

Entrelinguas, Araraquara, v. 7, n. 00, e021112. Retrieved from:
<https://doi.org/10.29051/el.v7i00.15888>

8. Kudryavtseva, V. & Barsuk, S. (2021). Organizing Personalized Instruction for Students of Maritime English. *Humanities Science Current Issues* 35(7), 213-220. Retrieved from:
<https://doi.org/10.24919/2308-4863/35-7-35>

9. Kudryavtseva, V., Barsuk, S. & O. Frolova, O. (2021). Active Learning Strategies in Maritime English Training. *IAMU AGA 2021 Proceedings of the International Association of Maritime Universities*, 229-238.

DIGITAL AWARENESS OF FOREIGN LANGUAGE TEACHERS AS A WAY TO SUCCESS AND PROFESSIONAL DEVELOPMENT

Yuliia Shcherbina,

senior lecturer of Sumy National Agrarian University

Sumy, Ukraine

juliasherbina09@gmail.com

ORCID ID: <https://orcid.org/0000-0002-1646-0867>

Abstract. *The article analyses digital awareness of a foreign language teacher as one of the key points in the modernization of education in Ukraine. The relevance of the paper is explained by new conditions and challenges Ukrainian students face in the educational process nowadays. Foreign language teachers are aware of the need to be digitally literate, applying new technologies and digital instruments in the virtual educational environment. A variety of technologies and digital content of the lessons improve both the quality of teaching and learning, making lessons interesting, creative and enjoyable. The presented technologies, educational resources and tools help to awaken students' creative and intellectual abilities, motivate them to work hard at the lessons, learn English with enthusiasm, develop individual skills, set goals and achieve results.*

Key words: *digital technologies, digital awareness, learning environment, Internet resources, informatization, tools.*

Introduction. Today the educational process in Ukrainian universities is going in accordance with the European requirements concerning the quality of education that includes informatization and globalization of educational space, intercultural communication, integration processes, professional development, academic cooperation and collaboration of Ukrainian universities with European higher education institutions. Ukrainian higher education institutions

АКТУАЛЬНІ ПРОБЛЕМИ ВИКЛАДАННЯ ОСВІТНІХ КОМПОНЕНТ
СОЦІАЛЬНО-ГУМАНІТАРНОГО СПРЯМУВАННЯ
У ВИЩІЙ ШКОЛІ

are focused on European educational and scientific standards, development of international, educational and scientific relations, participation in international conferences and seminars. So, their special task is to provide all participants of the educational process with good knowledge and skills, bring up a person who is able to think creatively, make decisions, has his own point of view, a person who is competent in his special field of science, a highly qualified specialist, who has a good foreign language competence.

Rosicka and Mayerova [8] emphasize that the goal of the new era of education is to make the current and upcoming generation active participants in society with the implementation of technologies. Technology has become important in the teaching and learning process. Technology opens a window of improvement in language learning. Not only that, technology allows teachers to enhance classroom activities and language learning process [1; 5]. Mankind does not penetrate the «magical» world of digitization every year, but every month, even week and day [3]. The use of modern digital technologies at the lessons influences strongly on the increase of students' interest in the subject. It gives possibilities to a teacher to use different e-tools, online educational resources, digital platforms that improve the quality and efficiency of the lesson and enhance language learners' confidence. The study of the use of the digital environment in teaching a foreign language is the subject of research of many scientists as K. Facer, O. Peters, J. Watson, D. Whitelock and others [4; 6; 11-12]. Research works of these scientists showed that the system of tasks and techniques that differ from traditional one, contributes much to more successful development of students' foreign language competence. O. Peters in his study assures that “tertiary education institutions generally feel that e-learning has a broadly positive effect on the quality of teaching and learning. Digital learning environments open up new opportunities and chances not only for heteronymous but also for autonomous learning” [6]. The problem of digital storage of an unlimited amount of authentic information is examined by J. Watson [12]. Much attention is also paid to autonomy and individual work of the student while working with hypertext and web pages [11, p.322]. Shyamlee, S. D., & Phil, M. analysed the use of multi-media technology in foreign language teaching [9]. The study found that this technology enhances student's motivation in the practical processes of language learning. The scientists emphasise that the use of multi-media technologies in classrooms makes a positive impact on the learning process.

The findings of the research support the proven ineffectiveness of traditional methods of teaching English to higher educational seekers and confirm that learners are more enthusiastic and interactive when digital technologies and Internet educational resources are widely used in teaching and learning process. The research is based on the results of an empirical study devoted to the analysis of innovative technologies, Internet educational learning resources used to organize an effective online environment for students of non-linguistic higher education institutions during the time of the martial law in the country.

Presentation of the main materials and its results. As the Internet makes it possible for the lecturer to deal with a great variety of information, sometimes it's pretty hard to choose teaching resources and digital platforms that are worth using for effective language teaching. In this paper the researcher examines smart technologies in teaching English that satisfy students'

needs and develop the digital awareness of foreign language teachers of higher education institutions of Ukraine. Today the need to create a smart education system and form a smart personality is very urgent in Ukraine. The use of smart technologies makes the learning process more dynamic and more effective. The most popular learning management system (LMS) today is *Moodle* (Modular Object-Oriented Dynamic Learning Environment). This is a free LMS focused on close interaction between a teacher and a student. The platform allows students to work with course materials (texts and additional literature), watch videos or listen to audio files, do tests and online tasks. *Gramaro.io* is a free service for practicing English grammar in a game form for both students with a low language level and students with a high level of language proficiency. *The LinguaLeo* web portal provides excellent opportunities to read articles, listen to music, watch TV shows and do tasks that help students improve the learnt lexical units, create their own vocabulary lists, in which words are added with transcription and audio playback. *Learn English Today* is a service with numerous crosswords, games, quizzes and exercises for learning English, which can be easily printed out. *British Council* - an educational portal with authentic educational materials: videos, games, articles, podcasts, exercises. Among the digital resources that encourage group and team communication work are *Kahoot*, *Padlet* and *StoryJumper*. *OnlineTestPad* is a site for tests, crosswords, surveys and dialogues. *Google Forms* are also widely spread for tests or surveys. *Creately*, *Canva* services are used for infographics, bright diagrams, which make it easier for students to perceive a large amount of information. These programs can also be used for presentations. *YouTube* videos are popular in the classroom for various specific purposes such as to train vocabulary, pronunciation, improve listening skills. The real advantage of YouTube in teaching English is that it offers authentic examples of everyday English. It's very important for practising students' listening, speaking, reading and writing skills. Another social network that has a positive impact on students is *Twitter*. As an online education technology tool, twitter's impact on engaging students in learning a language is unlimited. It's a helpful application that allows learning more information on a specific topic, keeping up-to-date on all educational information by simply checking Twitter account newsfeed. Lots of educators state that they enjoy microblogging and consider this network to be a productive tool to accomplish their goals. Lecturers use Twitter to get feedback from students, summarize information they learnt, keep up with current events and trends, have discussions at the lessons using the latest issues. Another example of a tool that from our point of view is popular in the teaching process is the use of QR codes. It provides students with quick and easy access to course materials. We must admit that QR code gives both teachers and students a lot of opportunities. The author often uses it in a teaching process. Text-based instructions, video presentations and URL self-test activities can be available to learners via QR codes. We can state that they diversify the learning process. Figure 1 demonstrates the QR codes that are created and proposed to students by the author of the article.



Figure 1. The examples of QR codes proposed to students in the learning process.

Digitally literate foreign language teacher (FLT) always uses modern pedagogical technologies, working in a close collaboration with students, creating strong teamwork that promotes students' success in language learning, motivating them always set new goals and achieve results. Speaking about digital awareness of a FLT, we must pay special attention to the programs, projects, seminars specially organized for teachers. British Council [2], Ukrainian Academy of Digital Development [10], Platforma Indyvidualnoi Traiektorii Profesiinoho Rozvytku Pedahoha [7] and other organisations provide teachers with courses and different activities, let them acquire new skills, share their experience with others, be active participants of discussions and get professional development becoming more digitally literate.

Conclusions. Digital era of smart education is an innovation of the last few decades. It has revolutionized the approaches and strategies of the learning process giving new opportunities, opening access to information, providing valuable perspectives of information and communication technologies. Digital awareness is one of the key points in the modernization of education in Ukraine. A modern foreign language lesson must meet the requirements of new standards in teaching. FLT are aware of the need to be digitally literate, applying new technologies and digital instruments in the virtual educational environment. Digitally professional teachers spark students' imagination, inspire them using effective learning activities in teaching. A variety of technologies and digital content of the lessons improve both the quality of teaching and learning, making lessons interesting, creative and enjoyable. All above-mentioned factors influence greatly both on the learning process in the whole and on a FLT's professional development.

List of References

1. Ahmadi, D., & Reza, M. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education*, 3, 115-125. <http://ijreeonline.com/article-1-120-en.html>
2. British Council (2023). Retrieved from <https://learnenglish.britishcouncil.org>

АКТУАЛЬНІ ПРОБЛЕМИ ВИКЛАДАННЯ ОСВІТНІХ КОМПОНЕНТ
СОЦІАЛЬНО-ГУМАНІТАРНОГО СПРЯМУВАННЯ
У ВИЩІЙ ШКОЛІ

3. Doucek, P. & Hološka, J. (2019). Digital economy and industry 4.0 IDIMT-2019. Innovation and Transformation in a Digital World, *27th Interdisciplinary Information Management Talks*, 4(6), 33–39.
4. Facer, K. (2012). Taking the 21st century seriously: young people, education and sociotechnical futures. *Oxford Review of Education*, 38(1), 97-113.
5. Hashim, H. (2018). Application of Technology in the Digital Era Education. *International Journal of Research in Counseling and Education*, 2, 1-5. <https://doi.org/10.24036/002za0002>
6. Peters, O. (2000). Digital Learning Environments: New Possibilities and Opportunities. *The International Review of Research in Open and Distributed Learning*, 1(1). <https://doi.org/10.19173/irrodl.v1i1.3>
7. Platforma Indyvidualnoi Traiektorii Profesiinoho Rozvytku Pedahoha (2023). Retrieved from <http://platforma-teacher.com.ua/>
8. Rosicka, Z., & Hosková-Mayerova, S. (2014). Motivation to Study and Work with Talented Students. *Procedia—Social and Behavioral Sciences*, 114, <https://doi.org/10.1016/j.sbspro.2013.12.691>
9. Shyamlee, S. D., & Phil, M. (2012). Use of Technology in English Language Teaching and Learning: An Analysis. *International Conference on Language, Medias and Culture*, 33, 150-156.
10. Ukrainian Academy of Digital Development (2023). Retrieved from <https://www.digitalacademy.in.ua>
11. Whitelock, D. (2010). Activating Assessment fLearning: are we on the way with Web 2.0? In M.J.W. Lee & C. McLoughlin (Eds.) *Web 2.0-Based-E-Learning: Applying Social Informatics for Tertiary Teaching*. IGI Global, 319-342.
12. Watson, J. (2008). Blended learning: The convergence of online and face-to-face education. *North American Council for Online Learning*, 16.