SECTION #2. INNOVATIVE METHODS AND TECHNOLOGIES IN THE STUDY AND TEACHING OF FOREIGN

2.1 THE EFFICIENCY OF NEW TEACHING METHODOLOGIES IN THE PROCESS OF SHAPING FOREIGN COMMUNICATIVE COMPETENCIES

Vasylyshyna N.M., D.Sc. in Pedagogy, Associate Professor, Professor at Foreign Language and Translation Department, National Aviation University, Kyiv, Ukraine.
Honcharenko-Zakrevska N.V., Ph.D. in Pedagogical Sciences, Associate Professor, the Head of the Foreign Language and Translation Department, National Aviation University, Kyiv, Ukraine.

Abstract. Learning a foreign language as if it were a mother tongue would be the ideal way, since the need to learn grammar and structures would be obviated. This is difficult if the teachers themselves are non-native and is therefore one of the most complicated aspects. Things have changed over the years, and though it was one of the most effective ways of teaching, it no longer considered the same now. This is due to various reasons, maybe because: the present generation gets exposure to the world through social media; their knowledge base is augmenting by the information available on the internet; the students nowadays are more impatient and to grab their attention, teaching methods need to cater to their dynamic thinking process. Language teaching, like any other topic, has undergone a lot of changes. It has shifted to roleplays, interactive games, short visuals from the traditional ways, such as lectures by facilitators with only a blackboard to support and spell repetition and grammar worksheets, have shifted to role-plays. Thus, we consider it very important to investigate how to teach English in each situation. Sometimes it is not a matter of teaching English but a matter of teaching in English. The main purpose is to create a new method made of all the different methods already known and take advantage of all the positive features in each method. However, just a simple mixture of all methods would not be enough since we are dealing with very different situations regarding age, level and resources. Therefore, the main idea is to use all the methods in a varying proportion depending on the circumstances. Learning a foreign language may cause stress and anxiety and in order to mitigate this problem, teachers could follow a Natural approach involving teaching in a setting as close as possible to the one people learn their mother tongue. The actuality of our research can be proven with the fact that digitization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. The best part about the digitization of foreign languages education in the 21st century is that it is combined with the aspects of both classroom learning and online learning methods. Walking hand in hand both act as a support system to each other, which gives a stronghold to our modern students. To add, digitization in foreign languages education has also proved to be the right method for saving resources. Online examination platforms have restricted the frivolous usage of paper. During research we have noticed that there is no consensus in academia on the effectiveness and the appropriateness of the use of gaming activities in teaching or learning English. However, we consider it expedient and relevant use of them is able to increase motivation to study English language. We have identified the following benefits of using on line resources during

studu English: increases interest and motivates to perform tasks; immerses in English environment; stimulates the ability to work independently; promotes development critical thinking, memory, attention; forms foreign language competence in auditioning and socio-cultural competence; activates the desire to communicate in English when discussing the revised; provides an opportunity to form realistic and modern situations for discussion; allows use a wide range of exercises and various forms of work at the stages of previewing and postviewing; higher education learners learn to understand nonverbal communication and enrich your active and passive conversational vocabularies language. The research concluded that all on line measures developed to improve foreign language training of the foreign languages discipline are developed by teachers of the department of foreign languages and teaching methods of foreign languages, graduation proposals are to taken into account by language departments. We hope that the results will develop further steps in optimization of foreign language training in blended learning and distance education.

1. Introduction

Everything is taught needs to be relevant to the students' environment, as students are the focal point of the teaching and learning process. In line with the words of *W.B. Yeats* "Education is not the filling of a pail, but the lighting of a fire,' the teachers of the 21st century have improvised specific methods to make learning more fun and easily understandable" [23].

Language teaching has its challenges. Most of the time, it is a foreign language that the learner can't pick up from his/her surroundings, and you should teach patiently and systematically so that the students become confident and can read, write and speak the language effortlessly. The English language is the language of the world, and English teachers have changed their methods of delivery over the years to suit the present scenario. In this article, I will be discussing specific popular and efficient ways of teaching the English language, which fulfills the demand of modern learners.

Though theoretically English is still the second language /third language, practically it is gaining importance in every walk of life. This shift of English has the following reasons:

− With the spread of information technology every type of advanced knowledge is stored only in English.

− All software for multiple functions in education, trade, commerce and industry is available only in the English language.

− With the growing trend of globalization in trade and industry, knowledge of English along with computer literacy has become a necessity for employment and better job opportunities.

− Due to the advent of foreign university, with their attractive courses and weight age which is given to the degrees of foreign university in the job market, importance of English has increased more than ever before.

− Introduction of computer games and computer aided instruction, right from first standard are available in English medium schools. Hence more and more parents are attracted towards English medium schools. As a result majority of the children from middle class also learn in these schools and use English as their first language.

− At college and university level also courses like B.C.S, M.C.S, M.C.A, M.C.M, Computer Engineering, M.B.A Computer, e- Commerce are in great demand Medium of instruction for all these courses is English [10; 12; 34].

Hence status of English is enhancing day by day. There is Englishization as well as nativisation of the language itself.

In teaching of English P. Gurrey writes *"It is highly desirable to know exactly what one is hoping to achieve. If this can be clearly seen, then the best way of getting to work us ually becomes evident. We ought, therefore, to consider carefully what we are trying to do when we are teaching English"* [19].

In learning a second language, the teacher must know the different methods of teaching and learning of this language. This will help him to know which method to apply in each context. Teaching a foreign language involves many different methods. There is no recommended method for learning a second language, but some seem more appropriate than others [27].

The main objective of this work is to establish the most appropriate methodological guidance for the teaching of English in higher education. To carry out this objective, information was sought first to create a theoretical framework. We focused on finding the current knowledge new teaching methodologies that can be applied in modern conditions.

2. Types and Criteria of New Teaching Methodologies

Teaching Methodology #1: New Technology, Video Platforms and Social Media. Due to the constant developments in the VR world, a number of well-crafted applications are already at your disposal though you may not have considered them for use in a class yet.

The capacity for immersive experiences could soon become limitless with the broadening of VR development. Virtual Reality is one of the most exciting and cutting edge trends that could lead to a real shift in the way we blend tech and education both in and out of school. The students will take greater control over their learning and be able to enjoy "native" learning experiences and immersion simply by downloading the right app and purchasing the correct equipment. Mobile phones and devices are going to play an even greater role in the classroom setting as the technology trickles down to mobile platforms [8; 9].

By overlaying the natural world with digital enhancement, new apps such as Mondly are able to create an immersive and modern learning experience. With the growth of digital literacy – especially among younger students − and the coming generations of digital natives, tech-savvy students in the know will be looking to AR for future language acquisition and supplements to classroom time.

Using AR, students can receive greater input of images and video to match with vocabulary. Visual learners will be able to play to their strengths with a multi-sensory approach. Motivation will remain high due to the cutting-edge nature and excitement of using these modern technologies. Students will learn that, on occasion, there's no problem relying on or using phones in class [2; 7; 11].

By following the right accounts, English students can use Instagram as an effective and engaging tool to develop language learning skills. In 2021, we'll see new features, updates and consistent growth of daily content which means the savvy teacher could implement some of the more prominent updates into their classrooms.

By simply following key hashtags such as #learnenglish, adaptable and short lessons from the new world of digital-education can form part of a contemporary and tech-literacy syllabus. In addition to this, students are able to get much needed daily input and turn often mindless scrolling into a more meaningful activity [17].

Teaching Methodology #2: Mindfulness and Social-Emotional Teaching. While the digital focus may seem an overriding trend, many are noticing that the big shifts in ESL are about turning inward to the classroom environment. The role of the teacher is shifting to one of "creator." They're tasked with crafting the perfectly balanced social and emotional environment that promotes learning and allows their students to feel comfortable in their space.

Nowadays, students and teachers are super stressed! Distraction, frustration and lack of awareness can be prominent in the English classroom as students struggle with the complexities of grammar and frustrations that come with limited fluency.

Programs such as the Mindfulness in Schools Project have realized the necessity of mindfulness and its importance in an educational context. Many organizations are now actively promoting the benefits of mindfulness and the impact it can have on a socially sound classroom − and 2021 is just the right time to get on board [18; 21].

Moreover, implementing some mindfulness activities in your classroom may just lead to better outcomes and happier students. Apps such as Smiling Mind and Headspace can prove not only useful in the home but in the classroom, too: Studies have shown improvements in sleep, concentration and overall wellbeing of young learners [25].

With the increase in technological reliance, naturally, comes a decrease in attention and awareness. Teachers must be aware of the benefits that mindfulness can bring to the classroom atmosphere and implement the foundations to create an optimal learning environment.

It's entirely possible to blend both ESL and mindfulness into the curriculum, and it can be done by taking some simple activities and tweaking them for your class [39].

Teaching Methodology #3: Task-based Learning. Task-based learning is based on a simple premise that students learn when they collaborate on meaningful and communication-based tasks. Many task-based learning activities simply lack a purposeful and helpful connection to the real world. The nature of these skill-based activities and the way they're composed could see a massive change in the coming decade as teachers of ESL will be required to construct more helpful and purpose-driven activities.

This could come from a variety of sources but it should primarily be focused on the consideration of students and their areas of interest. This collaboration factor and contemplation for future skill necessities should help you rethink how you approach task-based learning [34; 37].

Overly-theoretical and traditional task-based activities should be replaced with modern equivalents and the students should be encouraged to consider their own areas of interest and how this may fit within the task-based learning context.

Ways of implementation of this modern view of task-based learning are as follows:

− Let the students develop an app from an initial discussion to its full inception. The practical skills and modern context would serve as a useful and job-ready activity.

− Consider activities such as escape rooms and challenge-based activities as a great way to invigorate and modernize the ESL classroom while focusing on both collaborative and communicative skill acquisition.

− Push the boundaries of what a "task" might include and always have an eye to the future.

− Play around with blogs, video games and other technology-oriented tasks [42; 44].

Teaching Methodology #3: Translanguaging. It's the use of various languages in an educational context. Translanguaging incorporates a number of different theoretical approaches. Previously, it was thought that the best approach in an English classroom was to keep a policy of separation between the native language and English. However, over the years, this line of thinking has been challenged quite convincingly.

A translanguaging class, for example, may see students write an essay or discuss a topic in their shared native tongue(s) before grouping with the class and presenting their findings in English. In this case, students are using whatever language resources they have to best achieve a more accurate picture in English [50].

Translanguaing is defined by:

− Use of various language skills to designate meaning in a language class.

− A methodology and pedagogical approach to language acquisition.

− A method that seeks to push boundaries and question the benefits of a single language classroom.

− A classroom tool that's an important and often comforting approach to language acquisition in a multi-lingual and diverse context [39; 41].

As a result, students hopefully retain a component of their identity through a shared language and a classroom becomes a space of global communication.

Essentially, translanguaging reflects the diversity of culture and society. By blending and relying on a variety of linguistic sources, students are able to better communicate ideas and bond with their fellow students and teachers. This is currently a highly studied area of growing fascination and research is constantly being conducted to manifest the potential of viewing language as a cultural and "sense-making" as well as communicative device [15].

In order to implement translanguaging in English teaching teachers heve to:

− Empathize! Ask questions to your students, especially if you're learning their native tongue/s (they love to play the role of teacher every now and then!).

− Make sure to learn some cognates before each class to be prepared.

− Tie the translanguaging classroom to culture as much as possible.

− Encourage pairing and grouping based on language proficiency and interest.

− Consider language as a piece of a wider puzzle rather than a skill [27].

Teaching Methodology #5: DIY Learning. Do-it-yourself learning is set to become a major trend as education is moving to a more independent and interest-based learning style. Students should be encouraged to follow particular areas of interest to promote engagement and enjoyment in the classroom and home.

While most of the learning does, in fact, take place in the hands of the students, teachers must remain diligent. By exploring the needs of the students and their particular areas of interest, teachers'll become more aware of the students'

personalities and potential learning direction. Using this information, it's up to the teacher to devise interest-based activities.

For older students, DIY learning may see a greater focus on the "job-ready" or "skill ready" side of DIY learning. Students may be encouraged to undertake projects at home regarding the writing of CVs, emails, job applications, college papers or literature reviews, which can be assessed in class. Here we're incorporating both English study and important life skills [9; 11].

Essentially, when setting DIY homework, students should be encouraged to allocate time to work on specific or "desired areas" of study and create blocks of time during which they focus on areas of research and discovery. This could come in a number of formats and is is up to the discretion of the student.

Teaching Methodology #5: Teaching Proficiency Through Reading and Storytelling. This new methodology stems from the concept of comprehensible input. The idea is that context and meaning play an important role in the acquisition of new language and native phrases. While it was developed in the late 1980s by linguist Blain Ray, the concept is consistently being updated and modernized to promote high-input environments that lead to better understanding.

By presenting tasks based on storytelling and reading in a highly contextualized setting, teachers are able to teach vocabulary, phrases and large chunks of language. It's a move away from traditional textbook-based learning and relies heavily on the competencies of the teacher. While some countries have seen stalls and even decreases in their English capabilities, many see this as a lack of practical and comprehensible teaching methods in the classroom and a more traditional style "grammar-book" approach [13; 17; 28].

It's incredibly, deeply necessary to be up to date with the latest in TPRS methodologies and strategies.

Things to keep in mind about TPRS:
− TPRS is constantly being developed and refined.
− Significant changes in the method are being developed.
− Comprehensible input is the basis of this action and a solid understanding of how this impacts your students' (and your) learning capabilities is a must [30; 43].

3. Application of Direct Method in in the process of teaching English.

The Direct Method was born in France and Germany in the late nineteenth century and early twentieth century and was consecrated in the United States with Sauveur and Maximilian Berlitz. The appearance of this method was a response to dissatisfaction with the grammar-translation method. Its creators argue that a language can be taught without translation or the use of the native language if learning is based on demonstration and action. The language is best taught using it actively in class, rather than using analytical procedures that focus on the explanation of grammatical rules. Teachers should encourage direct and spontaneous use of the language learned in class.

Thus, students will be able to learn the language and induce grammatical rules. The vocabulary learned can be used to teach the new one, using mime, shows and clips. It' involves the immersion of students in the target language in the same way that they learned their mother tongue. It is focused on preparing students to use the language in order to achieve communication. All language learning is done in the

language you want to learn and new learning is taught orally. The new vocabulary is taught through demonstration and focuses primarily on speaking and listening, giving much importance to correct pronunciation. Students must devote much class to oral practice [12; 18].

The key principles are:

− Instructions in class are made exclusively in the target language. Students must learn to think and communicate in the target language.

− Only learn the vocabulary and phrases every day during the initial phase of the class. in the following phases grammar, reading and writing is introduced.

− Communicative skills are taught gradually using question-answer exchanges between teacher and students.

− The vocabulary is taught through demonstration, objects and images. Abstract vocabulary is taught by association of ideas.

− Both oral production and listening comprehension are taught.

− Correct pronunciation is emphasized [19; 38].

Some of its main features are: students must learn to think and communicate in the target language; the role of students is not passive; culture (history, geography, day-to-day life) of the speakers of the language is studied; vocabulary is emphasised by Holm grammar. The main disadvantage of the Direct Method is that it is based on the idea that the target language can be learned exactly in the same way as the mother tongue. This is difficult because the conditions for second-language acquisition are very different native-language acquisition [51; 54].

In addition, the obligation to avoid using the native language often leads to complicated explanations in the target language. Among the other disadvantages are the rigorous basis on linguistic theory.

First, the results depend excesssively on the qualities of the teacher and not all teachers have enough time to adhere to the principles of this method at a native level.

Second, teaching conversation skills is not altogether practical if one takes into account the time available for learning foreign languages in schools, though admittedly, the method was successful in private language schools (e.g. Berlitz), where paying clients were highly motivated and the use of native teachers was the norm [49].

Third, it was perceived to have several drawbacks since it required teachers who were either native speakers or fluent in the foreign language.

Finally, it was largely dependent on the teacher's skill, rather than on a textbook, and not all teachers were proficient enough in the foreign language to adhere to the principles of the method.

4. Communicative Language Teaching Method: Benefits and Drawbacks

According to Richards and Rogers (2001), a group of renowned linguists, such as Widdowson, Candlin, Christopher Brumfit and Keith Johnson, among others, all of whom are well-known for their work in this field, contributed to the Communicative Theory Method on the basis of work carried out by linguists such as Firth and Halliday. Great importance is given in helping students to use the language learned in a variety of contexts.

Particular emphasis is also placed on learning language functions, especially the communicative function. They believe that the main goal in the learning process is the acquisition adequate skills in the use of language as a means of communication. The main

focus is on helping students to create meaning as opposed to helping them to acquire precise grammatical structures or acquire a level similar to that of a native. It is aimed for students to acquire the language by focusing on the development of communicative competence. To achieve this goal, teachers use materials that focus on the need to express and understand [44; 45].

The main objectives of this method are:

− The development of communicative competence in students.

− Involving students in the learning process.

− Giving equal emphasis to the four language skills: speaking, listening, reading and writing.

Key Principles of the Method:

− The language should be submitted as used in actual cultural context.

− Learned language should be the vehicle of communication in class.

− Pupils should be given the opportunity to express their ideas and opinions.

− Errors are seen as a normal process in the development of communication skills.

− Fluency is more important than accuracy.

− One of the responsibilities of the teacher is to create situations that promote communication [24; 52].

An additional function of the teacher is to foster student learning in the role of activity manager and communicative advisor. In this method, the student has the central role and the teacher acts as a mediator. Teachers talk less and listen more, thereby actively fostering student learning. The teacher provides motivation for the students to work with the language.

According to Communicative Language Teaching method, language is used in four different ways. These ways are also called competences:

− The discursive competence: refers to the student's ability to use the new language in speaking and writing. Teachers often call this skill fluency.

− Grammatical competence: refers to the ability to use the language correctly, using the rules and features of the new language. This competence is also often called precision. Sociolinguistic competence: the student's ability to use language correctly in specific social situations. It is also known as adequacy.

− Strategic competence: refers to strategies for effective communication when the student's vocabulary is insufficient and requires learning strategies. It is also known as efficacy [3; 8; 25].

The Communicative Language Teaching Method has certain disadvantages. First, more vocabulary is required to support the functional use of language. Second, it provides few guidelines on how to handle the vocabulary. Third, according to some reviews, it over-emphasises the concept of communication. And finally, it is difficult to adopt a communicative learning approach if there are so few native teachers.

5. Conclusions

We have summarised the existing methodologies We have seen their main characteristics and we have seen how they are used. We would now like to focus on the main strengths of each particular method and combine them into a new flexible whole. However, since education is not an exact science, we would like to go a step further and adapt this proposed method to the different situations and levels which abound in

primary education. At the same time we will bear in mind that the fact that we are not natives impedes us from teaching in exactly the same way as natives. We can though, mitigate our weaknesses by developing additional material. Moreover, the methodology we propose is not to help primarily teachers, but students, and the learning process.

Consequently, involving students in the learning process is a major objective. In our view, a motivated student is the best thing a teacher could have, but it is very difficult to find selfmotivated students. So besides the proposal of an eclectic method where some metholdological elements could be included, we would like toenhance our method by including a motivational componenet which draws the students into the learning process and makes him more enthusiastic about learning English.

So a key component of our eclectic method developed from the existing methods is the new motivation factor. It involves the use of new technologies in our classes. The problem is that new technologies are a very general concept nowadays, but to be specific we would like to introduce various on-line activities. We consider that they are immensely attractive to students and this should be taken advantage of.

So, on this last idea, teacher's methods should be flexible and adapt to the needs and interests of students. We conclude, therefore, that it is impossible to use a single method in our process of teaching English. And again we return to the concept of "eclectic approach", one that encompasses the strengths of different existing methods. The basic peculiarities of the eclectic method are: to respect the natural order of learning; first listening, followed by speech, then reading and writing; equal importance must be given to the to the four skills: speaking, listening, writing and reading; the role of the student should be participatory and active and go beyond being a mere recipient of information; teachers should act as a mediator of learning, providing opportunities for students to express, without fear, and to use English in the classroom in an atmosphere of respect; English is language used in the class activities and sessions, however, use of the mother tongue can be resorted to if it aids understanding; activities and resources used should be adapted as much as possible to the English used in natural contexts; activities involving the use use of new technologies, such as videogames, should be introduced.

REFERENCES

1.   Ally, M. (2008). Foundations of educational theory for online learning. In T. Anderson & F. Elloumi (Eds.), Theory and practice of online learning. Athabasca University. http://cde.athabascau.ca/online_book/pdf/TPOL_book.pdf.
2.   Barry, S., Murphy, K., & Drew, S. (2015). From deconstructive misalignment to constructive alignment: Exploring student uses of mobile technologies in university classrooms. Computers & Education, 81, 202–210. CrossRef Google Scholar
3.   Bawden, D. (2008). Origins and concepts of digital literacy. In M. Knobel (Hrsg.), Digital literacies: Concepts, policies and practices (Bd. 30, S. 17–32). Peter Lang. Google Scholar
4.   Benner, D. (2015). Erziehung und Bildung! Zur Konzeptualisierung eines erziehenden Unterrichts, der bildet. Zeitschrift für Pädagogik, 61(4), 481–496. Google Scholar
5.   Berge, Z. (2002). Active, interactive, and reflective learning. The Quarterly Review of Distance Education, 3(2), 181–190. Google Scholar
6.   Biggs, J. (1996). Enhancing teaching through constructive alignment. Higher Education, 32(3), 347–364.CrossRef Google Scholar

7.   Blackwell, C. K., Lauricella, A. R., & Wartella, E. (2014). Factors influencing digital technology use in early childhood education. Computers & Education, 77, 82–90. CrossRef Google Scholar

8.   BMBF. (2019). Digitale Zukunft: Lernen. Forschen. Wissen. Die Digitalstrategie des BMBF. Bundesministerium für Bildung und Forschung. https://www.bmbf.de/upload_filesto re/pub/BMBF_Digitalstrategie.pdf. Zugegriffen am 15.05.2019.

9.   Bock, A., & Probst, L. (2018). Digitales Lehren und Lernen Wissenschaftliche Begleitforschung zur Einführung mobiler Endgeräte in Niedersächsischen Schulklassen der Sek I/Level 2 ISCED. Eckert. Dossiers 19, urn:nbn:de:0220-2018-0041. Google Scholar

10.   Boelens, R., De Wever, B., & Voet, M. (2017). Four key challenges to the design of blended learning: A systematic literature review. Educational Research Review, 22, 1–18. https://doi.org/10.1016/j.edurev.2017.06.001. CrossRef Google Scholar

11.   Bond, M., Marín, V. I., Dolch, C., Bedenlier, S., & Zawacki-Richter, O. (2018). Digital transformation in German higher education: Student and teacher perceptions and usage of digital media. International Journal of Educational Technology in Higher Education, 15(1), 15–48. CrossRef Google Scholar

12.   BPB. (2019). Virtual reality. Bundeszentrale für politische Bildung (bpb). http://www.bpb.de/lernen/digitale-bildung/medienpaedagogik/231642/virtual-reality. Zugegriffen am 15.05.2019.

13.   Brown, M., Dehoney, J., & Millichap, N. (2015). The next generation digital learning environment: A report on research. ELI paper, Educause Learning Initiative. https://library.ed ucause.edu/-/media/files/library/2015/4/eli3035-pdf.pdf. Zugegriffen am 15.05.2019.

14.   Buchner, J., (2019). Augmented Reality – technische Spielerei oder Bereicherung für den Unterricht? Bundeszentrale für politische Bildung (bpb). https://www.bpb.de/lernen/digitale-bildung/werkstatt/283819/augmented-reality-technische-spielerei-oder-bereicherung-fuer-den-unterricht. Zugegriffen am 15.09.2019.

15.   Chan, T. W., Roschelle, J., Hsi, S., Kinshuk, Sharples, M., Brown, T., Soloway, E. (2006). One-to-one technology-enhanced learning: An opportunity for global research collaboration. Research and Practice in Technology Enhanced Learning. 1(1). P. 3 – 29. [In English].

16.   Cheremisin, P. A.; Davydova, A. A.; Meleshkina, E. A.; Goltseva, O. S.; Zhilina, A. V. (2022). Digitalization as a new educational paradigm. Revista on line de Política e Gestão Educacional, Araraquara. V. 26. N. esp.2. P. e022060. DOI: 10.22633/rpge.v26iesp.2.16558. Disponível em: https://periodicos.fclar.unesp.br/rpge/article/view/16558. [in English]

17.   Clark, R. E. (1983). Reconsidering research on learning from media. Review of Educational Research, 53(4), 445–459.CrossRef Google Scholar

18.   Collins, A., Halverson, R. (2009). Rethinking education in the age of technology: the digital revolution and schooling in America. New York: Teachers College Press. P. 3 – 12. [In English].

19.   Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press. URL: https://cutt.ly/tf6upHB. [in English]

20.   Council of Europe. (2018). Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion volume with new descriptors. URL: https://cutt.ly/sf6uzJ4.. [in English]

21.   Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning. (2018). P. 1 – 13. [In English].

22.   Daniëlle, H. (2016). Comparing traditional and digital learning methods to improve the learning outcomes of young children. Tilburg University. P. 5 – 18. [In English].

23.   Debande, O. (2004). ICTs and the development of eLearning in Europe: The role of the public and private sectors. European Journal of Education, 39(2), 191–208. CrossRef Google Scholar

24.   Digital Education at School in Europe. Eurydice Report. Luxembourg: Publications Office of the European Union. (2019). P. 9 – 45. [In English].

25.   Dujmovic, J. (2019). Here's why you will be hearning more about virtual reality. Market Watch. https://www.marketwatch.com/story/heres-why-you-will-be-hearing-more-about-virtual-reality-2019-07-15. Zugegriffen am 25.06.2019.

26.   Edelmann, D., Schmidt, J., & Tippelt, R. (2011). Einführung in die Bildungsforschung. Stuttgart: Kohlhammer.Google Scholar

27.   Education and Training. URL: https://ec.europa.eu/education/node_en. [In English].

28.   EU-Commission. (2003). eLearning: Better eLearning for Europe. Directorare-General for Education and Culture (NC-52-03-207-EN-C). http://europa.eu.int/information_society/eeurope/index_en.htm.

29.   EURYDICE. (2004). Key data on information and communication technology in schools in Europe. Annual Report (Brussels, European Commission). https://op.europa.eu/en/publication-detail/-/publication/ce58ea69-2e54-4e3a-9455-84a595f258cb/language-en.

30.   Fun & Easy Games for Teaching Business English to Adults. URL: https://bridge.edu/tefl/blog/games-teaching-business-english/. [in English]

31.   Gadzaova, L. P.; Goverdovskaya, E. V.; Alisultanova, E. D.; Moiseenko, N. A. (2022). Use of digital technology by a teacher to improve the effectiveness of the process of students' training and professional self-identification. Revista on line de Política e Gestão Educacional, Araraquara. V. 26. N. esp.2. P. e022064. DOI: 10.22633/rpge.v26iesp.2.16562. Disponível em: https://periodicos.fclar.unesp.br/rpge/article/view/16562. [in English]

32.   Garanin, M. (2022). Implementation of innovations in higher education institutions. Revista on line de Política e Gestão Educacional, Araraquara. V. 26. N. esp.2. P. e022072. DOI: 10.22633/rpge.v26iesp.2.16571. Disponível em: https://periodicos.fclar.unesp.br/rpge/article/view/16571. [in English]

33.   Garrison, D. R., & Anderson, T. (2003). E-learning in the 21st century: A framework for research and practice. London: Routledge/Falmer. CrossRef Google Scholar

34.   Garrison, R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. The Internet and Higher Education, 7(2), 95–105. CrossRef Google Scholar

35.   Henning, J. (2008) The Art of Discussion-Based Teaching: Opening Up Conversation in the Classroom. New York: Routledge. P. 56 – 78 [in English]

36.   Hughes, R. (2011) Teaching and Researching: Speaking (Applied Linguistics in Action). 2nd ed. Pearson Education Limited. 197 p. [in English]

37.   Kidd, D. (2019). How to select the right digital materials for your students. Cambridge University Press. URL: https://www.cambridge.org/elt/blog/2019/10/29/how-select-right-digital-materials-your-students/. [in English]

38.   Kozma, R. B. (1991). Learning with media. Review of Educational Research, 61(2), 179–211. CrossRef Google Scholar

39.   Krasnozhon, N.; Lytvynska, S.; Senchylo-Tatlilioglu, N.; Revenko, V.; Salata, H. (2022). Development of education and science in the historical industry in the conditions of transformations: Experience of EU countries. Revista on line de Política e Gestão Educacional, Araraquara. V. 26. N. 00. P. e022007. DOI: 10.22633/rpge.v26i00.16084. Disponível em: https://periodicos.fclar.unesp.br/rpge/article/view/16084. [in English]

40. Kulik, C. L. C., & Kulik, J. A. (1991). Effectiveness of computer-based instruction: An updated analysis. Computers in Human Behavior, 7(1-2), 75–94. CrossRef Google Scholar

41. Martin, A. (2006). A framework for digital literacy. DigEuLit working paper. http://www.digeulit.ec/docs/public.asp.

42. Miloradov, K. A.; Eidlina, G. M. (2022). Development of teachers' digital competencies on the basis of Innopolis University. Revista on line de Política e Gestão Educacional, Araraquara. V. 26. N. esp.2. P. e022078, 2022. DOI: 10.22633/rpge.v26iesp.2.16577. Disponível em: https://periodicos.fclar.unesp.br/rpge/article/view/16577. [in English]

43. Modern Teaching Methods – It's Time for the Change. URL: https://eduvoice.in/modern-teaching-methods. [In English].

44. Moodie, G. (2002) Identifying Vocational Education and Training. Journal of Vocational Education and Training. Vol. 54. № 2. P. 266 – 289. [in English]

45. Online education vs Traditional Education: Which one is better for you? URL: https://www.classgap.com/en/blog/online-education-traditional-education-which-one-better-for. [In English].

46. Orlova, I. (2022). Building the educational system of higher educational institution in the digital educational environment. Revista on line de Política e Gestão Educacional, Araraquara. V. 26. N. esp.2. P. e022061, 2022. DOI: 10.22633/rpge.v26iesp.2.16559. Disponível em: https://periodicos.fclar.unesp.br/rpge/article/view/16559. [in English]

47. Ovcharuk, O., Ivaniuk, I., Soroko, N., Gritsenchuk, O., & Kravchyna, O. (2020). The use of digital learning tools in the teachers' professional activities to ensure sustainable development and democratization of educa-tion in European countries. E3S Web of Conferences, 166. URL: https://doi.org/10.1051/e3sconf/202016610019. [in English]

48. Poplavskyi, M.; Rybinska, Y.; Kholmakova, Y.; Amirkhanova, M.; Kuznietsova, A.; Stebaieva, O. (2022). Information society: Psychological approach o social networking sites (an educational study). Revista on line de Política e Gestão Educacional, Araraquara. V. 26. N. esp.1. P. e022035. DOI: 10.22633/rpge.v26iesp.1.16511. Disponível em: https://periodicos.fclar.unesp.br/rpge/article/view/16511. [in English]

49. Richards, J. y Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. New York: Cambridge University Press.311 p.

50. Stern, H.H. (2001). Fundamental Concepts of Language Teaching. New York: Oxford University Press. P. 23 – 45.

51. Skril, I.; Vasylyshyna, N.; Skyrda, T.; Moroz, O.; Voropayeva, T.O. (2021). Papel da informatização da educação na melhoria da eficiência do processo educativo. Revista on line de Política e Gestão Educacional, Araraquara. V. 25. N. 3. P. 2506–2518. DOI: 10.22633/rpge.v25i3.15886. Disponível em: https://periodicos.fclar.unesp.br/rpge/article/view/15886 [in English].

52. Task-Based Learning Activities for Teaching Business English. URL: https://ontesol.com/blog/how-to-teach-english/business-english/task-based-learning-activities-teaching-business-english/. [in English]

53. Vasylyshyna, N. (2014). English in Context. K.: Print Line. 196 p. [in English]

54. Yıldırım, A. (2001). A Qualitative Assessment of the Curriculum Development Process at Secondary Vocational Schools in Turkey. Journal of Career and Technical Education. №1. C. 57 – 59. [in English]