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РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
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КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ

ЯРОСЛАВСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ

# «ЛИНГВИСТИКА И ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ»

## Сборник научных трудов по материалам

## I-й Всероссийской научно-практической студенческой конференции с международным участием

## Ярославль,

## 12 мая 2021 года

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**Л59 Лингвистика и профессиональная коммуникация:** Сборник научных трудов по материалам I-й Всероссийской научно-практической студенческой конференции с международным участием. Ярославль, 12 мая 2021 года, [Электронный ресурс]. - Ярославль: Изд-во ЯГТУ, 2021. – 221 с. – 1 CD-ROM

В настоящий сборник включены научные статьи, содержание которых было представлено авторами в докладах на I-й Всероссийской научно-практической студенческой конференции с международным участием 12 мая 2021 г. в ФГБОУ ВО Ярославский государственный технический университет. Рассматриваются такие актуальные проблемы, как использование возможностей цифровой среды при изучении иностранных языков, лингвистические исследования в сфере профессиональной коммуникации, передовые научно-технические знания и достижения в профессиональной деятельности.
Сборник адресован ученым, преподавателям высших и средних специальных учебных заведений, студентам, аспирантам, магистрантам, бакалаврам, а также широкой научной общественности.

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# THE USE OF DIGITAL RESOURCES IN TEACHING A FOREIGN LANGUAGE

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***Abstract.*** *The article deals with the requirements for personal and professional qualities of future specialists, set by the modern society, their development in the process of teaching foreign languages, as well as the use of digital technologies and Internet resources for this purpose. In particular, the article discusses the importance of systematic choice of teaching tools to achieve specific goals set by the teacher.*

***Keywords:*** *modern education; computerization; digital technology; choice of teaching tools.*

In the era of rapid development of information technology, society requires future professionals to have the skills and abilities necessary for independent acquisition of knowledge and its application in practice to effectively solve various problems, collect and analyze facts, make generalizations and reasoned conclusions [2, p. 257; 6, p. 46], to achieve success it is necessary to be com- municative, to work together in different situations, to seek a way out of conflict situations; to think critically and creatively, finding ways to solve arising problems using modern information technologies; to work independently to improve their own cultural level. Development of the above-mentioned skills and cognitive skills of students in the educational process takes place at the expense of active learning technologies [4, p. 267].

At present the main indicator in choosing the means of teaching is the achievement of the final levels of foreign language proficiency, developed by the Council of Europe and representing an effective pan-European system of information exchange [3, p. 90]. "The language learning activity should become a fascinating, meaningful activity and a real linguistic creativity. Only in this case a student will turn from a learner into a learner, will gain autonomy and desire to self-develop in accordance with the new educational standards" [1, p. 21-22].

Currently, global computerization has embraced all spheres of human activity, including science and education. The development of the Internet and the emergence of many computer programs to facilitate the learning process has greatly changed the study of foreign languages, making it faster and easier to work with authentic sources.

Computer-based educational programs have a number of advantages over traditional teaching methods, being, above all, the means of direct audiovisual interactive interaction. Using them in the classroom together with the traditional methods of teaching allows training of various types of speech activity, awareness of the nature of linguistic phenomena, formation of linguistic abilities, creation of communicative situations, automation of language and speech skills and ensuring the implementation of an individual approach and intensification of students' independent work, and also contributes to the increase of cognitive activity, motivation and quality of knowledge of students.

Computer communication technologies allow a new implementation of methods that activate the creative activity of students. They can participate in virtual discussions on various educational sites and thematic forums, carry out joint creative projects together with the students of different educational institutions. Thus, the use of modern information and communication technologies in the educational process can be considered as one of the active forms of individualization of learning [8, p. 77-79].

The integral properties of new technologies, such as their interactivity, multimodality, multimedia, visualization of content, play an important role in learning. There are many digital

resources, both online and requiring installation on a device, that implement the processes of creating something new or exploring an existing one.

These resources can also be in the form of different courses (MOOCS, I-tunes Courses), tools (Google Docs, Camtasia, Explain Everything), encyclopedias and other academic sources (Google Search, Wikipedia, offline dictionaries, Microsoft Office) and help to conduct research at different stages: information gathering, synthesis, further supervision of the research process and work with the results of the research. As well as the process of creation, from grouping in creative groups, planning, and analyzing the work done.

The main difficulty in choosing digital technologies, asking first of all "What to use in the learning process?" and considering all these applications, is that we are often not aware of the difficulties that arise in the direct use of the chosen resources due to a lack of awareness of how to use them and use them correctly. The teacher may not have the time or inclination to learn in advance all the possibilities and rules for using the selected resources.

In order to make the best use of applications and programs, we must first ask ourselves the questions: "Why? What is the main purpose of using computer technology in the classroom?

The reasons may be different:

- To improve understanding of what is being studied;
- to increase learning time by encouraging students to use

To improve understanding of what is being learned; to increase learning time, encouraging students to use educational applications and resources outside of the classroom;

- to increase the effectiveness of the teacher's work; - to develop students' independence;
- Increase the level of students' skills in working with computer technology; - Increase the level of students' ability to work with computers.

technology;

- Developing such qualities in students as determination and

determination to achieve results;

- preparing students for their future life;
- increasing students' motivation;
- The reduction of the number of physical resources used.

and so on.

For example, if we want to improve students' understanding

For example, if we want to improve students' understanding of a topic or material, we have to look at resources in our planning that will help them understand the topic. To do this, we need to look at the problem from different angles. Nowadays, the Internet and various online resources offer teachers and students ample access to expert opinions on many issues. The instructor cannot always act as such an expert due to the fact that it is impossible to be completely knowledgeable in every field, and also because he or she is often too immersed in the problems and needs of his or her students to objectively assess a particular issue. For this reason, studying a particular topic requires the opinion of an expert with a more complete and up-to-date view of the subject matter.

To get acquainted with the opinion of experts, Internet resources such as youtube.com and ted.com with the ed.ted.com platform, which allows you to create your own lesson on the basis of the offered video, are suitable. The teacher can break the video into thematic fragments and work through the discussion of what he or she has seen in class.

The use of the Internet resources in teaching foreign languages allows to create the conditions for the development of all the necessary and relevant to the realities of today's students.

The methods of sharing and discussing contemporary ideas and trends, which are widely used by teachers today, also have a great motivational power in teaching foreign languages. At the same time, the availability of their own computer and digital devices with Internet access for almost every student greatly facilitates the task of the teacher to involve students in the process of learning a foreign language through the Internet [7].

The main questions for teachers when choosing digital technologies are: what to use, how to use and, most importantly, why to use a particular resource. First of all, it is necessary to define the

main goals and objectives of the lesson and, consequently, of the use of digital innovations in the lesson. Then we have to ask ourselves which resource should be used to most effectively achieve these goals and objectives, and finally, how does the selected learning tool work? Thinking about the above mentioned questions in detail can significantly increase the students' involvement in the educational process and develop the skills and abilities necessary for successful implementation of their future professional activities.

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