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**Oksana B. Khomyshak**

PhD of Pedagogical Sciences, Associate Professor of the Comparative Pedagogy and Methods of Foreign Languages Teaching Department

Drohobych Ivan Franko State Pedagogical University, Drohobych, Ukraine

ORCID ID 0000-0003-3909-7439

*khomyshak@ukr.net*

## USING DIGITAL LEARNING TECHNOLOGY IN THE PROCESS OF LINGUOMETHODOLOGICAL TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS

**Abstract.** The article focuses on the use of Digital Learning Technology for the development of foreign language communicative and methodological competences of future foreign language teachers in the process of linguomethodological training. The author provides definitions for “methodological competence of future foreign language teachers” and “Digital Learning Technology”. The didactic typology of digital learning tools to be used at different stages of developing and testing of all aspects of foreign language communicative competence and speech activities has been suggested by the author. The article deals with the use of the blended method via the MyEnglishLab e-platform, which ensures online interaction, individualised, autonomous and asynchronous way of developing students’ English communicative competence. The author used her English teaching experience to describe, define and provide examples of a new variety of project-based learning: digitised project. The innovativeness of the presented methods involving the use of digital learning tools (e.g. software tools, e-platforms, multimedia tools, e-resources) has resulted in interactive, productive and creative English learning. A wide range of new teaching methods (blended learning, flipped classroom, edutainment, professionally oriented project-based learning activities, screencast technology, webquest technology) for the development of methodological competence of future foreign language teachers with Digital Learning Technology use has been demonstrated. Special focus has been made on blog technology (teacher’s and student’s blogging), which gives the possibility to produce and showcase professional information and activity using multimedia tools (dynamic and static images, video, etc.). Based on the scientific observation, questionnaire and survey, the frequency of digital learning tools use, their diversity, advantages and disadvantages in the process of linguomethodological training of students at Drohobych Ivan Franko State Pedagogical University have been determined. Thus, the feasibility of the suggested methodology of Digital Learning Technology use in linguomethodological training of future foreign language teachers has been proved experimentally and using methods of mathematical statistics.

**Keywords:** digital learning technology; digitised project; methodological competence; digital learning tools; future foreign language teachers; linguomethodological training.

### 1. INTRODUCTION

**Problem statement.** Integration of Ukraine into the European political, economic, social and educational space demands a high level of foreign language proficiency and relevant professional training of students of higher educational institutions (HEIs), in compliance with global standards. In particular, special attention to the professional training of future foreign language teachers is paid in a number of laws of Ukraine (“The Conception of the New Ukrainian School” (2016), “On Education” (2017), “The State Standard for Primary (Secondary) Education” (2018 (2020)). Namely, on the 20<sup>th</sup> of December, 2020, the Ministry of Science and Education of Ukraine endorsed the State Professional Standard for Primary and Secondary School Teachers, wherein core competences were defined, including the Ukrainian language communicative competence, subject-matter methodological

competence and digital competence—these are the ones at the top of the list.

Moreover, new epidemic conditions of our society in 2020–2021 have triggered a fundamental transformation of education in Ukraine, whereby we switched from face-to-face teaching to remote learning. Digitalisation of education at all stages has become a ‘new normal’, as the entire community of Ukrainian educators had to familiarise themselves with a multitude of digital learning tools, often in an expedited manner, without the necessary technical support or sufficient training. With that in mind, we now have to train Teachers of the New Generation at HEIs—employing new approaches, methods, tools, and ensuring that they acquire a sufficient level of professional competence, which will help them tackle the newly emergent educational challenges.

Meanwhile, the recently updated syllabus for foreign language teaching claims to promote online (oral and written) interaction as a new kind of speech activity for pupils during the lesson. A foreign language teacher should therefore know how to organise the educational process using cutting-edge technical aids, e-resources, software tools, educational channels, websites and e-platforms, which will help him or her ensure online interaction between pupils and achieve educational goals in the process of a foreign language teaching.

Thus, in the light of globalisation, digitalisation and modernisation of the educational system, its improvement will not be possible until and unless we start actively using Digital Learning Technology (DLT) in the process of linguomethodological training of future foreign language teachers.

**Analysis of recent studies and publications.** In our days, a great number of academic works is devoted to the study of DLT use in the educational process at different stages. A conceptual framework for DLT use in education has been elaborated in works by V. Bykov, A. Hurzhiy, L. Hrynevych, R. Hurevych, M. Zhaldak, V. Kukharenko, V. Lapinskyi, N. Morze, O. Spivakovskiy, O. Spirin, et al.

The theoretical aspects of teachers’ and students’ digital competence formation are highlighted in the research of many scholars. The academic studies by Yu. Bykov, O. Hrytsenchuk, S. Lytvynova, I. Malytska, O. Kravchyna focus on research of the best overseas practices in the realm of development of teachers’ digital competence, assessment and measurement of teachers’ and students’ digital competence, etc. In particular, the advantages of teacher’s digital competence development in the process of education have been thoroughly analysed by M. Leshchenko [1]. A significant contribution to the research of the structure of digital competence of a teacher has been made by I. Ivanyuk, O. Ovcharuk, O. Spirin, et al [2], [21].

Modern-day academic researchers have made attempts to define and differentiate between “Digital Technology” (DT) and “Information and Communication Technologies (ICTs)”; still both of these terms tend to be used interchangeably in pedagogical and methodological literature.

In the area of ICTs use in foreign language education, major research works include studies by E. Polat, L. Morska, O. Shestopalyuk, J. Hammer, et al.

The recent publications of Ukrainian academic researchers focus on issues dealing with ICTs use in the professional training of future foreign language teachers.

Some academic publications by L. Havrilova are dedicated to the problem of using ICTs in the professional training of English teachers [3], [4].

N. Mayer, in her recent articles, has ascertained that digital competence is an integral part of the professional training of foreign language university teachers [5].

S. Nikolaeva and I. Zadorozhna have considered using blended learning technology to improve the linguistic competence of pre-service English teachers [6].

A wide range of foreign scholars focus on a thorough analysis of the linguodidactic basis of DLT use in foreign language teaching and methodological specifics of e-learning and

blended learning [7], [8], [9], [10]. Having analysed research works on DLT use in English teaching, we have come across the following issues that are being currently investigated by the worldwide academic community.

The flipped classroom technology in English teaching has been studied by H. W. Marshall [11]. In particular, flipped learning in primary English education has been presented by Di Zou [12].

N. Cowie has emphasised the feasibility of teacher- and student-created videos in English teaching [13].

P. Seedhouse and others have investigated the potential of LinguacuisineApp in teaching English, paying special attention to vocabulary learning with the app use [14].

A. L. Saglam and others have studied the results of English teachers' online training for professional development [15].

Thus, the issue of DLT use in the process of linguomethodological training of future foreign language teachers has not been studied thoroughly enough.

**The purpose of our research** is to present some new methods of DLT use in the process of linguomethodological training of future foreign language teachers, drawing on our practical experience.

## 2. RESEARCH METHODS

Research methods have been determined and necessitated by the actual objectives of the study. We have applied a complex of methods (both theoretical and empirical) to evaluate students' learning performance with DLT use.

To investigate the theoretical issues of the research, we have used the study of the best pedagogical practices, critical analysis, synthesis, generalization and systematisation of a large corpus of pedagogical and linguistic literature, including sources on electronic linguodidactics and foreign language teaching.

To identify the level on which digital learning tools are being used in linguomethodological training and evaluate the efficacy of the suggested methodology, we have conducted the scientific observation, experimental teaching, survey and questionnaire among students of Drohobych Ivan Franko State Pedagogical University. The survey results have been interpreted using methods of mathematical statistics.

## 3. RESEARCH RESULTS

Modern Ukrainian scholars—S. Nikolaeva, O. Bihych, N. Borysko, H. Boretska—state that professional training of future foreign language teachers should be aimed at forming their professional competence [16]. They outline the following framework for professional competence: professionally oriented foreign language communicative competence, the Ukrainian language communicative competence, philological competence, psychological and pedagogical competence, methodological competence and general competences (scientific, social, personal, and instrumental). Correspondingly, professionally oriented approach should be applied as well, as it considers the formation of foreign language communicative and methodological competences of future foreign language teachers to be an integral element of the professional training at the pedagogical university [17]. Hence, our article is focused on the process of linguomethodological training of philology students, in particular, with DLT use.

First and foremost, we should consider and define the two key notions of our research.

Foreign language communicative competence is defined as the ability to communicate,

interact and understand each other using a foreign language in a variety of social contexts [16], [18].

As far as "teacher's methodological competence" is concerned, O. Bihych defines it as a set of teacher's methodological knowledge, skills and habits, individual, subjective and personal traits, acting as his or her (teacher's – *author*) ability to project, adapt, organise, motivate, study and control the education of primary school pupils using a foreign language [18, p. 12 – 13].

In our opinion, *methodological competence of future foreign language teachers constitutes the ability to implement foreign language teaching activities (instructional, educational, communicative, gnostic, constructive, organisational) efficiently and creatively on the basis of the acquired methodological knowledge, skills and habits aimed at further improvement.*

Besides, according to the Ukrainian Laws "On Higher Education" and the "Strategy for Higher Education Development in Ukraine for the years 2021 to 2031", the process of professional training at HEIs should be aimed at the formation of a high level of professional and general competences by employing new teaching methods (e.g. the blended method) and involving the DLT use [19].

It is common knowledge that computers have been used vigorously in the process of foreign language teaching way back since the late 20<sup>th</sup> century, as we have witnessed the development of a new "CALL" teaching method (computer-assisted language learning). Foreign language teachers used to scan and print out texts, worksheets and tests, play video footages and audio recordings to engage students in various activities. Nowadays, a wide range of new teaching technical aids are used in foreign language teaching (e.g. computer, interactive whiteboard, video projector, laptops, mobile phones, etc.), and the entire bulk of the examples mentioned above may fall into the category of *digital learning tools*.

The term "digital" is often confused with "computer" or "electronic". Hence, it appears that the term "Digital Learning Technology" should be properly and unambiguously defined. Having reviewed the most recent Ukrainian scientific and methodological studies, we have come across a variety of terms, including "Information and Communication Technologies"(ICTs), "Information Technologies" (ITs), or "Digital Technology" (DT) — all of the above referring to the same phenomenon. For example, O. Spirin and R. Hurevych studied "ICTs" in their research [21], [22]. V. Bykov, L. Hrynevych and N. Morze have defined the notion of "Digital Technology" as they were working on the framework for the New Ukrainian School [1], [20], [23].

Thus, to differentiate, we should stress that ICTs are defined as a set of technical aids providing collection, storage, accumulation, processing, transmission and transformation of information using computers networks [22, p. 42].

In overseas research, reference books and dictionaries, the term used more frequently is "DT". It should be noticed that "the word "*digital*" comes from Latin *digitus* (finger), bearing an allusion to one of the oldest tools for counting. When information is stored, transmitted, or forwarded in *digital* format, it is converted into numbers – on the most basic machine-level as "zeroes and ones." ... the term represents *technology* that relies on the use of microprocessors; hence, computers and applications that are dependent on computers such as the Internet, as well as other devices such as video cameras, and mobile devices such as phones and personal – *digital* assistants" [24].

In the context of our research, we suggest sticking to *Digital Learning Technology* (DLT), which is a more specific term for our study. As no prior 'canonic' definition has been found, we have indeed made an attempt to define it. In our opinion, *DLT encompasses such digital learning tools as software tools, e-resources, applications, e-platforms, educational channels, websites, multimedia tools that can be used with computer or modern electronic*

*mobile devices (laptops, tablets, clickers, smart boards, projectors, etc.) in the teaching and learning process.*

Nowadays, one can hardly imagine the process of foreign language teaching without DLT use. As the improvement of the educational process is essential, digital learning tools should be introduced at different stages, thus bringing its objectives ever nearer. Having found and analysed plenty of digital learning tools for English teaching, we have suggested that the following didactic typology be employed henceforth [25]:

*Table 1.*

### **Didactic Typology of Digital Learning Tools for Foreign Language Teaching**

<b>Type of digital learning Tools</b>	<b>Examples of digital learning tools</b>	<b>Didactic value of digital learning tools</b>
Tools for mind mapping and creating word clouds	Wordle, Wordnik, Flickriver, Tagxedo	Developing lexical competence
Tools for translation	Phras.in, PhraseUp, Phrasr	Developing grammar competence
Tools for identifying word stress and pronunciation	Forvo, HowJsay, PhoTransEdit	Developing phonetic competence
Tools for visual receptive activity	WallWisher, SimplyBox, Twurdy, TagBulb, Cue Prompter, Storify	Developing reading skills
Tools for audio receptive activity	Urtak, Intervue Me, Bat Lyrics, Listen and Write, ESL Video, VYou	Developing listening comprehension skills
Tools for recording and publishing audio or video	VoiceThread, Podomatic, Audacity, Dvolver, Makebelief Comics, Xtranormal, MailVu, AudioBoo, Voxopop, Flickr Poet, Animoto	Developing speaking skills
Tools for writing and publishing texts	Sync In, Write or Die, Posterous, Boockr, Pimpampum, Storybird, Storyjumper	Developing writing skills
Tools for creating different types of tests and interactive tasks	LearningApps.org, Kahoot, Quizlet.com, Socrative.com, Onlinetestpad.com.	Testing the level of foreign language communicative competence formation

The list suggested above includes a wide range of digital learning tools that may be used. That said, specific curricula, syllabi, objectives, time limits, ways of teaching (that is, face-to-face or distance learning technology), students' age, abilities, interests, levels of language proficiency and their digital competence should all be taken into account.

Based on our educational practice and experience in teaching the Practical Course of English and French (English) Teaching Methodology at Drohobych Ivan Franko State Pedagogical University, we would like to present the ways DLT may be used in linguomethodological training of future foreign language teachers.

Today—in addition to face-to-face learning—a worldwide use of the Internet has popularised a new teaching method: the so called 'blended', 'hybrid', or 'mixed-mode' learning [7], [9]. Blended learning helps students and teachers interact as they use digital learning tools outside the classroom. This way, the educational process can be facilitated via online components (e.g. e-platforms) and also through offline learning (e.g. classroom activities) [26, p. 79].

In the educational process of Drohobych Ivan Franko State Pedagogical University, blended technology is being used in teaching English with the help of the MyEnglishLab e-platform, which is an online component of conventional Speakout and Language Leader hardcopy coursebooks by Pearson Publishing House (<https://www.pearson.com/english/digital-tools/myenglishlab.html>). MyEnglishLab suggests we use the supplementary online learning material on different levels to prevent the emergence of any difficulties among students, as they improve their language practice and pursue their communicative activities (Figure 2).

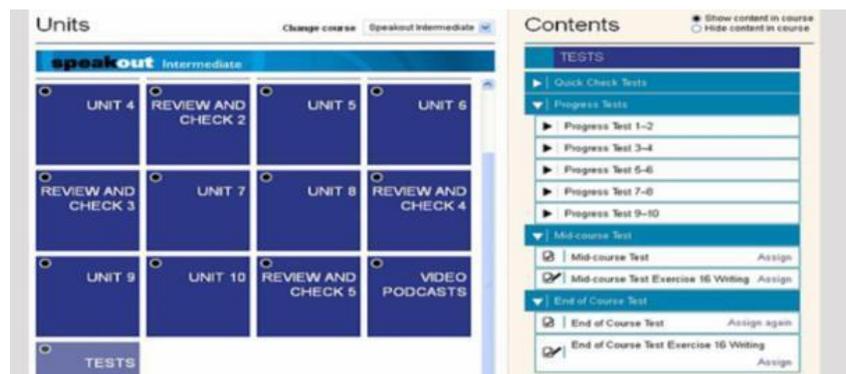


Fig.2. Content of MyEnglishLab

MyEnglishLab entails interactive activities, tasks and tests that correspond with the English course syllabus, motivate students to learn the language and help them brush up their knowledge, regardless of their location and time limits (Figure 3).

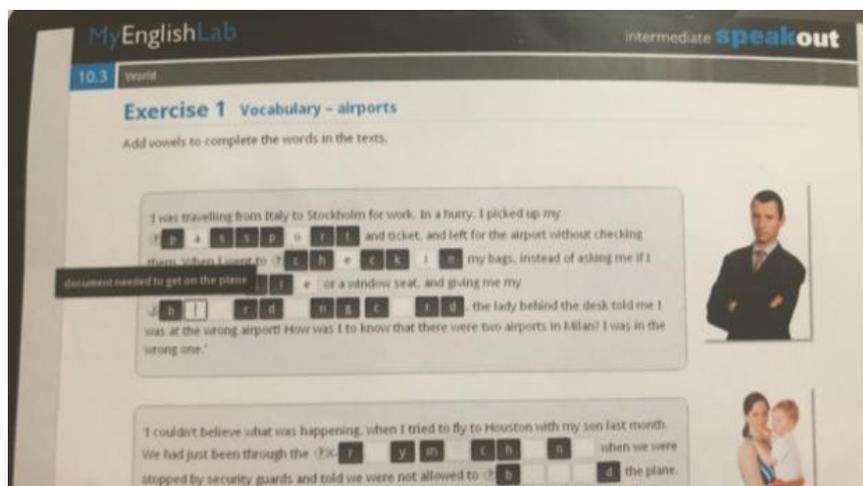


Fig.3. A typical task on MyEnglishLab

As far as the facilities on this platform are concerned, tips, hint boxes, clues and automatic grading help students complete the tasks, analyse the errors, and fill gaps with extended information—i.e., not restricting answers to ‘prefabricated’ reply options (Figure 4).

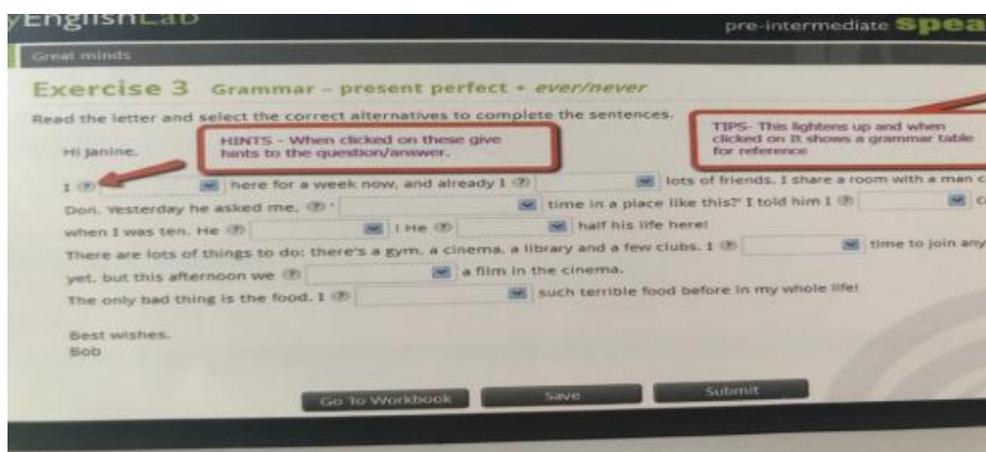
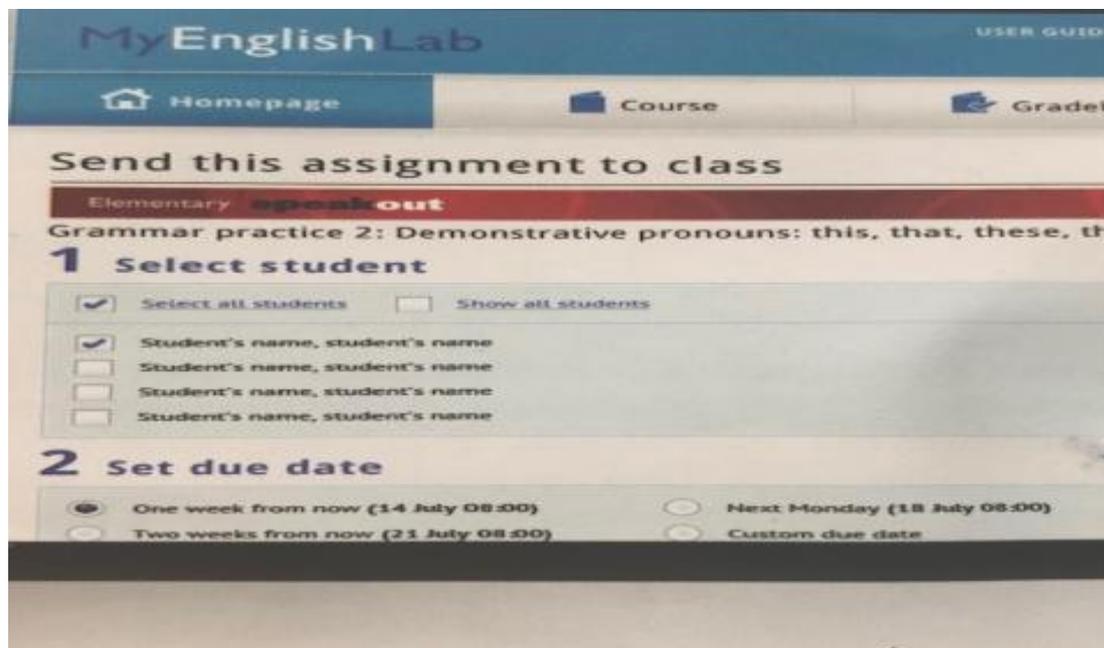


Fig.4. A sample page on MyEnglishLab

Thanks to automatic grading and student gradebook, the teacher can trace the student's progress whereas the learner is kept in the loop, as he or she receives instant feedback, and thus has an idea of his or her success or failure. The teacher, in turn, can choose between assigning tasks to the entire class/group or individual students, in all cases specifying deadlines and helping his or her students succeed in English learning (Figure 5).



*Fig.5. A sample page on MyEnglishLab*

MyEnglishLab is supplied with communication tools that enable the teacher to send messages to students on how the educational process is to be organised (notifications, guidance, updates, etc.).

Thus, the online platform used for English Practical Course teaching serves as a vivid experience of blended learning based on digital learning tools use.

Another efficient way of developing future foreign language teachers' communicative competence is project-based learning with digital learning tools use. Modern-day researchers prove that project-based learning is a teaching method that is aimed at solving real-world problems and challenges in the process of foreign language content learning and is comprised of project preparation, implementation and presentation [22], [27], [28]. The nature of projects may be evaluated and defined using the following criteria: 1) variety of activity (research, creative, role-play, informational, practical); 2) orientation of subject and content (one-subject project, interdisciplinary project), 3) manner of coordination (open or closed information); 4) manner in which contact is being established (external, internal, international); 5) a number of participants involved (individual, pair or group work); 6) duration of the performance (short, long, middle) [28, p. 60].

Drawing upon our experience in the realm of teaching English in the digital era, it should be said that one more important criterion of projects has been omitted, specifically: the use of digital learning tools (e.g. audio, video, multimedia, online, offline, interactive, etc). A digitised project falls into the latter category.

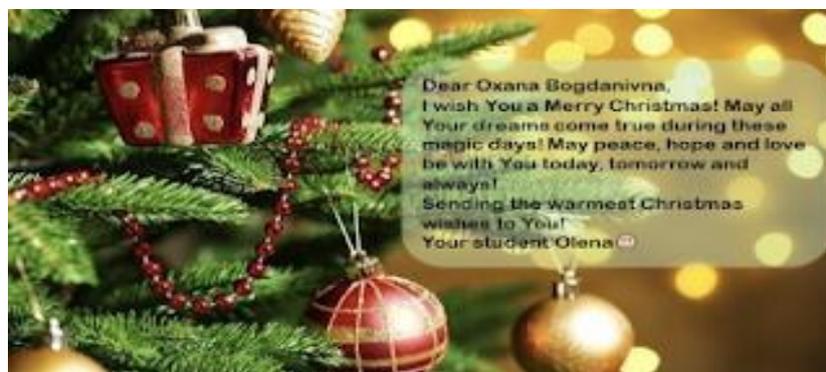
In the process of teaching English, the principal goal of project-based learning is to develop communicative competence and improve practical skills and habits in the course of a project elaboration. We would like to comment on a number of digitised projects undertaken by our students. These include voiceovers for their favourite movie trailers, news programme

and weather forecast productions, audio and video podcasts (recordings include “At the airport”, “At the railway station”, etc). It should be noted that certain results of these projects have been presented on the teacher's Facebook page (with students' permission, of course) — for instance, Movie Trailer Battle and News Challenge (<https://m.facebook.com/oxana.khomyshak?ref=bookmarks>). These may be appreciated by social network readers and encouraged with positive emojis or "likes". We have thus managed to share the teaching experience with others, evoking social interaction between students and teachers, and boosting their motivation to foreign language learning.

The students have accomplished their projects by following the teacher's instructions and procedure, specifically: 1) selecting a topic, objectives, technical aids (e.g. software tools: Moviemaker, IMovie app, etc.), examining and discussing its performance; 2) searching for additional information or video (audio, multimedia) material, considering and discussing in which way can it be used; 3) using the collected material and preparing it for presentation; 4) presenting the project and summing up the results.

Aiming at developing students' communicative competence in writing, the following creative projects have been suggested: designing an e-postcard, an online poster (brochure), an advertisement, a tourist guide, etc.

For example, according to the syllabus, at the end of the first term, we suggested that students design a Christmas e-postcard (Figure 6). The presentation stage included providing a sample for the students to get the idea of a pattern and perhaps build upon it. Afterward, students completed lexical and grammar exercises whereby they practised the functional language at the practical stage. The final stage involved writing their postcards and creating e-postcards using Christmas pictures from online stocks, selecting the ones that fit their taste best, and putting together a creative product, as the sample and procedure previously given to them.



*Fig.6. An e-postcard for Christmas*

To implement DLT use in the methodological training of future foreign language teachers, we have worked out an elective course entitled “Methodology of Computer Technology Use in Foreign Language Teaching” for students majoring in foreign languages. We suggested that they engage the following issues: online information and education websites for foreign language learners, cutting-edge technical aids, e-resources and computer testing in foreign language teaching. A brief review of the content, objectives, tasks, results and students' achievements in the course learning have been presented in our recent article [17].

Secondly, in the process of methodological training of future foreign language teachers, we have implemented the blended method by engaging an online platform that has been developed for English teachers within the New Ukrainian School framework (<https://nus-english.com.ua>). The platform was designed on the Conception of the New Ukrainian School,

building upon the experience of the British Council and Cambridge University Press, and aiming at the development of methodological skills of modern teachers. Taking this into account, it was decided to enrich the conventional teaching of the course entitled “New approaches to English teaching in primary school” by ‘plugging the online component in’. Those students who have indeed completed the online course, have thereupon received corresponding certificates, as proof of their distance learning, self-development and professional improvement with DLT use.

Besides, in the 2020–2021 academic year—in the ‘remote learning’ conditions—we regularly resorted to the “LearningApps” online platform within our Zoom sessions. This was, in fact, of great value to practical classes as we were teaching French methodology. It should be pointed out that this online tool enables the teacher to conduct interactive lessons. Thus, having created a virtual class, the students and teacher could actively participate in professional role-plays and perform a variety of tests (matching, true-false, multiple-choice, etc.) in conjunction with image and video animation or audio accompaniment (<http://dspu.edu.ua/news/udoskonalennya-pedagogichnyx-navychok-za-dopomogoyu-servisul-learningapps-studentiv-institutu-inozemnyx-mov/>).

DLT provides a splendid opportunity to practise edutainment technology, which includes the employment of visual aids (text, graphic, video/audio materials, etc.) in the educational process and organisation of education using up-to-date entertainment and digital learning tools. The said technology is built upon the concept of entertaining education [24], [16]. Thus, for instance, students used to watch YouTube video lessons (<https://www.youtube.com/watch?v=5nBjCDidpMk>; they analysed the content and emulated the personality of a future teacher of French, as per criteria suggested. The students were thus performing professionally oriented tasks in a cosy atmosphere, wherever and whenever they wished—and afterward, they presented the results of their creative work in the course of an online session

(<https://oxanakhomyshak.blogspot.com/search?updated-max=2021-01-15T01:45:00-08:00&max-results=7>).

Another variety of DLT deserves to be mentioned here as well, as it is quite popular today all around the world. Referred to as a “*flipped classroom*”, it promotes learning the theoretical material beyond the classroom, using digital learning tools [11], [12], [24]. This technology was used to give the students an idea of how the methodology of English teaching may be employed with young learners who would be attending our English workshop while in a kindergarten. We have used a video song entitled “Head, shoulders, knees, and toes” on the YouTube channel (<https://www.youtube.com/watch?v=h4eueDYPTIg>) to make young learners more motivated and interested in singing it, as they simultaneously practise the vocabulary and speak or try to speak English. As a result, we have demonstrated how DLT may be used to form the English language communicative competence of young learners—not during the practical class, in the classroom, but in an actual professional situation (<https://oxanakhomyshak.blogspot.com/search?updated-max=2019-05-07T07:40:00-07:00&max-results=7&start=7&by-date=false>).

Digital learning tools enable the teacher to create a screencast—that is “a digital recording of [*teacher’s*] computer screen output, also known as video screen capture or a screen recording often containing audio narration” [24]. Having taken into consideration the challenges of remote learning at Ukrainian schools in the academic year 2020–2021, and considering the then-perceived lack of video lessons as far as teaching foreign language was concerned, we suggested students produce their screencasts using software tools (e.g. Screencast-O-Matic, Loom, Zoom, PowerPoint Presentation (PPP), etc.). Having watched a few video lessons on the “Ukrainian Online School” platform (<https://lms.e-school.net.ua>) designed by the Ministry of Science and Education of Ukraine, future foreign language

teachers mastered the basics and specifics, structured this brand-new variety of lessons and, accordingly, created their products, of which we may highlight the following English video lesson for primary school: (<https://drive.google.com/file/d/15BxbkVqoAHVb8gRhok1dfmmkuEUjBkhu/view>) and also a similar French lesson (e. g. <https://screencast-o-matic.com/watch/crfrbeVefMa>). As a result of this effort, students presented their screencasts during the online sessions. The screencasts thus produced could afterward be used in remote learning; they also contributed to the platform of the Ukrainian Online School as a substantial enrichment.

To provide open access to the methodological experience and professionally oriented information, we have created our online educational space entitled “Virtual methodological workshop” which we hosted on the “Blogger” platform (see: <https://oxanakhomyshak.blogspot.com>). We have launched this educational blog mainly to focus on issues dealing with the methodology of foreign languages (English and French) teaching.

It should be said that blogs have become popular among foreign language teachers. There are blogs by foreign language teachers, students’ blogs, and classroom blogs. According to this classification, our blog has been functioning as a tutor’s blog, as it presents the general information about the educator, curriculum, syllabus, and a range of sections corresponding to the teacher’s courses [29]. It, for instance, contains the “Legislative Framework” for foreign language teaching methodology, which is of great value to future English and French teachers who should always be informed of the latest documents, coursebooks, instructive materials and methodological tips given by the Ministry of Science and Education of Ukraine. Another section of the blog that deserves to be highlighted is “Useful Links”, as these help students to get instant access to professionally oriented information. Next sections—entitled “French methodological treasure box”, “E-educational resource”, and “For English Language Teachers”—pertain to English and French teaching methodology, in particular: lecture topics, thesaurus, major issues, questions for discussion, practical tasks and recommended literature. There is yet another section of our blog that merits attention: the “List of Videos”. It deals with English and French video lessons which we suggest should be watched before making up a synopsis of students’ lessons and conducting them. Video materials are being diligently selected according to educational and professionally oriented goals. One can find a number of video tutorials addressed to students as they are teaching the above-mentioned elective course. In our opinion, the paramount section herein is “Students’ projects”, which presents the best results of project-based learning activities undertaken by students using digital learning tools as they are learning English and French teaching methodology (for instance, e-textbooks, interactive lessons, French educational websites analysis, etc. ([https://oxanakhomyshak.blogspot.com/p/blog-page\\_95.html](https://oxanakhomyshak.blogspot.com/p/blog-page_95.html))). Moreover, it should be pinpointed that the blog timeline reflects the teacher’s and students’ methodological activities chronologically, starting from 2017. The section entitled “Portfolio” is crucial to the development of students’ methodological competence; it contains a number of teacher’s certificates, testifying to her self-enhancement and professional development. Naturally, it also comprises the list of scientific and methodological works by the blog’s author—which will undoubtedly serve as tools to improve the process of theoretical and practical training of future foreign language teachers. The section entitled “English Practical Course” is dedicated to English teaching materials. In particular, it is aimed at developing students’ grammar and sociolinguistic competences. Therefore, it contains some additional materials to be used during English classes. As far as blog specifics are concerned, one can not fail to mention the “Syllabus” section — which is actually where students get the objectives, content, structure, teaching aids, methods and evaluating system of their achievements from.

Hence, the teacher’s blog functions as a digital learning tool in the course of

methodological training of future English and French languages teachers'; meanwhile, it has served as a sample blog based on which students have created their ones. In particular, students' blogs have been used to present students' experience of teaching practice (e.g. <https://marianaprotts.blogspot.com>, <https://primaryeducation0.blogspot.com>, <http://zhykovska.blogspot.com>) and results of learning the elective course on "Methodology of Computer Technology Use in Foreign Language Teaching" (e.g. <https://nastamuzika08.blogspot.com>, <https://ambufrançais.blogspot.com>). Hence, students' blogs used to be e-portfolios of future foreign language teachers, which were ultimately improved in their (teachers') future professional activity. Students' blogs showcase the level of knowledge, skills and habits of digital learning tools use in the methodological aspect of teachers' work.

Last but not the least, it should be highlighted that DLT has been frequently used in the process of teaching methodology, case in point: "The School Course of French and Methodology of its Teaching". According to the syllabus, students are expected to prepare individual tasks at the end of the course learning. The academic message dealing with the digital learning tools use within the "Modern learning technologies" by R. Salo is therefore worth paying attention to. Having used video materials, the author has presented a brief review of modern teaching technologies and methods. In the video report, the student sets out the problem, its position in the scientific research, objectives and shows the results and conclusions of the project work. It should be noted that project built upon the digital learning tools use—specifically, video—has become much more vivid, clear, and meaningful (<https://www.facebook.com/100001602870435/videos/3855114201218638/>).

Digital learning tools can thus be used in information (research) projects. In our practice, students have made a methodological collage based on the analysis of English coursebooks, as they mastered the "New Approaches to English teaching in primary school". Having opted for digital learning tools to their liking (PPP, Visual.ly, VisMe, Canva, etc.), students have designed a set of photos presenting methodological tips and information on "Quick Minds", "Smart Junior", "English with Smiling Sam" using multicoloured visual presentations. The collages are available on the teacher's Facebook page (<https://m.facebook.com/oxana.khomysyak?ref=bookmarks>).

In addition to the above, in the process of methodological training, digital learning tools have been extensively used during teaching practice, in students' extracurricular activities. In the context of professionally oriented activities, they have produced a video ([https://www.youtube.com/watch?v=K\\_Ek6RZ9ZqA&t=21s](https://www.youtube.com/watch?v=K_Ek6RZ9ZqA&t=21s)) in conjunction with flyers containing detailed information about the Institute of Foreign Languages—all to encourage pupils of secondary schools to enrol at Drohobych Ivan Franko State Pedagogical University.

Moreover, a professionally oriented webquest was organised, involving pupils of secondary schools. The participants were to listen to the rector's interview on the radio (<http://www.radiofz.com.ua/?p=4632#more-4632>) and make notes of three interesting facts about Drohobych Ivan Franko State Pedagogical University, drawing upon information thus presented (<https://dspu.edu.ua/news/11vitayemo-z-peremogoyu-5/>).

Besides, to ascertain the level of digital learning tools use in the professional training of future foreign language teachers, 72 students have been queried in our research. The survey participants all had Bachelor's and Master's academic degrees. According to the objectives of our study, the following questions were asked:

1. How often are digital learning tools used in the process of foreign language and methodological training?
2. Which digital learning tools are used during foreign language and methodological training?
3. What are the advantages of digital learning tools use in the training of future foreign

language teachers?

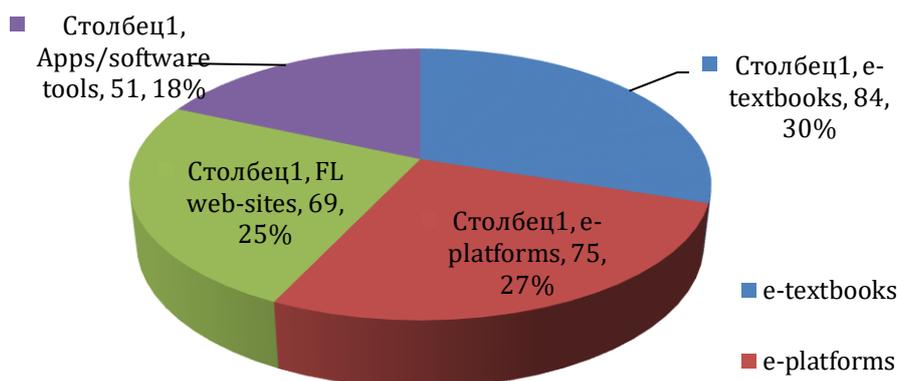
4. What are the disadvantages of digital learning tools use in the training of future foreign language teachers?
5. Are you content with the digital learning tools use in the training of future foreign language teachers?

Having analysed the answers, we have seen that digital learning tools are immensely popular nowadays. Based on the students' survey, we should point out that digital learning tools are quite frequently used in the teaching process (85 % of students have stated so). 13 % of the respondents rarely involve digital learning tools in professional training, and 2% of the future foreign philology teachers have never used any digital learning tools (see Figure 7).



*Fig.7. How often are digital learning tools used in the process of foreign language and methodological training?*

The most frequently used digital learning tools in English teaching are: e-textbooks (84%), e-platforms (75%), foreign language websites (69%), apps/software tools (51%).



*Fig. 8. Which digital learning tools are used during foreign language training?*

At the same time, educational and informational websites (89%), e-textbooks (80 %), apps or software tools (65%) and e-platforms (59%) are of great value to mastering methodological courses.



Fig. 9. Which digital learning tools are used during methodological training?

The following advantages of digital learning tools use have been determined by students (stated below, according to their priority): open access and authenticity of information (89%); implementation of new teaching methods (77%); multimedia presentation tools; practice and production of learning material (69%); creativity with a substantial number of digital learning tools (55%).

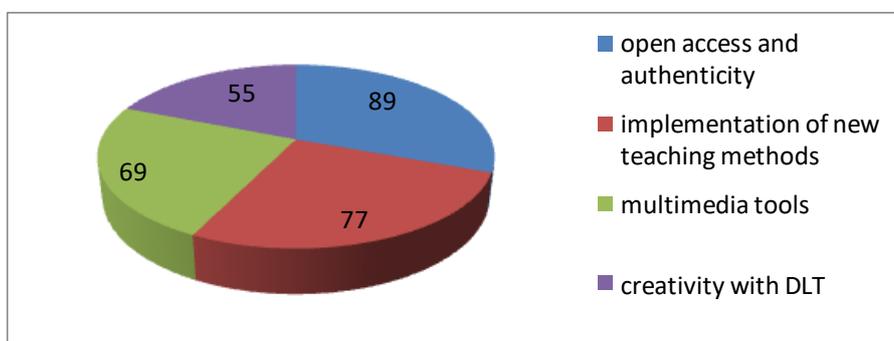


Fig.10. What are the advantages of using digital learning tools in the training of future foreign language teachers?

As far as disadvantages of digital learning tools use in professional training, answers included: lack of methodological literature (83%), this was the most essential one. There were other issues: technical facilities (70%); ergonomic aspects (67%); and low level of digital competence (45%).

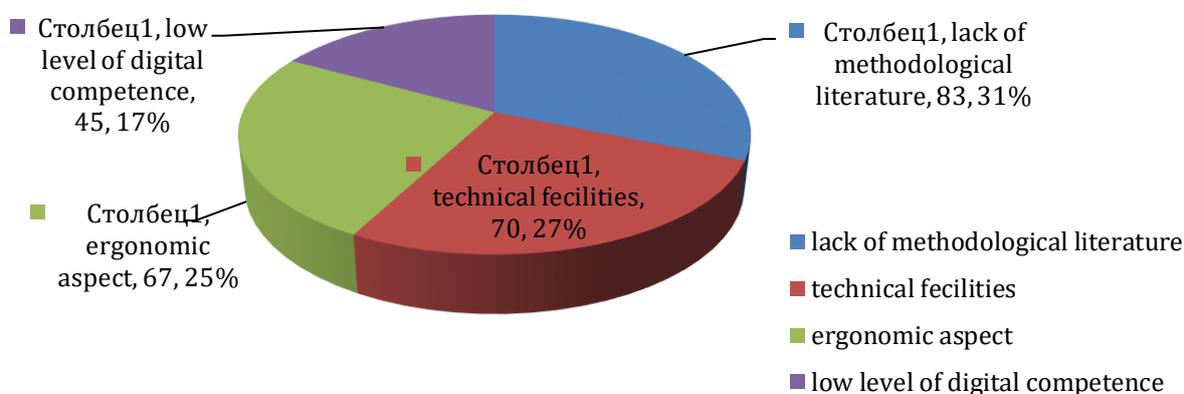
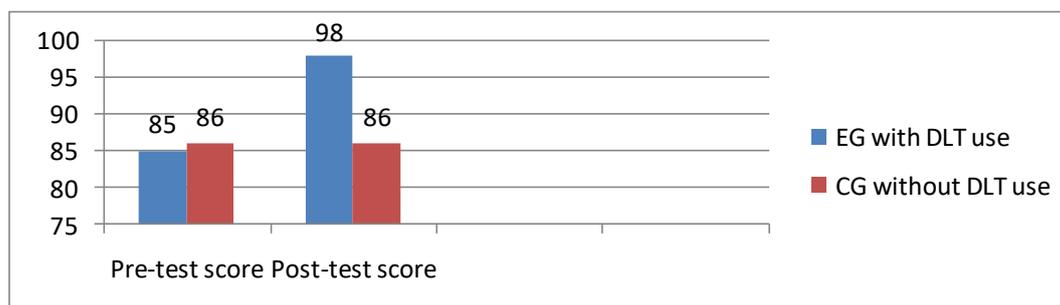


Fig.11. What are the disadvantages of using digital learning tools in the training of future foreign language teachers?

The obvious fact is that most students appear to have a sufficient level of digital competence formation; this may be a good prerequisite to attaining a good outcome of professional training as a result of digital learning tools use.

It should be highlighted that students are satisfied with the digital learning tools use during teaching the English language and its methodology, as testified by the fact that 69% of them have endorsed this practice.

In addition to the above, we have set up experimental teaching with a view to ascertaining the efficacy of DLT use in the linguomethodological training of future foreign language teachers. To attain our objective, research took place during teaching the English language and its methodology, and also with the assistance of students' individual, extracurricular activities outside the classroom. The experimental teaching format was thus natural and open. Considering the above, students have been selected and grouped according to their most recent results in English and methodology, as of the most recent term. Two homogenous groups of students were involved: the Control Group (CG) and the Experimental Group (EG). Before the commencement of experimental teaching, levels of linguomethodological training have been ascertained at the pre-test stage, and the following results were yielded: 85p average score for EG and 86p average score for CG (both as per ETCS). At the principal stage, experimental teaching in EG was conducted using DLT, whereas, in CG, it was organised conventionally (i.e., without DLT). Ultimately, the efficacy of DLT use in linguomethodological training was measured at the post-test stage in either group (EG and CG). We can observe the efficacy of DLT use in the professional training of students by referring to the diagram below showing us the scores of pre-and post-test (Figure 12).



*Fig.12. Results of Testing*

The comparative analysis of post-test results in either group of students has shown us that linguomethodological training significantly improves as we engage DLT, and the efficacy of the suggested methods is obvious, as compared to conventional methods. To prove the feasibility of DLT use, we have resorted to methods of mathematical statistics, whereby the Evaluation Coefficient  $Q_e$  may be calculated as per the formula provided below:

$$Q_e = Q_1/Q_2,$$

where  $Q_1$  stands for the average post-test score in EG and  $Q_2$  stands for the average post-test score in CG.

If  $Q_e$  is  $> 1$ , the efficacy of the suggested methodology will be corroborated. Hence, if we take the post-test results of  $Q_1$  (98) and divide them by post-test results of  $Q_2$  (86), we get  $Q_e = 1.14$  — well above the threshold sufficient to prove the benefits and the efficacy of DLT use in the process of linguomethodological training of future foreign language teachers.

## CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Based on a thorough theoretical analysis of the most recent legislation, documents and scientific research, the study corroborates the timely nature of the problem addressed, specifically: linguomethodological training of future foreign language teachers. The academic investigation specifies such core competences of the process of linguomethodological training of students as foreign language communicative competence and methodological competence.

The term “*methodological competence of future foreign language teachers*” is considered as the ability to implement foreign language teaching activities (instructional, educational, communicative, gnostic, constructive, organisational) efficiently and creatively on the basis of the acquired methodological knowledge, skills and habits aimed at further improvement.

The research emphasises how important it is to implement Digital Learning Technology in the process of students' linguomethodological training in modern conditions. The definition for the term “*Digital Learning Technology*” is provided in great detail. Thus, *Digital Learning Technology* includes such digital learning tools as software tools, e-resources, applications, e-platforms, educational channels, websites and multimedia tools that may be used with computers or modern electronic mobile devices (laptops, tablets, clickers, smart boards, projectors, etc.) in the teaching and learning process.

The suggested didactic typology of digital learning tools for foreign language teaching is comprised of a number of tools for mind mapping and creating word clouds, translation, identifying word stress and pronunciation, audio and visual receptive activities, oral and written productive activities, creating tests and interactive tasks. At the same time, the author reveals the didactic value of these digital learning tools and explains how important they are for the development and testing of foreign language communicative competence.

The subject research showcases the educational potential of the MyEnglishLab e-platform and its usefulness in English teaching, as MyEnglishLab provides online interaction, autonomous, individualised and asynchronous approach to English learning, as it is productively and extensively utilised in the process of linguistic training of future foreign language teachers.

The study deals with the use of digital learning tools in students' project-based learning activities during the teaching of English practice. A number of students' projects provided herein for illustration prove digital learning tools to be the most important and interesting tools for the development of English communicative competence of future foreign language teachers and are beneficial to the improvement of their creative and digital skills. One of the examples outlined thereby is a *digitised project*—a new variety of project-based learning activities that involves the use of digital learning tools (e.g. audio, video, multimedia, online, offline, interactive, etc.).

The suggested methods of how digital learning tools (e.g. software tools, e-platforms, multimedia tools, e-resources) are to be used in English teaching contribute to the enhancement and enrichment of the methodology of foreign language teaching.

Paramount focus is made upon the development of methodological competence of future foreign language teachers with digital learning tools use. The academic investigation suggests a wide range of new teaching methods (such as blended learning, flipped classroom, edutainment, professionally oriented project-based learning activities, screencast technology, blog technology, webquest technology, etc.), which can be implemented in conjunction with digital learning tools (e.g. e-platforms, software tools, e-resources, applications, educational channels, websites, multimedia tools) in the process of methodological training of future foreign language teachers. A thorough analysis of blog technology (e.g. teacher's and students' blogging) has been undertaken, as this technology enables the creation and

presentation of professional information and activity using multimedia tools (dynamic/static images, video, etc.).

The results of the study show that Digital Learning Technology provides immense assistance to future foreign language teachers, as they strive to achieve excellent professional performance (both instructional, educational, communicative, gnostic, constructive and organizational) in a creative and innovative fashion. The feasibility of the suggested methodology of Digital Learning Technology use in linguomethodological training has been corroborated experimentally and by methods of mathematical statistics.

It should be stated with utmost certainty that Digital Learning Technology assists in solving a range of linguomethodological issues and promotes pedagogical innovation and creativity, furthering the development and enhancement of foreign language communicative competence and methodological competence at HEIs.

The results of our study are not exhaustive of all aspects of the problem of using Digital Learning Technology in the professional training of future foreign language teachers. As for the prospects for further research, the study suggests that methodology for improvement of digital competence should be ever enhanced.

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## **ВИКОРИСТАННЯ ЦИФРОВИХ ТЕХНОЛОГІЙ ПІД ЧАС ЛІНГВОМЕТОДИЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ**

**Хомишак Оксана Богданівна**

кандидат педагогічних наук,

доцентка кафедри порівняльної педагогіки і методики викладання іноземних мов

Дрогобицький державний педагогічний університет імені Івана Франка, м. Дрогобиць, Україна

ORCID ID 0000-0003-3909-7439

[khomyshak@ukr.net](mailto:khomyshak@ukr.net)

**Анотація.** У статті розглядається проблема використання цифрових технологій під час лінгвометодичної підготовки майбутніх учителів іноземної мови. Подано визначення понять «методична компетентність майбутніх учителів іноземної мови» та «цифрові технології». Запропоновано дидактичну типологію цифрових інструментів для використання на різних етапах розвитку та контролю всіх аспектів іншомовної комунікативної компетентності в різних видах мовленнєвої діяльності. Продемонстровано освітній потенціал використання змішаного методу навчання англійської мови студентів за допомогою онлайн платформи MyEnglishLab, що забезпечує онлайн взаємодію, індивідуалізований, автономний та асинхронний розвиток англійської комунікативної компетентності. На основі власного досвіду викладання англійської мови виокремлено новий цифровізований вид проектної роботи, що передбачає використання цифрових технологій (аудіо/відеоматеріалу, мультимедіа, програмного забезпечення тощо). Проілюстровано методи використання цифрових технологій у навчанні англійської мови, які вирізняються інтерактивністю, продуктивністю та креативністю. Презентовано низку нових методів навчання (змішане навчання, перевернутий клас, ед'ютеймент, професійно орієнтована проектна робота, скрінкаст-технологія, вебквест-технологія) для розвитку методичної компетентності майбутніх учителів іноземної мови за допомогою цифрових технологій. Акцентовано увагу на блог-технології (зокрема викладацькому та студентському блогах), що уможлиблює презентацію та продукування професійної інформації та діяльності за допомогою мультимедіа (динамічного/статичного зображення та відео тощо). З огляду на результати наукового спостереження, анкетування та опитування встановлено частотність, різноманітність, переваги та недоліки використання цифрових технологій у лінгвометодичній підготовці студентів Дрогобицького державного педагогічного університету імені Івана Франка. Отже, доцільність використання цифрових технологій у лінгвометодичній підготовці студентів-філологів доведена експериментально та за допомогою методів математичної статистики.

**Ключові слова:** цифрові технології; цифровізований проєкт; цифрові інструменти; майбутні вчителі іноземної мови; лінгвометодична підготовка; методична компетентність.

