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L.O. SHEVCHUK¹, PhD (Pedagogy), Associate Professor,
Head of the Department of Foreign Philology and Translation

e-mail: le.shevchuk@ntu.edu.ua ORCID ID: <https://orcid.org/0000-0001-8113-0509>

V. V. TUPCHENKO², PhD (Pedagogy),

Associate Professor of the Department of Foreign Language Training, European Integration and
International Cooperation

e-mail: v.tupchenko@karazin.ua ORCID ID: <https://orcid.org/0000-0001-7694-3855>

M. V. PASICHNYK²,

Senior Lecturer of the Department of Foreign Language Training, European Integration and
International Cooperation

e-mail: mvpasichnyk@karazin.ua ORCID ID: <https://orcid.org/0000-0002-8621-2199>

¹National Transport University,

1 Mykhaila Omelianovycha-Pavlenka st., Kyiv 01010, Ukraine

²V. N. Karazin Kharkiv National University,

4, Svobody Square Kharkiv, 61022, Ukraine

ADVANCEMENTS IN ONLINE LANGUAGE INSTRUCTION TECHNOLOGIES WITHIN HIGHER VOCATIONAL EDUCATION

Purpose of this article is to analyze and summarize current trends, challenges, and opportunities in the field of online foreign language teaching. It focuses on how digital platforms, innovative methodologies, and advanced technologies are being integrated into educational systems in response to external socio-political and health-related factors. The article also aims to explore best practices, teaching strategies, and digital tools that enhance the effectiveness of online language acquisition in higher education.

Methods. A theoretical review of academic literature, including previously published studies, conference materials, and specialized publications, a synthesis of practical experiences from educational institutions, particularly the Department of Foreign Language Training at V. N. Karazin Kharkiv National University, comparative analysis of traditional and modern language teaching methods and their adaptation to online formats, an examination of the technological infrastructure and tools (Moodle, Zoom, Edpuzzle, VoiceThread, Quizlet, Padlet) employed in current online teaching practice.

Results. The article discusses online learning in Ukraine and offers best practices to enhance educational technologies, especially for learning foreign languages. The paper explores new interactive learning materials, electronic linguodidactics methods, and the use of artificial intelligence and virtual worlds in education. One of the key issues is the adaptation of such innovations to traditional teaching methods, which can lead to qualitative changes in teaching approaches. In addition, the study emphasizes the importance of finding optimal distance learning methods for phonetics, grammar, listening and speaking. Special attention is paid to mastering stylistic norms of written and spoken speech in different discourses - educational, scientific, business and official. The problem of human interaction with electronic technologies in the process of creating digital learning environments and interfaces also plays an important role, as it requires training teachers and students to use modern online technologies. The Ukrainian experience, particularly during times of crisis, demonstrates how digital education can promote resilience, accessibility, and modernization in the educational sector.

Conclusions. Thus, the study offers a comprehensive analysis and prospects for the introduction of advanced online educational technologies aimed at improving the teaching and learning of foreign languages, and emphasizes the need for professional development of teachers for the effective use of new-generation interactive learning complexes.

KEY WORDS: *online learning, higher vocational education, foreign language, electronic linguodidactics, interactive learning materials, artificial intelligence, innovative technologies, digital learning environment.*

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Problem statement

In 2022, after the Russian invasion and the declaration of martial law, Ukraine quickly shifted to online teaching while maintaining educational standards. Thanks to the experience and skills Ukrainian educators have gained in online and blended (offline and online) teaching during the pandemic, Ukrainian education is meeting the challenges of wartime with dignity. Being in a crisis situation, it remains capable and in demand both by students who have not left the country and by those who have temporarily evacuated. The relevance of the problem we are studying is conditioned by the necessity of a detailed study of the phenomenon of online learning in the modern conditions of Ukrainian society and sharing the experience of its use in order to develop and implement the most optimal online educational technologies in the field of foreign language learning.

Today, thanks to multimedia resources, the process of learning a foreign language in higher education can be taken out of the classroom and made continuous. In some cases, the desire and need to learn a language comes as a result of using these resources (communicating online with native speakers, watching programs and movies in a foreign language, using various sites that require knowledge of a foreign language).

Thus, modern schools, colleges and universities are required to revise the approaches that have been used so far for teaching foreign languages and to search for innovative methods taking into account the development of science and technology. They are expected to use multimedia and internet technologies along with new teaching models in order to move away from the previously used model based on teacher's explanations.

Literature review

Researchers and methodologists emphasize the vital importance of online foreign language learning within the educational landscape (Niels Bjorn-Andersen, Alejandro Inaki, Daug Lederman, Ciarrusta Sanchez) [1,2,10]. Many scholars, while reviewing the landscape of online education, underline the distinct characteristics of this teaching format across various learning activities. Consequently, they compile experiences and offer recommendations for online instruction in preparatory courses for entrance exams to bachelor's and master's programs, for assessments of foreign language proficiency at various levels, for acquiring specialized knowledge in specific foreign languages [4], for the teaching of foreign languages in higher education [12], and for the

enhancement of professional skills among linguists. These recommendations aim to create a more effective and engaging learning environment tailored to the needs of diverse learners. By integrating innovative practices and technologies, educators can significantly improve the outcomes for students pursuing foreign language proficiency.

The objective of this study based on the analysis of positive experience of foreign language teaching in the world and the work already done by domestic and foreign methodologists to optimize the techniques and methods of online learning of foreign languages to identify and characterize the prospects of such learning technologies in the context of higher professional education.

The statement of the main material

The recent surge in the integration of online distance learning into our educational methodologies and technologies has emerged as a direct response to several significant extra-linguistic factors. These factors primarily arise from an urgent need for adaptability in teaching and learning practices, particularly in

light of security concerns that necessitate adherence to prolonged restrictions on movement between countries and, in certain cases, even within different regions of the same country. Consequently, educational institutions have been compelled to embrace digital platforms to ensure the continuity of

learning while prioritizing the safety and well-being of students and educators alike. This shift not only illustrates a profound transformation in the landscape of education but also highlights the resilience and innovation inherent in the face of unprecedented challenges. Professionals involved in training activities realize that these restrictions have given rise to many methodological issues that have long been unresolved due to the traditional view that quality education can only be obtained through live, face-to-face interaction between teacher and pupil, teacher and student. The materials published in specialized publications and presented at various conferences reflect the diversity of research in the field of online foreign language learning. These studies cover several key areas:

- Determination of the role and significance of online foreign language learning in the context of the educational system of modern society. The issues of integrating online courses into existing educational processes are becoming more and more relevant as interest in distance forms of learning grows.

- Introduction of innovative technologies into traditional methods of teaching foreign languages. Research concerns how new tools and approaches can enhance learning by improving both students' independent work and interaction with the instructor.

- Exploring new technological possibilities for distance learning on online platforms. This area includes analyzing and adapting various digital platforms that provide interactive tools for language learning, as well as developing new methods of interaction in virtual learning environments.

- Preparing teachers and educators for skilled work using new technologies. Here, special attention is paid to the development of professional development programs aimed at learning how to work with online platforms and modern distance learning methodologies, as well as the creation of a system of cooperation among specialists in this field.

- Optimizing the processes of students' assimilation of new technologies used in the learning process. In this context, research is being carried out to develop techniques that facilitate more efficient and faster assimilation of new tools and technologies, with the aim of standardizing and universalizing them for

wider use in educational practice.

- Creation of specialized teaching aids and materials for online distance learning of foreign languages. An important aspect is the development of quality teaching resources that are adapted to the requirements of distance learning and can be effectively used for learning different foreign languages by learners of different levels of background.

Researchers are working on integrating online learning into the current education system, enhancing distance learning technologies, and training teachers to use these technologies effectively.

There are various foreign language teaching methods that consider different factors affecting the material and the impact of new technologies [6,15]. Language learning is affected by students' motivation to learn a foreign language, their study conditions, and the distinct psychological and cultural traits of both students and teachers. The teachers' experience is important, as well as how similar the students' native language is to the foreign language they are learning. The traditions and preferences regarding teaching methodologies, whether it be a particular approach or a combination of various methods, also significantly impact the learning process. Furthermore, there are numerous other factors that can contribute to the overall effectiveness of language acquisition. The introduction of new methods and methodological techniques in teaching foreign languages in normal conditions is introduced slowly, sometimes conservatively, and undergoes integration. The most promising at the new level of foreign language teaching technology are the methods of modeling and transformation of language systems and separate speech forms in the creation and functioning of "virtual worlds". A lot of new opportunities are acquired by the methodology of role-playing games. Adapting methods and technologies of teaching foreign languages, which have become traditional at different times and have been recognized by specialists and students, scientists and practitioners develop strategies for integrating multimedia technologies and video materials into online distance learning; they compare the specifics of verbal and non-verbal signal exchange in online and offline learning [14]. Strategies for integrating the achievements of different language teaching methods into online learning are actively developed by

psychologists, linguists, methodologists, practitioners, and IT specialists. Among such studies it is worth mentioning the development of techniques for increasing students' motivation in online learning and ways of overcoming the difficulties of hybrid learning, ways of applying the available interactive content and Benjamin Bloom's taxonomy in the process of developing students' communicative activity and verbal creativity. The search for optimal methods and techniques of teaching phonetics and grammar in listening and speaking, mastering the stylistic rules of written and oral speech in academic, scientific, business and official discourse is also important and promising today [9,8]. A significant place in the process of technological renewal is occupied by the adaptation of universal innovations to the methodological traditions of each country, in which the spheres of online language education have sharply expanded.

Most teaching materials for learning foreign languages online are paper-electronic hybrids, with textbooks and other resources available in both paper and digital formats. The printed product is still considered to be the model [3]. Creative teachers improve the regular curriculum by adding their own unique projects and tasks for all students, including individual assignments and assessments. This approach transforms the original educational material into an engaging learning complex that meets diverse student needs. Much of this educational content is available only in electronic format, allowing for flexible learning that can be easily updated. This fusion of traditional teaching methods with modern technology creates a dynamic classroom environment aimed at maximizing student understanding and retention.

Principles for integrating traditional foreign language teaching methods into an online course is quite possible and even advisable to maintain the effectiveness of proven techniques while adapting them to modern formats. Here are the main approaches:

- *Listening and drill exercises.* Record short audio files with correct pronunciation of phrases and words; create exercises to repeat after the speaker. Here's an example: in each module, students listen to a phrase in English, then record their own version and compare it to the original using the built-in audio

comparison.

- *Translation from Ukrainian into English and back again.* Add "translate and check" exercises, with auto-checking or sending to the teacher for checking. The automatic system identifies key errors and explains them.

- *Grammar drills.* Create short tests and quizzes with instant verification; build in interactive explanations of errors. Example: after learning Present Perfect tense, a student takes a quiz (10 sentences - you have to choose the correct form of the verb). If a student makes a mistake, a pop-up window explains the rule.

- *Reading.* Post short adapted texts and provide an integrated glossary; provide reading comprehension tasks. Here's an example: a student is reading a short story. when he/she is pointing to an unfamiliar word, the translation is appearing. After reading - mini-test: choose the correct answer to the questions based on the content.

- *Written activities and dictations.* Organize dictations via video or audio, with automatic or manual checking; include tasks such as "write a letter to a friend" or "describe a picture". Example: a teacher posts a recording of a dictation, a student writes a text in a special form, the system marks spelling mistakes.

- *Role Play / Dialogs.* Use video chat or text-based communication simulators; include "pick a phrase for a dialog" tasks in the game format. The student chooses a character, e.g., a customer in a store. The game is performed through a simulation: the chatbot asks questions, the student chooses or writes answers.

- *Review and practice through flashcards.* Add a module with cards where one side is a word and the other side is a translation or picture. Example: after each lesson a set of flashcards on new vocabulary is automatically created for repetition through the mobile app.

Effective online learning of foreign languages is impossible without effective mechanisms for creating new-generation learning systems, learning complexes, textbooks and manuals. As usual, the main goal of the authors of such learning materials is aimed at achieving a certain level of knowledge of a particular language. Some of these already created teaching aids and

textbooks show the possibility of different formats: from traditional printed publications to online learning platforms for different student populations [11,5].

Moodle (a free platform for creating fully functional online courses) can be used to explain foreign language theory and practice. It allows you to create tests for grammar exercises and translation and set up automatic test checking, forums for written assignments and dialogues, audio questions for dictation and listening, checklists for practicing the language. Flash cards for vocabulary can be created on the online platform Quizlet, as well as mini-games like “learning words” or “correct translation” and generating interactive tests for memorization speed. Live practice, role-playing, listening and dictation lessons can be performed using Zoom + Breakout Rooms, and classes are also available to record for later analysis of mistakes. Edpuzzle is a tool for adding questions to videos. It can be used in the following ways - upload a video with a dialogue, insert comprehension questions, organize listening with pauses for answers. When using this tool, the activity and progress of each student is clearly visible. VoiceThread is a service for creating discussions with voice and video responses. Students record their lines in role-plays, comment on texts by speaking orally (development of speaking skills). When using this service, spontaneous speech skills are improved. The Padlet interactive collaborative whiteboard can be used to work together on writing texts, stories and creating dictionaries, glossaries containing translations.[14,13]

Department of Foreign Language Training, European Integration, and International Cooperation of ERI UEPA of V. N. Karazin Kharkiv National University has many years of experience in teaching foreign languages online. Teaching foreign languages using distance learning technologies has become a significant step in modern teaching methods. According to our long-term experience, to make online education in a technical university successful, it is essential to ensure high technological and methodological training of all process participants. To work in an effective Moodle system, students must be

confident in basic computer skills, and teachers must be able to create high-quality digital content. Continuous technical support is the key to success. It helps to overcome difficulties, keeps students engaged, and increases the overall effectiveness of the educational process. In extreme situations - armed conflicts or pandemics - distance learning methods become a real salvation for universities. They make it possible to overcome the territorial remoteness of students and teachers, making education accessible regardless of geographical location. The key element of success is the organization of all learning materials in a structured course on the Moodle platform - a convenient and centralized repository of knowledge. Drawing on the experience of distance education gained in difficult circumstances offers excellent potential for post-war recovery. Expanding access to education, especially for residents of remote regions, makes the learning process as accessible as possible for all citizens of Ukraine. Distance learning allows students to combine study and work - an ideal solution for the country's post-crisis economic recovery.

Digital technologies and foreign language knowledge provide new opportunities for students, such as access to international projects, online courses, and exchanging experiences with other countries, contributing to integrating the Ukrainian educational system into the global space and creating conditions for modernization and sustainable development.

The study of new online learning technologies reveals that online education is a response to societal changes that prioritize health and safety during emergencies. It also seeks to lower costs and time in knowledge acquisition by utilizing advancements in information and communication technology. Online learning technologies are a modern solution to safeguard people's lives and health. It also helps to reduce the costs of gaining knowledge by using advanced technology. Online learning technologies can help stabilize education and facilitate the acquisition of knowledge and skills, despite challenges and traditional educational conservatism.

Conclusions and further research prospects

The development of online language learning solutions for higher education is still

in the early stages. Recent research shows new approaches in this area, suggesting that

theoretical and methodological work still has great potential.

A key benefit of new technologies in online foreign language teaching is the development of innovative methods in electronic linguodidactics. These methods improve learning and create a new generation of interactive teaching materials. Such advancements are transforming the educational landscape, making language acquisition more engaging and effective for learners. These technologies have great potential to enhance language teaching and learning across different platforms. These methods aren't suitable for traditional teaching, but advancements in artificial intelligence and virtual worlds create new opportunities. These developments contribute to qualitative changes in the methodology of role-playing games, expanding their possibilities.

Finding the best methods for online learning of phonetics, grammar, listening, and speaking skills is equally important. Special attention is paid to stylistic aspects of written and spoken language in various discourses - academic, scientific, business and official. It's essential to tailor innovations to the teaching methods of each country that is increasingly interested in online education.

Attention must be given to how people interact with electronic technologies when creating and integrating digital learning environments and interfaces. This increases the relevance of professional development of teachers and students in working with modern online technologies. Thus, the development of programs for the formation of skills and abilities to work with interactive learning complexes becomes an important direction.

Conflict of interest

The author declares that there is no conflict of interest regarding the publication of this manuscript. Furthermore, the author has fully adhered to ethical standards, including those related to plagiarism, data falsification, and duplicate publication.

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Л. О. ШЕВЧУК¹, канд. пед. наук, доцент,
завідувач кафедри іноземної філології та перекладу
e-mail: le.shevchuk@ntu.edu.ua ORCID ID: <https://orcid.org/0000-0001-8113-0509>

В. В. ТУПЧЕНКО², канд. пед. наук, доцент,
доцент кафедри іншомовної підготовки, європейської інтеграції та міжнародного
співробітництва
e-mail: v.tupchenko@karazin.ua ORCID ID: <https://orcid.org/0000-0001-7694-3855>

М. В. ПАСІЧНИК²,
старший викладач кафедри іншомовної підготовки, європейської інтеграції та міжнародного
співробітництва
e-mail: mvpasichnyk@karazin.ua ORCID ID: <https://orcid.org/0000-0002-8621-2199>

¹Національний транспортний університет,
вул. М. Омеляновича-Павленка, 1, м. Київ, 01010, Україна

²Харківський національний університет імені В.Н. Каразіна,
майдан Свободи, 4, м. Харків, 61022, Україна

РОЗВИТОК ТЕХНОЛОГІЙ ОНЛАЙН-НАВЧАННЯ ІНОЗЕМНИМ МОВАМ У ВИЩІЙ ПРОФЕСІЙНІЙ ОСВІТІ

Мета цієї статті - проаналізувати та узагальнити сучасні тенденції, виклики та перспективи у сфері онлайн-викладання іноземних мов. Вона зосереджується на тому, як цифрові платформи, інноваційні методики та передові технології інтегруються в освітні системи у відповідь на зовнішні соціально-політичні та медичні фактори. Стаття також має на меті дослідити найкращі практики, стратегії викладання та цифрові інструменти, які підвищують ефективність вивчення іноземних мов онлайн у вищій освіті.

Методи. Теоретичний огляд наукової літератури, включаючи раніше опубліковані дослідження, матеріали конференцій та спеціалізовані видання, узагальнення практичного досвіду навчальних

закладів, порівняльний аналіз традиційних і сучасних методів викладання мов та їх адаптація до онлайн-форматів, вивчення технологічної інфраструктури та інструментів (Moodle, Zoom, Edpuzzle, VoiceThread, Quizlet, Padlet), що використовуються в сучасній практиці онлайн-викладання.

Результати. У статті розглядається онлайн-навчання в Україні та пропонуються кращі практики для вдосконалення освітніх технологій, особливо для вивчення іноземних мов. У статті розглядаються нові інтерактивні навчальні матеріали, методи електронної лінгводидактики, використання штучного інтелекту та віртуальних світів в освіті. Одним із ключових питань є адаптація таких інновацій до традиційних методів навчання, що може сприяти якісним змінам у підходах до викладання. Крім того, у дослідженні підкреслюється важливість пошуку оптимальних методів дистанційного навчання фонетики, граматики, аудіювання та говоріння. Особлива увага приділяється оволодінню стилістичними нормами писемного та усного мовлення в різних дискурсах - навчальному, науковому, діловому та офіційно-діловому. Проблема взаємодії людини з електронними технологіями в процесі створення цифрових навчальних середовищ та інтерфейсів також відіграє важливу роль, оскільки вимагає підготовки викладачів та студентів до використання сучасних онлайн-технологій. Український досвід, особливо під час кризи, демонструє, як цифрова освіта може сприяти підвищенню стійкості, доступності та модернізації освітнього сектору.

Висновки. Таким чином, дослідження пропонує комплексний аналіз та перспективи впровадження передових освітніх онлайн-технологій, спрямованих на вдосконалення викладання та вивчення іноземних мов, а також наголошує на необхідності підвищення кваліфікації викладачів для ефективного використання інтерактивних навчальних комплексів нового покоління.

КЛЮЧОВІ СЛОВА: онлайн-навчання, вища професійна освіта, іноземна мова, електронна лінгводидактика, інтерактивні навчальні матеріали, штучний інтелект, інноваційні технології, цифрове навчальне середовище.

Конфлікт інтересів

Автори заявляють, що конфлікту інтересів щодо публікації цього рукопису немає. Крім того, автори повністю дотримувалися етичних норм, включаючи плагіат, фальсифікацію даних та подвійну публікацію.

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