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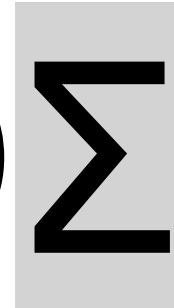


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USING ONLINE TOOLS AND INTERNET RESOURCES FOR TEACHING FOREIGN LANGUAGES

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Mankind has entered a new stage of its development, when information processes become one of the most important components of human life. Therefore at the stage of development of education a problem of finding new forms of educational organization process became relevant. The modern system of higher education is experiencing large changes that lead to improvement and emergence of new educational technologies. [1] Today's higher educational institutions must actively position their contribution to innovation process, social development and develop innovative technologies that will ensure the formation of professional skills in students. Currently, the amount of information that is necessary to obtain, understand and master the levels of education is growing. It caused the introduction of information technology in education and the formation of a separate type of learning – distance one. [2]

The current level of development of computer technology and a variety of software provides ample opportunities to improve learning. The use of computer technology contributes to the improvement of the education system and ensuring a qualitatively new level.

At the moment, the influence of the Internet on education, including higher education, is undeniable. The web has changed the learning process in both directions: how we gain knowledge, and how we present it. SARS-CoV-2 pandemic 2020 and the forced transition to a remote format of lessons only highlighted what for a long time has been in the shadow of the attention of many teachers: modern education can and should involve Internet resources in the process of presenting new knowledge.

Teachers have at their disposal a wide variety of services, which can, for example, provide the opportunity to conduct classes not only in the classroom, fundamentally change the format of presentation of information during classes or check how students learned new knowledge and mastered new skills. Forced self-isolation due to the SARS-CoV-2 pandemic has forced most teachers to look for online teaching tools and resources, which were more likely to be used only by those who worked full-time remotely.

Virtual learning environments (such platforms as Moodle, Canvas or Sakai), video conferencing services (such as Meet and Zoom which are widely used for conducting lectures and practical classes in Vinnitsia National Technical University) or online testing applications (such as Google Forms), while revolutionizing education, represent only one category of web services that can be used in the teaching process. It would be much more interesting to concentrate on those resources and services that were not originally thought or conceived as educational.

The study of foreign languages and, consequently, their teaching can be considered as a very special element of study at school or university. This is primarily due to the peculiarities of the subject itself – language, which is a living, constantly changing organism, much more changeable than, for example, the laws of mathematics.

Despite the need to master some fundamental laws of functioning (such as the basic rules of grammar), successful mastery of a language implies, among other things, the ability to navigate in this endlessly changing system of signs. Therefore, a teacher, and then a student, must constantly be guided by the linguistic landscape of the moment in order not to become a hostage of the linguistic situation that existed several decades ago.

The Internet, in which thousands, and possibly millions of texts are published daily, is the most obvious, and most importantly, an accessible resource for obtaining information about the current state of the language. Neologisms will almost certainly be used for the first time in the next article published in the Internet version of a popular newspaper or magazine, which makes Internet resources the simplest and one of the most important sources of vocabulary replenishment. [3] The Internet is the first to record not only new vocabulary, but also changing norms, reflects the emerging tendencies of violation of certain grammar rules, which may later become a new linguistic norm.

The Internet also provides access to an almost endless amount of materials that can be used to improve your listening comprehension skills. Various resources, including, for example, Instagram, Amara or Animoto popular among young people, can serve as a source of videos on topics of interest to students. The fact that the video is devoted to a topic that is already familiar and obviously attractive for students will allow them, on the one hand, to enthusiastically follow what is happening on the screen and not perceive what is happening as an exclusively educational moment, but, on the other hand, to concentrate on the language (pronunciation peculiarities, used vocabulary, etc.).

The familiar environment, associated primarily with leisure and entertainment, will allow students to begin perceiving a foreign language as part of their everyday life, and therefore, as something that does not cause rejection and/or is imposed by the university, which is necessary especially within the walls of the classroom.

Moreover, Internet resources popular among young people can serve as a kind of guideline when choosing topics for discussion. Emotional involvement and interest in the subject under discussion is one of the best ways to involve students in the discussion, and therefore, a way to overcome the language barrier and the fear of speaking in a foreign language class.

At the same time, popular web services can serve not only as a source of material that can be used in the course of classes, but also as an environment in which it is possible to check (from the position of a teacher) and apply (from the position of a student) the knowledge gained by translating the process of learning a foreign language from purely theoretical and conditionally practical plane into reality. All kinds of tasks to search for certain information on foreign-language web pages or tasks related to checking the truth of certain facts on foreign sites, transfer students to situations that they may face in the future. One example of such an assignment is a vacation planning project with a limited budget, for which students must gather information about transport, hotels and attractions, preparing a kind of ready-made "package" for travellers.

Constant language practice, search for words and expressions that most accurately and clearly express thoughts, the ability to receive and give feedback (either exclusively in the circle of their classmates, or "unlimited", from any users in case of publishing materials in the public domain), inclusion of a foreign language in their everyday life – all these extremely important tasks in the learning process students can perform, literally without leaving home.

It should be also emphasized that the distance course, compared to traditional learning, requires more flexibility, more detailed content development, more careful planning and support of students. To create their own distance learning courses, the teacher must be able to determine the purpose and objectives of the distance learning course, to determine by testing the previous level of knowledge of students, divide educational information into separate blocks, consistently submit information according to a certain logic, compose questions to consolidate the content of the distance course, develop recommendations for the design of the distance course and its individual parts, maintain the motivation and interest of students in working with this course. [4]

So, we can see that the Internet is not only an educational resource because it has created many services for online learning, but also due to the fact that it provides students with the opportunity to see what the university is really learning exists outside the walls of the university, and transfers them from the world of faceless (albeit indisputably not useless) exercises into the world of the target language.

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