## SECTION XXI.
## INFORMATION TECHNOLOGIES AND SYSTEMS

# ENHANCING FOREIGN LANGUAGE TEACHING THROUGH DIGITAL TOOLS AND RESOURCES

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***Annotation.*** *This article explores the pros and cons of using digital technologies in foreign language education. It highlights personalized learning, diverse materials, and increased engagement as advantages. However, it acknowledges the limitations of reduced social interaction and potential health effects. The article discusses speech simulators, apps, and digital resources like textbooks and dictionaries. It emphasizes the role of audiovisual tech and internet resources in developing speech and listening skills. The shift towards student-centered approaches and the integration of active methods is noted.*

**Introduction**. The most important professional and pedagogical task today is the choice of an up-to-date approach to learning and the organization of an effective educational process based on it using innovative and traditional methods and technologies. All this allows a modern teacher, in general, or a foreign language teacher, in particular, to create such an educational environment for studying the subject – a foreign language. It should be noted that in this case, the limitation to one approach to learning, on the one hand, will allow the teacher to concentrate on achieving certain goals and build the most convenient and short educational trajectory for achieving goals; and on the other hand, it limits its possibilities for a creative combination of various teaching methods and techniques, including modern digital products based on intelligent systems and virtual reality. Their use has become the dominant basis for the formation of a new reality in the context of the digital transformation of the school – the widespread introduction of an open educational environment combined with a competency-based approach. In turn, this requires the teacher to take into account the results of the analysis of modern digital technologies for the effectiveness of the educational process, which makes it possible to purposefully form and develop cognitive competence among students; train them in critical analysis using digital technologies, taking into account the specifics, as well as the pluses and minuses of a particular digital educational product or resource. In connection with the above, and taking into account the problems of the article, let us dwell on the results of our analysis of modern digital educational technologies used in teaching a foreign language.

**Results.** Many studies and publications by foreign scientists have been devoted to the problems of computer communications in education. R. Wells questioned the

impact of computer-media communication on distance education [1]. The use of computer communication as a means of supporting active learning and individualizing the learning process was considered by K. Rogers [2]. The influence of new technologies, in particular computers, on education and people's way of thinking was studied in the work of M. McLuhan [3]. D. Dewey investigated the use of communication technologies, including computers as tools for the development of democratic learning and cooperation [4].

The main point is to emphasize the pros and cons of using digital technologies, which can be summarized today as current directions or trends in teaching foreign languages, implemented on the basis of digital educational resources and technologies [5, p. 25]. Most often, among the positive aspects of the use of digital technologies and resources are: 1) the use of a variety of material available for study;

2) the possibility of forming an individual educational trajectory; 3) a wide variety of the Internet resources in combination with various libraries and databases; 4) the formation of activity and independence of students, and at all levels of the educational process; 5) conducting independent testing and evaluation of the results of assimilation of the studied material.

With these pluses of using digital technologies, in our opinion, it is necessary to mention the minuses: a) in the transition to the use of only information environments and resources, social communication is lost, it becomes mediated through the use of technology; b) a high degree of fatigue when working with various gadgets, and the presence of a negative effect on the senses, increasing the load on the central nervous system; c) the formation of information dependence on Internet resources, gadgets among students; d) not being able to use traditional methods and methods of learning a foreign language; e) excessive trust in materials from information resources in combination with a decrease in criticism of the perceived information, the formation of the so-called clip thinking, a decrease in the ability to concentrate, difficulties with switching it.

Knowledge of these pluses and minuses is extremely important, in our opinion, especially for a modern teacher of foreign languages, since it allows you to understand which particular information technology is suitable for achieving certain educational goals.

First of all, it is worth noting that digital technologies allow the use of various feedback methods for practicing grammar, pronunciation, and learning words. The most striking examples of computer teaching a foreign language have recently become a variety of speech simulators for the development of students' communicative competence. For example, to learn new words, speech cards, voiced by native speakers, are used in the educational process. There are also programs that allow you to record the student's speech and compare his/her pronunciation with the pronunciation of a native speaker, which allows you to conduct classes on the formation of the correct pronunciation, both in the course of the classroom and independent work of students, with the provision of digital materials or programs for training.

Secondly, it should be noted that currently there are a huge number of applications for smartphones and tablets, which can also be used when learning a foreign language. However, we point out that, unlike the recommended certified digital products for learning [6, p. 34], not all applications contain correct information, and this must be taken into account when choosing an information product.

The next important aspect of the use of computer-assisted teaching of foreign languages is the creation of thematic digital libraries for students [7, p. 392]. At the same time, these can be digital textbooks, e-books, magazines, digitized materials,

images, visual and interactive dictionaries. With the help of a combination of a visual image and sounds, one can not only learn new words, but also achieve the formation of speech patterns, teach basic speech patterns. The use of a computer when performing such tasks allows each student to work at their own pace, take their time and not experience stress if it seems that all other students have already completed the task a long time ago. And also, the use of audiovisual technologies brings students closer to the natural sound of a foreign language, similar to how it appears in its socio-cultural environment. With the help of audiovisual computer technologies, it is also possible to create programs for training and testing not only the phonetic skills of students, but also listening skills. Very promising in teaching foreign languages is the use of Internet resources to train speech skills, regardless of which approach to learning is used in each case. What resources can become an integral part of the process of forming and training speech skills? Undoubtedly, the most effective means are specially equipped speech classes and laboratories, but this is an ideal option that cannot be organized in every educational institution.

Recently, more and more often you can see how the traditional directive approach to teaching a foreign language is being replaced by approaches where the activity of the students themselves prevails, manifested through the use of active teaching methods and digital educational technologies, for example, based on intelligent systems and virtual reality.

Most of the programs and applications for learning a foreign language focus the student's attention on the correct pronunciation, training the perception of a foreign language by ear. Learning to listen is as important an element of learning as pronunciation. Often, in a group of students and during independent work, today more time and effort is given to the training of phonetic skills, while almost no time is allotted for the formation of the ability to distinguish foreign speech by ear. In addition to working with applications and programs in the classroom, the use of digital educational resources, including Internet resources, can be useful both when students do their homework and when organizing their independent work outside the classroom. In this context, it should be noted that various sub-castes have recently become very popular, many of which were developed either by foreign language teachers themselves or with their direct participation, and in addition to video and audio materials to illustrate theoretical issues, they contain tasks and tests based on multimedia files presented on the podcast. Recall that podcasts are similar in the form to radio or TV shows, but exist in the form of files or streaming media that can be played at a convenient time and place for the listener using the Internet.

**Conclusion.** Digital technology is very important for the effective study of a foreign language in teaching foreign language. In the current state, various digital tools such as video conferencing, webinars, e-textbooks and interactive exercises are already widely used. They not only facilitate the learning process, but also help stimulate the motivation of learners and increase their interest. It is especially worth paying attention to gamification as one of the effective approaches to learning foreign languages. It includes the use of computer games, flipped learning technology, and interactive multimedia exercises that help improve learning outcomes and maintain students' motivation.

In the future, digital technology for learning foreign languages in higher education opens up new perspectives. The development of artificial intelligence, virtual reality and other innovative solutions can significantly enrich the educational process and improve its effectiveness. However, for the successful implementation of digital technology in foreign language learning, it is important to ensure proper

training of teachers, create accessible technical equipment, and develop methods that take into account the needs and characteristics of learners.

Overall, research shows that digital technology has great potential to improve the process of foreign language learning in higher education. They help to create a favorable interactive learning environment, where students can actively participate in learning, communicate with fellow students and teachers, and also get access to a variety of educational material. The use of digital technology in learning a foreign language goes far beyond traditional methods and opens up many new possibilities.

Summing up the above, we note that modern digital technologies and resources, which are a flexible tool [8, p. 5] that can adapt to any requirements of the day and ongoing changes in the education system at any of its levels, are now in demand by foreign language teachers and are evaluated by them on the positive side as an advanced learning tool. Teachers highlight such a plus in the use of digital resources as the ability to create individual educational routes for each student (both in full-time classroom and distance learning). In addition, it is this opportunity, which has become the most relevant during the pandemic and in the context of the digital transformation of the school, in their opinion, contributes to the motivation and productivity of learning. And one more plus, which teachers point to, is the possibility of access to a number of world socio-cultural and some educational resources via the Internet, which makes it possible to integrate world experience into domestic practice.

Unfortunately, along with this, it can be stated that not all educational institutions have the opportunity, and not all teachers of foreign languages are psychologically ready to use the listed possibilities of digital technologies and multimedia resources. But these difficulties and the existing "cons" of using digital technologies should not become an obstacle to improving the learning process, since this becomes an indispensable element in the context of the digital transformation of the modern education system.

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