SECTION 2. PROBLEMS OF THEORY AND METHODS OF TEACHING A FOREIGN LANGUAGE AS A SECOND FOREIGN LANGUAGE

PECULIARITIES OF TEACHING SECOND FOREIGH LANGUAGE IN A CONTEXT OF DIGITAL LEARNING PROCESS (BASED ON GERMAN LANGUAGE)

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Abstract. The purpose of the paper is to present experience of using different learning platforms during distance learning, analyze how main language competencies can be evaluated with the help of digital media, compare advantages and disadvantages of online and offline teaching methods and do a review of the most popular Internet sites that help students to improve their level of German language. Additionally, this paper presents the results of implication of German DLL method during distance learning. The subject of the research is the educational activities of teachers and students, as well as their reflection. Methodology. This research has been carried out using the following methods: monitoring and supervising students' work over major language competencies; comparison of main online and offline teaching methods and their impact on students' academic performance; survey after the implication of DLL method. The results of the study indicate the successful introduction of digital media into the teaching and learning process in conditions of distance educational process.

1. Introduction

Modern learning is not possible without modern computers, mobile devices and Internet resources. The transformation of education, the changes caused by digitalization, require specific changes in the process of teaching and learning foreign languages. The Congress "Science and Education in the Digital Age" [3] was organized by the Goethe-Institut in Ukraine with the support of the Embassy of the Federal Republic of Germany and the Ministry of Education and Science of Ukraine in order to initiate a discussion on changes in professional and private foreign language communication, information retrieval and processing. This will contribute to the successful teaching and learning of foreign languages.

The teaching of foreign languages in the conditions of active digitization of society and all spheres of its life has not become something radically new for the educational process in the higher educational institutions. However, as the speakers emphasized, there is a need for critical consideration of it as an integral part of the entire educational process in Ukraine [3]. This is especially noticeable today, when

learning takes place in conditions of the quarantine and the importance and potential of Internet technologies and innovative forms of learning are realized. Therefore, teaching and learning foreign languages takes place through digital formats and learning platforms that can provide interactive interaction between teachers and students.

In our opinion, the teaching of foreign languages at a distance has certain didactic features, but aims to preserve the four main learning objectives of language proficiency in different types of speech activity. Therefore, it is first necessary to find out which tools (Internet resources and mobile applications) will be useful for mastering certain competencies.

The teaching of foreign languages at the time of the active digitization of society and all areas of life has by no means become new notion for the educational process in the university. However, it is necessary to take a critical look at this process as an important part of the overall educational process in Ukraine. Especially today when teaching and learning take place under global quarantine conditions. Schools and colleges around the world faced the challenge of keeping up with it. As teachers, we should ensure that good foreign language teaching at a distance is possible, that our learners can benefit from new opportunities and that the teaching remains efficient and attractive [6].

Our participation in the Goethe-Institut's online training course "DLL7: Checking, Testing, Evaluating" gave us an impetus for this contribution. The conversion of the lessons to the online format caused certain difficulties for both the teachers and the learners, among other things because the testing of competencies took place in the same way.

One of the contents of DLL7 was devoted to the task formats in exams. Above all, the peculiarities and requirements of closed task formats as well as their relevance for the review of receptive competencies were familiarized and they claim that the advantage of the closed task formats compared to the open task formats lies in the objectivity of the evaluation [4, p. 59-66].

In the German DLL method, important questions are asked: "What can you check with certain task formats?", "Which competencies can you precisely record with the respective format?" It was presented, for example, that the choice of the respective exam questions depends on the objectives of the exam and that the closed questions are very well suited for testing reading comprehension [4, p. 67-71]. So multiple-choice and two-choice assignments can help the teacher test learners' reading skills on a learning platform. Online exercises for every competence [1] and analog test exercises by Ukrainian teachers [2] are available on the Goethe-Institut platform.

2. Listening and speaking

Nowadays, there are a huge number of sites that offer podcasts for learning a foreign language. A podcast is a digital media file, or a series of files that are distributed on the Internet for playback on portable media players or personal

computers. They can be reminiscent of a radio show, a sound show, an interview, a lecture, or anything else related to the oral genre. This technology in the field of foreign language teaching is relatively new [5]. Podcasts have a number of advantages (for example, Internet tools allow you to adjust the speed of speech, repeated listening, performing various ready-made tasks to understand what you hear), which can make the learning process more interesting and effective and, ultimately, improve the new quality of foreign language training. It is important from a large number of proposals to choose the right learning material that corresponds to the level of competence of the student.

It is quite possible today to develop the oral speech of every student at a distance. Web 2.0, Web 3.0 - information technologies that allow users to create and distribute their own content on the World Wide Web - offers many opportunities for the development of oral skills and authentic foreign language communication at a distance. In addition, modern technology allows you to easily create and download your own voice message and participate in a group work - video conferences, webinars or make a video call.

In order to help our students to develop their speaking skills and to gain more experience to understand German oral speech we use online platform *Deutsche Welle Deutsch Lernen,* which suggest a wide range of short videos and podcasts*,* designed for specific vocabulary and different level of language knowledge. Among them are the following: *Nico's Weg, Deutsch Mobil, Harry – gefangen in der Zeit, Deutschtrainer, Radio D, Mission Berlin, and Deutsch XXL* etc.

In addition, there is a popular learning series *Extra* designed by BBC and available in German. Each episode presents life-related situations and after-watching tasks, which help to check the understanding. For example, we present tasks for the 4th episode *Sam sucht einen Job:*

Aufgabe 1. Ergänzen Sie die E-mails von Anna und Nic mit den richtigen Sätzen.

	a. Ich bin neunzehn und ich liebe Tiere.
	b. Ich bin ein Meter achtzig groß und ich habe schwarze Haare.
	c. Ich liebe schnelle Autos und schöne Frauen.
1. Ich heiße Anna.	d. Ich mag Sport, aber ich bin nicht so stark wie Sascha.
2. Ich heiße Nic.	e. Ich liebe Schokolade.
	f. Ich tanze gern die ganze Nacht.
	g. Ich teile eine Wohnung mit einer Freundin.
	h. Ich möchte Schauspieler werden.
	i. Mein Freund und ich suchen zwei fantastische Frauen.
	j. Ich möchte einen Freund finden.

Aufgabe 2. Finden Sie jeweils das richtige Satzende.

1.	Anna	a. sind nach den Fitnessübungen müde.
2.	Sam und Sascha	b. haben die E-mails gecheckt; sie haben die Nachrichten der Jungen gelöscht.
3.	Sam und Nic	
4.	Sam	c. hat eine Internet-Anzeige geschrieben, um einen Freund zu finden.
5.	Sam	
6.	Anna und Sascha	d. hatten eine Verabredung mit zwei Tänzerinnen.
7.	Nic und Sam	e. waren Hündinnen.
8.	Die Tänzerinnen	f. haben versucht, Freundinnen im Internet zu finden.
		g. hat die Wäsche gewaschen, aber sie ist rosarot geworden.
		h. hat die Pflanze mit Parfüm gegossen.

Aufgabe 3. Was sagen diese Personen? Ergänzen Sie jeden Satz mit einem passenden Partizip II:

1. Sascha: Ja – das Kissen hab' ich auch _____!
2. Sam: Saschas Brieffreund ist heute _____.
3. Sascha: Hat jemand meine Zeitschrift _____?
4. Sascha: Grrr! Nic hat mein Fahrrad _____!
5. Sam: Sascha … hat mir … hat mir das _____ _____!
6. Sam: Und Nic von nebenan ist total witzig. Er hat unsere Milch _____ – die Milch von vor 3 Wochen!
7. Nic: Dieser Amerikaner – Sam – hat _____, ich wäre der Portier!!
8. Sam: Hey, Anna, Sascha. Viel Shopping? Anna: Ja klar, Sam… wir haben viel _____.
9. Sascha: Das war's! Der Typ fliegt raus! … Er – ist – mit meinem Fahrrad _____!
10. „Nic ist in Sascha _____.

3. Writing and Reading

To develop writing skills, the Internet offers a wide range of online tools to help develop formal / formal (emails, posts and comments on official pages) and informal / private (SMS, instant messaging / posts on various social networks, chatbots, blogs) correspondence.

You can develop reading skills, i.e. reading comprehension with the help of texts from web magazines, Wikipedia, open educational resources and electronic encyclopedias. In addition, due to its versatility, the most popular tool is the online translator Google Translate.

Because we are interested in testing reading comprehension, we would like to investigate which framework conditions have to be observed in online lessons compared to face-to-face lessons, which principles and standards evaluation should meet. We would like to get an idea of how we could develop and evaluate test questions for testing reading comprehension.

For this reason, we decided to use closed multiple-choice and two-choice tasks to test reading skills on a learning platform, because on the one hand we had not had much experience with it and therefore wanted to take a closer look at the task formats. On the other hand, because we have only had online lessons for a long time, there is a good opportunity to develop precise task formats using DLL steps and use them in your own German lessons.

In order to investigate this question in detail, we carried out a practical exploration project (PEP). We teach German as a second foreign language in a target group of young adults at level A2.1. In two teaching units (UE) in this heterogeneous group, we *have designed the lessons in such a way that the reading competence of our learners is achieved with the help of closed multiple-choice and double choice -Tasks are checked on the Classroom learning platform.*

After our PEP questions were formulated and written about what exactly we wanted to inquire through the PEP question, we determined indicators and developed the key questions for creating our own observation sheet, as well as the questionnaire for the learners.

Indikatoren:

1. Die Lernenden haben keine Angst vor der Testarbeit.
2. Die Lernenden arbeiten motiviert.
3. Die Lernenden finden diese Variante der Testarbeit leichter und interessanter.
4. Die Lernenden rechnen mit einer besseren Note als sonst.
5. Die Lernenden reagieren positiv auf die neue Form der Testaufgaben.
6. Die Lernenden zeigen ihr Interesse an der neuen Form der Testarbeit.
7. Die Lernenden können die Aufgaben im festgelegten Zeitraum erledigen.
8. Die Lernenden würden gerne auch weiterhin solche Testaufgaben im Online-Unterricht bekommen.

Fragebogen:

1. Ich hatte keine Angst vor der Testarbeit.
2. Ich finde die Arbeit an den Online-Aufgaben leichter und interessanter.
3. Die Form der Aufgaben finde ich motivierend.
4. Ich rechne mit einer besseren Note als sonst.
5. Ich finde das sofortige Feedback sehr gut.
6. Ich würde gern solche Aufgaben auch weiterhin machen.
7. Das würde ich ändern: _____.

(Antworten: trifft zu / trifft teilweise zu / trifft nicht zu)

Fragen zur Beobachtung:

1. Können die Lernenden positiv auf die neue Form der Testaufgaben reagieren?

2. Zeigen die Lernenden ihr Interesse an die Testarbeit auf der Lernplattform?

3. Können die Lernenden auf der Lernplattform motiviert arbeiten?

4. Können die Lernenden auf der Lernplattform ohne Angst machen?

5. Können die Lernenden die Aufgaben im festgelegten Zeitraum erledigen.

6. Die Überprüfung der Lesekompetenz mithilfe von geschlossenen Multiple-Choice- und Zweifachauswahl-Aufgaben auf der Lernplattform fördert die Motivation und das Interesse der Lernenden.

(Antworten: trifft zu / trifft teilweise zu / trifft nicht zu)

The evaluation of the questionnaire shows the following: 71, 4% were partially not afraid of the test work. 71,4% think that working on the online tasks is sometimes easier and more interesting. Most (85%) find the form of the tasks motivating or partially motivating. Only a few (28%) expect a better grade than usual. Almost everyone thinks the immediate feedback is very good and would like to continue doing such tasks [7, p. 117-118].

Our observations and field notes show: The learners react positively to the new form of test tasks, can work in a motivated manner on the learning platform and complete tasks within the specified period. Most of them show their interest in the test work and can work on the learning platform without fear. Everyone would like to continue doing such test tasks on the learning platform. Therefore, we can successfully test the reading skills of our learners in online classes.

4. Comparison online and offline learning methods

It is impossible to imagine the development of language skills in vocabulary and grammar as well as all speech skills without the use of learning platforms and mobile applications such as Kahoot, Quizlet, FunEasyLearn and LearningApps, which offer exercises for a specific target group and allow you to develop your own. Such work can be performed in different modes: individual, pair, group, often in the form of competition (the program often determines the time to complete tasks). Of course, in the world of Internet technology, everything is changing and updating very quickly, so you need to follow the news so as not to miss something important. This is not difficult if you regularly visit professional sites and educational portals (such as Geothe-Institut, Deutsche Welle, derdieDaF-Portal).

Teaching and learning foreign languages in digital format provides two ways to deliver and receive educational material - offline and online. These methods are divided into storage media and online tools. Some scholars [6, p.124] also divide them into authentic, adapted and methodical.

	offline	online
authentic media	encyclopedic dictionaries; feature, educational and documentary films on CD-ROM	web diary; Wikipedia; online dictionaries; video clips author's educational programs; lexical simulators; online portfolio
adapted media	electronic dictionaries and dictionaries for children on CD-ROM	online dictionaries; online grammar guides; audio / video conferences; blogs; podcasts
methodical information carriers	training software on CD-ROM	educational programs; textbook appendices
authentic online tools	editing program, presentation program, drawing program	E-mail addresses; forums; chats; messengers;
adapted online tools		learning platforms
methodical online tools	authentic educational programs; lexical simulators	authentic educational programs; lexical simulators; online portfolio

Such offline tools include digital textbooks (for example, German language textbooks published by Cornelsen, Hueber, Klett). Such textbooks focus on the Common European Framework of Reference for Languages, use computers, tablets or smartphones to perform didactically useful creative tasks and are a good helper for the teacher, as all teaching materials and all technical means are combined in one program. Digital textbooks do not set the task of learning the language at the level of native speakers, but instead develop language competence, knowledge of language and culture. For offline dictionaries, the ABBYY Longvo electronic dictionary is often used which has a translator cursor and provides quick access to the translation while reading. In general, it is recommended to acquaint students with all possible variants of dictionaries, and give the student the right to choose, because, as a rule, students' opinions on the usefulness and expediency of dictionaries do not match.

5. Review of most popular online resources

Deutsch-online is a comprehensive resource for self-study of the German language. You will have access to a variety of online lessons, grammar and vocabulary sections, as well as video and audio materials, study texts and self-test exercises. You can also listen to German radio and watch TV broadcasts on the website. In addition,

the resource will allow you to find a good German teacher, discuss the intricacies of the German language and its study on the forum with other users.

Dw.com contains German courses at various levels from A1 to C that develop reading, writing, grammar and pronunciation skills. A dedicated audio training option will help you increase your vocabulary, and 30 Interactive German lessons will help you quickly advance your German language skills through self-guided interactive online lessons.

The multilingual German learning site *Deutsch.info* is a universal portal for those who want to learn a language, study or work in German-speaking countries. Users have access to language courses divided by levels and topics, as well as grammar materials, educational videos, audio and texts. The site also has a forum for communication between users and useful information about life in Germany and Austria.

Reading texts in a foreign language is not only an exciting pastime, but also a great opportunity to expand your vocabulary, memorize speech patterns and grammar. Books adapted according to the method of I Ilya Frank without changing the original test, supplemented with Russian translation and commentaries, will help you in learning German. Free and paid books in German are available on the *Franklang.ru* website, adapted according to the Frank method and suitable for those who have just started to learn German.

On the *Deutsche Welt* website, a variety of materials for learning the German language are systematized in a convenient format - all kinds of German textbooks, manuals, teaching materials and dictionaries are available to students. Here you can also find links to other useful resources for German learners, German-language radio stations and thematic forums.

Thanks to its user-friendly interface and many useful materials, the *Start Deutsch* portal is very popular among adults and children learning German. In an interactive format, here you can expand your vocabulary, learn grammar; learn more about the past and present of Germany. The site has audio lessons, tests for self-examination, here you will also find educational series and videos and series, phrasebooks, links to German TV channels and radio stations. In addition to free learning resources, Start Deutsch also offers paid online German courses that allow you to make a significant difference in the language in just 10 lessons!

6. Conclusions

Practice shows that the use of the latest Internet technologies in education requires information and software support of the discipline. Moreover, the computer literacy and digital competence of teachers and students is essential. That is, all participants in the learning process must:

- be media literate, be able to process and critically evaluate information;
- be able to use effectively open resources;
- develop skills in the use of digital technologies and educational platforms, to form problem-solving skills;

- understand the concepts of artificial intelligence, virtual and augmented reality, cybersecurity, etc.

Concerning the evaluation of the results of the practical exploration of DDL method and from the reactions of the students, we can determine that it is worthwhile to use closed multiple-choice and two-choice tasks to test reading skills and to carry out the testing on the learning platform, so that the entire learning process is carried out is intensified in online lessons and the interest in new test tasks as well as the motivation of every learner can increase.

The positive results are that the learners mostly find the work on the learning platform positive and really try something new. The learners can take more responsibility for themselves and look forward to their evaluation if they get a better grade than usual.

In conclusion, we can say exactly that it is quite possible to implement successfully target-oriented tasks in an online class, to test reading skills on a platform and to prepare the learners for standardized tests.

Currently, time and circumstances require the creation of an effective e-learning system in Ukraine, capable of improving the educational process and the European quality of higher education. To this end, our university has developed a university further development program that provides for the digital transformation of the National Aviation University and its transformation into a technologically advanced free economic zone, in which all processes of information interaction are transferred to the digital space.

Thus, teaching and learning foreign languages in the digital space is an actual phenomenon and has a number of advantages over other forms of learning. Modern Internet technologies and digital media do not replace traditional teaching methods, but create a new environment and opportunities to ensure quality teaching and successful learning of foreign languages.

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