**KAPITEL 3 / *CHAPTER 3* [3]**
## FEATURES AND POTENTIALS OF WEB-BASED EDUCATION FOR FOREIGN LANGUAGE TEACHING

## Introduction

We are living in the world of rapid changes towards increasing globalization and development of innovative technology. These changes are influencing, in various ways, people`s live, work and education. The society also needs to rethink and implement new concepts and approaches, which are equipped with appropriate innovative tools, to restructure the education system in accordance with the latest demands. Information technologies open the door to advanced educational approaches and brings great benefits for a better teaching learning process and communication in different environments.

Employers are updating the list of advanced twenty-first century skills and competencies presenting new requirements to a new generation of professionals. Students are trying to acquire the relevant competencies in order to be competitive at the national and international labour markets seeking to solve their life problems and meet their educational needs through lifelong education. The implementation of innovative web-based technologies in both the theoretical issues and practical aspects of education has modernized and transformed increasingly the teaching learning process in formal and non-formal education in recent years. Educational institutions have been leveraging new innovative web-based technologies to improve the quality of education and provide students with up-to-date and interactive teaching learning experience that is focused on students` development and motivation. These requirements are relevant to: efficient shift management; the challenges of

unpredictable modern life students can face in their everyday situations; ability to prove students can use knowledge to introduce themselves professionally and communicate effectively in real daily situations and work space.

The analysis of the educational process of many countries allows stating that web-based oriented education is an important component of the national educational system as a developed socio-pedagogical phenomenon that functions properly providing access to a wider range of educational resources. The advantages and benefits of web-based educational technologies are numerous: fast receiving any kind of information; studying at learner`s own pace and convenient time; enhancing learners` motivation and as result improving their outcomes; supporting teachers with innovative educational tools for effective lesson management.

## 3.1. Analysis of recent researches and publications

Comprehensive definition of web-based learning was given by Judy McKimm, Carol Jollie and Peter Cantillon who described it as: a learning tool to support formal programs and as a means of delivering online learning programs emphasizing educators` potential in using the web effectively to support both teachers own learning and that of their students (McKimm, Jollie & Cantillon, 2003).

Paul Fyfe, an education expert, emphasizes starting the process of web-based education from any age "in both academic and non-academic settings" (2015). The researcher also emphasizes that web-based learning can be easily integrated into any educational curriculum, and provides useful advice to encourage teachers to start developing digital competence, including activities to share students' knowledge and experience, creating an environment for learning from each other and demonstrating high level of skills and abilities (Fyfe, 2015).

The expert on distance education, G. Hoyle, states the importance of creating an educational process that opens up as many opportunities as possible for understanding the common and distinctive features of education, participating in activities that unite and foster mutual respect and understanding. Thus, web-based education offers a wide range of opportunities to be implemented in such teaching learning process and can satisfy teachers and students as well **(**Hoyle, 2007).

D. Baak, M. Grussendorf and J. Gone highlight the features of information computer-based technologies on teaching and learning in the language classroom analyzing how technology can help solve the language learning problems.

According to Catherine McLoughlin, in traditional offline classrooms, collaborative learning is considered to be an effective method for developing analytical, communication and higher-order thinking skills. As course support systems are being used in online learning environments for higher education students, there is growing recognition of the potential of communication technologies to foster dialogue, networking, and teamwork skills among students. Such skills are now among the recognised core qualities that graduates should develop (McLoughlin, 2002). The expert also states that in face-to-face classes, students learn co-operation and teamwork skills through teacher-defined and supervised tasks. In the online environment, the teacher's presence is often limited to task definition, management and feedback functions. Team skills and co-operation therefore need to be supported through a variety of l approaches and methods, such as "creating a climate of trust and openness, communication protocols, conflict resolution and group processes that provide sanctions and support" as well as describes an innovative approach to developing decision-making and conflict resolution skills, leadership and clarity in goal setting and communication. A case study of higher education students shows how important aspects of task setting, resources to support group learning, and integrated online assessment contribute to the development of teamwork skills (McLoughlin, 2002).

The formation of new values in society and the appropriate public attitude to the role and importance of web-based education requires appropriate scientific justification and the search for scientifically practical ways of research. According to experts, the theoretical aspect of web-based education has not been sufficiently developed, as evidenced, in particular, by the fact that the scientific literature uses various terms that reflect the specifics of such education: web-based education, e-learning, digital education, online distance learning or virtual education, social media.

Analysis of state, regional, local national approaches, concepts and models of web-based education, the effectiveness of its use in the process of education of specialists in various specialties, methods and forms of training and retraining contributes to awareness of the problem of improving education. That is why it is important to specify the current areas and prospects for the development of educational activities, to identify promising ways to improve this area in the context of web-based education for foreign language teaching.

Review studies have shown that effective web-based design is key for achieving actual motivation and learning effects in formal and n0n-formal education. The positive impact of social media seems to be on the generic skills and language skills, particularly on speaking. The greatest impact was on their condence in using the language. This is significant especially in language production, for instance in speaking, presentation and communication skills.

## 3.2. Role of a teacher in web-based education

What can educators do to improve that the potential of the web is applied effectively to support both their own learning and that of their students? The existing model of formal and non-formal education in Ukraine needs real transformations and

contribution of government to meet the needs of society, provide practical experience and employability skills to face the challenges of the professional world. Over the past decade, there has been a tendency towards rapid growth in the use of and interaction with information technology. This growth is driven by global changes in the social community, the complexity of technology, growing demand in the educational environment and constant changes in the labour market. Modern universities need to introduce the latest effective teaching tools that ensure the development of communicative, creative, and professional competences, encouraging future specialists to self-learn and continue their lifelong learning. The purpose of learning a foreign language at a university is to form students' communicative competence through the development and mastery of all types of language activities: reading, speaking, writing, and listening. Therefore, the ability of foreign language teachers to use web-based recourses in the educational process at university is a substantial element of their professional competence.

Theoretical analysis gives reason to conclude that innovative web-based technologies have successfully solved the problems through creative introducing web-based education into educational curriculum and extracurricular activities. The role of the teacher is to collaborate, supervise and repeat complex, deep and rigorous, student-centered learning experiences. It is fully in line with the expectations of web-based oriented teachers in the approach to meeting students' educational goals.

Another, no less important distinguishing feature of a teacher who works with web-based oriented education is the use of interdisciplinary approaches. Institutions functioning not only in the traditional education system but in the non-formal adult education system as well are particularly successful in developing interdisciplinary programs introducing web-based education that complement traditional approaches while maintaining intellectual integrity. Language studies, environmental studies, cognitive studies, health care and human rights programs, entering the information and innovation society are all examples of programs that address the most complex problems facing humanity today and require just such approaches. In this way, students must offer thoughtful solutions and draw conclusions.

As the scientific and practical interest of our research focuses on the web-based education it is aimed to identify the features, which characterize such a promising learning The key ways of improving education of adults are outlined in the new EU strategy "Europe 2020: Strategy for smart, sustainable and inclusive growth". They are related to:

1) organization of innovative development;

2) coordination of knowledge transfer within local institutions, state institutions, industry and business;

3) state support in encouraging and stimulating innovative processes in the economy;

4) development of new forms of cooperation and partnership between the state, business and science based on technological and innovative platforms;

5) providing financing for small and medium-sized enterprises and other participants.

We can state that in modern educational society it is difficult to surprise students by innovative teaching methods and approaches. Teaching in today's world gives educators a unique chance to help students not only realize their potential and impact on their lives, but also develop understanding, how to be suited and feel themselves comfortable in a new digital area which is certainly one of the four missions of education in this century: learning to know, do, be and live together. (Rader, 2018). Web–based literacy is a prior competence that must be acquired to become a professional of the world community. It is important to implement effective strategies and techniques to teach students to perform their own knowledge.

The use of additional effective web-based tools brings interactivity into the educational process, inspires students for further creativity and motivates them. Therefore, the ability of teachers to use appropriate innovative methods in the educational process is an essential component of their professional competence. (Jakku-Sihvonen, & Niemi, 2006; Martin, & Bolliger, 2018). It becomes obvious that

educators should have a specific set of competencies based on knowledge of physiology, pedagogy and andragogy.

An interactive, learner-oriented pedagogy means that the classroom ceases to be a place where knowledge is transferred one-way from the teacher to the students. In such educational process, teachers and learners are colleagues. (Jakku-Sihvonen, & Niemi, 2006). Moreover, communication between a teacher and a student includes not only lectures, as it still happens in traditional educational institutions: the learning process is interactive. The learners can discuss the assumptions and conclude, analyze information, argue, simulate different situations in games, defend their own position and even draw conclusions different from the ones of the teacher, contributing to the democratization of the learning process through joint efforts. (Henschke, 1998; Stern, & Kaur, 2010; Huggins, & Stamatel, 2015). The teacher's role should be to help students navigate the materials, explain their tasks, express their own point of views, and evaluate the work of students. Of course, the web-based approach can change depending on the personality of the social and organizational environments (individual groups, workplaces, teacher and the subject studied). (Henschke, 1998; Stern, & Kaur, 2010; Huggins, & Stamatel, 2015).

A distinctive feature of web-based education is that a teacher has the freedom to choose appropriate methods, techniques and tools during the educational process. Educators can plan their own curricula based on the needs of students. Such important factors as students` opinions, views and perspectives are also taken into account. The authorities do not impose their own curricula or plans. This approach allows training in various environments. (Reimers, & Chung, 2016).

Teaching methods and tools change on the subject of study and the interests of students. There are certain characteristics that prevail in the system of web-based education:

1) learners are encouraged to cooperate;

2) effective professional development of a teacher leads to an increase in the quality of education;

3) a teacher does not have a monopoly on knowledge;

4) a significant part of learning takes place out of the classroom, online;

5) undifferentiated attention of teachers to every student.

Using different innovative tools can extend limits of educational process, augment students-teachers cognition, help adult learners use obtained knowledge and skills in new ways. (Noonan, & Erickson, 2018).

The issue of training pedagogical staff and qualified teachers who are able to work with students is one of the most important in both formal and non-formal education systems. The training of teachers must be carried out only at universities that have appropriate departments of pedagogical education. The high level of knowledge and skills of teachers are the main constituents that fully trusted by the state and society. The most talented people are involved in teaching activities. (Ajani, 2021).

Educators help students improve abilities skills and knowledge, introduce them to different points of view on the subjects, with various theoretical and practical approaches, teach adult students to read information critically and be able to apply it in practice (Livingston, &  Cummings-Clay, 2023). In the era of innovative technologies, one of the main goals of formal and non-formal education is to stimulate the ability of students to work effectively with information. Active students involved in a lifelong educational and creative process face new challenges: instead of learning to get information, they now need to learn to extract what they need from the mass of materials available to them. (Livingston, & Cummings-Clay, 2023)

The role of a teacher in web-based education is  in guiding and supporting students in their online learning journey. To engage and inspire students, teachers must use innovative tools that promote interactivity in formal and non-formal education settings. The ability of teachers to incorporate innovative methods into their teaching practices is a fundamental aspect of their professional expertise. (Martin, & Bolliger, 2018).

An interactive approach that is geared towards adult students transforms the classroom into a collaborative space where knowledge is exchanged freely between teachers and students. (Jakku-Sihvonen, & Niemi, 2006). Through interactive learning, teachers and students are seen as equals, engaging in discussions, debates, simulations,

and other activities that promote critical thinking and active participation. This communication fosters a democratic learning environment where students are empowered to express their opinions, challenge ideas, and draw their own conclusions. (Stern, & Kaur, 2010; Huggins, & Stamatel, 2015). Teachers should guide learners through the material, facilitate discussions, provide feedback, and encourage independent thinking. The web-based approach can provide the unique social and organizational contexts.

A distinctive feature of web-based education is that a teacher chooses appropriate methods, techniques and tools during the educational process. Teachers play a key role in designing and delivering online course content, providing feedback and assessment, facilitating discussions and collaboration among students, and offering academic and emotional support. They also act as mentors and coaches, helping students stay motivated and engaged in their online studies. Educators plan their own curricula based on the needs of students. The state does not impose its own curricula or plans. This approach allows training in various environments. (Reimers, and Chung, 2016).

Web-based education empowers teachers to choose suitable methods, techniques, and resources that cater to the specific needs and preferences of students. Educators design their own curricula based on the input and perspectives of students, ensuring that their educational journey is tailored to their individual requirements. This flexible approach allows for diverse learning environments and encourages collaboration between teachers and learners. (Kuosmanen, 2014).

Another, no less important distinguishing feature of a teachers who work with learners in web-based education integrate multimedia resources, interactive activities, and online assessments to ensure that students are actively engaged and gaining valuable knowledge and skills. Additionally, teachers adapt their instructional strategies to meet the diverse learning needs and preferences of students in an online setting. Furthermore, teachers in web-based education also play a role in fostering a sense of community and connection among students. They facilitate communication channels, such as online forums and virtual office hours, to encourage collaboration,

face-to-face interaction, and the exchange of ideas. By creating a supportive and interactive online learning environment, teachers can help students develop critical thinking, problem-solving, and communication skills that are essential for success in the digital age. In summary, the role of a teacher in web-based education goes beyond traditional teaching practices. They serve as mentors, facilitators, content experts, and motivators, all working towards the common goal of empowering students to achieve academic success and personal growth in the online learning environment. Teachers in web-based education are instrumental in shaping the future of education and preparing students for the challenges and opportunities of the digital world.

## 3.3. Web-based skills

The search for new methods and means of preparing the students for further personal and professional communication in the context of globalization and transformation is a preliminary direction of modern education. Problems of comprehensive preparation of young people for adult life are constantly in the center of attention of educators. In this context, international experience is of considerable theoretical and practical interest, as the introduction of advanced web-based technologies in Ukrainian realities will raise this process to a higher level. The experts highlight current trends in the development of soft skills and competencies for communication based on the latest trends introduced in foreign resources.

Today, scientists and educators pay special attention to the process of acquiring soft skills, which they define, as a set of skills, knowledge and personal qualities that allow students to build a career in world society successfully. The most common terms used to summarize skills and competencies that are urgent for future employment are employment skills, job skills, or professional competence. These skills are divided into professional (hard skills) and skills that are important in the work environment,

regardless of the field of activity (soft / career management skills). Employment skills are qualities that are combined in a person not as permanent characteristics, but necessary for acquisition, development and improvement (Lanucha, 2016; Noonan, & Erickson, 2018; Thompson, 2016).

According to recent study, scientists propose to divide soft skills into three groups: intrapersonal, interpersonal and cognitive (Noonan & Erickson, 2018, p. 18). This list contains skills and competencies necessary for a successful life and work at the international level in the XXI century knowledge-based societies. The first group consists of internal personal skills that allow focusing more on the subject and better understand the subjects, get better grades and perform your career successfully. The next group includes interpersonal competencies that help to successfully build relationships in a knowledge-based society and become more involved in social life, avoid conflicts and even prevent bad habits. The third group includes cognitive skills that facilitate the management of information flows, more effectively absorb new knowledge and apply it in a broader context, arrive at decisions in difficult situations and easily adapt to changes at workplace. According to the last research, each of the skills has its own unique impact on a person, but only in a balanced complex do they positively affect the behavior and success of the individual (Noonan, & Erickson, 2018). It is worth recalling the proposed list of 10 key soft skills and competencies of a successful specialist in 2020, presented at the World Economic Forum in Davos, Switzerland in 2016: solving complex problems, critical and creative thinking, people management, teamwork, emotional intelligence, decision-making, service orientation, collaboration, web-based skills and mind flexibility (Thompson, 2016). It is necessary to develop web-based literacy that are important for further employment from university years. Modern technology can be used to master personal web-based skills (soft skills), allowing a better understanding of a person's strengths, personality type, interests and motivations.

The formation of personality for the future in a modern knowledge-based society should be planned and carried out on the level at each educational stage, and modern requirements oblige educational institutions to take responsibility for the quality training of world specialists. It takes much more than just speaking one language. Problems of communication in the team applying web-based innovations affect overall productivity (Lanucha, 2016).

Thus, a brief analysis of current trends in the development of soft skills involves providing specific conditions for practical training and employment at a high level, new educational communities are developed at the national level in accordance with national educational standards. Therefore, the integration of the best educational achievements as well as web-based literacy helps the younger generation to find their own way in the international world of work. Further study of the research question will help to identify the most effective technologies for the development of soft skills particularly web-based literacy important in intercultural communication, and further implement them in the Ukrainian educational environment.

## 3.4. Social network Instagram as a tool for foreign language teaching

Language is not only a means of expressing thoughts and a tool for communication, but also a reflection of the spiritual and cultural life of any nation. There is no "social" or "asocial" in language, since its most important functions are communication and reflection of the human beings environment. Studying a language, we get information about the social, cultural, scientific and technological advances introduced by necessary improvements that permit addressing the people's needs more fully.

An urgent task of modern linguistics is the study of new lexical units, as well as

types of their formation. Today, Internet resources are the most common among mass media. Since English is the language of international communication, scientific and technological progress, most new units appear in English-language media resources, where everyone can see their appearance and changes. In the context of this study, we propose to consider and analyze new lexical units that have entered the English language in recent years using the example of media resources and have become widespread in the Internet.

The use of social media is a perspective aspect of improving the teaching learning process in higher education institutions - in particular Instagram. The role of both social media and web-based literacy is essential in the life of universities. The relevance of this issue is particularly significant today because Ukrainian higher education institutions study online. Educators and teachers are looking for new teaching methods and tools that can ensure a high level of teaching and learning process. Educational process does not always require books, manuals and a traditional blackboard. These days' students can learn and receive information in a variety of ways. That is why teachers are increasingly using modern web-based technologies and learning digital tools in the foreign language classroom. Educators examine Instagram as a web-based media resource for teaching speaking, listening, reading and writing (Artseneauh and Dinu, 2018; Aloraini, 2018; Yerarslan, 2019; Carpenter, 2020; Lailliah and Setiyaningsih, 2020; Ramazanova, 2022; Anduiar and Çakmak, 2023).The efficiency of this social network as a learning tool with a wide range of possibilities and unique positive features is being argued these days. We try to determine the advantages of using Instagram in foreign language classes and in extracurricular activities. Instagram as the social network can be used for each type of language activity. Considerable attention should be paid to Instagram accounts, which can improve and diversify foreign language classes, make them interesting, creative, expand the possibilities of the educational environment and increase the effectiveness of students' learning.

The usage of Instagram in the educational process allows interacting collaboratively, organising interactivity between participants in the teaching learning process, ensure the exchange of resources and information that will be useful to teachers and students in achieving their goals of learning a foreign language. All these factors have a positive impact on the formation of students' knowledge and skills, and the (educational process) higher education system reaches a qualitatively new level.

In recent decades, we have witnessed many significant advances in the field of web-based technology. Only a few decades ago, the World Wide Web was the medium used to present textual, statistical information and resources. These materials were intended for reading only, and were mostly created by experts. Thanks to the steady development of digital technologies, more software tools, powerful computers and mobile devices, the Internet has now evolved to include social networking sites where people can interact with each other creating their own content as well as digital content in real time. Social media platforms such as Facebook, Instagram, Twitter, LinkedIn are commonplace and have become an essential part of the daily lives of billions of people all over the world. Most people use web-based platforms to interact and communicate not only with each other, but also with various organizations, companies or institutions in search of necessary information. The use of web-based social media has now become ubiquitous in many areas, including general secondary education, vocational education, higher education, postgraduate education, non-formal and self-education (Salomon, 2013; Artseneauh and Dinu, 2018; Aloraini, 2018; Yerarslan, 2019; Carpenter, 2020; Lailliah and Setiyaningsih, 2020; Murney, 2022; Ramazanova, 2022; Anduiar and Çakmak, 2023).

The role of web-based literacy is important in the formal and non-formal education of universities. Social networks help to highlight what the universities perform, what services they provide, and demonstrate the achievements of their students and teachers. Over the past few years, educators have shown a great interest

in social media, which they have begun to use in their teaching and learning processes. Social networks such as Facebook, Twitter and Instagram have become an important part of students' lives (Artseneauh and Dinu, 2018; Carpenter, 2020; Lailliah and Setiyaningsih, 2020; Murney, 2022; Anduiar and Çakmak, 2023).Given today's realities, social media and its potential can be seen as an additional tool in foreign language teaching. As the Internet makes the educational process more interesting, teachers should not miss the opportunity to make the most of this progress. However, the knowledge-based community is not yet very receptive to the use of social media in the educational process.

Studies of pedagogical approaches to the use of Instagram for educational purposes have already been conducted, and their results have been published in the works of the following scholars and experts (Salomon, 2013; Artseneauh and Dinu, 2018; Aloraini, 2018; Yerarslan, 2019; Carpenter, 2020; Lailliah and Setiyaningsih, 2020; Murney, 2022; Ramazanova, 2022; Anduiar and Çakmak, 2023). A review of this literature shows that in most cases, the authors limit themselves to considering the benefits of using the social network Instagram in relation to one particular type of speech activity in foreign language classes. Currently, there is no comprehensive study on the use of Instagram as a tool for teaching foreign languages, and no analysis of the possibility of combining traditional learning with online learning through this social network.

Mostly young people use web-based social networking platforms, which are usually used for communication, sharing information, such as video, audio or photos. They spend most of their free time on social media. Web-based social media platforms are growing rapidly, and the ways in which information can be transmitted are improving. In the modern methodology of teaching foreign languages, Instagram performs mainly two functions: an educational platform and a learning tool. (Astiti, Bambang, & Utami, 2018) Instagram as a web-based social media platform provides a

positive effect in teaching and practice of learning a foreign language. It helps teachers engage students in language learning both in and out of the classroom. In addition, when using Instagram, practical work can be organised individually, in pairs and in small groups. The teacher can create a profile for a specific study group, depending on their level of knowledge, and add content by topic - vocabulary, idioms, tables with rules, photos, and tasks to them (Deaton, 2015). For example, a teacher's blog serves as a learning guide with memos, examples, etc., the commenting function implements online academic communication, and the learning technology itself includes classroom work and an online phase. Instagram offers the following features that can be used for educational purposes: the ability to post photos in real time and shoot short videos using the story feature; caption images, conduct live broadcasts; follow the life and news of interesting people; communicate via personal direct messages and comment on publications; conduct surveys, quizzes, and polls, ask and answer questions. It should be noted that when using a social network, the traditional role of the teacher changes - he or she becomes mainly a coordinator of the educational process. The use of Instagram, in addition to traditional classroom learning, is in line with the current trend. Students prefer interesting forms of learning, and Instagram helps to make the learning process unique. Teachers who use web-based social media in their practice provide their students with greater opportunities for independent and collaborative learning.

According to Deaton, social media can support motivation through social learning based on opportunities for interaction (Deaton, 2015). The introduction of such progressive technology creates more flexible learning spaces, making learning more distributed, blurring the boundaries between online and offline teaching and learning practices (Murugaiah & Yen, 2023). Indeed, Instagram can be a practical tool for teaching foreign languages, as well as motivating students to master reading, speaking, listening and writing in a more informal manner. It is worth highlighting a number of

didactic tasks that the social network Instagram allows to solve effectively in the educational process: to activate students' mental abilities, to attract passive students, to make classes more visual, to provide the educational process with new, previously inaccessible materials, authentic texts, to teach students to work independently with materials, to provide instant feedback, to increase the intensity of the educational process, to provide live communication with representatives of other countries and cultures.

Listening is the basis for the development of all other language skills and the main channel through which students make initial contact with the language and its culture. Through listening, students enrich their vocabulary and syntax, as well as improve pronunciation, accent and intonation (Harsa, Saragih, & Husein, 2020). The development of listening comprehension requires a lot of practice and should be carried out not only in foreign language classes, which are limited in time. The use of the social network Instagram with its mobile application can not only motivate practice, but also change students' habitual attitude to learning. Listening is implemented through the possibility of listening to and downloading audio and video recordings necessary for learning from a personal computer, and even through the possibility of communicating with native speakers via video communication. Audiovisual media, such as animated videos, are considered to be the best learning tools for improving listening comprehension, as they help students to easily visualize a real-life situation. As an example, let's take the following type of listening activity. The teacher posts a video, which can be a short song, a film clip or a short conversation. Students are then asked to watch the video and answer questions based on the passage. When students develop their listening skills through Instagram, they also improve their pronunciation because they have the opportunity to learn the correct pronunciation. Developing listening skills through Instagram is also linked to building students' vocabulary.

Speaking is an important part of language acquisition and is given special

attention in the learning process. Since the modern world is constantly changing and effecting all areas of human life there is no learning process without teachers who are not actively involved in these changes. This process is sure to refer to foreign language teachers focused on constant search and mastering techniques to provide students with interesting and productive tasks that would ensure proper preparation for real life communication in a foreign language professional environment.

Building speaking competence of technical students is a key issue in a foreign language learning process that cannot be successful and completed without improving the quality of professional speaking skills. Many experts and educators in their papers highlight the most effective tools for improving technical students speaking skills and tdefine the principle of arranging a foreign language learning process that can help students master their speaking ability.

In order to understand the most effective strategies and modern approaches to teaching speaking skills for technical students we have analyzed a number of scientific researches on this issue (Amara, 2016; Dudeney, 2007; Harmer, 2005; Hoge, 2014; Thornbury, 2005; Ur, 2012).

Thornbury describes the process of mastering speaking skills as one of the most difficult tasks while learning a foreign language since communicative competence combines not only the ability to formulate grammatically correct sentences and pronounce them, but also ability to interact with others giving appropriate feedback on constantly varying situations of real-life communication (Thornbury, 2005).

First of all, it should be noted that teacher's role in the process of foreign language learning has definitely changed. The teacher leads a role of a supervisor and time manager giving instructions and pursuing communicative activities. Students have to be more independent and creative in mastering their speaking skills. Contemporary information technology can simplify the pathway to this goal merely due to the Internet connection. A quick Internet search will reveal a multitude of websites that offer

exercises and tasks. This must-have technology allows students to test language level, listen to native speakers and have access to a large number of various resources in a foreign language. An important factor for constant progress in a foreign language learning is a regular home training, since one lesson per week at a technical university allows teachers to outline certain language peculiarities only. Even a simple act of taking a few foreign language practice tasks as well as tests of any level will help students improve language skills.

Dudeney points out that computer technology significantly facilitates the process of training technical terms turning a routine task into an interesting journey into a new language world and complicated grammatical constructions can be repeated as much as it is necessary in each case (Dudeney, 2007).

Training speaking skills of technical students requires special attention of a foreign language teacher who has to keep in mind the following complicated questions that arise during the training:

1) how to adapt of educational resources to groups with different levels of communicative competencies;

2) how to organize training with the active involvement of students to communication in a foreign language and eliminate a psychological "language barrier";

3) how to consider the difference in correction in speaking and writing;

4) how to integrate speaking skills taking into account principles of interpersonal relations.

At present foreign language classes at a technical university often turn into workshops or mini-conferences with further discussion of reports. Active participation in all proposed activities supports fluent speaking of technical students. Let us consider role-playing as one of the most effective ways to master speaking skills of technical students.

A role-play is defined as a kind of speech activity performing which students

imagine themselves in a certain role in certain professional circumstances. Its main task is to provide free communication in foreign language environment. This kind of activity helps the teacher to solve a whole range of issues: to reproduce real life professional situations; to train the use of grammatical and language constructions; to create student-friendly atmosphere at class.

Since this kind of communication is a combination of spontaneous and planned scenarios each role play procedure consists of the following steps:

1) preparation (working with context and vocabulary, training of grammatical structures, reading handouts);

2) focus on the roles and check the understanding of each player;

3) playing the role itself (the students are actively involved in dialogues while the teacher monitors the correctness of their performance);

4) discussion (at the end of the role play the teacher puts two kinds of questions: the first relates to the content of the conversation, others adjust linguistic competencies of the students).

Each stage requires the teacher to provide clear instructions which allow students to consolidate all acquired technical knowledge and learn how to use a foreign language in future professional life. Conducting a role-play first of all the teacher defines a theme, prepares information resources, develops methodical support and thinks out its professional purpose. The rest depends of the students' professional competence, language knowledge and creativity.

While teaching English for technical students a foreign language teacher often faces the issue of error correction in speaking. Most teachers and students consider error correction an essential part of a learning process, but the latest studies have proven that there is no difference in speaking accuracy of students whose mistakes were constantly or never corrected (Hoge, 2014).

The communicative method of language learning gives an error correction a minor

role, and the communicative situation is seen as a means of developing new speaking skills. It is believed that errors correction in speaking is inappropriate because it prevents students from feeling free and leads to the emergence of psychological barrier in communicating English in the future. Since a foreign language teacher plays no longer a dominant role in a learning process compared with the traditional approach, student errors are considered to be a natural part of speaking development process and teacher's task is to encourage free communication without error correction.

Famous representative of the modern approach to learning English "Effortless English" Hoge believes that errors correction in student speech is ineffective and leads to a slowdown in the language learning process (Hoge, 2014). He highlights the destructive impact of errors correction on students' motivation, speaking speed and fluency.

According to communicative approach speaking accuracy is achieved through listening to authentic audio and video resources in foreign language, multiple repetitions and memorization of linguistic samples. Moreover, focus on communicating ideas not on perfect grammar helps to relax and speak (Hoge, 2014).

Main reasons for errors occurrence are the following:

1) influence of a native language (students use grammar constructs and lexical units inherent in a native language);

2) generalization (students do not know the definite rule and use similar rules);

3) other factors such as fatigue, scattering or stress.

Therefore, choosing the approach to error correction depends on the methodology for language learning, language level of students' and duration of language learning course (Hoge, 2014; Dudeney, 2007).

Consequently, a foreign language teacher has a large number of effective tools for mastering speaking skills to diversify this process, provide it productivity and increase interest in learning. The effectiveness of language proficiency depends on many

factors, especially on teacher's error correction approach. In the language classroom a foreign language teacher can help the students improve their speaking ability if he/she provides: a good speaking environment, an interesting subject for an interactive and lively discussion, special exercises to develop speaking skills (Lailiyah, Setiyaningsih, 2020).

Using a social network to teach speaking provides real language interaction, helps to develop speaking practice in certain contexts, and to understand the language through observation and experience, which is an aspect of language acquisition that is often overlooked in textbooks (Blattner, Fiori, 2009). As a rule, students face some problems when performing oral communication exercises in the classroom: they are afraid of making mistakes in their speech, do not have a sufficient vocabulary to express their thoughts, and therefore do not feel comfortable. To overcome this problem, the teacher should look for effective ways. For example, integrating Instagram into speaking lessons.

As a resource for learning a foreign language, Instagram improves listening comprehension and motivates students by introducing them to cultural and intercultural features. This helps to build up your vocabulary. In addition, Instagram allows you to join discussions. Speaking is also practiced through video communication with a native speaker or teacher. By subscribing to pages and joining thematic groups, students have the opportunity to participate in relevant and interesting topics. Such meetings allow them to exchange new information during classes, are a great opportunity for conversational practice and discussions, and fully immerse them in the foreign language (Thornbury, 2005; Al-Ali, 2014). argues that Instagram provides visuals that help in foreign language classes and gives students the opportunity to communicate with each other regardless of the circumstances. An effective exercise in developing monologue-speaking skills using the social network Instagram is the task of making a report (Lailiyah, Setiyaningsih, 2020).

Reading is one of the language skills that students need to be good at, as reading is an important factor that influences a person's activity during communication. Reading and writing are implemented through text messages as well as through messages on the social media wall. By changing their Instagram account from their native language to a foreign language and subscribing to news, students get an additional opportunity not only to practice their language, but also to read the news feed in a foreign language, communicate with people, receive learning materials and lexical and grammatical explanations. This paves the way for everyday use of the foreign language in their lives. When developing reading skills, teachers should follow the stages of certain text activities. The pre-text and text stages are conveniently conducted in the format of stories, and questions to the text at the text stage are posted in the comments under the teacher's post. At the post-text stage, students can create their own personal post or respond in the comments. The pre-text or text stage can be worked on in a practical lesson, and the post-text stage can be worked on independently. Instagram has a lot of useful and interesting material for developing reading skills. One of the first educational Instagram accounts belonged to National Geographic magazine. This account posts on a variety of topics, including nature, animals, and different cultures.

Writing. The questions what students of technical universities should know about writing and what aspect is the most difficult in teaching writing are the most disputable points of teaching. For this reason, it remains in the focus of attention for both practical and theoretical linguists. In our opinion, the most fruitful and essential approach to teaching of writing skills can be fulfilled through the implementation and presentation of innovative leaner-centered technology. The teacher of the foreign language should always remember that most students learn foreign languages for practical purposes. That is why the teacher should deal with the most important aspects of writing in the most common situations, theoretical information being supplied only to the extent

needed for that purpose. All this proves the necessity of detailed study the main peculiarities of writing in the process of foreign languages teaching/learning.

Instagram is one of the social media platforms that can be integrated into writing instruction. The tool provides students with a new learning environment, authentic resources of visual text and audio. Integrating Instagram into writing instruction can provide students with a new experience because (students have the ability to) enable students to describe photos, comment on posts, and directly exchange messages (Kelly, 2015). Instagram has a 2200 character limit, which encourages users to write lengthy texts. In addition, Instagram has certain features that allow students to discuss their work through feedback messages. This way, teachers can leave feedback after students have uploaded their work. Another advantage of using Instagram in teaching writing is that it allows students to choose their own learning style. As a result, the development of writing skills is not detached from the context of the real world outside of classroom practice. In everyday life, students have to write something, and a meaningful learning process is a crucial factor in increasing student engagement (Prasetyawati, & Ardi, 2020). When completing an online task, students feel more confident and comfortable because they always have time to think about the full answer and select words, check grammar and spelling before posting a post or comment. Students don't have to start with giant posts, but rather increase their volume as they develop their skills. Productive writing exercises encourage students to make a self-presentation by creating their own Instagram post in the next class, after the posts are published, an active reflection phase should be organized, including discussion of the posts, mutual questions, and evaluative comments. (Kelly, 2015; Prasetyawati, & Ardi, 2020).

Peer review can be done in micro groups. Each group analyses the posts of the members of the other group and prepares evaluative comments and recommendations. Given that Instagram discourse is interactive, interactive ones should follow productive exercises. They consist in the fact that each student, in addition to publishing his or her

own post, should read the posts of his or her classmates and comment on at least two or three of them. In addition, comments can include questions to the author, gratitude for interesting material, as well as advice and recommendations (Kelly, 2015; Prasetyawati, & Ardi, 2020).

For extracurricular activities, you can find accounts on Instagram that will help you learn grammar and improve your vocabulary. Photos and graphics will help you remember information faster, and videos will teach you how to listen to the language and form the correct pronunciation. Dictionarycom is a page where new words with transcriptions and explanations appear daily. English_with_nab - a mix of funny pictures, grammar, new words and popular expressions in English. The perfect account for learning English every day. English_around - an account that will be interesting for those who want to practice grammar and vocabulary all the time. Pronunciation_with_emma - this account has many interesting videos where a girl explains and pronounces difficult words. A great way to improve your pronunciation skills and expand your vocabulary. There are expressions in English that foreigners do not understand. You can learn about English idioms with colourful examples from Instagram accounts. Learn_phrasal_verbs and Idiom Land publish new idioms with pictures every day, which make it easier to remember new phrases and expand your vocabulary (Al-Ali, 2014).

Thus, the social network Instagram is fully in line with the priority areas of developing students' necessary skills of authentic communication and language learning. Instagram is a tool for community building and two-way communication. Instagram is useful as an educational tool that changes the learning environment, as it provides students and teachers with an easy and enjoyable way to communicate in the classroom or outside of it (Andujar, & Çakmak, 2023).

Students are interested in using Instagram because it makes it easier to get additional and useful information related to their studies, and students become more

creative and complete their assignments more easily. Instagram's features allow you to practice grammar and vocabulary through audio and video posts during practical classes and outside of class time, and improve your knowledge through communication, interactivity and control. Because Instagram is so quickly accessible, students can access it anywhere and anytime, depending on their needs and situation, providing them with a wealth of learning opportunities (Lailiyah & Setiyaningsih, 2020; Andujar & Çakmak, 2023).

## 3.5. Web-based tools for teaching foreign languages

The main barrier that stands on the way of successful teaching foreign languages at technical university is insufficient motivation of students. In this climate the fundamental question has raised: How can students gain the skills necessary to make effective use of technology to enhance their learning? The answer seems clear: One of the best ways to increase students' motivation is the use of ICT. It should be noted that effective learning tools and academic materials used at technical universities for this purpose are definitely related to the future professional activity of students. Collaboration between software and hardware and "well-trained teachers" helps students become digitally literate for the twenty-first century as well as prepare them to be competitive in the future using must know foreign language (Bush, 1997; Chappelle, 2003).

Web-based effective tools can act as repositories for new ideas and are able to:

1) propose new ways to interact with information;

2) enable learners to shape the expansion of their minds;

3) encourage students to reach all necessary recognized skills, abilities and competences;

4) motivate students to improve their knowledge gradually;

5) fulfil the learners' demands for evidence of achievement;

6) expand students' knowledge through training and professional development;

7) get support, advice and ideas students need in their studying; (Bush, 1997; Chappelle, 2003).

Web-based tools can extend limits of foreign language educational process, augment students-teachers cognition, and motivate both students and teachers to use information in new and exciting ways. Language teachers use social media platforms to explain new material, using web-based methods instead of traditional books, posters, maps or handouts. In this case, the main informative role belongs to the teacher. A fully functioning web-based presentation takes away the main role of the lesson. The teacher prepares the students to work with the new material, names the topic and purpose of the lesson, as well as some points that require special attention when learning new material (Grussendorf, 2005; Son, 2012). Then the students independently study the new material with the help of the web-based presentation. At the end of the lesson, the teacher discusses the topic, clarifies some points, answers questions and summarises the lesson. It is also very useful to have tests as a supplement to such web-based presentations. The test will be useful both for self-assessment of students and for control of their knowledge by the teacher (Grussendorf, 2005; Son, 2012).

The material positioned as web-based substantially extends possibilities of ordinary educational means due to the use of audio and video tracking and effects of animation. During work with a computer, students' audial and visual channels of perception are involved, which allows increasing not only the volume of the perceived information but also the durability of its mastering.

It is proved that web-based information technologies are the best choice to be implemented into the structure of educational process, which meets all the didactic requirements and crucially fulfills the process of teaching foreign languages (Bush,

1997; Chappelle, 2003). First of all, computer is capable to provide all-round control of the educational process. Another advantage is the capability to accumulate statistical information during the whole educational process. Analyzing statistical data (amount of time spent on correcting errors, right/wrong answers, implementation of separate tasks, etc.), teachers estimate degree and quality of students' knowledge.

Computers also create favorable possibilities for organization students' self-assessment (Bush, 1997; Chappelle, 2003). They can use a computer both to study particular topics and self-control gained knowledge generally. One of the most successful examples of computer technology usage is a multimedia presentation. Foreign Language multimedia presentation is a way of showing the creative and adapted for a certain level of student's language skills information as the logically completed selection of slides on definite topics. Multimedia presentation is based on the use of audio-visual possibilities of computer technologies (Bush, 1997; Chappelle, 2003).

There is a general algorithm of multimedia presentations creation. Accordingly, it is very important to follow such steps:

1) to define pedagogical tasks which are going to be solved by means of the created multimedia presentation;

2) to think over an aim and task of the slides creation;

3) to take into account students' potential possibilities;

4) to pick up illustrations (pictures, sounds), using multimedia possibilities of computer (processing of collected earlier information or a search for new one;

5) to think over the texts content considering the basic requirements to all multimedia presentations;

6) to write down the script of multimedia presentation;

7) to create the structure of the multimedia presentation, using the necessary computer programs;

8) to a multimedia animation and voice effects;

9) to analyze and estimate the prepared presentation in accordance with the requirements of multimedia presentations;

10) to correct possible defects (Bush, 1997; Chappelle, 2003).

The material positioned as electronic presentations substantially extends possibilities of ordinary educational means due to the use of audio and video tracking and effects of animation. During work with a computer, students' audial and visual channels of perception are involved, which allows increasing not only the volume of the perceived information but also the durability of its mastering.

Examples of multimedia Presentation for foreign language teaching:

1) flashcards on a certain topic,

2) reports on books and articles,

3) scientific presentations that illustrate research students' work,

4) creation of students' portfolio,

5) demonstration of drafts diagrams and charts,

6) tests, etc. (Bush, 1997; Chappelle, 2003; Grussendorf, 2005; Son, 2012).

It is also important to consider the methodological aspects of creating educational presentations. The type of such presentation depends on the role of that presentation plays in the educational process of foreign language teaching.

**Conclusion**

In recent years, issues related to the importance of web-based education have been widely discussed in the teaching community. The study of successful foreign experience in the context of dynamic changes is of great interest to educators. It should be noted that the analysis of pedagogical features of the formation of ABC web-based skills in a teaching learning process will help to identify steps and deepen the understanding of effective mechanisms of web-based education in Ukrainian

educational institutions. We can admit that the introduction of web-based education at universities and the development of digital competence from an early age is an effective way to build relations for effective international dialogue and address national and international challenges. Modern education cannot ignore the challenges of a globalized world, and it must emphasize the development of the life values of web-based education in a multinational community as one of the key aspects of successful life in the future.

It is concluded that the studied problem is relevant among both Ukrainian and foreign scientists. Further development of the outlined topic will allow national educators to get acquainted with modern approaches and effective mechanisms for the development of web-based education for foreign language teaching. The web-based learning approach surely is taking its important place in teaching English language proving its efficiency in this discipline. The studies confirmed that students increase their confidence in using the language when the web-based approach is used in the language teaching process. There are no teachers who rarely use web-based approach in their practice. Developing English language proficiency includes reading, writing, speaking, and listening skills in English and the educational goals of web-based oriented teachers at the online classroom are to include methods of meaningful student participation in achieving these basic language skills. The majority of teachers believe that the web-based approach has a great influence on the development of soft skills.