

THE ROLE OF DIGITAL TECHNOLOGIES IN LEARNING FOREIGN LANGUAGES

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Today digital technologies are quickly updated, giving unlimited access to different electronic services, tools and resources. The speed of development of the digital technologies is so rapid that it offers students many chances for self-control, for realization of interest in learning on the basis of a single information space, development of cognitive skills using virtual reality tools and artificial intelligence. The dynamic usage of digital technologies in the process of learning foreign language gives an opportunity to use original information, influences perception and increases motivation.

Over the last few years, digital competence has demonstrated significant growth. Digital competence opens for students the ability to take advantage of the width of new opportunities associated with digital technologies, to participate deeply and safely in the process of studying of foreign languages. In the time of digital technologies, geographical distances that were previously an obstacle for foreign language classes can be overcome through online and distance learning. Then it is necessary for teachers as creators of the courses to take into account the factors of accessibility as they design curriculum.

Online technologies have the potential to provide access to language for those who learn remotely; access in remote locations via the wireless network or the Internet narrows the gap between those in privileged circumstances and those who are disadvantaged. Acquiring digital technologies, classes become more visual and interesting; the intensity of the learning process increases; instant feedback is available. Use of modern IT technologies, computer information systems for the educational process, numerous Internet resources and educational information digital platforms contribute to the formation of more economic and rational thinking of students (the so-called algorithmic thinking), develop logical abilities, the ability to plan own activities.

New literacy involves proficiency in computer language, development of skills in working with digital media and skills in creating information, editing digital videos, 3D modelling, animation, etc. Therefore, it is not surprising that the low level of digital language proficiency directly affects the peculiarities of usage of digital technologies in the process of learning a foreign language. It is necessary to consider skills and abilities (technical, linguistic) which students should have or they have already acquired in order to use digital media to improve the learning process and analyse the obtained competencies in practice, that is, in the real process of foreign language communication.

Thus, it is clear that the studies of foreign languages in the digital age reflects a specific situation where students have the needed tools to become creators who anticipate the problems of the future and realize their vision through practice. Technology needs to be a tool for improvement, not a means to support the learning process.