The Importance of Digital Technologies and Their Use in Teaching Foreign Languages

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A B S T R A C T

In today's globalized world, proficiency in foreign languages is increasingly essential for personal, academic, and professional success. The integration of digital technologies into language education has revolutionized teaching methodologies, expanded access to resources, and transformed learning experiences. This article explores the significance of digital technologies in teaching foreign languages, examining their impact on language acquisition, learner engagement, cultural understanding, and educational equity. By leveraging innovative tools and platforms, educators can create immersive and interactive learning environments that cater to diverse learner needs and preferences. However, challenges such as digital literacy gaps, privacy concerns, and quality assurance issues must be addressed to maximize the potential of digital technologies in language education. Overall, digital technologies offer unprecedented opportunities to enhance language learning outcomes and empower learners to thrive in a multilingual and interconnected world.

Introduction.

In our increasingly interconnected world, proficiency in foreign languages is more valuable than ever. As globalization continues to expand opportunities for cross-cultural communication and collaboration, the ability to speak multiple languages has become a significant asset in various domains, including academia, business, and personal enrichment. In this context, the integration of digital technologies into foreign language instruction has emerged as a powerful catalyst for enhancing learning outcomes and empowering learners to achieve fluency and proficiency[1-9].

Digital technologies have democratized access to foreign language instruction, breaking down barriers of geography and time. Through online platforms, learners can access a vast array of language learning resources, including interactive lessons, multimedia content, and virtual classrooms, from anywhere with an internet connection. This accessibility enables individuals with diverse backgrounds and lifestyles to engage in language learning at their own pace and convenience, thereby promoting inclusivity and equity in education.

Methodology.

One of the most significant advantages of digital technologies in language instruction is their capacity to personalize learning experiences according to individual needs and preferences (Table 1).

Table 1. Types of digital technologies in language instruction

№	Technology	Description
1	Language Learning Apps	Mobile applications designed to facilitate language learning through interactive exercises, vocabulary drills, grammar lessons, and real-life dialogues. Users can access these apps on smartphones and tablets, making language learning convenient and accessible on-the-go.
2	Virtual Classrooms	Online platforms that simulate traditional classroom settings, enabling synchronous and asynchronous communication between instructors and learners. Virtual classrooms often feature video conferencing, chat functionalities, and collaborative tools to facilitate interactive language instruction and group activities.
3	Gamified Learning Platforms	Educational platforms that incorporate gaming elements, such as rewards, challenges, and progress tracking, to motivate learners and enhance engagement. Gamified learning platforms leverage game mechanics to make language learning enjoyable and immersive, encouraging learners to progress through levels and achieve mastery.
4	Language Exchange Websites	Online communities where language learners can connect with native speakers worldwide for language exchange and conversation practice. These websites facilitate language learning through real-life interactions, cultural exchange, and peer-to-peer feedback, helping learners improve their speaking and listening skills in authentic contexts.
5	Artificial Intelligence (AI) Tools	Intelligent software applications that leverage machine learning algorithms and natural language processing to provide personalized language instruction, feedback, and assessment. AI-powered tools analyze learner data, adapt content to individual needs, and offer targeted support to enhance language learning outcomes.

Adaptive learning algorithms analyze learner performance data and provide tailored feedback, guiding learners through customized learning pathways based on their proficiency level, learning style, and goals. Additionally, digital platforms offer a wealth of supplementary resources, such as language apps, podcasts, and online communities, allowing learners to explore topics of interest and reinforce language skills in contextually relevant ways.

Digital technologies have revolutionized traditional language instruction methodologies by fostering interactive and engaging learning environments. Virtual reality simulations, gamified learning platforms, and interactive multimedia resources immerse learners in authentic language contexts, enabling them to practice communication skills and cultural competencies in realistic scenarios. Moreover, collaborative tools and social learning platforms facilitate peer interaction and cultural exchange, fostering a sense of community and camaraderie among language learners.

Digital technologies enable educators to provide timely and constructive feedback to learners, facilitating continuous improvement and skill development. Automated assessment tools, speech recognition software, and online quizzes streamline the evaluation process, allowing instructors to assess language proficiency levels accurately and efficiently. Furthermore, digital portfolios and e-portfolios enable learners to showcase their language proficiency and track their progress over time, enhancing motivation and accountability.

Professional foreign language competence is one of the most important components of the professional competence of a modern economist. It includes invariant and variable components, combining the specialist's readiness to use a foreign language in both everyday and professional communication

situations. Professional foreign language competence allows you to solve communicative problems in the field of professional activity, carry out foreign language communication with native speakers of a foreign language, and search and analyze information necessary for studying foreign experience (including working with scientific and economic literature) in the field of the chosen specialization using information means and communication technologies.

Modern education is difficult to imagine without the use of information technology. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages in non-linguistic educational institutions is the formation and development of the communicative culture of students, training in practical mastery of a foreign language. The process of constantly increasing the role and increasing volumes of information is accompanied by the development and improvement of information technology and technology. In society, material and organizational prerequisites are created for the development of a unified information educational environment that promotes students' mastery of the basics of information culture, creating conditions for modernizing the content of education and developing new educational technologies. The computer has firmly entered our lives. Modern students perceive it as naturally as the simplest household appliances. For a modern student, a computer is associated with progress, success and compliance with the spirit of the times.

Teaching a foreign language in a non-linguistic university is a multifaceted process, which, first of all, is due to the main goal - the development of the student's personality, capable and willing to participate in intercultural communication in the target language and independently improve in the foreign language speech activity he masters. Foreign language teachers in non-linguistic educational institutions are called upon to fulfill the social order of society - to prepare in a short time a specialist who is fluent in a foreign language. It is possible to achieve the goal - to teach a student, within a limited educational period, to speak, understand, and extract information of various kinds from original sources - by combining traditional and innovative teaching methods, based on the principles of communicative communication. Today, when computer technology has covered all spheres of human activity, there is a need to improve the process of teaching a foreign language, since knowledge of a foreign language is one of the factors influencing the competitiveness of a young specialist in the global labor market. The use of computer technologies brings learning closer to real life and helps to use students' passion for computer activities to increase their interest in learning foreign languages.

The relevance of the use of new information technologies is dictated, first of all, by pedagogical needs in increasing the effectiveness of developing learning, in particular, the need to develop skills in independent learning activities. Currently, with the rapid increase in the volume of information, knowledge in itself ceases to be an end in itself, it becomes a condition for the successful implementation of an individual and his professional activities. In this regard, it is important to help students become active participants in the learning process and develop their need for constant search. Accordingly, the task is to create a model of the educational process that would allow them to reveal and develop their creative potential. One of the striking illustrations of the rapid introduction of information technology into life is the digital resources.

The implementation of modern innovative technologies in the process of teaching a foreign language can be achieved through the use of Internet technologies. The variety of information resources on the Internet allows students to perform various types of search and research tasks. Communicative language teaching via the Internet emphasizes the importance of developing students' ability and their desire to use the foreign language they are learning accurately and appropriately in order to achieve more effective communication.

Distinguished by a high degree of interactivity, Internet technologies create a unique educational and cognitive environment that can be used to solve various didactic tasks in learning a foreign language (for example, cognitive, informational, cultural). This is one of the main advantages of computer telecommunications - it closes the electronic information environment, allowing students and teachers to work with a computer as a universal means of information processing. Modern computer telecommunications can provide knowledge transfer and access to various educational information equally, and sometimes much more effectively, than traditional teaching tools. Telecommunications allow

for a fundamentally new approach to learning foreign languages. Learning using Internet resources is a fusion of new information technologies with new pedagogical ones: on the one hand, the position of the teacher changes, he ceases to be a "source of knowledge", but becomes the organizer of the process of research, search, processing information, creating creative works in the implementation of an active approach to education [10-18].

In addition, the digital resources provides students with a unique opportunity to visually communicate with native speakers in real time, which facilitates the correct perception of live speech based on authentic sounds, facial expressions and gestures. Another advantage of using the Internet in the learning process is checking students' mastery of the material covered through testing in real time.

When teaching a language, the digital resources helps develop speaking skills and abilities, as well as teaching vocabulary and grammar, ensuring genuine engagement and therefore effectiveness. Moreover, the Internet develops skills that are important not only for a foreign language. This is, first of all, associated with mental operations: analysis, synthesis, abstraction, comparison, juxtaposition, verbal and semantic forecasting and anticipation, etc. Digital resources develops the social and psychological qualities of students: their self-confidence and their ability to work in a team; creates an atmosphere conducive to learning, acting as a means of an interactive approach. Interactivity not only creates real life situations, but also forces students to adequately respond to them through a foreign language. The main thing is the ability to spontaneously, harmoniously respond to the statements of others, expressing one's feelings and emotions, adjusting and rebuilding on the go, i.e. interactivity can be considered as a way of self-development via the digital resources: the opportunity to observe and copy the use of language, skills, patterns of behavior of partners; extract new meanings from problems during their joint discussion.

The advantage of using the Internet is, first of all, access to a large amount of authentic information in a foreign language. Authentic materials taken from original sources are characterized by the naturalness of lexical content and grammatical forms, the situational adequacy of the language means used, illustrate cases of authentic word usage, and which, although not specifically intended for educational purposes, can be used in teaching a foreign language. When using authentic materials on the Internet in practice, you need to remember that in any case we are talking about the formation of communicative competence, which presupposes possession of certain regional knowledge. The point here is not so much in knowledge of the sights, geographical features of the country and of the language being studied, so much in knowledge of the peculiarities of the functioning of individual lexical units, idiomatic expressions in another culture, in knowledge of the peculiarities of speech etiquette when communicating in different social groups, in different communication situations. Therefore, it is so important to involve lively statements from native speakers, obtained from various digital resources, for discussions in the classroom.

Results.

In today's digital age, proficiency in digital literacy skills is as crucial as linguistic proficiency. Integrating digital technologies into language instruction equips learners with essential 21st-century skills, such as information literacy, digital communication, and media literacy, which are indispensable for success in an increasingly digitalized and globalized society. By navigating digital resources, engaging in online collaboration, and critically evaluating digital content, language learners develop the skills and competencies necessary to thrive in diverse linguistic and cultural contexts.

The use of blog technology in foreign language classes increases interest in the learning process and allows for not only educational, but also real communication in the target language. Students' motivation when using blogs is determined not only by technological capabilities, but also by the fact that students write about what is important to them personally. They manage their learning process themselves, actively searching for the information they need in a foreign language and receiving comments from other people.

The introduction of wiki and blog technologies into the process of developing professional foreign language competence ensures: improvement of reading and writing skills, development of the ability to analyze and synthesize information; familiarization with foreign language network resources (including in the area of specialization); development of cooperation skills, ability to reflect, critical thinking; increasing students' motivation to learn a foreign language. In the context of using wiki and blog

technologies, a revision of the existing organizational forms of educational work in a foreign language is taking place: an increase in independent, individual and group work of students, an increase in the volume of practical and creative work of a search and research nature.

Web 2.0 technologies can be used in the formation of both invariant and variable components of professional foreign language competence of engineering students. The formation of professional foreign language competence, begun within the framework of the "Foreign Language" discipline, continues in the cycle of professional disciplines, in the process of students preparing coursework and final qualification papers, preparation for participation in conferences and international projects.

Conclusion.

In conclusion, digital technologies have revolutionized foreign language instruction, offering transformative opportunities for learners to acquire language skills and cultural competencies in innovative and engaging ways. By enhancing accessibility, personalizing learning experiences, fostering interactivity, and promoting digital literacy, digital technologies empower learners to embark on dynamic language learning journeys and prepare for success in the digital age. As technology continues to evolve, educators and learners must embrace the potential of digital technologies to unlock new horizons in language education and foster lifelong language learning and cross-cultural understanding.

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