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CHERNIONKOV Yaroslav Olexandrovyich –
Candidate of Pedagogical Sciences, Associate Professor,
Department of Linguodidactics and Foreign Languages,
Volodymyr Vynnychenko Centralukrainian State Pedagogical University
ORCID: <https://orcid.org/0000-0001-6598-1581>
e-mail: yarher78professor@gmail.com

DIGITALIZATION AS THE QUALITATIVE CHARACTERISTIC OF TEACHING FOREIGN LANGUAGES: THEORETICAL APPROACH

Formulation and justification of the problem topicality. A distinctive feature of the modern Ukrainian educational society is its global informatization. The modern labor market requires highly skilled workers in the chosen sphere of professional activity, capable of flexible business response to changing its conditions, independent decision making regarding the choice of the direction of further professional growth, free organization of its activity in the conditions of information society, the basis of which is informatization of education, that is intended to advance this process in other spheres of social activity, because it is here that the social, psychological, general cultural and professional foundations for informatization of society are formed.

Education in its target areas and content of professional development of professionals should take into account both trends of change in society.

The relevance of the problem of digitization of foreign language teaching in the process of future teachers' professional training at the higher educational institutions is conditioned by a number of factors, among which are the following: *general*, related to total informatization, which takes place in Ukraine and requires professionals of any profile to possess modern IT for effective use in professional activity, formation and expansion of the world educational space, which envisages implementation of international standards of education and competences of professional training of specialists; as well as *special* ones due to the necessity of acquiring a foreign language teacher with the most up-to-date scientific and educational information (the volume of which according to known statistics is doubled every one and a half years). Moreover, the use of technical (audio-visual) means, due to the specificity of forming receptive and productive foreign language skills (listening and speaking), spelling and especially phonetic skills IT has a special role in the study of foreign languages, with the ability to accumulate and compact and unlimited in time storage of text, graphics, audio, video or integrated training information with the ability to edit and improve without losing the original quality, significantly more effectively ensure proper technical support of the learning

process in foreign languages [2].

Analysis of previous studies and publications. Conceptual and ideological positions of informatization of the educational process were considered in the works of foreign scholars

(C. Chapelle, G. Davies, E. Gaiek, N. Hativa, M. Wallace, M. Warschauer, etc.). The possibilities of using information and telecommunication technologies in the educational process as a whole and in the teaching of foreign languages in particular were analyzed in scientific publications of Ukrainian (E. Mashbits, N. Morze, I. Pidlasyi, P. Serdyukov) and Russian (V. Bepalko, M. Bovtenko, I. Zakharova, V. Monakhov, O. Smolyaninova) scientists.

In the researches of S. Volodko, L. Derkach, L. Kravchenko, Yu. Kravtsova the general characteristics that are important for solving the social and psychological problems of training specialists to use IT in their professional activity were highlighted.

Some issues of teaching different aspects of a foreign language by means of IT are elucidated in the dissertations of E. Azimov, I. Zymnya, O. Paliy, Yu. Gapon, I. Chursina, M. Warschauer and others.

The scientific works of E. Polat, D. Chun, J. Plass, R. Oxford are characterized by a thorough analysis of the possibilities of distance learning of foreign languages and the professional preparation of a future teacher for such learning.

A linguistic and methodological analysis of the existing computer-based language learning software market was the subject of dissertations of R. Gurevych, R. Potapova, M. Peterson, P. Sutherland.

Thorough studies of the digitalization of teaching and learning foreign languages have been developed by such scholars as: T. Gromova, G. Korsun, I. Kostikova, L. Mors'ka, O. Synekop, A. Benedek, S. Brennen, M. Kaku, G. Molnar, N. Navare, J. Stommel, N. Würffel.

The purpose of the article is:

– to determine the conceptual role and qualitative impact of digitization and informatization in the process of learning foreign languages in higher education institutions

– to analyze the essence of the concepts of «digitalization», «digitalization of teaching foreign languages»;

– to investigate theoretical conceptual foundations of the studied formation (digitalization) in the conditions of teaching foreign languages to future specialists in the field of education.

The main material of the study.

Digitalization (from Eng. «Digitalization») broadly means the transition of the information field to digital, that is, what is happening now. It is sometimes used to refer to a specific act of translating certain information from analog to digital for easy later use on modern electronic devices.

Appealing to the Oxford English Dictionary, researchers claim that *digitization* means «the act or process of 182 digitizing; conversion of analogue data (images, video and text material) to digital form», *digitalization* means «introduction or increase of use of digital and computer technologies by organizations, in a certain industry, country» [6].

Digitization is the process of converting all available information into digital format. In layman's term digitization, means enhancement of user experience and building efficiency. Efficiency drives saving operational cost. Effectively both add to the process optimization, when augmented with digitization, it will give progress based output. Here the teaching process is optimized using digital aids for the effective teaching of Second language [10].

According to scientists [1; 3; 8; 11] future education in both schools and universities will be linked to digital learning, guided by the principles of digital pedagogy. Digital pedagogy refers to the use of electronic elements in the educational process to enhance and change the educational experience [8]. This means that technology will change the formats of teaching and studying. The concept of critical digital pedagogy by J. Stommel in the Digital Journal of Learning, Teaching and Technology «Hybrid Pedagogy» is introduced in more detail, including: –focusing on cooperation practices; – openness to diversity and attracting international cooperation, rethinking ways of communication and cooperation; – use and implementation outside traditional educational institutions; – involvement of students and teachers as full participants in the educational process [11].

In the near future it will be possible to highlight the key positions of higher education institutions entering the digital space, in particular within the framework of teaching and learning a foreign language, given the future prospects of integrating the digital educational environment into the learning process:

1. Blended learning, which involves combining computer-based learning and face-to-face communication with a teacher (as in

traditional training).

2. Designing individual online courses for students based on their weaknesses in a foreign language, for example, to deepen students' grammar tense forms or developing and improving their essay writing skills.

3. Developing and opening of online courses for advanced training of teachers.

4. Studying and analysis of the experience of adaptive learning (based on the data determines the content, process, methods and pace of learning that allows you to build your own educational trajectory of the student) [12].

Digital tools will continue to change the organization of the learning process (eventually facilitating it). Digital tutorials, exam organizing software, computer systems for the full implementation of educational management processes, learning material platforms and educational support - all of which will be much more common in the future. This development can lead to an increase of student's data and learning progress (key concept: *learning analytics*), and foreign language studying and research will be able to refer to other datasets. In certain areas, this will lead to new knowledge. This knowledge will be used to develop training materials that will be better adapted to more personalized learning. Access to the target language in the form of materials and virtual communication capabilities will become easier. The multimodality of the media will grow, becoming more differentiated. [9].

New concepts related to pedagogical activities such as «digital learning», «digital pedagogy», «online pedagogy», «hybrid pedagogy», «critical digital pedagogy», «digital humanities» are emerging due to the dynamic development and use of technology in all sectors of society in the 21st century. Available and free online courses (Massively Open Online Courses (MOOCs)) such as Udacity, Coursera and edX are also gaining popularity, enabling students, teachers and any individual to decide on their own preferences and pursue their own education, qualification or absolutely new education. Notwithstanding the fact that the acquisition of education in these courses is now a debatable issue among the world's scientists, rapid growth and popularity of these resources among students, teachers and researchers confirm that in the near future they will become an integral part of the educational process [4].

Summing up all of the above, we can say that working at the Department of Linguodidactics and Foreign Languages Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, we understand the «**digitalization of teaching foreign languages**» as a process of transformation all the processes of teaching and studying foreign languages into the mainstream of digital implementation of educational process: e-learning guides, e-

educational manuals, e-methods and foreign language learning tools, DVD - materials, audio materials, electronic vocabularies and the creation of a university network in the future.

The purpose of the educational process is to acquaint students of all faculties with professional literature, formation of lexical skills, critical thinking and creative skills. The educational process for learning a foreign language by professional direction contains directions for: understanding the content of the text, orientation in logical and compositional relations, expressing one's own attitude to the text, creative and reflective character, grammatical direction. However, we note that the main task of all exercises is the **communicative component**. In accordance with the requirements of the educational-professional program (OPP) and with the Pan-European Guidelines for Language Education (PEGLE), students must: – **know**:

1) lexical material in the course syllabus (2000 lexical units);

2) social, cultural, economic and political data of Motherland and the country of the language being studied; vocabulary of professional communication.

3) grammar material in the course syllabus;

4) rules of interpersonal and intercultural communication.

– **be able to**:

1) understand the isolated phrases and commonly used expressions necessary for everyday communication in the areas of personal life, family life, shopping, local geography, work;

2) communicate in simple and ordinary situations where simple and direct exchange of information on familiar and everyday topics is required;

3) describe the appearance of your surroundings, the immediate environment and everything related to your immediate needs by simple language;

4) read and understand foreign authentic texts of different genres and types, considering them as a source of diverse information and as a means of mastering it.

Upon completion of the course students **should be able to implement**:

– *communicative-educational function*, which consists of information, motivational-stimulating and control-correcting components, that is, the ability to apply the modern principles, methods, techniques and training of four types of speech activity;

– *educational function*, i.e. the ability to solve the problems of moral, cultural-aesthetic and labor education of students by means of a foreign language, taking into account the peculiarities of the degree of education;

– *developing function*, that is, to predict the ways of formation and development of the intellectual and emotional spheres of the student's personality, his/her cognitive and mental abilities

in the process of mastering a foreign language;

– *educational function*, i.e. to assist students in mastering the ability to learn, to expand their worldview, to know themselves and another system of concepts through which all other phenomena can be realized.

Conclusions and prospects for further researches. Therefore, the integration of digital pedagogy will maximize the continuous studying of both students and teachers and achieve high performance. We understand that our observation is only part of the research program we have created for this issue. Further studies we see in the analysis of the practical-methodical system of digital studying English at non-linguistic faculties of our university.

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ІНФОРМАЦІЯ ПРО АВТОРА

ЧЕРНЬОНКОВ Ярослав Олександрович – кандидат педагогічних наук, доцент кафедри лінгводидактики та іноземних мов Центрального державного педагогічного університету імені Володимира Винниченка.

Наукові інтереси: процеси індивідуалізації підготовки майбутніх учителів іноземних мов; методи навчання іноземних мов на нелінгвістичних факультетах; формування майбутніх вчителів іноземних мов.

INFORMATION ABOUT THE AUTHOR

CHERNIONKOV Yaroslav Olexandrovych – Ph.D, Candidate of Pedagogical Sciences, Associate Professor of the Department of Linguodidactics and Foreign Languages Volodymyr Vynnychenko Central Ukrainian State Pedagogical University.

Circle of scientific interests: processes of individualization of training future teachers of foreign languages; methods of teaching foreign languages at the non-linguistic faculties; formation of future teachers of foreign languages.

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