

DIGITAL TECHNOLOGIES AS A TOOL FOR DEVELOPING FOREIGN LANGUAGE SKILLS

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Digital technologies have become an important component of modern foreign language education because they provide students with access to authentic materials, interactive communication, and flexible learning opportunities. In contemporary education, digital tools are used not only as additional resources but also as instruments that support the development of language competences and increase student engagement in the learning process. Researchers emphasise that digital technologies create meaningful communicative contexts in which students can practise language in situations closer to real communication [2].

Digital technologies contribute to the development of all four language skills: listening, speaking, reading, and writing. Listening comprehension can be improved through podcasts, multimedia platforms, educational videos, and language-learning applications. These resources expose students to authentic pronunciation, various accents, and natural speech patterns. Moreover, learners can replay audio materials multiple times and work at their own pace, which improves comprehension and pronunciation accuracy [4].

Speaking skills are developed through online discussions, pair work, video conferencing platforms, and voice-recording tasks. Such activities create opportunities for communication in realistic situations and help students overcome fear of speaking a foreign language. Digital interaction also encourages collaborative learning and active participation in classroom activities [8].

Reading skills improve through the use of online articles, blogs, e-books, and interactive texts that reflect authentic language use. These

materials help students expand vocabulary, improve comprehension, and develop critical thinking skills. Writing skills can be practised through collaborative online platforms and interactive exercises that provide immediate feedback on grammar, spelling, and coherence. As a result, students receive more individualised and meaningful language practice compared to traditional approaches [1].

At the same time, the effectiveness of digital technologies depends on proper pedagogical organisation. Teachers play a central role in selecting appropriate materials, designing relevant tasks, and monitoring student participation during technology-based activities. According to researchers, digital learning environments require clear instructions, structured tasks, and continuous teacher guidance to ensure productive learning outcomes [5]. In this context, the role of the teacher changes from a traditional transmitter of knowledge to a facilitator who supports students in navigating digital learning environments and developing both language and digital competences [6].

During pedagogical practice in the 10th form at «Harmony» Lyceum in Rivne, several difficulties connected with the use of digital technologies were observed. Some students demonstrated high motivation and actively participated in online activities, while others experienced difficulties maintaining concentration or applying grammatical structures accurately during spontaneous speaking tasks. Approximately 60% of learners showed active engagement in digital activities, although some required additional instructional support and guidance while using digital tools. These observations confirm that technology itself does not automatically guarantee successful learning outcomes. The effectiveness of digital learning environments largely depends on teacher support, logical organisation of tasks, and appropriate classroom management [3].

Another important issue is maintaining a balance between traditional and digital teaching methods. Although digital technologies provide flexibility, authentic materials, and opportunities for independent learning, traditional classroom interaction remains essential for effective language acquisition. Face-to-face communication, grammar explanation, classroom discussions, and written exercises continue to play a significant role in consolidating knowledge and developing communicative competence. Researchers note that mobile-assisted language learning expands opportunities for language practice outside the classroom, allowing students to study anytime and anywhere [7]. However, digital tools should complement rather than completely replace traditional teaching approaches.

Digital technologies are effective tools for developing foreign language skills in high school students. They support listening, speaking, reading, and writing development through authentic materials, interactive communication, and collaborative activities. Nevertheless, successful implementation of digital technologies depends on careful lesson planning, teacher guidance, and balanced integration with traditional teaching methods. A combination of digital and traditional instruction creates a more flexible, engaging, and effective learning environment and better prepares students for real-life communication in a foreign language.

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