



**НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ПОЛТАВСЬКА ПОЛІТЕХНІКА  
ІМЕНІ ЮРІЯ КОНДРАТЮКА**

**ЗБІРНИК МАТЕРІАЛІВ**

**77-ї НАУКОВОЇ КОНФЕРЕНЦІЇ ПРОФЕСОРІВ,  
ВИКЛАДАЧІВ, НАУКОВИХ ПРАЦІВНИКІВ,  
АСПІРАНТІВ ТА СТУДЕНТІВ УНІВЕРСИТЕТУ**

**16 травня – 22 травня 2025 р.**

that certain types of video games can have a positive impact on the development of foreign language skills.

*References:*

1. Ковальова Т. О. Про використання комп'ютерних ігор на заняттях з англійської мови. Вісник Національного авіаційного університету. Сер. Педагогіка. Психологія. 2015. Вип. 7. С. 62–67.

2. Hladonik G V. Video games as language learning tools. Відеоігри як засоби вивчення мови. Інформаційно-комунікаційні технології в світі. 2021. Вип. 33. С. 139–145.

3. Reinhardt J., Sykes J. M. Conceptualizing digital game-mediated L2 learning and pedagogy: Game enhanced and game-based research and practice. *New Language Learning and Teaching Environment*. Springer Nature Link, 2012. P. 32–49.

4. Richard E. M. *Computer Games for Learning: An Evidence-Based Approach*. The MIT Press, 2014. 281 p.

**UDC 373.5.091.33:811.111]:004**

*D. Tiahnii, Student, Group 501-FO*

*Research Advisor: A. Bolotnikova, PhD in Philology, Associate Professor,  
National University "Yuri Kondratyuk Poltava Polytechnic"*

## **THE USE OF DIGITAL TECHNOLOGIES IN TEACHING ENGLISH**

In recent years, the use of digital technologies in teaching English has become an object of interest for methodologists, teachers, and tutors, as the digital transformation of education has led to changes in the methodology of teaching foreign languages. The use of digital tools in teaching English has been studied by M. Warschauer, G. Beatty, C. Dudeney, N. Hockly, R. Godwin-Jones and others, drawing attention to the interdisciplinary nature of this problem. The use of platforms such as Zoom, Kahoot, Quizlet, and Grammarly is studied not only in the context of English language teaching, but also in the context of pedagogical innovations, learning psychology, and the development of information competence. The issues of digitalization of education in the context of teaching foreign languages are highlighted by the works of Ukrainian researchers A. Ageicheva [2], O. Bazeliuk [5], S. Bolotnikov [1, 2], O. Buynitska [4], O. Korotun [6], N. Morse [4, 5], Y. Safonov [6], who analyze the digital competencies of teachers and students, as well as the role of digital tools in the formation of students' methodological competencies.

One of the main components of the organization of the educational process is the use of digital technologies that contribute to the personalization of the educational process, the development of student autonomy and the improvement of the level of English language acquisition. Online platforms, such as Zoom,

have become an important means of organizing classes in real time, and have provided an opportunity to maintain the continuity of the learning process by allowing students and teachers to work in a virtual educational environment (group work rooms, screen demonstrations, interactive polling). Platforms such as Kahoot allow the process of learning to be carried out in a playful way, which helps to reduce anxiety and stress that hinder language acquisition. The Quizlet platform helps to individualize the learning process by focusing on the most difficult aspects of the learning material, and Grammarly helps students improve their writing skills by providing instant feedback on grammar, vocabulary, and stylistic errors.

Thus, digital tools play an important role in the development of foreign language teaching methods, which are reoriented towards student-centeredness, inclusiveness, and continuity of education. The use of digital platforms in the process of teaching English contributes to the development of the following skills: effective use of information resources, critical evaluation of information, compliance with the rules of academic integrity, protection of personal data, etc. In addition, digital tools have become an integral part of the modern educational environment, changing approaches to the organization of the educational process, increasing accessibility, individualization, and efficiency of learning. Their widespread use in English language learning opens up new opportunities for the development of students' language skills, making foreign language learning more interesting and effective.

*References:*

1. Bolotnikov S.Y. *Formation of linguocultural competence of future English language teachers. Актуальні питання гуманітарних наук : міжвуз. зб. наук. пр. молодих вчених Дрогоб. держ. пед. ун-ту ім. Івана Франка. Дрогобич : Гельветика, 2024. Вип. 76. Т. 3. С. 30–35.*

2. Bukhhalo S. I., Ageicheva A. O., Shkil S. O., Bolotnikov S. Y. *The Role of Translation in Cross-Cultural Communication. Вісник Національного технічного університету «ХПІ». Серія: Інноваційні дослідження у наукових роботах студентів. 2023. № 2. С. 79–87.*

3. *Information and educational environment of vocational educational institutions: a manual / Kartashova L.A., Yurzhenko V.V., Guraliuk A.G., Lipska L.V., Humenna L.S., Zueva A.B., Shupik I.M., Rostoka M.L., Shevchenko V.L. Under the scientific editorship of Luzan P.G. Kyiv: IPTU NAPS, 2017. 124 p.*

4. *Modernization of education in the digital dimension: a monograph / under the scientific editorship of N. Morse, O. Buynitska. Kyiv: Borys Grinchenko Kyiv University, 2021. 300 p.*

5. Morze N.V., Bazeliuk O.V., Vorotnikova I.P., Dementievskaya N.P., Zakhar O.G., Nanaeva T.V., Pasichnyk O.V., Chernikova L.A. *Description of the digital competence of a teacher. Open educational e-environment of the modern university, 17 special issue “New pedagogical approaches in STEAM education”. 2019. P. 1–53. URL: <http://openedu.kubg.edu.ua/journal/index.php/openedu/article/view/263>.*

6. Safonov Y., Korotun O. *Digitalization of education in Ukraine: technologies and teaching methods. Transformational economy, 2024. 2(07). P. 89–94. URL: <https://doi.org/10.32782/2786-8141/2024-7-15>.*