

THE IMPACT OF ONLINE LEARNING PLATFORMS ON THE EDUCATIONAL ACTIVITIES OF PHILOLOGY STUDENTS

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Annotation: *The rapid advancement of information and communication technologies has transformed the educational landscape worldwide. Online learning platforms have become an integral component of higher education, providing students with flexible access to learning resources and interactive educational experiences. This study investigates the impact of online learning platforms on the educational activities of philology students.*

Keywords: *online learning, philology students, digital education, communicative competence, independent learning, educational technology.*

The digital transformation of education has significantly altered traditional teaching and learning processes. In recent years, online learning platforms such as Moodle, Google Classroom, Microsoft Teams, Canvas, and Zoom have become widely used in higher education institutions. These platforms provide opportunities for distance learning, collaborative activities, and access to diverse educational resources regardless of geographical limitations [1].

Philology students, whose academic activities involve language acquisition, literary analysis, translation studies, and communication practices, can particularly benefit from digital learning environments. Online platforms facilitate access to authentic linguistic materials, electronic libraries, discussion forums, and multimedia content, thereby enriching students' learning experiences [2].

The COVID-19 pandemic accelerated the adoption of online learning worldwide, highlighting both the opportunities and challenges associated with digital education. Consequently, the examination of online learning platforms' impact on philology students has become an important area of educational research. This study aims to analyze how online learning platforms influence the educational activities, academic engagement, and competency development of philology students.

The analysis revealed several significant impacts of online learning platforms on the educational activities of philology students.

Improvement of Independent Learning. Online learning platforms encourage students to take greater responsibility for their learning process. Students can access lectures, assignments, and educational resources at any time, allowing them to study according to their individual schedules and learning preferences [3].

Research indicates that self-directed learning skills improve substantially in online environments because students must independently manage their time, monitor their progress, and seek additional resources when necessary [4]. For philology students, such autonomy is particularly important due to the extensive reading, research, and language practice required in their academic programs.

Enhancement of Communicative Competence. Communication is a central component of philological education. Online learning platforms provide various communication tools, including discussion boards, video conferences, chats, and collaborative documents. These tools facilitate interaction between students and instructors as well as among peers [5].

Studies demonstrate that participation in online discussions contributes to the development of written communication skills and encourages more active engagement among students who may be less confident in traditional classroom settings [6]. Furthermore, language learners benefit from increased opportunities to practice foreign languages in authentic digital communication contexts.

Development of Creative and Critical Thinking. The integration of multimedia resources into online learning environments supports the development of creative and critical thinking skills. Philology students can engage with videos, podcasts, digital archives, literary databases, and interactive learning materials [7].

Increased Academic Engagement. The findings suggest that online learning platforms enhance student engagement through interactive educational activities. Features such as quizzes, gamified tasks, instant feedback, and collaborative learning opportunities contribute to maintaining student motivation [8].

Students reported higher levels of participation when educational materials were presented in diverse formats, including visual, auditory, and interactive content. This flexibility accommodates different learning styles and improves overall learning outcomes.

The results demonstrate that online learning platforms play a significant role in enhancing the educational activities of philology students. Consistent with constructivist learning theory, digital environments support active knowledge construction through interaction, collaboration, and independent exploration of educational resources [9].

Conclusion. Online learning platforms have become an indispensable component of modern higher education and significantly influence the educational activities of philology students. The findings of this study indicate that these platforms contribute positively to independent learning, communicative competence, creative thinking, and academic engagement.

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