



KAPITEL 1 / CHAPTER 1¹

INFORMATION TECHNOLOGIES IN TEACHING BASIC LANGUAGE SKILLS IN ENGLISH

DOI: 10.30890/2709-2313.2024-27-00-034

1.1. Transforming the Ukrainian Education System: Challenges and Necessity

Considerable research has demonstrated the efficacy of various information technologies in teaching fundamental English language skills, underscoring their significant potential in promoting the development of language competencies. Based on earlier publications we would try to analyze and systemize the most impactful tools that accommodate both teachers' and students' needs and align with the requirements of modern globalized society which is in need of educated, highly qualified employees who could function perfectly well in the globalized marketplace and succeed in their career development. We initiated our research due to several reasons, including the integration of the national educational system into the European framework, the need to implement advanced teaching methodologies for English, the complex nature of ESP teaching, new technological advancements, and the characteristics and needs analysis of modern students. Direct participation in the Bologna Process often elicits emotional responses due to the contradictory changes that have swept the educational system. The current state of the education system, including its content areas, priority directions, as well as value and normative foundations, determines the level of socio-cultural development of Ukrainian society in which Education plays a crucial role in the social, professional, and spiritual development of an individual. It directly contributes to the formation of an individual as a social being, an active participant in socio-economic and political changes. Education is one of the primary agents of individual socialisation. The national education system requires a qualitative reassessment of its

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importance, role, and potential in modern society. The outer framework, which receives the majority of the state's resources and attention, may be concealing this need. The Bologna Process addresses several issues in the national education system, including the expansion of Europe and ensuring its stability, peace, and tolerance. It also aims to increase the attractiveness and competitiveness of European higher education and simplify conditions for citizens to move for further study or employment in the European higher education area, thereby increasing the level of mobility for students in Europe. The national educational policy lacks a unified conceptual approach to developing basic procedures for the educational process and monitoring students' progress. However, it is important to note that the structure of the Bologna process does not require identical education systems in different countries. Therefore, the loss of identity of the Ukrainian education system is not a concern. Ukrainian education has always been distinguished by its profound knowledge, which differs from the narrow-profile Western educational traditions. The peculiarities of national education largely correspond to the new trend for European universities towards multidisciplinary education, which is defined within the Bologna Process. It is important to recognize and build upon these fundamental achievements and traditions of Ukrainian education while embracing the new trends in multidisciplinary education. The national education system can confidently resolve these contradictions by integrating European educational experience, while preserving the basic national characteristics of education. This integrative process will effectively address the issues of increasing competitiveness, mobility, and participation in European integration processes. Moreover, changes in the national educational system can be integrated in a way that preserves the unique characteristics of the educational systems of European countries. It is important to ensure that the transition to European standards and models of education does not result in the devaluation of Ukrainian education. At this stage, the pace of change and its results take priority over the process. The strategy of national



education development can confidently boast of its achievements. However, there are still areas of contradiction and problems that need to be addressed to improve the quality of education. The immediate transition of many Ukrainian universities to the individual form of education has proven to be ineffective due to inadequate material and technical support, as well as the lack of necessary library networks in many universities. It is worth noting that this form of education is prevalent in foreign educational institutions. Providing free access to electronic information media and full computer equipment in classrooms is a pressing concern. Without these resources, the implementation of many elements of the Bologna process, such as assessment, becomes problematic. The teaching process in domestic universities also requires significant changes. The role of the teacher needs to be re-evaluated to increase their level of professional competence and creativity. Students nowadays require practical research skills rather than just theoretical knowledge. However, the reduction in lecture and seminar hours does not limit their ability to acquire theoretical knowledge. Teachers have greater access to theoretical knowledge as they can work with specialised literature, primary sources, and archives. It is crucial to strike a balance between practical and theoretical knowledge to ensure a well-rounded education. Many students may not be psychologically ready to transition to an individual work scheme due to the stereotype of passive participation in the learning process.

The issue of mobility can be addressed without the state allocating additional financial resources for student exchange, exchange of teachers, regular research internships, participation in prestigious international and domestic symposia, congresses and conferences. Domestic universities may be struggling to survive, but it is still possible for them to solve financial issues on their own. When transforming national education to meet European standards, it is crucial to consider that education in Ukraine is not only important for the intellectual, social, and economic development of the state, but also for the cultural and spiritual development of society. The goal of



Ukrainian education is the comprehensive development of individuals. Therefore, preserving the humanistic and national components of Ukrainian education is essential. Focusing on national traditions and experiences, and humanising education, will create a new education system that produces individuals capable of productive and creative activity. This will preserve the best traditions of the Ukrainian educational model.

1.2. ICT and the Internet in teaching English for Specific Purposes to students of technical and military specialization

Undoubtedly, the use of ICT (Information Communications Technologies) plays a crucial role in teaching EFL (English as a Foreign Language) as it fosters student motivation, which leads to an increased demand for language use and ultimately improves proficiency. The computer has become an integral part of the modern world as a powerful tool for communication and learning. The accessibility of the Internet has enhanced the attractiveness of learning English as it is a source of information and an effective learning tool. Integrating ICT into ESP (English for Specific Purposes) teaching involves utilizing the Internet as a reliable and constantly updated source of learning materials, both general and specialist. This approach promotes autonomous learning and utilizes online technologies as complementary tools in the educational process. We have thoroughly explored various approaches to using Internet technologies in teaching ESP and their effectiveness as factors contributing to the development of autonomous learning. The selection of materials for teaching EFL and their use can be challenging for both teachers and students, as these materials are not always designed to meet the needs of language learning. The information found should be analysed in terms of its accuracy (authoritative, objective, meaningful), suitability (meets the professional needs of students), attractiveness (easy to use and interesting



to read).

The integration of web-based reading materials into the learning process is a significant issue. Three approaches have been identified: learning with the teacher's leading role, learning with the teacher's coordinating role, and learning with the student's leading role (Brandal, 2002). The teacher selects the reading materials and develops the tasks in the first approach, while the students read the materials outside of class time. Class time is then allocated for communicative exercises. This approach is suitable for all levels of education. The teacher selects a topic and a set of tasks, and students conduct research using predetermined resources. They complete tasks that involve collecting factual information, writing descriptions, and creating short narratives. It is essential for the teacher to clearly define the lesson's ultimate objective and outcome. In our opinion, the student-led approach is the most appealing. Students select their own research topics, reading materials, and research methods. They establish the goal and determine the web resources, task stages, the pace, and final outcome, making them self-directed and autonomous. Mini projects and PowerPoint presentations are among the possible assignments. These learning activities are closely related to real-world situations and future professional activities. Oral presentations provide students with a valuable learning experience, serving as a bridge between language learning and language use (King, 2002). Presentations can effectively integrate the four basic skills and facilitate the collection, analysis, and transformation of information. When properly organised and directed, presentations can successfully meet the professional needs of students, foster teamwork skills, and promote active and autonomous learning.

Teaching ESP to technical students has always been focus of our research. Together with development of the Internet and ICT new tasks, challenges and issues arise, with which teachers as well as students must comply. Multidisciplinary approach and use of new technologies also add to the problem. Developed countries are ready to



share their knowledge and experience, while developing countries seek a breakthrough in the field of information technology. The Bologna Process ensures the quality and mobility of education, promoting the popularization of English for Specific Purposes (ESP). English has become the 'lingua franca' in modern professional society due to the rapid development of information and telecommunications technologies. The Language for Specific Purposes (LSP) plays a crucial role in bridging the gap between multicultural and multilingual societies, making it a top priority in higher technical education. Through specialized programs designed to enhance students' language proficiency and skills, more LSP classes can be offered. It is important to note, however, that while these efforts are commendable, they are not a panacea for improving the quality of education and developing students' skills. Learning English through specific content is an effective way to improve students' language skills, according to recent research. Collaboration between an EFL teacher and a subject specialist is the most effective solution to the issue of English teachers not being able to simultaneously be linguists and subject specialists. This complementary model allows the EFL teacher to address the challenges of foreign language teaching within the language-content dichotomy, while the subject matter expert provides the technical content of the course. For a successful alliance, both specialists must work in the same direction and complement each other's actions. The ESP teacher must have a genuine interest in science and technology, while the subject expert must be willing to improve their language skills. This approach will ensure a fruitful collaboration and positive outcomes. It provides an inexhaustible source of information that encourages and motivates students to learn how to manipulate different intellectual materials in their professional field.

The Internet is an effective tool for teaching English for Specific Purposes (ESP) to engineering students. The logical flow of information with causal connections between statements should be maintained without adding new content to the text. The



internet enhances the authenticity, literacy, interaction, vitality, and possibilities of the ESP classroom. Authenticity is crucial for effective ESP learning, and the Internet provides access to a wide range of materials on any topic, authentic communication, and the ability to publish articles, which increases student motivation. It also enhances literacy. Future engineers will have the opportunity to develop their literacy skills through reading, writing, communicating, and publishing on the Internet. The Internet provides the latest forms of literacy, which are essential in the 21st century. The combination of English and technology enables students to acquire the necessary skills for academic success and future careers. Interaction is the most effective means of learning a foreign language and improving fluency. Effective language learning involves developing oral and written communication skills, which are key objectives of ESP. The Internet offers ample opportunities to communicate with both native and non-native speakers worldwide. ESP classes are often criticised for being akin to learning a foreign language without a specific goal. However, the Internet has introduced an element of real-life application into the learning process. It provides a flexible, multimodal environment that is constantly changing and connected to real-life needs, which motivates students. This creates unlimited opportunities for learning. Mastery of the Internet empowers individuals to enhance their personal growth and development, facilitating lifelong learning. Students acquire effective information search techniques to meet both personal and professional needs. The Internet fosters collaboration and teamwork, while promoting foreign language proficiency.

The success of using the Internet in the classroom depends on the teacher's ability to effectively introduce and integrate it into the learning process. The Internet can significantly aid students in developing the personal qualities and professional knowledge required for today's engineers. Web-based exercises assist ESP teachers in achieving three objectives simultaneously: developing students' ESP knowledge and skills, updating their professional knowledge in their native language, and fostering a



lifelong desire to learn.

1.3. Virtual Learning Environments and Moodle development

We will confidently review the methodology and internet tools that were popular a decade ago to determine their relevance and potential use today. A thorough research has been done into Moodle. The paper asserts the use of language course book material to test Moodle as an E-learning platform in blended mode, supporting rather than substituting conventional class activities. Moodle has effectively integrated university courses with online activities to enhance foreign language proficiency and ICT competence. Foreign language courses are often accompanied by course books that provide audio materials such as CDs, CD-ROMs and mp3. However, students should fully utilize these resources at home to enhance their learning process. By utilizing the Moodle E-learning environment, we can ensure that students make the most of the teaching resources, contents, and other aids connected with the chosen course book.

Virtual Learning Environments (VLEs) or Learning Management Systems (LMSs) are widely used in higher education institutions. VLEs offer a diverse range of learning materials and enable teachers and learners to track language acquisition progress. VLEs have not only proved to be useful for remote access, but also have shown advantages in face-to-face classrooms, such as blended learning. All students have transformed to e-learners due to recent events globally. E-learning goes beyond the use of a VLE/MLE. With the rapid advancement of technology, new methods of accessing learning materials are becoming more prevalent. As advocated by the Joint Information Systems Committee (JISC), which promotes the use of ICT in colleges and universities, learners are increasingly remote due to working from home or while on the move. Platforms such as personal digital assistants, smart phones and iPads or



tablets are being considered. The line between full-time and distance learning students is becoming less clear. It is clear that e-learning is the future of education, and University teachers are leading the way by introducing it universally. Combining distance learning with full-time learning will benefit both groups (Hoare, 2005).

Universities maintain learning platforms that provide access to a range of materials, including multimedia and self-study materials. These platforms also include interactive elements such as forums, chat rooms, wikis, email, VOIP and modern messengers, social media as well as conferencing tools to encourage collaboration and engagement among students and teachers. In the past years universities have successfully expanded beyond traditional learning platforms by utilising personal devices such as smartphones and tablets. Many universities have transitioned from early commercial systems to more flexible, open-access systems, including Moodle.

Virtual learning environments (VLEs) and Augmented Reality are specifically designed to promote student participation and personalised learning, enabling students to learn by doing and at their own pace. Moodle, in particular, is founded on the educational principle of constructivism, which recognises that all individuals have the potential to be both teachers and learners in a collaborative environment. This is demonstrated through its fundamental principles. The principles dictate that the tutor's role shifts from being the source of knowledge to that of a facilitator, no longer occupying the 'stage on the stage.' It is widely acknowledged that we learn best when creating or expressing something for others to see. However, online learning often lacks dynamism, with teachers prioritising resource creation over learning activities. It is worth noting that course books frequently feature exercises at the end of each chapter. In Moodle, students are encouraged to create materials for others to see, promoting critical thinking and deep learning. Observing the activity of peers can also be a valuable learning experience. The classroom culture is focused on creating a positive environment where individuals learn from and emulate each other. In a highly



participatory class, students must not feel social pressure to conform and participate in a similar manner. It is essential to understand the contexts of others to enable a more transformational approach to teaching, based on constructivism. The assumption is that once a learning culture is established, individuals can learn from each other by using the language and concepts familiar to their fellow classmates. A learning environment must be flexible and adaptable to quickly respond to the needs of its participants.

If the tutor's role is that of a facilitator, they must create a flexible learning environment (Dougiamas, 2006). Moodle's features, such as student peer review, self-assessment of submissions, and student journals, align perfectly with the educational philosophy that Moodle was built upon. Google, on the other hand, offers an impressive range of approximately 20 different types of activities, including forums, glossaries, wikis, assignments, quizzes, polls, SCORM players, databases, and tests, each of which can be customized to suit individual needs. It offers a range of tools, including blogs, messaging, participant lists, grading, and reports, polls, Artificial Intelligence tools, all supported by other features that facilitate the creation of a community of learners, so called community of enquiry. It is worth noting that Moodle is Open Source Software, which means that the source code is freely available for modification by end-users, and there is a global community available to assist with problem-solving and implementation. Moodle is a cost-effective solution that many colleges and universities are now adopting.

Moodle's tools integrate any level of course, provide additional work outside of class, and facilitate cooperative learning. Brandl (2005) highlights Moodle's potential as a courseware package and learning system to support conventional classroom instruction, blended course formats, or as a standalone e-learning platform. Moodle integrates university courses, allowing teachers to invite students to join modules and gain new experiences. Attending the platform and receiving credits or marks will contribute to students' end-of-year evaluation. This experience supports the use of new



technologies and improves foreign language proficiency.

The Moodle system has experienced significant growth and has garnered the attention of educators for two main reasons. Firstly, as a virtual learning environment (VLE), it is founded on a well-defined educational philosophy. Secondly, it is an open-source platform, which means it is free to use. However, it may require support to integrate with enrolment systems. A student community introduced to Moodle for the first time with an inquiry-based and interactive model of education, as envisioned by the program managers, will appreciate Moodle. The learning curve is short, and the ideas presented in this work provide a solid foundation for developing a deeper understanding of using Moodle for language learning. The Ukrainian context was chosen due to the ongoing experimentation of Moodle in universities. However, it is important to note that suggestions require an extended period of time using the package and Learning System. Bax (2003) defines normalisation as the point at which technology becomes invisible and integrated into daily routines. Everyday items such as wristwatches, pens, shoes, and writing are all examples of normalised technologies. It is important to explore new methods of teaching that maintain students' interest and motivation by utilizing their means of communication. Still popular, Moodle has been used in Higher Institutions in Ukraine.

1.4. Analyses of technologies to teach reading and writing skills to technical and military students

Students studying at technical higher education institutions can face challenges when working with materials written in English due to their limited range of reading skills and lack of exposure to technology. As an experienced educators, we understand the importance of providing students with the necessary skills to succeed in their future



careers. While the main professional content is typically taught in the native language, it is important to recognize the value of using a foreign language in today's globalized world. However, with our expertise in teaching academic reading in English, we can confidently say that these challenges can be overcome. Therefore, we recommend implementing a comprehensive approach to teaching academic reading in English that is tailored to the needs of each institution and its students.

In the context of academic English, the ability to comprehend academic texts is considered one of the most crucial skills for university students to develop. The present study focuses on what Coffey (1984) refers to as 'subject-specific academic English', abbreviated as SSE. To master an academic course, a student must use English quickly and economically. Subject-specific English encompasses the language, disciplinary culture, vocabulary, specific skills inherent in the subject, and academic conventions required for a particular subject (Jordan, 1997).

Internet-based reading instruction is a highly effective tool for improving reading skills. By combining technology with authentic materials, it provides convenient access to the latest unadapted materials and a diverse range of learning tools. Furthermore, it enables students to communicate meaningfully from different locations and time zones, catering to their personal and academic requirements with ease. Secondly, students can search millions of files worldwide in minutes using the World Wide Web (www) to find authentic material tailored to their personal interests. Thirdly, students can complete English language learning tasks effectively by accessing and exploring authentic, real-world databases, using hyperlinks, annotating materials, or reading the annotations of others. Blogs are an excellent resource for academic reading due to their diverse and accessible materials. They facilitate the practice of reading strategies and obtaining specific information on a particular subject. The materials are regularly updated and arranged in reverse chronological order, with the most recent information at the top, making blogs an indispensable tool for academic research. The



blog offers a multitude of opportunities for enhancing language skills, including an alphabetical index, annotations, and a glossary. Moreover, users can engage in communication through the Discussion Board and Frequently Asked Questions (FAQ). The resource blog features technical texts carefully curated to align with the course of study. To provide users with well-organised, high-quality texts that satisfy both academic stimulus and personal interest, we carefully selected materials for each topic based on Stapleton's (2003) criteria for evaluating internet resources. Our criteria include the requirement that blogs or websites be created by recognised experts and acknowledged by others as quality sources of information. Authors should always aim to be clearly identified, especially on blogs and websites that provide up-to-date and interesting information, as well as academic content that is understandable to the reader. The commonly used domain extensions .edu, .gov, .org, and .net can help establish credibility.

In the past twenty years, new approaches to reading strategies have been embraced by researchers and textbook authors with great hope. To effectively understand new material, skilled readers use their previously acquired basic knowledge of the subject matter, selectivity, and appropriate strategies. Students must be able to apply these strategies and monitor their perceptions while reading to understand and retain information. Tailored reading strategies can aid comprehension of technical materials by building on background knowledge. To become a skilled reader, it is crucial to identify specific cues such as formats, terminology, numbers, tables and graphs. By focusing on these factors, readers can improve their ability to understand complex information. To effectively communicate technical information, it is crucial to use clear, concise, and necessary information in simple sentences with a logical flow of information and causal connections between statements. We have developed a phased reading strategy. The first step is to acquire basic knowledge to increase interest and improve understanding. The second step is to check for annotations or summaries



to grasp the essence of the text. The final step is to revise vocabulary material by identifying frequently used terms while reading. The attached alphabetical word index will assist you in reviewing technical terms in various contexts, providing rich information about word usage, grammatical structure, cognates, homonyms, and more. It will also aid you in checking numbers, tables, and calculating equations. To gain valuable insights, it is important to understand underlying numerical data, tables, graphs, and equations. Comparing new information with what is already known and determining the level of understanding through tasks or exercises is crucial. Summarising the main idea in one's own words aids in comprehension. This learning technology was developed to enhance technical reading skills by promoting comprehension of general content. The aim was to integrate academic reading instruction for specific content with computer-supported learning technologies. Students can engage in exercises that stimulate idea generation and creative thinking, making them active participants in the learning process and builders of another academic community through technology. These exercises demonstrate the effectiveness of computer-supported learning technologies as an alternative to classroom instruction or as a tool for individual learning. Students can continuously compare and contrast what they have learned in class with what they have learned in the blog. Blogging is an effective way of learning. It improves students' knowledge of academic content while enhancing their English language skills.

The study of various disciplines, including foreign languages, employs a competence-based approach that develops important personal qualities in graduates by solving related problems. Any specialist requires five fundamental competencies: social and political competencies, competencies related to living in a multicultural society, competencies that determine mastery of oral and written communication, competencies related to the emergence of the information society, and competencies that enable and encourage lifelong learning. Foreign language teaching at a university



is subordinated to and oriented towards solving these tasks. A foreign language serves not only as a means of communication but also as a tool that facilitates the acquisition, deepening, and broadening of knowledge in a particular subject area, as well as the improvement of professional competence. For a foreign language to be an effective means of communication, students must possess sufficient skills and abilities in various activities, including reading, writing, listening, and speaking. As it was mentioned above, reading plays a significant role in learning a foreign language at university, as it involves a conscious transition from language learning to practical application, specifically for professional purposes. A skilled professional, such as a military IT specialist, is undoubtedly interested in the latest advancements in science and technology within their field. To effectively process a significant amount of information from foreign sources in a foreign language, the Armed Forces require specialists with proficient foreign language reading skills. These specialists must be able to quickly navigate foreign sources of information, systematise and interpret the data, and use it to solve professional problems. Their expertise in foreign language reading skills is crucial to the success of the Armed Forces' mission.

Long-term observations of English language teaching and recent EFL exams at the Military institutions have revealed contradictions. The cadets' need for specialised knowledge in their native language conflicts with their ability to acquire knowledge through English texts and carry out independent professional activities. The cadets' information thesaurus is incomplete. Relevant English texts are complex and information-rich. Improving the interaction between the cognitive and verbal-semantic parts of the thesaurus will facilitate the quick extraction and processing of information to solve professional problems.

This study also addresses the problem of senior cadets at a military-technical university lacking the necessary skills to meet their information needs. Specialized texts require the use of complex strategies that involve alternating types of reading,



which the cadets will be able to handle with ease after completing the program. Practical tasks often fail to provide adequate training in informative and reference reading, impeding the development of strategies essential for future professional activities. Furthermore, there is a lack of continuity in both exercises and subject content utilized at different stages of reading instruction. The selection of texts for teaching different types of reading is often speculative due to the lack of scientifically based criteria. However, we have created an adequate system of exercises to improve the skills of professionally oriented foreign language reading in a military university. This activity is both cognitive and informational, which highlights the relevance of our study.

It should be noted that the problem of teaching foreign language reading in various fields of professional communication has been raised by both domestic and foreign researchers. In their works a system of teaching reading in a non-language university and the peculiarities of professionally-oriented reading and the system of its teaching in a non-linguistic university are revealed and developed. Today, there is a reorientation of methodological research to the problem of preparing students for professional communication in the context of 'multiculturalism', 'convergence' and 'interdisciplinarity' of knowledge and types of professional activity. This is reflected in the concept of the structure of communicative competence (the Council of Europe, 2001).

In the light of the above, the purpose of this research is to consider the pedagogical and psychological features of teaching reading military and technical texts in English in the context of professional education, to scientifically substantiate and develop a system of exercises aimed at developing the ability to read military and technical texts, taking into account the psychological and cognitive aspects of this type of linguistic activity, as well as the specifics of the military text as an object of receptive communicative activity. According to the current foreign language curriculum, the



foreign language communicative competence of a military professional includes the command of a foreign language as a secondary means of written and oral communication in the field of military professional activity. Based on the study and generalisation of the experience of foreign language teaching at a military university, it can be concluded that the main purpose of training military specialists is to develop skills and abilities of professionally oriented reading in a foreign language. In the field of reading methodology, there are different approaches to classifying reading types. These classifications are based on psychological, pedagogical, or methodological factors. Methodological classification, for instance, focuses on the purpose and conditions that determine conditioned speech activity, such as communicative reading. By using this approach, we can better understand the different types of reading and their specific purposes. The classification of communicative reading types is based on the specific communicative task and the degree of completeness and accuracy of information extraction. This establishes the nature of the reading process. This classification reflects the types of reading used in real life to obtain information: search, browsing, familiarising reading, scanning, skimming, and reading for detailed comprehension. These different types of reading include selective extraction of information, understanding of the main content, and full understanding of the text. It is important to note that these types of reading are not mutually exclusive and can be used in combination to achieve a deeper understanding of the text. A sufficient level of foreign language proficiency corresponding to levels B1-B2 and above of the Common European Framework of Reference is required for effective organization of teaching this type of reading. These levels of reading comprehension involve understanding texts that use common language found in both everyday and professional communication. They also require the ability to comprehend articles and reports on contemporary issues, even when the authors express a particular viewpoint or take a specific position (the Council of Europe, 2001).



Informative reading is the preferred method for teaching foreign languages at non-language universities. This type of reading is characterized by its subordination to professional activities, dependence on the reader's professional thesaurus, and focus on obtaining professionally relevant information. It is essential for preparing future specialists for professional verbal and written communication, as well as the acceptable use of the information received. The communication-dialogue between the text and the reader is professionalized, creating a dialogue between specialists in a particular field of knowledge. The reader interprets, comments on, and evaluates the text based on their professional associations. They may agree or disagree with the presented idea, expand their knowledge, contribute to the achievements in their field of interest, and create their own text. This provision clearly outlines the three main subtypes of informative reading: evaluative informative, appropriative informative, and creative informative.

The first subtype recognises the meaning and sense of the text and compares it with available knowledge of the subject matter to assess completeness, novelty, originality, importance, and usefulness of the information. It also evaluates the possibility of applying the information in educational, scientific, or work activities to solve the task with confidence. The second subtype is accompanied by notes that reflect the unchanging content of the text, known as its invariant. These notes fix the concepts and judgments necessary for solving the communicative and cognitive task in the form of keywords, topic-ramatic combinations, and schemes as information units. The records allow us to track the learner's reasoning process in making a semantic decision, which represents their intellectual decision. The third subtype involves secondary reading of the primary source and personal note-taking to formulate one's own thoughts about the presented information, either orally or in writing. These skills enable a productive dialogue between the reader and the author, and facilitate further information exchange in their professional activity.

Effective informative reading requires the formation of specific interactive skills



for complex foreign language professional-oriented reading. These skills enable a productive dialogue between the reader and the author, and facilitate further information exchange in their professional activity. The process of reading for English for Specific Purposes (ESP) is characterized by the interaction of different subtypes of reading, which form model-strategies, building up in a certain sequence. Through the analysis of reading situations in the professional activity of a military specialist, we have identified five variants of the most common model-strategies: these model-strategies have been proven effective in enhancing ESP reading skills of military specialists.

1. orientation → search → appropriation;
2. orientation → search → appropriation → creation of a new text;
3. search → appropriation → evaluation → new text creation;
4. orientation → search → appropriation → evaluation → new text creation;
5. orientation → search → appropriation → generalisation → creation of a new text.

Readers use two types of knowledge – declarative and procedural – which together form the individual's conceptual system. This cognitive approach to teaching reading is well-supported and widely accepted. To teach foreign language reading for professional purposes effectively, it is crucial to consider the specific psychological features of this type of language activity. These features encompass the psychological subject content, psychological mechanisms of speech, and structural organization of reading activity. By acknowledging and incorporating these factors, we can ensure a comprehensive and successful approach to teaching foreign language reading for professional purposes.

The text can be studied from various linguistic perspectives, such as linguistics, stylistics, psycholinguistics, sociolinguistics, pragmalinguistics, and cognitive linguistics. A professional approach to foreign language reading involves four aspects: communicative, pragmatic, cognitive, and linguistic. The communicative aspect takes



precedence over all other aspects in this list. By studying a text within the framework of communicative activity, we can consider it as the primary unit of communication and, consequently, the primary unit of methodological organization of language material in teaching reading. This holistic structure is indispensable. Military specialists have a particular interest in texts with informational content, such as military-scientific, military-technical, and military-informational texts. This is based on the analysis of military texts and the study of foreign language reading, which are integral parts of military professional activity. These linguistic features are determined by their stylistic characteristics. Military scientific, military technical, and military information texts exhibit specific sets of lexical, grammatical, structural, and compositional language means that reflect their stylistic levels. Military texts utilize specialized vocabulary, technical terminology, and a plethora of nomenclature, abbreviations, and conventional notation. Military texts exhibit specific syntactical features, such as a limited use of tense verb forms, a semantically concise form of expression, and the utilization of multiple parallel constructions within a single sentence, expressed through infinitive and participial phrases. The lexical, grammatical, and structural-compositional features of military texts are the focus of reading instruction and serve as the basis for lexical-grammatical and structural-compositional exercises. Military texts were meticulously selected and organized based on principles of systematicity, subject coherence, functional relevance, professional and informational significance, representation of texts of different genres and by many authors, quantitative sufficiency, accessibility, and relevance to the interests and needs of cadets. The texts were categorized based on their professional field, subject matter, genre, type, and functions within the system. We selected minimum passive vocabulary, minimum passive grammar, minimum word-formation, and structural and compositional means.

Passive vocabulary can be effectively taught using a variety of techniques such as



global logical and semantic structure of the topic, hierarchical diagram, semantic map, semantic block, diagram-illustration, and thematic diagram. Forming structural and compositional skills in speech is based on various elements such as the external compositional structure of the text, logical and semantic structures, a set of keywords and lexical and thematic chains, an inventory of interphrase connections, schemes of topic-ramatic progression, layouts of superphrase associations and paragraphs, logical and semantic schemes, and a set of semantic categories. These elements work together to create a comprehensive framework for developing language skills. Developing technical texts to teach foreign language reading skills to military involves a systematic approach through a variety of exercises. These exercises are carefully sequenced and tailored to the specific types, kinds, and subtypes of exercises necessary for optimal skill development. The quantity and order of exercises are determined by didactic considerations, taking into account the stages and peculiarities of developing receptive skills and abilities through communication. The exercise system was developed based on scientific principles, emphasizing communication, interdependence, sequence, accessibility, and repetition of language material and speech actions. Vocabulary exercises consist of two subtypes: exercises for mastering operations and actions using a limited passive vocabulary (terms, term phrases, verbs); and exercises that involve operations and actions with a wider range of vocabulary. The exercises on grammar are classified into subtypes based on the operations and actions performed with different grammatical means. These subtypes include exercises on: 1) different types of noun groups; 2) lexical cohesion; 3) indicators of the beginning and end of a noun group; 4) personal forms of the predicate verb and impersonal forms of the infinitive and participle; and 5) the syntactic structure of a sentence. The structural and compositional exercises comprise 11 subtypes that form the foundation of 11 simple skills.

Problematic communicative and cognitive tasks are categorized into two types: 1)



exercises to cultivate basic reading skills in a single type of reading; and 2) exercises to enhance advanced reading skills across multiple types of reading. Based on the types of learning and speaking activities of cadets, this exercise system identifies three types of exercises: introductory, training, and search.

Upon completion of the Special Purpose English course, third-year cadets at the Military Institutions were tasked with preparing an essay on the topic 'Future of Information Technologies in the Armed Forces'. This assignment contributes to the comprehensive development and testing of the skills mentioned in the research. To excel in their academic pursuits, the cadets had to choose a topic that aligns with their professional interests, such as a term paper, project, or laboratory work. The essay's length was predetermined, with a maximum word count of 1600-2000 words. To write an essay, cadets had to confidently select at least three authentic sources in a foreign language of different genres. These sources could include articles in scientific and technical journals, brochures, reports, reference materials of various kinds, textbooks, documentation related to the technical field, and advertising materials, among others. Both printed and online publications were acceptable. It is important to note that the length of each confidently selected source should be no less than 1000 words.

During the initial stage of this task, cadets had to apply evaluation strategies. They should compare the semantic content of selected texts with their existing knowledge of the subject matter, assess the importance, usefulness, and novelty of the information contained in the foreign language text, and determine its potential applicability to their work in accordance with the task. During the second stage, relevant information was acquired from the author's presentation. This information was then carefully noted, highlighting any professionally relevant content for future use. The third stage required creating a new coherent product based on one's own ideas, prioritizing the formulation and articulation of one's thoughts about the presented information. This stage prepared the reader for professional communication with others, potentially culminating in an



abstract or oral presentation to the public.

The study results confirmed the effectiveness of the proposed exercise system in teaching foreign language reading of specialized texts to military specialists. The organization of teaching professionally-oriented foreign language reading of military texts can be extended to officers of the Armed Forces of Ukraine who are studying in the postgraduate course. To achieve this, it is necessary to conduct further research on the use of computer technologies and teaching methodologies in collaboration with subject matter experts. Additionally, the problem of organizing cadets' independent work in training reading requires special attention and study.

Since the 1980s, scholars have strongly advocated for the integration of computers in teaching. Works such as 'Writing Online: Using Computers in the Teaching of Writing' (Collins, Sommers, 1985), 'From Disk to Hard Copy: Teaching Writing with Computers' (James Strickland, 1997), and 'Electronic Quills: A Situated Evaluation of Using Computers for Writing in Classrooms' (Bruce & Rubins, 1993), demonstrate the importance of incorporating computers into the learning process. It is undeniable that today's students are heavily reliant on technology, with desktop and laptop computers being a ubiquitous presence in their lives. In addition to browsing the Internet, they use a variety of mobile devices such as smartphones, iPads, MP3 players, smart watches and digital cameras. The modern student is accustomed to a world of instant communication and miniaturized technology. However, it is important to note that the traditional classroom setting still remains the norm for teachers, despite its inability to keep up with the rapid pace of technological advancements. Engaging a progressive student in the learning process and stimulating their interest and active participation in written language may seem challenging, but it is not insurmountable.

Preparing students for a rapidly changing reality over the next few decades is also a challenge that can be overcome. To address these challenges, teachers must ensure that modern technical tools are effectively integrated into the process of teaching



writing. Teaching theories and approaches developed before the widespread use of the Internet and computerised classrooms may still be employed in writing instruction. However, it is important to acknowledge that the traditional approach to writing instruction, where the teacher determined the topics, length, and genre of writing, and was the sole reader, is no longer the only option. With the use of modern technology, the readership can be unlimited, and students can be encouraged to explore a wider range of topics and genres. By embracing new approaches to writing instruction, educators can better prepare students for the demands of the modern world. Utilising the technological tools that students use on a daily basis, teachers can create a more dynamic classroom environment. This encourages students to write for both their peers and the teacher, allowing them to apply what they have learned in practice rather than just memorising it for a test. Technological changes have enabled us to influence students in ways that were previously impossible. It is important to acknowledge that the workspace in which students operate is now electronic. Emails have replaced paper-based communication in offices, and many organisations require employees to post project information on blogs. Instant messaging (IM-ing) has also become increasingly common. Acquiring the skills necessary to effectively use technological advancements for collaborative writing is crucial for students in this new communication environment. Despite the integration of technology in the classroom, the teacher remains a vital component of the learning process. There are currently numerous online resources available for teaching writing. The positive impact of these technologies is undeniable. They not only facilitate collaboration among students but also enhance the process of memorisation and application of new knowledge in practical settings. Students can better understand the relevance of what they are learning beyond the classroom with the help of technological tools. To effectively teach writing, teachers can utilise a variety of online tools, including wikis, blogs, forums, chat rooms, web pages, email, and social media and even artificial intelligence tools. This research



explores the many ways in which online tools can be used to teach writing with confidence.

Collaborative writing is one such area where students can organise themselves into groups and share information on a wiki. They can also edit each other's work on a wiki or attach a document to an email. Additionally, students can use a forum to post comments on others' written work as it is being created. Students can confidently discuss the details of an assignment and its challenges in a chats in messengers or video conferencing tools. Moreover, they can engage in reflective writing by reading and responding to posts about their writing in forums, responding to other students' comments on blogs, and learning how to incorporate ideas suggested by other students into their own writing. They can also comment on impressions and ideas posted by other students on blogs. Peer editing is also highly encouraged. Students learn to provide constructive feedback on their peers' work through online forums and email using the 'track changes' feature or a Word document. They develop the skill of self-assessment as their work is regularly edited by their peers and posted online for public viewing. When using all the aforementioned e-learning tools for teaching writing, students may tend to use 'text speak' online, which can lead to difficulties in using standard English. In this context, teachers have a great opportunity to instruct students on how to select appropriate language and consider their audience. The teacher establishes specific rules and agrees with the students to follow them. For instance, short forms may be allowed in chats and forums, but formal grammar and correct spelling are required in emails. The use of Internet technologies presents an excellent opportunity for students to learn the standards of professional communication in the digital world. Therefore, today's students are comfortable creating written work using a computer. Those who are familiar with technology often prefer to write using it rather than pen and paper. Computers and technology have become integral parts of their lives and are powerful tools that can significantly improve the quality of writing.



This paper asserts that blogs are effective learning spaces for students and proposes methods for using them in university courses. Blogs and wikis are considered ‘second generation’ web applications, representing modern technological advancements over their static webpage predecessor, essentially eliminating the use of HTML and FTP from the user’s end. Blogs have gained immense popularity in recent years as a form of online diary writing and have also been promoted as an alternative assessment tool in writing classrooms for second language learners. This research aims to introduce the blogging phenomenon and evaluate the effectiveness of using blog exchanges for English writing. The use of blog exchanges as a tool for English writing assessment is a confident and effective approach.

A weblog, commonly referred to as a blog, is a web-based platform for writing and publishing content. It enables easy information management through a web browser and immediate public availability on the Internet. Blogs can be linked and cross-linked to create larger online communities. Language learners can use personal blogs as electronic portfolios to showcase their development over time. By publishing their blog online, students have the opportunity to write for a wider audience beyond their classmates. Blogs are an excellent tool for English learning and writing as they offer a range of incentives such as speedy feedback, the ability to use both words and images, and linking between posts. In English writing classes, three types of blogs can be utilized: the tutor blog, the learner blog, and the class blog. The Tutor Blog is an excellent resource for learners to practice reading, explore English websites, and engage in online exchange through comment buttons. It also provides class or syllabus information and links for self-study. Learner blogs, on the other hand, are best suited for English reading and writing classes and are run by individual learners. The Class Blog, however, is the culmination of a collaborative effort by the entire class. The platform empowers users to share messages, images, and links pertaining to classroom discussion topics in English. The selection of tasks is determined by seven criteria for



task appropriateness: language learning potential, learner fit, meaning focus, authenticity, positive impact, practicality, and enhancement. The use of blogs in education provides students with genuine opportunities to enhance their written and reading skills in English. Students should read their classmates' blogs and provide feedback, which aids in their language development. This approach is suitable for students of all levels and interests, as they are not required to write beyond their current abilities. The teachers will not evaluate the grammar and syntax of the students' blog entries. The only requirement is that they express their honest opinions about the blog topics. Furthermore, it is important for students to ensure that their blog entries are comprehensible to their classmates. This satisfies the meaning criterion. Blogs are a widely recognized and trustworthy platform for individuals to express their opinions and disseminate information on a global scale. They offer a genuine and valuable learning experience for both students and teachers alike. Through blogging, students can enhance their vocabulary and computer literacy, fulfilling the fifth criterion of impact. Using computers and blogs in the classroom has a significant impact beyond academic purposes. Students can pursue their interests in English or their first language, making blogging a practical and cost-effective option. These benefits make blogs a valuable tool for enhancing the learning experience. Blogs are more convenient than paper-based diaries, as they are easily accessible and allow for comments. Blogs are undeniably more motivating for students as they offer a familiar pedagogical task in the English language classroom through a modern medium - the Internet.

Research shows that students struggle due to a lack of skills and motivation. To learn English, writing is essential. Therefore, it is crucial to explore new methods of teaching and learning writing to benefit all participants in the learning process. The integration of information and communication technologies, including computer-mediated communication, in education presents several opportunities to enhance



students' writing skills. Online forums, wikis, and weblogs are powerful tools that can be used to teach writing using a process approach. Although scholars have emphasised the potential of blogs in the learning process, their effectiveness as a tool for teaching writing still requires further research. Our study aims to demonstrate the effectiveness of using a weblog as a pedagogical tool to improve students' writing skills and motivation to write in English. The study is based on observations made in 2010 during second and third-year English language classes. The participants possessed basic writing skills and an intermediate level of computer literacy. Process-oriented writing empowers authors to modify and refine their written text with confidence. Integrating a blog into the process of learning English provides students with actual readers and a collaborative space to publish their written work, perform peer reviews, and improve their writing skills. The results of the experiment suggest that students prefer creating and publishing written work online to traditional writing methods. When introducing the blog into the writing process, it was assumed that each student would have a separate blog on Blogspot.com. After writing a text and posting it on the blog, students would review and discuss the written work with their classmates. After receiving comments, the students edited the texts and posted the final versions for the teacher. Despite the growing popularity of blogs, their use in a process-based approach to teaching writing is still in its infancy. Therefore, research in this area will equip teachers with theoretical and practical skills to integrate blogs as an effective tool in the writing process.

Teaching writing in a foreign language context can be challenging, but there are effective approaches that can be implemented. This paper explores some of the most successful methods developed over time. Although the role and status of writing have evolved over the years, students still find it to be the most challenging aspect of language skills due to their lack of academic writing skills and motivation to write in English. However, by integrating information and communication technologies (ICT)



into foreign language teaching, researchers are exploring opportunities to address this issue with confidence. The paper asserts the pedagogical potential of using a weblog, a latest ICT tool, in foreign language teaching. It identifies and examines the characteristics of a blog that make it an effective tool for developing students' writing skills. The article confidently discusses the positive impact of using blogs in learning activities and how they can significantly increase students' motivation to write in English.

The person-centered approach to foreign language teaching has recently been emphasised, with teachers confidently focusing more on the learning process itself rather than just the end result. Students can become more autonomous and independent in their learning by utilizing various resources, as demonstrated by their own methods (Pinkman, 2005, p.20). By taking advantage of these resources and prioritizing their education, students can maximize their learning potential. Students are fully responsible for their own learning, both inside and outside the classroom. With the significant advancements in information and communication technologies, students now have access to a wide range of computer and Internet resources that enable them to take complete control of their learning. It is crucial to maintain a balanced approach to the use of these resources, ensuring that they are utilized effectively and efficiently. Among the many tools available to them, social networks such as Facebook can be particularly useful. Social media are also popular among young people, but when it comes to using social media as a learning environment, blogs are the way to go. Blogs have gained popularity as authentic and constructive learning tools, particularly in foreign language learning (Seitzinger, 2006). A blog is a personal website maintained by the author in the form of a diary or journal in reverse chronological order. Nowadays, blogs are also used to share thoughts, ideas, and diverse information with the general public. They are a type of website that can be easily maintained and regularly updated by their owners. Blogs are a highly effective means of



communication, facilitating interaction between users and providing a platform for pedagogical purposes in classroom settings. Compared to less interactive computer-assisted language learning programs (Pinkman, 2005, p.14). they have demonstrated superior communicative capabilities. A blog allows students to explore and assimilate new ideas, make connections between the known and the unknown, reflect on possibilities, and come to a realization before explaining it to someone else (McLeod, 2001, p. 152). Blogs are a valuable tool in foreign language teaching, despite being underrepresented in current national scientific literature. Research conducted by foreign experts highlights the crucial role that blogs play in shaping and improving students' foreign language learning techniques.

Ward's study on the effectiveness of using blogs in teaching reading and writing demonstrates that blogs in foreign language teaching are highly beneficial. This study highlights the clear advantages of incorporating blogs into foreign language teaching.

The positive feedback received from students confirms that using blogs in reading and writing not only arouses interest and increases motivation, but also facilitates the learning process. Blogs are an effective tool for enhancing students' collaborative abilities during learning tasks. They enable students to take an active role in their own learning process, set their own learning objectives, and exchange knowledge with their peers. Numerous studies have been conducted on the positive impact of blogs as a learning tool. Extensive research has been conducted on the impact of an assignment writing environment on student autonomy and writing skills improvement (Ward, 2004, p. 1-15, Wu, 2005, p. 426-432). Furthermore, the potential of a blog for posting learning materials and facilitating communication with other bloggers outside of class time has been thoroughly explored (Johnson, 2004, Pinkman, 2005). Despite the lack of extensive coverage in the educational literature, the use of blogs in practical classes is a promising avenue for enhancing language learning. This paper will explore the potential of a blog as a learning journal in a virtual foreign language learning



environment. Our study demonstrates the efficacy of incorporating blogs into the foreign language writing instruction process.

Using blogs enhances crucial language skills, including reading, writing, and critical thinking. Student feedback analysis supports our findings. It is possible to improve a student's writing level, specifically in terms of grammar, vocabulary, and sentence structure, by incorporating a blog into a practical class. As per the Oxford English Dictionary, a blog is defined as a website that is frequently updated with personal observations, quotations from other sources, and links to other sites. It serves as a personal or professional journal and is intended for public use. Blogs are characterised by their journal-like appearance, frequent updates, and informal style, often including multimedia content such as photos, audio, and videos. The ease and speed of publishing make blogs a valuable tool for reaching a wide audience and sharing information with impact. Blogs are a versatile medium that can be used for personal, professional, educational, journalistic, and commercial purposes. A blog has the same structure as any other static website. However, it is distinguished by several specific 'areas' that combine to create its unique form. These defining features are as follows: 1. Blogging is an accessible activity that does not require sophisticated software or programming skills. Free subscriptions available online make it easy for anyone to get involved in blogging. 2. Blogs offer a range of security options, including the ability to restrict access to reading and publishing. Access to the information can be controlled. 3. Most blogs are managed by a single author, which restricts visitors to commenting on existing entries rather than creating or editing them. 4. All users of the blog, regardless of their status, are equal, usually they do not use their own names. 5. The entries are usually in the form of letters and are aimed at the general audience, they should be informal, and in the first person. A blog reflects the author's perception of the world around them, and comments can be a form of discussion. 6. Blog content can be in the form of text, images, audio or video, and hyperlinks. In modern times,



sending photos via email is unnecessary as you can invite people to visit your blog instead. By using hyperlinks, readers can directly access other resources such as news, pictures, and other external information. 7. The blog automatically archives all entries, which can be easily searched by keyword or date. The reverse chronological order of the archive allows readers to quickly identify the most recent posts made since their last visit to the blog. 8. Blog content can be distributed through subscriptions. One person can subscribe to many blogs but receive their content in one place. Special RSS Conglomerators gather information from multiple sources and present it to

the reader, streamlining the process of sorting through content. Blogs have been extensively used in higher education and research since 2000.

Scientists, teachers, and students have shown great enthusiasm in learning how to create and maintain a blog. They provide a more interactive and engaging platform for communication and knowledge sharing than asynchronous communication via e-mail or other means. Blogs have replaced forums in various roles and have expanded to such an extent, that, in some cases, replace existing online communication tools. This indicates a clear preference for using blogs as a communication and cognitive tool for specific disciplines, such as foreign language teaching, journalism, and academic research. Blogs can be a valuable tool in various fields such as research, law, higher education, and teacher professional development. They can enrich the learning process by allowing students to explore a subject matter in greater depth. It is important to avoid superficial learning, where students only engage in the minimum amount of learning activities. To excel in their studies, students must not only master the material that will appear on tests or assignments, but also engage in deeper learning. By building on their own experiences, seeking relationships between concepts, and contextualizing meanings, students can achieve a more comprehensive understanding of the subject matter. A blog is a learning journal that documents the learning process and collects information for self-analysis and reflection. It is an effective tool for students to



develop the habit of immersing themselves in learning. Using blogs in education has several benefits, including facilitating self-reflection and promoting active learning.

The purpose of offering students a real reader of their written work is to provide additional reading practice, increase the sense of teamwork, encourage participation in blogging, and create an online portfolio of their own written work (Stanley, 2008). The novelty factor can also arouse interest in starting a blog. Consistent use of blogging technology has been proven to be most effective for students, as sporadic use may lead to abandonment of the blog.

Blogs serve as an excellent tool for students to maintain a personal journal, allowing for regular uploads and interlinking of files. For students learning a foreign language, blogs can be utilized to significantly improve language skills. A personal blog serves as an electronic portfolio to showcase a student's learning progress over time. By publishing a blog on the Internet, students can write for a wider audience than just their classmates, which is not always possible on forums. Feedback can be provided through comments. Personal publishing fosters accountability and encourages growth, and students are toughened to be responsible blog owners, to be more discerning about the content and structure of their writing, as they realize that they will be writing for a real readership. It is this responsibility that is lacking in forums. Innovations such as weblogs provide several new learning opportunities (Godwin-Jones, 2003, p.12-16). Blogs can be easily linked to create large online communities. Students can maintain personal weblogs, creating a portfolio of their written work, to evaluate their learning achievements over time. The publication of a blog can provide students with a genuine readership beyond the classroom, which allows for reader comments. The use of blogs in teaching has the potential to stimulate the process of reading and writing. This assumption is based on the possibilities mentioned above.

The use of blogs in teaching has the potential to stimulate the process of reading and writing. Blogs have gained popularity due to their content orientation, quick



assessment, and the ability to work with text and images simultaneously. They also allow for linking one entry to another. Teachers who use blogs in their teaching have noted that students produce higher quality writing when they realize they are writing for real readers. It is widely acknowledged that blogs can have a positive impact on both reading and writing skills.

Since their emergence in 1998, blogs have gained significant recognition in cyberspace. Furthermore, the number of teachers utilizing this user-friendly technology as a tool for teaching foreign languages is steadily increasing (Campbel, 2003), p. 33-35; 6). In the article titled ‘Do Blogs Improve Writing?’ the authors thoroughly examine the effects of blogs on writing skills. According to Bernstein’s (2011) postulations, writing regularly, writing for a general audience, writing coherently, and writing on a computer can lead to an improvement in writing skills. However, it is worth noting that for students who are learning English as a foreign language, regular writing may not necessarily result in an enhancement of their written language skills. It is also worth considering that the use of a dictionary or other online resources may be advantageous for these students in articulating their ideas with clarity and brevity. It should be acknowledged that the written language of these students may be influenced by their mother tongue to varying extents. Therefore, it may be beneficial for students to consider using reference books or the Internet to improve their writing skills, especially if they are accustomed to using the style of their native language when completing written assignments. Improving writing when a student is uncertain of the correctness of their work is a common challenge. According to Campbell (2003), there are three types of blogs used to teach writing in a foreign language: teacher’s blog, student’s blog, and class blog. A teacher’s blog is maintained by the teacher who posts reading materials, encouraging research on English websites, stimulating online information exchange through comments, providing educational information, and organizing students’ independent work. A student blog is typically created by an individual student



and serves a variety of purposes. The blog can facilitate discussion and cooperation among students, making it an effective tool for engaging students and encouraging their participation in class activities. It is a collaborative effort by the entire class or group and can be utilized to share messages, images, and links pertaining to class topics. A class blog can be a valuable resource for teaching reading and writing. This paper outlines a virtual platform for the exchange of international learning experiences (Campbel, 2003, p. 33-35). The use of blogs in foreign language teaching can have a positive impact on the development of writing skills. Furthermore, blogs can provide a collaborative learning environment that fosters the development of writing skills. It is believed that blogs can promote critical thinking and interaction among students, which in turn can enhance their ability to evaluate what they read and write.

Posting meaningful comments online can be an effective way to share feedback and develop students' reading skills. By learning from each other's work, students can be motivated to create even better reviews or comments. Additionally, the creation of online portfolios can reflect the positive dynamics of learning. Improving students' writing skills over a certain period of study can be achieved through various means. One such means is the use of blogs, which have been shown to have a positive impact on the quality of students' writing. This impact can manifest itself in several ways. For example, some students who participated in the experiment reported being more aware of their readership, which led to more thoughtful and effective writing. The constant practice of publishing online may encourage students to concentrate on the content and language of their blog posts. Furthermore, the evaluation of written work by different sources, regardless of their level of criticism, can affect the quality of writing. Incorporating visual aids into blogs enhances the quality of writing. This enables readers to better understand certain concepts.

Visual literacy, visual thinking, and visual learning are all important concepts that aid in the construction of meaning. Studies in multimedia have shown that students



who are provided with visual aids perform better than those who are not. A multimedia format can greatly benefit those with a visual learning style. Visual associations added to a blog can effectively help students express their opinions and promote meaningful learning. By exploring other blogs and links, students can become more familiar with the country, culture, and people who write about them, thus expanding their knowledge and understanding. English language classes that use blog technology offer two benefits at once – improved language skills and cultural understanding. By regularly reading blogs, students gain insight into a variety of cultural topics, which ultimately leads to a better understanding of other cultures and the processes that shape them. The use of blogs in writing instruction helps students understand the purpose of their work, increases their interest in learning, and fosters a sense of responsibility for their own learning. By allowing students to choose topics that interest them, blogs empower them to direct their learning. As competent blog owners, students proactively seek out information. A blog provides students with the opportunity to feel like members of a community. Their published posts can be read not only by their classmates and teacher, but also by other readers who may offer praise or criticism of their writing.

The use of a blog in teaching is significant. English writing can greatly contribute to the development of students' writing. It will also foster trust in those who evaluate their work, and provide students with the opportunity to impress readers through their writing. Creating a comfortable environment for student interaction will increase their motivation, responsibility, and confidence in their knowledge. An experiment was conducted to investigate the impact of using a blog on a student's final written product. Two groups of second-year students were compared: a control group that followed a traditional program and an experimental group that received mixed training. The analysis of pre-test and post-test writing demonstrations in both groups unequivocally demonstrates that students in the groups with different methods of teaching writing significantly improved their writing skills. Further examination of the post-test results



is necessary to determine the full extent of the improvement.

The study showed that integrating blogs into writing instruction is a highly effective approach. The use of blogging technology had a significant positive impact on writing, particularly on content and organization. This is likely due to the method of introduction, volume, and elaboration of the learning material.

Despite the limited class time allotted for the course, the teacher's instruction on writing strategies and language structures was sufficient for successful implementation.

The introduction of blogs provided the necessary information for students to complete the exercises in full. The teacher posted the rules, explanations, and links to additional sources on their blog. This enabled students to familiarize themselves with the theoretical materials, study numerous models and samples of written works, and reinforce their understanding of grammatical structures through interactive exercises.

92.6% of the students in the experimental group reported a positive experience using the blog as a platform to develop their writing skills. These findings highlight the success of the blog as a tool for enhancing students' writing skills and should encourage its continued use in the classroom. The results clearly demonstrate the effectiveness of the blog in improving students' ability to write in English (93.7%), express their opinions more freely (90.5%), be more creative in their writing assignments (89.3%), and gain confidence in their writing (91.6%).

According to the theory of constructivism, learning is an active process that requires students to be actively involved in social activities in order to achieve meaningful learning. Students learn better when they actively engage in discussions, gain new knowledge from relevant materials, and comprehend what they read before participating in blogs. The use of blogs contributes to the formation of an authentic and flexible learning environment, allowing students to develop a learning strategy based on their previous knowledge and experience. In this independent learning environment, students actively interact and take responsibility for their own learning by defining



their own learning goals and achieving them with minimal teacher intervention. This approach provides students with the opportunity to apply the necessary skills and knowledge. The study unambiguously demonstrates that information and telecommunication technologies are highly effective tools in teaching English writing, as they can be expertly tailored to students' individual needs and capabilities. The integration of a weblog into classroom instruction was particularly well-received, as it provided a fresh and innovative perspective on classroom life. This statement is strongly supported by Hourigan and Murray (2010) indicating that through the acquisition of knowledge, students become more independent and autonomous in their learning. The benefits of introducing a weblog into the learning environment are worth the time and effort spent, despite the potential increase in administrative burden for the teacher.