THE USE OF DIGITAL RESOURCES IN TEACHING FOREIGN LANGUAGES

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Annotation: The article examines the personal and professional qualities of future professionals required by modern society, their development in the process of learning foreign languages, as well as the use of digital technologies and Internet resources for this purpose. In particular, the importance of the systematic choice of educational means to achieve the specific objectives set by the teacher has been demonstrated.

Keywords: modern education; computerization; digital technology; choice of learning tools.

In an era of rapid development of information technology, society demands that future professionals possess the skills and abilities necessary to acquire knowledge independently and apply it in practice in order to deal effectively with various problems, Collecting and analysing facts, implementing generalizations and reasoned conclusions [2, p. 257; 6, p. 46], success requires communication, working together in different situations, finding a way out of conflict situations, thinking critically and creatively, Finding ways to solve problems with the use of modern information technologies; working independently to improve their own cultural level. The development of the above-mentioned skills and cognitive skills of pupils in the educational process is carried out through active learning technologies [4, p. 267].

At present, the main indicator in the choice of means of education is the achievement of the final levels of language proficiency developed by the Council of Europe and representing an effective European-wide system of information exchange [3, p. 90].

Language learning should become an entertaining, thoughtful activity and a real language activity. Only in this case the student from the student will become a learner, will acquire autonomy and the desire to develop independently in accordance with new educational standards» [1, pp. 21-22].

Global computerization now covers all human activities, including science and education. The development of the Internet and the advent of many computer programs that simplify the learning process have significantly changed the learning of foreign languages, speeding up and facilitating the work with authentic sources.

Computer-based training programmes have a number of advantages over traditional teaching methods, primarily as means of direct audio-visual interactive interaction. Using them in classes together with traditional teaching methods makes it possible to train various types of speech activity, to understand the nature of linguistic phenomena, to develop linguistic abilities, to create communicative situations, to automate language and speech skills and to ensure the implementation of an individual approach and the intensification of the independent work of the student, as well as to increase the cognitive activity, motivation and knowledge of the learners.

Computer-based communication technologies offer new ways of implementing methods that stimulate students' creativity. They can participate in virtual discussions on various educational sites and thematic forums, perform joint creative projects with students of different educational institutions. Thus, the use of modern information and communication technologies in education can be seen as an active form of individualization of learning [8, pp. 77-79].

The integral properties of new technologies, such as their interactivity, multi-modality, multimedia, content visualization play an important role in learning. For example, computer visualization of educational content, especially in a playful, interactive form, develops cognitive thinking styles, creativity and cognitive activity of learners, and has a positive effect on their psychological and emotional state [9, pp. 23].

According to N.K. Ryabtseva, «the use of computer technology brings *heuristic* novelty to the learning process and creates motivation for productive self-knowledge and self-improvement, as well as makes the occupation attractive and truly modern, individualizing the learning takes place, control and summary of results are carried out objectively and in a timely manner» [5, pp. 456].

According to Tony Prince, the Academic Director of NILE (Norwich Institute for Language Education), when teachers reflect on the use of digital technology for educational purposes, they tend to focus on the question of: «Which files or computer programs should be used to achieve the best result?» [9].

The following pop-up questions are: «How do you use these technologies?» «What methods of application of different applications give the fastest result?» «How to use them during the occupation?» «How to use them for their necessities?» «How to update them?» and etc.

It is very rare to ask the seemingly primordial question: «Why should we use digital resources?».

It is necessary to note that if we want the training to be the most effective, we must change the order of consideration of these questions to the reverse and start planning the use of technologies by setting the goal we are aiming to achieve, i. e. with the question «Why?».

When considering the question «What to use?» We're bound to be faced with a vast array of accessible digital resources, each of which has a large number of admirers who favor it as the most efficient or revolutionary. There are many digital resources, both online and online, that implement the processes of creating a new or exploring an existing one.

These resources can also be presented in the form of various courses (MOOCS, I-tunes Courses), tools (Google Docs, Camtasia, Explain Everything), encyclopedias and other academic sources (Google Search, Wikipedia, stand-alone dictionaries, Microsoft Office) and to assist in the various stages of the research: information gathering, synthesis, further supervision of the research process and work with the results of the research and also to create the process that begins from clustering and planning and ends with the analyzing of the work.

The main difficulty in choosing digital technologies is to ask the question: «What to use in the learning process?» and considering all of these applications is that we are often not aware of the complexities that arise from the direct use of the chosen resources due to a lack of awareness of how to apply and use them correctly. A teacher might not have the time or the desire to study in detail all the possibilities and rules of the use of the chosen resources.

In order to make the most effective use of applications and programs, we must first ask ourselves: Why? What is the main purpose of using computer technologies in the educational process?».

The reasons may be different:

to improve the understanding of the subject;

to increase the learning time by encouraging students to use the educational applications and resources outside the classroom;

to improve the performance of the teacher;

to develop the student autonomy;

to improve the computer skills;

to develop the student qualities such as determination and commitment to achieve a result;

to prepare students for the future;

to increase the motivation of students;

to reduce the use of physical resources, etc.

For example, if we are to improve students' understanding of the subject matter, in planning we must consider the resources that will promote awareness of the subject. This requires looking at the issue from different angles. Currently, the Internet and various online resources offer educators and students extensive access to expert opinion on many issues. It is not always possible for a teacher to act as such an expert, because it is not possible to be fully informed in every field and because he is often too immersed in the problems and needs of his students to objectively assess the issue. An expert with a more comprehensive and up-to-date view of the subject matter of the study was therefore necessary for the study of a given topic.

Internet resources such as youtube.com and ted.com, with the platform ed.ted.com, which allow to create a lesson based on the offered video, are suitable for getting the opinion of experts. The teacher can divide the video into thematic fragments and work on the discussion of what is seen in the class [9].

The use of Internet resources in the teaching of foreign languages makes it possible to create conditions for the development of all necessary and modern competences among students.

The methods of sharing modern ideas and trends, and their further discussion, which are now widely used by teachers, also have a strong motivational force in the teaching of foreign languages. At the same time, the availability of a personal computer and digital devices with access to the Internet in virtually every student makes it much easier for the teacher to involve students in the teaching of a foreign language through the Internet [7].

The main questions in the teacher's choice of digital technologies are: what to use, how to use and why to use a resource. First of all, it is necessary to define the main goals and objectives of the exercise itself and, therefore, the application of computer innovations in the exercise. We must then ask ourselves what kind of resource should be put into place to best achieve these goals and objectives, and finally, how the medium of learning we have chosen works. The detailed reflection

on the above issues can significantly increase the students' involvement in the educational process and the development of the skills and abilities necessary for successful future professional activity.

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