



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC  
SOLUTIONS

THE USE OF EDUCATIONAL TECHNOLOGIES IN TEACHING  
FOREIGN LANGUAGES

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**Abstract:** *This thesis thoroughly examines the application of educational technologies in teaching foreign languages. Educational technologies play a crucial role in modern educational processes and enhance the effectiveness of foreign language teaching. Additionally, the article discusses the advantages of educational technologies such as interactive teaching methods, multimedia resources, online platforms, and mobile applications.*

**Keywords:** *Internet, information technology, foreign language, education, pedagogy, multimedia.*

## INTRODUCTION

The growing interest in improving knowledge and skills in foreign languages in higher education institutions equipped with modern information technologies, multimedia complexes, interactive teaching methods, audio-visual methodological guides, and interactive whiteboards is undeniable. Using project-based methods, new information technologies, and internet resources in cooperative learning of foreign languages facilitates a learner-centered approach. This approach helps personalize and differentiate teaching, taking into account students' abilities and learning levels. These methods shape reflective skills in both students and teachers.

Today, methods of teaching foreign languages through internet resources challenge traditional teaching methods, which are no longer effective. However, it cannot be denied that traditional education has contributed to the partial development of science, technology, and innovation. Nonetheless, the experience of developed countries shows that comprehensive national development is closely linked to innovation and innovative processes. Unfortunately, despite claims that innovations have been integrated into the education system for many years, the results—educational effectiveness—are not visible in continuous education institutions. Teachers often attempt to use advanced pedagogical technologies in unconventional ways in class, without a clear understanding of these technologies' essence, which reflects a low level of reflexive competence. Such teachers lack the necessary competencies to teach foreign languages effectively.

Modern computers have become an effective tool for optimizing intellectual work conditions in any form. The computer's "lifelessness" is a unique characteristic, making it a helpful tool in language teaching and knowledge acquisition. The machine can maintain a "friendly" interaction with the user and sometimes even "support" them without ever





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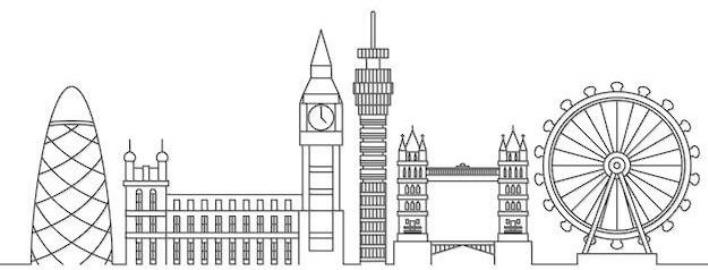
showing frustration or causing boredom. In this sense, computers are very useful in individualizing certain aspects of teaching. The internet, outside of communication, has no meaning—it is an international, multicultural, and cross-cultural society based on the electronic communication of millions of people worldwide. Using internet resources in foreign language lessons enables the creation of a model of real communication.

Another essential requirement for teaching foreign languages through internet resources is creating a cooperative environment in the lesson, known as interactivity in didactics. Interactivity refers to “combining, coordinating, and supplementing efforts toward communicative goals and results through verbal means.” Through real language teaching, the internet helps develop speech skills and abilities and ensures genuine interest and efficiency in teaching vocabulary and grammar. Interactivity not only creates real-life situations but also requires students to respond appropriately in a foreign language.

New innovative technologies, particularly the internet, help address these challenges. Thanks to computers, the internet, and multimedia, students now have unique opportunities to analyze and select vast amounts of information for learning. Such innovative processes also contribute to the development of teachers’ professional, including reflective, competencies. Effectively managing innovative processes, raising teachers' interest in these processes, and planning in advance to incorporate specific characteristics of innovations is essential for developing professional competencies among teachers in educational institutions.

### CONCLUSION

In encouraging students to engage in real-life communication in a foreign language, they should be assigned communicative and reflective tasks that create real-life situations, stimulating interest in the material and promoting adequate linguistic behavior. In these scenarios, students not only exchange information but also evaluate it. The primary goal of communicative and reflective approaches is to encourage students to use the internet, gather and expand their knowledge and experiences, and enhance their interest in learning a foreign language. Employing a reflective approach in this process helps students consciously understand the material, develop communication strategies, and create psychological and linguistic readiness for communication.







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