EXPANDING LANGUAGE TEACHING OPPORTUNITIES THROUGH DIGITAL TOOLS IN EDUCATION

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ABSTRACT

Language learning through digital tools in education is becoming increasingly relevant for the younger generation. Games, namely the integration of the constitutional project into education, have become a transformative external appearance for language learning, increasing the level of student engagement and motivation. The three articles cover game mechanics, narrative context, and feedback mechanisms. The use of digital tools in such methods encourages the student to focus. We discuss the implementation of practical support on platforms such as Classcraft to increase engagement, improve motivation, support learning, and personalized learning paths. We address the issues of over-emphasis on rewards, loading problems, and the need for fun and learning to maintain one's own health. The article looks at future perspectives on language learning, virtual and offline.

Keywords: digital media, language learning, student engagement, educational technology, game design, open learning, collaborative learning, virtual reality, augmented reality, motivation.

АННОТАЦИЯ

Изучение языка с помощью цифровых инструментов в образовании становится все более актуальным для молодого поколения. Цифровые инструменты, а именно интеграция конституционного проекта в образование, стали преобразующим внешним обликом для изучения языка, повышая уровень вовлеченности и мотивации учащихся. Три статьи охватывают игровую механику, повествовательный контекст и механизмы обратной связи. Использование цифровых инструментов в таких методах побуждает учащихся сосредоточиться. Мы обсуждаем реализацию практической поддержки на таких платформах, как Classcraft, для повышения вовлеченности, улучшения мотивации, поддержки обучения и персонализированных путей обучения. Мы рассматриваем проблемы чрезмерного акцента на вознаграждениях, проблемы с загрузкой и потребность в развлечении и обучении для поддержания собственного здоровья. В статье рассматриваются будущие перспективы изучения языка, виртуального и офлайн.

Ключевые слова: цифровые медиа, изучение языка, вовлеченность учащихся, образовательные технологии, игровой дизайн, открытое обучение,

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совместное обучение, виртуальная реальность, дополненная реальность, мотивация.

INTRODUCTION

We are living in a time with unprecedented opportunities to communicate with others in authentic and compelling linguistically and culturally contextualized domains. In fact, language teachers today are faced with so many fascinating options for using technology to enhance language learning that it can be overwhelming. Even for those who are inclined to experiment with emerging technologies, it can be challenging to identify which resources, tools, or Web sites may best fit a particular lesson, activity, or goal. Many of the most compelling opportunities are situated within the same global social and technology trends that have become commonplace in our daily lives, including social media, artificial intelligence, big data, and augmented reality. This article addresses the extent to which technology-mediated social interactions dominate our daily lives, how we can leverage those interactions to the benefit of our learners, and how we can engage them in learning experiences in ways that will encourage them to practice language extensively.

With the emergence of new trends in the field of education, the facet of teaching and the methodologies of teaching English in particular have entirely changed. English language teaching has undergone remarkable changes over the years and particularly during pandemic. After the Pandemic, there are a plethora of educational options before the millennium learners and the teachers who teach them. Flipped Teaching, Blended Teaching, Virtual Teaching, the Eclectic method of Teaching and many more have become the new normal with integration of technology into teaching. Earlier reading and writing skills were typically emphasized, and not much attention was paid to speaking and listening skills. Textbooks, workbooks, and other printed materials were the primary resources. The traditional way of teaching English language typically involves a teacher-centred approach with a focus on grammar rules, vocabulary drills, and reading comprehension exercises. The teacher typically lectures on the rules of English grammar, and students are expected to memorize and practice these rules through written exercises and drills.

DISCUSSION AND RESULTS

Teaching English as a second language can be time-consuming and teachers must contribute time teaching important aspects of the curriculum. Assessing the progress of ESL students with limited language proficiency is challenging. Teachers must adjust their teaching strategies accordingly. They must be creative in providing necessary resources and materials to learn English effectively. Despite these

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challenges, teaching English as a second language can be an incredibly rewarding experience for both the teacher and the student. In the case of Teaching English as a foreign language (EFL), a teacher must tailor his/her teaching to meet the needs of each individual student, taking into account their unique learning styles and language abilities. Cultural differences can also pose a significant challenge for EFL teachers. They must be aware of these differences and be sensitive to the cultural norms and practices of their students.

The research question sought to identify the knowledge base of existing practitioners as a way to be more specific about what teachers need to know to be successful in using technology in the language classroom. The results suggest the need to realise that teacher learning is broader than simply learning to use a communication tool, and that in-service professional development programmes should support learning across a broad base of practical knowledge.

In the process of teaching English, the stages of teaching a foreign language using digital **tools** are formed in the following stages:

Baby boomer (1946-1964)

Generation X (1965-1980)

Millenial (1981-1996)

Generation Z (1997-2012)

Alpha generation (2013-2025)

Generation Z and Digital Tools in Teaching Foreign Languages

Presently, a special attention is paid to peculiarities of teaching the modern generation Z, which will make in the nearest future already a basis of regular personnel of organizations of different spheres of activity. The issues of personnel support of production organizations appear to be one of the key elements of intensifying digital transformation of economics under conditions of forming up the sixth technological mode, since particularly the highly-skilled personnel takes on the role of condition of an effective production activity on the basis of a comprehensive use of digital technologies. Study of the foreign language under these conditions become a relevant objective in the course of training specialists of engineering trend with the aim of effecting a complex approach to forming up human resources of the country. The article gives consideration to theoretical fundamentals of using digital technologies in teaching foreign languages to the generation Z, gives practical examples of enhancing efficiency and effectiveness of interaction between teacher and students in the process of educational activities with the use of digital technologies. The conducted research has helped to assess the influence of a new

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approach to teaching foreign languages to the modern generation Z on the basis of CALL (Computer Assisted Language Learning) methods on improving the process of interaction of all participants of educational process in the engineering higher educational institutions.

Currently, with the rise of online communities, communication has shifted away from traditional modes that have long been based on face-to- face models of interaction, to a more digital approach such as social networks. Thus the acquisition of online literacy in social networks such as Facebook might create a gap or linguistic difference that distinguishes generation Y aged from 20 to 30 years old who are the active users of Facebook from the baby boomers aged from 40 years and above who are adopters of social network. Hence, the aim of this study is to examine topics they post, use of non standard language and the use of multimedia application in social network to highlight the issues that could allow misunderstandings to occur in social network conversation. The data is derived from the 'status' of selected Facebook users and analyzed qualitatively. The pilot findings show that there are differences in term of spelling innovations and capitalization, acronym and abbreviation, emoticons and punctuations. In the matter of content, baby boomers posts are more informative, direct and in order compared to generation Y. Baby boomers are also more likely to respond to the comments that are relevant to their post compared to generation Y. This study proposes that in order to minimize the differences and bridge the communication gaps generation Y need to formalize their writing and avoid unnecessary spelling innovations, capitalization, abbreviation, emoticons and punctuations that can course uncertainty to baby boomers. At the same time baby boomers should also be aware of the online literacy to mingle with the future generations.

Learning materials, especially books, e-textbooks, audio and video materials, are tools that help in the learning process. If a student completes language assignments through audio and video materials, he will learn to pronounce words and sentences correctly. It should be noted that some students tend to learn a foreign language from films, but the dialogues in the films contain slang and dialects. Therefore, language learners who use this method should be careful. Students often do not take language learning seriously. Problems such as following grammar rules and language barriers prevent students from taking language seriously. In fact, the idea that constructed sentences do not have to be grammatically correct for communication to be understandable may be partly true and partly false. Because during a conversation, if a sentence is constructed by constantly changing grammatical rules, this is detrimental to fluency. Students do not follow the rules learned in class and cannot

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always follow them. In addition, in universities without philology, students consider foreign languages as a secondary subject. Unfortunately, in most cases, students learn the language during internships. After classes, they do not try to learn new words by practicing pronunciation and writing essays.

During classes, the teacher should require students to communicate in the target language. Only in this case will the level of achievement and fluency in learning the language increase. Independent work on oneself, independent problem solving, and researching any topic serve to better master the following. The fact that a student turns to a teacher for every small problem indicates the student's dependence. This reduces the student's ability to work on himself.

Digital tools enhance accessibility, engagement, and collaboration

Successful integration requires thoughtful planning and training

There are no simple answers for keeping up to date with the proliferation of communication tools in the 21st century. Deciding which tools might be appropriate to use for students in online and face-to-face classrooms will continue to be part of what tertiary language teachers do. The headings and contents of the Teacher Knowledge Grid have demonstrated the breadth of teacher learning in relation to technology use.

CONCLUSION

In conclusion, it is effective and easy to learn or teach each foreign language through a practical approach through some games and methods. At the same time, it increases the motivation of students to learn a foreign language perfectly. That is, the work is carried out step by step on the basis of the system. In addition, it perfectly develops competencies based on the current European educational standards in language learning.

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