Another method that seemed progressive at the time, but did not live up to expectations in practice – *the audio-lingual method*. The essence of this method is that the student at the first stages repeats the audio heard in English many times. After that, it is assumed that the student can use what he heard and memorized in his speech at the following stages. In fact, a person can easily use in his speech only those language structures (sentences) that he can compose himself. Otherwise, it is still very difficult to remember even a sentence that has been repeated many times. That is why the audio-linguistic method can be used only partially, and as an independent approach, despite its novelty, it cannot ensure effective learning of the English language [6; 8; 18].

To determine what we need to learn English effectively, we must first understand what we put in this phrase. Any action is considered effective if its goal is achieved within an acceptable period of time. If the terms for each of those who read this article may be different, the goal in a global sense for all those who study English is the same: to master the language at a level that allows for communication.

In order to master the skill of communication in English as quickly as possible, you need to study it not as a list of rules or a set of words, but as a system of communicative acts. Saying hello to a teacher, asking to open a window on a bus, expressing one's indignation at work, declaring one's love by the sea – these are all communicative acts that we can perform if we have enough tools. This means that you should stop studying the rules and start collecting communication tools in your arsenal [15].

The *approach* that ensures the most effective learning of the English language is called *communicative*. Following this approach, experts in the field of linguistics and pedagogy claim that language is not a set of words and grammatical formulas, but rather a way of thinking and representing the world. Effective English learning is possible only if the student not only tries to communicate in English, but also looks at the world in English. It seems like a difficult task, but you will not feel this difficulty, the consciousness itself will be restructured to think from the other side, if your teacher uses the right technique [23; 25].

The purpose of the article is to study the essence of digital tools types applied in teaching English at universities, which are aimed at formation of individual readiness for effective cross-cultural interaction.

In particular, *the main tasks of the ongoing study* are to highlight top priority modern methods and online platforms that can be useful in shaping foreign languages communicative competence of modern students in current tough conditions [15; 18; 22].

II Materials and Methods

To initial factual material description, it is worth mentioning the set of theoretical methods applied in current research. We actively used the *“concretization method”*, that meant the mental research process involved giving the subject concrete expression. During concretization, pedagogical concepts are enriched with new features, since this method is aimed at highlighting the development of the subject as a whole system. To be more precise, the description of digital tools was followed with set of practical online tasks for students to be performed.

The *“generalization method”* was used as well. By its essence, it is a logical operation, as a result of which there is a transition from a singular to a general, from a less general to a more general judgment, knowledge, assessment, in particular, we studied various modern approaches and digital tool, after which presented the most effective ones.

The *“abstraction method”* was applied as well, which is resorted to if necessary to single out those that are the subject of research from the set of signs and properties of the phenomenon. That is, abstraction is a process of mental distraction of the researcher from any signs, qualities of the pedagogical phenomenon, from

the phenomenon itself in order to study it more deeply. Abstraction method helped us to single out the main advantages and disadvantages of distance education and digital instruments.

A large number of different types of work are used during the lesson: individual, pair, group, collective, quick questions, conversation-discussion. In order to achieve maximum efficiency in learning English, different types of work should be changed frequently to adapt the student to different types of communication in English in life. The principle of "Fluency rather than accuracy" is to speak fluently, not without mistakes. The teacher must understand and explain to the students that it is necessary to speak first, and then to speak correctly. A free atmosphere in which it is not scary to speak is the only opportunity to learn English effectively [9].

The role of a teacher is far from a university lecturer or even a school English teacher. A teacher who works in the correct method of effective English language learning is a coordinator who helps to speak, and not only speaks English well himself.

The lessons use the method of *task-based language learning* (TBLL) – language learning based on tasks. This rule will especially appeal to those who stubbornly say that they love mathematics, and therefore it is difficult for them to learn English. Contrary to popular belief, having a mathematical mindset does not in any way hinder effective English learning, quite the opposite if your teacher knows TBLL well. With this approach, an English lesson is similar to a math lesson: we have a task (a certain communicative task) and language tools that we possess. All you need is to use the tools in the right order, putting them into equations [4; 10].

There is common myth about the communicative method of effective English language learning. This myth goes something like this: since the main goal is to teach a person to communicate in English, the emphasis is on vocabulary and grammar is not given due attention. We hasten to reassure that this is not the case at all. Why are we used to thinking that vocabulary and grammar are separate things? In most lessons, the main problem is that vocabulary and grammar are separated forever and miss each other very much. In fact, language tools within one task can be lexical, grammatical, and lexical-grammatical. It may seem that the teacher does not pay due attention to grammar if he refuses the classical presentation of the rules by the type: "We use the Present Simple in such cases. Remember it and tell it at the next lesson." Grammar should be studied within the communicative methodology [2; 6].

Next, we offer examples of methods and techniques that can be used by a teacher to improve the effectiveness of English language learning.

Context method. With this method, new words are learned in context. This means that students must understand what a certain word means based on a general understanding of the entire text. This method is more effective than translations, because it maximally activates mental activity and builds connections between a word in English and a concept in a person's mind. Such connections are much stronger than simply memorizing the translation of a word in one's native language [7; 9].

The *integrative method* involves the effective study of English, integrated with knowledge from other areas. Examining language within one narrow topic cannot be productive. While studying English, students should receive additional information on various topics: culture, sociology, history, cooking, astronomy, pets, travel. The complete list will not fit in one article. The main thing that needs to be understood: English is not a sign system separate from everything, it is a way of conveying a picture of the world, which means that effective learning of the English language cannot be carried out without effective knowledge of the world as a whole. This method not only provides many topics for reflection and conversation in classes, but also turns memorizing new vocabulary or a new grammatical tense into an exciting process, and not boring cramming [17; 18].

Role playing game. This method assumes that a student is assigned a role (for example, a salesperson in a store) and interacts with another student who has been assigned a role (for example, a customer). Of course, in this case, students receive auxiliary materials: a list of words and phrases, grammatical structures that they can use. But the effectiveness of this method of learning English lies in the fact that students do not just repeat words and phrases, but in a real communicative situation choose the necessary language tools and use them correctly on their own. With this method, the teacher observes, prompts, but does not deprive students of the opportunity to try to compose and say the necessary sentence themselves [3; 8].

The *Anitemdescription method* is another game form of improving the effectiveness of English language learning, which is known as Alias outside English language classes. In this game, you must describe the word or phrase indicated on the card without using the root of the word. This method is useful for at least three reasons. The first: a person learns to explain words, not to translate them, and if he cannot remember the word

at the right moment in real life, then he can explain it - and communication will still happen. The second reason: words are learned directly in the process of communicating in English. The third reason: other students are also actively involved in what is happening, because this game is two-sided. In addition, the synonymous series is activated and the interaction in the group has a positive effect on the atmosphere in the lesson [3; 18].

Chainstory is a game that not only promotes effective learning of the English language, but also shows imagination and individuality of students. The essence of the game consists in the collective compilation of a story: each student in turn composes a sentence, a continuation of the previous one. This exercise works simultaneously to activate vocabulary and to train grammatical structures [6; 8].

Method of Interval Repetitions. This technique is used to better remember new words and concepts. You must repeat the studied material at certain intervals. For example, if you are learning new words, you should repeat them several times during one lesson, then repeat them the next day. Then again after a few days and finally fix the material after a week. If you are learning words on your own, you will need to keep track of the right amount of time. But if you use a professional school, the program is probably already designed to learn words using the interval repetition method [2; 19].

Pimsler's Method. Widely advertised and quite famous among teachers who seek to improve the effectiveness of English language learning. As stated in the description on the author's website: "The classes are divided into 3 courses of 30 lessons lasting half an hour. All lessons are conducted by two announcers - Ukrainian and English. The student's task is to listen carefully and do everything the announcers say. Since the learning combines listening and speaking, it will be easy for you to learn to communicate with foreigners. This method contributes to quick memorization of information. During educational intervals of 20-30 minutes, the technique allows you to remember up to 100 words. Thus, by the end of your studies, you should know 2,000 to 3,000 words. Of course, paying enough attention to pronunciation is an advantage of this method. However, knowledge of three thousand words alone is not enough, they need to be activated in specific communicative situations. From the experience of the author of this method, students can take the active listening of English-speaking announcers [18; 19].

Oleksandr Dragunkin's Method. The author of this technique became famous for promoting the idea of using Russified transcription for memorizing English words. The author is not concerned about incorrect pronunciation, because there are so many accents and pronunciation options that it is not necessary to sound correctly. This is the case when blindly following the goal of "just talking" is not enough. No matter how progressive and unique the method is, students need to learn the real language, not its adaptation [9; 19].

Dmytro Petrov's Method. The main task in this method of increasing the efficiency of learning English is to bring to automatism a set of basic formulas and algorithms of the English language, which allow you to form an almost unlimited number of phrases and sentences from a limited number of words, which make up a sufficient basis for understanding and communication [20; 27].

Such a course consists of 16 hour-long video lessons, which consist of well-thought-out and proven materials. The disadvantage of this method is the limited subject matter, the uniformity of the lessons, as well as the inability to adapt to the individuality of the student [9; 18; 21].

We can say with confidence that no method of learning a foreign language can be effective when used alone. Only the right combination according to the students' level of English knowledge and their specific goals can give really good results. For example, in one lesson, integrating knowledge of geography and English, students play *Alias* with words on the topic of travel, then the teacher offers a role-playing game "Conversation on an airplane", and a new grammatical topic is considered using the contextual method, when analyzing an authentic text from the site about air travel.

III Results

Nowadays different online platforms are widely applied during distance learning process. Some of them are being discussed in this research.

MyEnglishLab online platform allows for more rational use classroom time and devote it to explaining grammatical material and, which is the most difficult, direct speech practice. What is important is what the MyEnglishLab online platform provides instant feedback during grammar exercises, since students immediately see their mistakes after passing the task that allows you to independently analyze errors, in this way not only control of the teacher's performance of the task is ensured, but also self-control and self-examination. The

teacher has the opportunity to provide individual consultation if necessary [2; 4].

MyEnglishLab online platform provides an opportunity to the student independently choose the time and speed at which to perform exercises, lack of external control on the part of other study participants process [3].

Therefore, the use of distance forms of education allows to solve the problem of lack of study time and study efficiency grammar of a foreign language. The MyEnglishLab online platform contains various tools that allow you to organize training in flexible format, convenient and effective both for the teacher and for student [4; 5].

Easy Steps is an alternative educational platform for learning English, approved by the Ministry of Education and Culture of Ukraine. The platform works according to the newest concept of "Flip Lesson", when all theoretical materials are studied at home, and in class students only practice, do projects and have fun with their peers [3; 7; 26].

It provides a complete toolkit for conducting a lesson: starting with an interactive online exercise textbook containing more than 5,000 interactive tasks and media materials, a personal office of the student and teacher, which helps to build a schedule of classes and monitor the progress of the student, a system of tests — from determining the student's level to check the mastery of the learning materials taught by him, a paper textbook that is fully integrated with the online simulator [6; 8; 13].

In addition, the platform provides all methodical materials, including lesson plans and support from expert methodologists to help understand the lesson system and improve teaching skills [9; 28].

Another powerful and effective tool in studying foreign language is a video portal *Youtube*. They upload here every day thousands of educational videos covering all fields. In particular, there are special channels dedicated to learning English with photos, videos and audio materials for all levels of preparation, devoted to grammar, vocabulary, reading, speaking. The video method is this highly effective possibility of providing information, as it is the main one the advantage of this method is the visibility of information, which is more accessible for perception, and therefore easier and faster is assimilated. A significant advantage of this resource is: free of charge materials; their authenticity; videos serve to increase students' motivation; possibility choose videos according to students' specialization; video materials contribute increasing the active and passive vocabulary of students; the effectiveness of understanding the content of the material increases, because 60% of information is absorbed with auditory-visual perception; revision video lessons will contribute to the development of correct intonation and elimination accent. [5; 9].

Among the most common channels are the following:

- *Learn English with MrDuncan*;
- *Learn English with English Class101.com*;
- *Real English*;
- *50*;
- *BBC Learn English*;
- *TED*.

Studies show that in a short period of time at the use of video materials can improve the quality of knowledge, as well interest in learning a foreign language.

Reading and Use of Language.

Read the Exam focus. Work in pairs. Read the sentences and answer the questions. How does the context help you?

- My sister and I used to squabble a lot over our toys when we were little, but nothing ever got serious. Is squabbling likely to split a friendship or not?
- I remember clambering up to sit on the top of the garden wall, using some boxes and the litter bin. Would you clamber or climb up the stairs?
- Sometimes inexperienced violin players make a horrific screeching sound which makes me want to cover my ears. Is screeching a high or low sound? (Put me on a stage, in Shakespearean costume with a big audience and I couldn't be happier. I'm in my element. If you were 'in your element' what would you be doing?

Read the first sentences of the text. Where do think the text might be from? Choose A, B or C. Why? Then read the complete text and see if you change your mind.

The pencil feels good in my hand again; an old friend. The recent weeks in hospital disappear as I move it across the blank page (A an article; B a blog; C a story).

Read the text again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text. (In the first paragraph the writer is:

- A unaware of her children's disagreement.
- B frustrated by a medical problem.
- C engaged in a familiar activity.
- D angry that she cannot concentrate).

Some questions ask about unfamiliar words and phrases in the text. To answer these, you need to use the context to guess the meaning.

Look at the sentences and answer the questions.

- I was alarmed to see hordes of angry-looking rugby fans all heading for the same train as me.

Does the word hordes indicate a *large number* or a *small number*? How do you know? [12; 13]

Look at the extracts and choose the correct answers (A–D). How do you know?

Read the extracts carefully and decide if the sentences (A–D) are true or false, according to the text. How do you know?

Read the first paragraph of an article about Jack Thomson's experience of studying an active volcano. Answer the questions (1–5).

Look at the bold reference words in the extracts (1–3). Then look at the highlighted words. Answer the questions (A–C).

Look again at Ex 1 question 2 and the highlighted parts of the audioscript (1–3). All the topics in the options are mentioned, but look at the feelings mentioned in the question.

–Which highlighted section indicates that Paula understands a situation, instead of disliking or regretting it?

- What is Paula's attitude towards consumers? [14; 24]

Speaking and Writing.

In pairs, role play the situation below. Then change roles and do the task again.

Student A. You feel a classmate is ignoring you. You thought he/she was your friend and you are rather upset. Discuss the problem with Student B. Your goal is to find the best possible solution to the problem.

Student B. You are a friend of Student A, who shares a problem with you. Discuss the problem and suggest some solutions. Do your best to help. Use the phrases below to help you. You start first.

- Is anything the matter? You look a bit down.
- You've got to be kidding me! Can you think of something you have done that might have upset him/her?
- Try and get it in perspective. Maybe he/she has problems and it isn't you at all.
- Why don't you have a serious chat with him/her?

Work in pairs. Tell each other about a memorable sight you've seen and one you'd like to see. Then, work with a different partner and report what your first partner said.

Look again at Ex 1 question 3. It is testing Paula's opinion, and you need to understand the gist of what she is saying. Does she talk about pleasing people, changing perceptions or writing books? Then go to the next screen.

Work in small groups. Do you think that the situation described by Vanessa and Arjun is similar in your culture? Why? / Why not? How do you think society could change such a situation for the better? Share your best two ideas with the class.

Write a short email to a company that makes children's games or clothes stating your concerns. Think about the design and color of the products and their packaging.

Work in pairs. Describe your idea of the perfect place to live. Where would it be and what could you see and do there?

Plan your review. Make notes under the topics from Ex 3. Decide how to order the information and choose descriptive words and phrases to use.

- Background information.
- Opinion of the site/venue and facilities.
- Opinion of the music and performances.
- A summary and a recommendation.

Using a variety of value adjectives makes a review more interesting to read, and it is easier for the reader to understand exactly what you think [12; 14; 24].

Read this email you received from your English-speaking friend, Marianne. Write your reply.

“Going to study in the USA! Hi, how are you? I haven't seen you in ages. How are your studies going? Have you been doing anything exciting recently? Hey, I've got an offer of a place at university in the US! It'll be a great opportunity for me to get a degree in engineering from a top college, but it'll mean going abroad for a long time, and probably losing touch with all my friends here. I'm worried sick about this. I'm really not sure what to do – have you got any advice for me? Take care, Marianne.”

Write a short paragraph about writing by hand. When do you use a pen and paper to write? When do you use an electronic device? Why? What things did people write with a pen and paper which they now use electronic devices for? [14; 24]

Write a short paragraph about a famous historical site or object in your country.

In pairs, make a list of top five rules for making a good impression or communicating well with other people at a party.

Write about a time you met and talked to someone new. Use some of the phrases and idioms from this lesson to say how you and the other person behaved.

Write a conversation at the party between two of the characters from Exercise 3. Include questions tags and echo questions.

In groups, discuss the best way to approach the situations below. Think about how you could use self-awareness, manage your own emotions and listen to and empathize with the other person in the situation.

- A close friend has started hanging out with a different group of friends. You get the impression that they are avoiding you. You feel hurt, and quite confused about what's happening.
- Your brother or sister seems quite depressed. They rarely come out of their room and when you try to talk to them they just grunt. You're getting a bit worried.

Some people believe that the younger generation is losing the ability to communicate face-to-face or in any depth because of the rise of messaging online. Do you think there is any truth in this point of view? [12; 24]

Listening.

Listen to six different people talking about consumerism. What is the main point each person is making? Choose the correct answer (A or B). You will hear each speaker twice.

Listen to a radio interview with professor Vanessa Strong talking about gender and color associations. Answer the questions.

For questions 1–8, read the text. Use the word given in capitals to form a word that fits the text. There is an example at the beginning.

You will hear an interview with a historian called Arjun Anand about the history of color associations. For questions 1–7, choose the best answer (A, B or C).

Listen to the sentences from Exercise 5 again. What do you notice about the way the speakers pronounce the sound /t/ at the end of the first word in each question tag (isn't, don't, doesn't)? Choose the correct answer [12; 13; 14].

IV Discussion

As part of the partial transition to distance education, the teacher of a foreign language is able to widely use information and communication, interactive technologies, in particular, game methods learning, in support of their academic discipline with a goal consolidation and deepening of knowledge acquired during lectures, seminars, practical classes. It is known that today the Internet saturated with various educational services, platforms and portals (for example, Kahoot, Genial.ly, H5P, Duolingo, Edmodo), which can help the teacher launch gamification mechanisms under time of distance learning, overcoming its obvious disadvantages in in the form of a possible decrease in students' motivation to study, inability to clearly understand one's own progress and results activities [3; 6].

Distance learning is based on two main principles:

- free access, i.e. the right of everyone to start learning and get secondary or higher education;
- distance learning, i.e. learning at a minimum contact with the teacher with maximum independent work [7; 9].

Any system has its advantages and disadvantages compared to similar ones. This is due to various factors, which affect this system. Let's consider the advantages of distance learning.

Today it is impossible to imagine technological progress without development Internet networks, high-speed Internet access, use multimedia technologies, sound, video, making courses of distance learning full-fledged and interesting.

Benefits of information technology tools are as follows:

- the ability to transfer to any extremely quickly distance information of any volume, any type (visual and audio, static and dynamic, text and graphic);
- possibility of quick information change via the network Internet from your workplace;
- storage of this information in the computer memory during the required length of time, the possibility of its editing, processing, printouts;
- the ability to interact using a specially created for these purposes, multimedia information and operational feedback communication;
- the possibility of access to various sources of information, first of all Internet websites, remote databases, numerous conferences around the world through the Internet system, work with this information;
- the possibility of organizing electronic conferences, including real-time mode, computer audio conferences and video conferences;
- possibility of dialogue with any partner connected to Internet networks; and many other factors [17; 21].

So, distance learning has many advantages: it destroys spatial barriers, helps to solve some psychological problems young people, expands their communicative sphere, promotes the development of motivation to the study of languages [5; 6].

Distance learning is a unique opportunity to learn new educational experience, a mean of developing independence and responsibility for the process and result of education [3].

Despite the many advantages, distance learning has its own disadvantages One of the main disadvantages of distance learning is a lack of direct face-to-face communication between students and the teacher.

When there is no person nearby who could emotionally color the knowledge, it is a significant disadvantage for the learning process.

Distance learning imposes a number of its requirements on the organization educational process, such as the need for personal computers and access to the Internet, high requirements for completing the task for training, organization of student motivation. Remote learning does not require strict self-discipline, but the result directly depends on the independence and consciousness of the student. There is no constant control over listeners [7; 8; 11].

One of the key problems of distance learning is the problem of user authentication during verification. Most distance learning programs involve face-to-face classes examination session. In part, this problem is solved with installation of video cameras and appropriate software training.

V Conclusion

Transformations that occur in almost all spheres of Ukrainian society life, put forward new requirements for activity Institutions of higher education, require educators to find new methods and technologies for training competitive specialists, capable of responding appropriately to challenges. Today implementation of the distance learning system in institutions of higher education made it possible to solve the problem of providing quality education services in modern conditions.

To add, distance learning is one of leading world trends in education. This technology provides opportunities to obtain continuous education of any level and quality and creating conditions for continuous self-development for every person regardless of age, gender, state of health and financial situation, Individual psychological characteristics. Remote training allows you to practically implement one of the main social tasks - to ensure equal rights for every person in modern times educational space.

Distance learning allows the teacher to act in a new way The role of a curator, and to maintain face-to-face communication with students conducting classes remotely in synchronous mode. In the case of students who prefer a way of learning that involves face-to-face contact with teachers and who learn well material in classroom hours, better perceive audiovisual means, like presentation of material, kinesthetic, metacognitive and educational.

Methods do not lose anything, but on the contrary, adapt faster even to correspondence communication. The main task of the teacher to choose the best options and models, online services and portals of simulation interaction in the process of preparing future specialists.

The analysis of scientific works showed that digital tools during online learning possess many advantages due to involvement of internet technologies. In particular, to number of useful and interesting resources can be counted online games, courses, mobile applications; independence of the student, considering to use the online format, the student himself controls the time, place, regularity and format of mastering the material; saving time as for the student as well as for the teacher, since the meetings take place on stages of discussion of the material and its detailing; regularity, applying the tools of mixed learning, the student can be continuously in the process language acquisition; quick feedback for the teacher; exactly provided that such methods are used, the teacher can quickly see if his work is effective or if it is needed to be improved; high objectivity of assessment, because variety learning enables the teacher to see gaps in students' knowledge, and at the end of the study it is better to analyze their progress; effectiveness, because improving motivation and application various techniques stimulate better assimilation of information that is desirable for students.

Therefore, the teacher's use of the latest technologies in classes, modern educational materials, the latest linguistic didactic methods and means can contribute to the formation of students' cognitive interest growth of motivation for effective and successful study of English language.

It is clear that distance education has its positive and negative sides. The world is on the threshold of important new changes in the field of higher education. There are communication skills that cannot be formed online only.

Thus, the analysis carried out along with practical experience, show that distance learning a foreign language has a lot of disadvantages, which confirms the conclusions that distance learning of foreign language cannot be the main form of education, but only additional. So, it is necessary to combine both innovative computer technologies as well as traditional learning methods for the most successful students' mastery of communicative competence and ability to communicate on professional topics.

Thus, we can conclude that distance educational technologies and digital tools in foreign language teaching are used in the educational process to: vary the educational process of mastering a foreign language; motivate and stimulate students in mastering the language; ease and increase accessibility in managing and monitoring student achievements; provide interactivity in mastering a foreign language; exchange with mutual experiences.

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