KAPITEL 1 / *CHAPTER 1* [1]
DIGITAL CLASS: LEARNING A FOREIGN LANGUAGE IN NON-LINGUISTIC UNIVERSITIES IN THE CONTEXT OF ONLINE LEARNING IN UKRAINE

Introduction

The advent of computer technology represents one of the most substantial technological achievements of modern civilization. The processes of digitalization are having a significant impact on various aspects of 21st-century human life. Education is one of the fastest-changing areas in terms of technology. The advent of multimedia tools has significantly altered the manner in which information is acquired and assimilated, creating new avenues for integrating disparate actions, and thereby facilitating the achievement of socially significant and relevant learning objectives. The rapid development of technology creates the conditions and opportunities for everyone to be continuously educated in the digital educational space.

Educational technology, also known as learning technology, refers to the use of technology to enhance learning and improve achievement. It involves the creation, use, and management of technological processes and resources that facilitate student-centred learning. Rather than relying on traditional teaching methods, educational technology encourages teachers to become guides who support student learning. This includes the use of tools such as laptops, interactive whiteboards, smartphones, the internet, and Wi-Fi, as well as effective learning management systems and feedback mechanisms. Additionally, educational technology encompasses information dissemination schemes, effective teaching and student management strategies, and performance assessment methodologies. These technologies are preferred by today's students due to their potential for enhancing the learning experience. Overall, educational technology aims to transform the teaching and learning process by

integrating digital tools and innovative methods.

As indicated in the Global Education Monitoring Report (2023), the sub-sector of higher education has undergone the most significant digitalisation, with online management platforms replacing traditional campus-based learning environments. There has been a notable increase in the utilisation of data analytics in educational management. Technological advancements have expanded the scope of learning opportunities, necessitating a more robust preparation of education systems to effectively integrate digital technologies into their pedagogical practices. This integration should align with the best interests of all stakeholders, including students, teachers, and administrators.

The use of technologies to support teaching and learning is a multifaceted phenomenon. Digital technologies offer two broad categories of opportunities. Firstly, they can enhance learning by addressing quality gaps, increasing opportunities for practice, increasing available time and personalizing learning. Secondly, they can engage learners by changing the way content is presented, stimulating interaction and encouraging collaboration [17].

The transition to innovative teaching methodologies in contemporary education has given rise to the paradigm shift towards online learning, which facilitates student participation in lectures from any global location. This transformation has fundamentally reshaped the educational landscape, situating the individual learning requirements of the student at the epicentre of the educational process.

Modern education aims to develop vital skills such as critical thinking, problem solving, creativity and adaptability, enabling people to be lifelong learners in a dynamic world. It also emphasises the importance of ethics and social responsibility, enabling graduates to make informed choices that have a positive impact on themselves and their communities. By promoting a holistic approach to education, modern systems aim to develop well-rounded individuals who are ready to face global challenges and help build a more sustainable and equitable future.

1.1. The current state of online education in Ukraine

Over the past few years, the concept of online learning has become a well-established practice in various educational institutions. Ukrainian students made their first attempts to study online during the Covid period. At that time, online lessons were a forced decision due to the epidemiological situation and quarantine in educational institutions. The war in Ukraine has brought a number of new challenges for the higher education system in our country. Among these challenges is the need to further develop online education and the use of modern technologies. In Ukraine, the majority of higher education institutions currently offer educational programs in a mixed or exclusively distance format. Having experienced the transition from full-time education with fragmented use of IT technologies to blended learning (with parallel use of synchronous and asynchronous teaching methods) during the quarantine period, higher education institutions (99.8%) easily switched to distance learning under martial law.

The Ministry of Education and Science of Ukraine is actively working to develop Ukraine's digital education infrastructure. Thanks to new forms of cooperation such as Zoom, Microsoft Teams, Skype, etc., the efficiency of communication between higher education institutions has improved and the network of interaction between universities has expanded. Now universities can hold joint events even when they are located in different cities within Ukraine or even in other countries. Potentially, such cooperation creates a common information space and a single cohesive network of connections. Popular e-learning platforms such as HUMAN, Prosvita, Google Classroom, MOODLE, New Knowledge, Mozaweb, GoogleDoc, Paint, Conceptboard, Liveworksheets, LearningApps, Nearpod, Kahoot, Classtime, Padlet, Easy test maker are also being developed. Development of the platform for professional qualification candidates "Professional Education Online", free access to Coursera, Udemy, and EdX courses for Ukrainian students and higher education institutions, launch of e-textbooks, and e-library with the support of partners and donors; extension of Zoom Meetings for Education licences with extended access to Large Meeting - all contribute to the expansion of high-quality online education in Ukraine [11].

The changes currently taking place are resulting in an increased focus on online learning and teaching approaches. There are two forms of online learning that must be considered in the context of the programme of study: synchronous and asynchronous. A synchronous session is one that takes place jointly and simultaneously with a group of students and a teacher in real-time. Synchronous learning is analogous to the traditional model of learning in a higher education institution, differing only in that the participants of the online session are typically at a distance from each other. It is also noteworthy that, in contrast to classroom teaching, the teacher is unable to look into the eyes of the students and ascertain whether they are listening, which places the onus on the students to be fully engaged. An asynchronous session may be conducted at any time, independently of the presence of other students, with the provision of feedback from the teacher. Asynchronous classes are conducted on the principle that teachers present material, lectures, tests, and assignments that can be accessed at any time [4].

Online education has become an integral part of the educational space in Ukraine and around the world. This has happened both at the state level and at the level of private educational institutions. A special feature of online learning is its practicality, convenience and new competitive advantages (primarily for students) that can be used in future employment [13].

In general, it can be stated that the field of online education in Ukraine is characterised by the following features:

- Active learning. Modern online education emphasizes active learning, where students actively participate in the learning process. They do not just passively listen to lectures, but actively participate in discussions, solve problems, conduct research and apply their knowledge in practice. This approach allows students to develop critical thinking, analytical skills and independence.
- Use of modern technologies. Modern online education makes extensive use of technology in teaching and learning. Students have access to the Internet, e-textbooks, online courses and other electronic resources that allow them to get information and learn anytime and anywhere. This approach allows students to be more flexible and independent in their learning.

- Development of communication skills. Modern online education challenges students to develop communication skills. Students learn to work in a team, communicate with teachers and other students, make presentations and engage in constructive debate. Such skills are important for a student's future career and help them to interact successfully with others.

- Development of creativity and innovation. Modern online education encourages students to develop creativity and innovation. It stimulates students to think outside the ordinary, to search for new solutions and to propose innovative ideas. This approach allows students to develop their creative thinking and be prepared to solve complex problems in their future professional life.

The conceptual foundations of the modern paradigm of higher education in Ukraine can be defined as follows: the use of information technology, the development of professional competence, the application of technology, the process of digitalisation, the promotion of innovation, the promotion of scientific activity, the continuity of the educational process, the provision of security and stability, the promotion of internationalisation and integration, and the prioritisation of humanisation. The modern paradigm of higher education is defined by a fundamental commitment to integrity, operating in the context of global challenges and ongoing conflicts. The following components are included: core values, criteria and functions, motivations, norms, tasks and goals, teacher-student interaction, style of management of the educational process, motivational and semantic attitudes of the teacher, educational content, forms and methods of teaching, teaching aids, control and assessment, and learning outcomes. Each of these components fulfils a specific function and ensures the viability of the higher education system [3].

Contemporary educational theory has transformed the entire system, modifying teaching and learning methodologies to align with the requirements of contemporary society. It can be argued that modern online education plays an important role in the development of present-day students. It helps them not only to acquire the necessary knowledge and skills but also to develop as individuals, to be prepared for their future career and to interact successfully with other people.

1.2. The modern generation of students and their learning habits

A student is a member of 21st-century society who is engaged in the process of self-discovery, seeking to establish their identity and position within the social structure. They are driven by a desire to differentiate themselves from others, to demonstrate their capabilities and to assert their desired social status. The student's age is distinguished by a number of distinctive characteristics, including an active engagement with the external world, a proclivity towards self-discovery, and a tendency towards self-determination and self-assertion.

Today's generation of students is Generation Z, also known as the "Zoomers," individuals born after the year 2000. They are a generation that has mastered digital technology from an early age. Their world is social media, getting information through friends' links, and the cultural approval of "liking". These are people who cannot imagine themselves without the internet, gadgets, and social media and quickly master any technological innovation. They use the Internet for entertainment, communication, education and work with great ease.

They engage in multiple tasks simultaneously, prioritizing those that align with their interests. Zoomers require knowledge to complete specific tasks and demonstrate enhanced visual information processing abilities. Their brain activity differs from that of students from twenty years ago, with the visual processing region of the brain being particularly developed. Consequently, students respond best to visual learning

It seems that Generation Z is not very fond of communication. However, this is not the case. All communication has moved to the virtual environment, and students want to get feedback from their teachers more than ever [5].

Ashley Fell identifies five characteristics of today's students:

• Social: technology now makes it possible to access content anywhere, anytime, and in highly visual and engaging formats. This creates the flipping of education, where learning occurs outside the classroom, but engagement and practice still take place in the classroom.

• Mobile: besides interacting through technology, students today are mobile when

it comes to their jobs and their homes. To prepare this generation for a world that is changing, it is important to equip them not just with content, but with resilience.

- Global: the contemporary student population is unquestionably globalised, with the potential to work in multiple countries. It is the most globally connected and influential generation in history, transcending local boundaries and embracing a global outlook that has never been seen before.

- Digital: they are learning not only with pen and paper but also with iPads and screens designed to display visual as well as written information. They need both literacy and digital skills.

- Visual: in an age of information overload, messages are increasingly visual, with signs, logos and brands breaking down language barriers with colours and images rather than words and phrases. Visuals are also the way the brain processes information best [16].

The period of study at university represents a unique opportunity for young people. It is important to recognize that this period of life should not only be used to prepare oneself for the role of a professional but also to gain the psychological knowledge that is so necessary for a career. This can be achieved by developing communication, interaction, adaptation and influence skills.

Students play a key role in the modern educational process. They are active participants in the learning process and possess their own characteristics, which are important to consider when planning and conducting lessons.

The modern student faces a number of challenges that can impede their online learning and affect their success. Some of these challenges include [15]:

- Information Overload. The modern student has access to a vast amount of information from a diverse range of sources, including the internet, books, and magazines. However, this can result in information overload when students encounter difficulties in selecting and organizing the information they require.

- Distractions. The modern student is often faced with distractions such as social media, messengers, online games, etc. These factors can take away a student's time and attention, making it difficult for them to concentrate and be effective in

their studies.

- Stress and pressure. The modern student is often stressed and pressured by high expectations from family, society and the student's self. The pressure of studying, deadlines, exams and other commitments can make a student feel anxious and insecure.

- Lack of time. The modern student is often pressed for time due to a heavy workload of study, work, social activities and other commitments. This can hamper his or her ability to study effectively and to allow sufficient time for recreation and self-development.

It is important that students recognize these problems and develop strategies to overcome them. This may include planning time, setting priorities, and using technology to improve organization and concentration.

The modern student represents hope, promise, and boundless potential. Rather than passively awaiting the future, they are actively engaged in shaping it. Their distinctive combination of creativity, unwavering commitment to community, and relentless curiosity signals a promising era of progress and unity [25].

Thus, a modern student is an active participant in the educational process who has certain characteristics and qualities. He or she uses various technologies for learning, faces certain problems and interacts actively with social networks. An important aspect for the modern student is self-education, which allows him/her to develop and achieve success in his/her professional career. In addition, today's student is increasingly aware of global issues and wants to contribute to positive change in his/her communities and the world at large. He/she seeks opportunities for collaboration, innovation and critical thinking, and actively shape his educational pathways to meet individual aspirations and career goals. Modern education plays an important role in the formation and development of the modern student, providing him/her with the necessary knowledge and skills. In general, the modern student is an active and adaptive participant in the educational process, who strives for personal and professional growth.

1.3. The role of a teacher in online education

It is now widely acknowledged that distance /online learning has the potential to deliver a wealth of information and equally amazing services. However, regardless of the specific features offered by a given learning tool, the role of the teacher remains a critical one. According to Robbins "at the heart of the language learning process, making optimum use of the latest technologies and striving to implement the best pedagogical approaches, is the teacher" [21].

In the classical sense, pedagogical skills include a number of structural components: moral and spiritual qualities (dignity, intelligence, conscience, honesty), professional knowledge (knowledge of the subject, psychology, pedagogy), social and pedagogical qualities (endurance, patience, integrity, tact), psychological and pedagogical skills (communicative, didactic, suggestive abilities), pedagogical technique (such as one's appearance, language culture, and emotional control) [14].

The primary responsibilities of university teachers encompass a range of functions, which may be classified as specific types of professional pedagogical activity. These include:

• The teaching activity of a university teacher is aimed at the transfer of knowledge, the formation of skills and abilities, and causing students to take actions leading to the assimilation of educational material.

• The educational activity of the teacher is concerned with the fostering of high moral, mental, volitional, aesthetic and other qualities in students, with the objective of ensuring their all-round personal development.

• The scientific research activity of a teacher is the activity of a scientist in the field of the discipline taught. In addition to being an expert in his field, the teacher engages in scientific research that enhances the course with novel insights.

• The organisational activity of a teacher encompasses the organization of classes, the independent work of students, the monitoring and evaluation of students' work, and the arranging of consultations.

The Internet, with all its capabilities and resources, is only a tool that foreign

language teachers can use to achieve their objectives. Consequently, the role of the foreign language teacher in online learning is evolving. In addition to the traditional role, there are a number of other roles that teachers can adopt. These include the teacher-consultant, who either possesses a ready-made solution or has ways of doing things that demonstrate how a problem can be solved; the teacher-moderator, whose activities are aimed at revealing the potential of the student and their abilities; and the teacher-tutor, who provides pedagogical support to the student. The relationship between teacher and student is based on the principles of cooperation and joint creativity. At the same time, teachers are required to have deeper knowledge and skills in organizing work in the telecommunication environment within the framework of the set didactic tasks:

• knowledge of the purpose, structure and functioning of the communication environment;

• knowledge of the main network information resources and features of working with them;

• knowledge of the peculiarities of organizing and conducting online projects;

• knowledge of the peculiarities of organizing and conducting thematic conferences;

• knowledge of methodological principles of organising the work of teachers and students on the network;

• knowledge of the basic rules of behaviour on the network, the basics of Internet etiquette;

• ability to prepare information using a text editor, a graphic editor and the necessary utilities.

The role of the teacher in an online classroom differs from that of a teacher in a regular classroom environment. This distinction is particularly evident in the following areas:

• A proper guide: the teacher needs to play the role of guiding students through one or more online learning experiences.

• Motivator: an effective online teacher needs to make good efforts to communicate

specific encouraging messages to individual learners.

•   Role model: the teacher can be massive support systems for students, help online learners develop high levels of confidence

•   Individual Mirror: providing feedback is an important duty of online teachers

•   Co-learner: teachers need to train themselves first before taking any online classes. Thus, they need to be lifelong learners.

•   Effective communicator: Teacher-to-student and student-to-student communication play a vital role in an online learning environment [22].

Consequently, the digital environment is transforming the learning system and the approach to the educational process. There is a transition to a more flexible, variable, and adaptable learning system. As a result, not only the learning process, but also the activities of the teacher become flexible, and the effectiveness of their work depends on their ability to adapt methodological approaches and teaching materials to the capabilities, goals and competencies of students.

Online learning defines the main role of the teacher as the designer of the learning environment. Today, thanks to the advantages of modelling, communication technologies and interfaces, the teacher has the opportunity to design environments that are closer to real-world conditions. The second main role of an educator is that of a practitioner of the discipline. In the modern era, for successful and effective professional activity, an educator is obliged to utilise all the opportunities provided by information technology. The educator's functions include the following: coordinating the cognitive process, adjusting the course being taught, advising on the preparation of an individual curriculum, and managing educational projects [5].

In modern conditions, without mastering pedagogical skills, extensive knowledge of psychology and pedagogy, without learning to apply them critically and creatively in work with students, it is impossible to solve the problems of education and upbringing correctly and effectively.

Personal qualities in the teaching profession are inseparable from professional qualities. Among them are: mastery of the subject of teaching, methods of teaching the subject, psychological training, general erudition, broad cultural outlook, pedagogical

skills, mastery of technologies of pedagogical work, organizational skills, pedagogical tact, pedagogical technique, mastery of communication technologies, and public speaking.

The modern teacher's personality is shaped to a significant extent by their erudition and high level of culture. In order to navigate freely in the modern world, it is essential to possess a broad range of knowledge.

A modern educator is obliged to improve his or her professional competence through continuous training and self-education. Those teachers who are engaged in ongoing professional and personal development, engage in critical analysis of their practice and collaborate with others demonstrate high-quality pedagogical work. They exemplify the value of lifelong learning and contribute to the enhancement of their professional practice and the status of their profession through active participation, critical reflection, and partnership with others.

Each new generation of learners will bring changes to teaching and learning. Consequently, teachers will be obliged to adapt their teaching style in order to accommodate the interests, challenges and goals of their students. However, one constant that will remain is the trend towards a more digital world.

It should be noted that teachers of the 21st century are in a difficult situation: they have to adapt on the go, change the forms and methods of teaching a new generation of students, create more comfortable conditions for the perception of educational material by modern students, while urgently mastering digital technologies, expanding their skills in working with multimedia and gadgets, trying to keep up, or even better, keep pace with their students.

1.4. Foreign language training for students of non-linguistic specialities.

Nowadays, foreign languages are becoming a leading discipline on par with specialized subjects, as the value of a graduate in the labour market in the context of active development of international contacts is largely determined by the level of

language training of a young specialist. The university years are the time when social maturity is formed in an active way, which we consider to be the ability of a young person to master the set of social roles required by society.

The knowledge of a foreign language is important as a general cultural competence, a general professional competence and a sub-professional competence. An educational organisation should prepare each student for the realities and needs of the modern labour market and professions of the future.

The modern concept of language teaching in a non-linguistic university implies the creation of a flexible teaching technology, differentiated in content, methods and training conditions, which allows young professionals to adapt quickly to the conditions of the new cultural and information space.

The current trends in foreign language teaching at non-language universities are aligned with those observed in professional education and training. The most important of these are: orientation to international requirements and standards, professional orientation, development of independence, self-education skills, use of active methods in the formation of foreign language communicative competence, use of information technologies and technical means of learning, and provision of additional educational services.

Online learning, being a motivating factor in learning English as a foreign language, contributes to the achievement of personal, meta-subject and subject-specific learning outcomes at a university. Furthermore, it is a significant indicator of the contemporary era that students at technical universities are themselves coming to recognise the importance of learning a foreign language.

One of the new requirements for teaching foreign languages using online resources is interactivity. This can be defined as the ability to interact, to engage in a conversation or dialogue with another individual. In essence, interactive learning is dialogue learning, in which the teacher interacts with students.

The primary objective of learning a foreign language is the development of a range of speech activities, commencing with oral communication and concluding with the acquisition of abilities to work with text in a variety of ways, including the

extraction of information and the formulation of statements based on this information. The effectiveness of online learning is directly dependent on the teacher's ability to construct an optimal system for the development of specific components of English-language communicative competence, as well as the learner's interaction with effective digital resources.

When learning a foreign language, students need to be in the language space as much as possible. Live communication, listening, reading and writing in a foreign language play a very important role for them. In this case, thanks to technology, we have ample resources for listening and reading as well as speaking and writing. Indeed, the use of video, especially when students can access it outside the classroom, can provide individualized access to students' learning experiences.

The objective of foreign language training at a technical university is to provide students with the skills to engage in professional, intercultural communication. A specialist should be able to articulate their ideas effectively, defend their position and engage in constructive dialogue with international colleagues. Furthermore, a professionally oriented foreign language provides the opportunity to expand the field of information activity, systematically replenish and improve one's professional knowledge in a systematic manner.

Principles of teaching English at a non-linguistic university should take into account both the professional specifics and the tasks of the students' professional activities, therefore a professional approach is particularly relevant in the teaching of English. The basis of this type of training is to take into account the students' needs in learning English, which are dictated by the peculiarities of the future profession.

The primary objectives of professionally oriented foreign language teaching are as follows:

- to develop communication skills and abilities, including the ability to read, translate, analyse and process texts in a foreign language, as well as the ability to communicate in that language;
- to develop research skills;
- to facilitate the acquisition of socio-cultural knowledge.

According to Halytska, foreign language communicative competence is a complex, systemic formation, with a structure comprising discrete components: linguistic, language, socio-cultural and intercultural.

- The linguistic component encompasses the enhancement of vocabulary, grammar, semantics and phonology. It is developed to the extent necessary for oral and written communication within the academic and professional environment, in accordance with the level of language proficiency of higher education students.

- The language component (improvement of speaking, listening, writing, and reading skills) is the ability to use language material to achieve communicative, informative, cognitive, suggestive and other purposes. The language component implies that the speaker has a wealth of language skills, speech norms, stylistic and genre diversity, and forms of speech (oral and written). It provides the speaker with the ability to use language material accurately, to choose the appropriate style and genre, and linguistic means in accordance with the topic and purpose of the statement.

- The socio-cultural component is a fundamental aspect of foreign language communicative competence, without which foreign language communication will be ineffective or not take place at all. The socio-cultural component contributes to a more conscious and effective mastery of a foreign language as a means of communication. The primary motives for learning a foreign language are the desire to expand one's perspective, interest in the culture of the native speaker, country, and linguistic realities of the country whose language is being studied.

- Intercultural component. All issues related to culture have become extremely widespread in our time. The growing interest in the study of cultures of different nations, as evidenced by the increased number of publications on the dialogue of cultures, demonstrates a genuine interest in cultural issues [2].

The experience of teaching a foreign language (English) and a foreign language for professional purposes in higher education institutions demonstrates the necessity to increase the number of classroom hours allocated to the discipline, introduce intensive teaching methods and technologies that allow for the most accurate approximation to

real-life communication situations of professional and academic purposes. Close cooperation with specialised technical departments is an important condition for the quality of foreign language training at technical universities.

The study of a foreign language at the university level encompasses more than merely practical classes. In order to foster further student motivation, a variety of student work competitions are held at the university, national, and international levels. These competitions encourage students to engage with subjects that resonate with their personal interests, leading to a conscious decision regarding the forms of participation they choose.

It should be noted that online learning can have a positive impact on the psycho-emotional state of students. Learning a foreign language in an online format can facilitate the removal of psychological barriers and emotional stress, encourage the expression of creativity, instil a sense of psychological security, and enhance students' communicative activity.

1.5. Modern pedagogical technologies for teaching foreign languages

The development, improvement and optimisation of foreign language teaching methods has consistently been a significant challenge in higher education. Optimisation in general can be defined as the selection of the most favourable option from a range of potential conditions, means and actions. When applied to the online learning process, optimisation can be understood as the identification of a methodology that ensures optimal outcomes with minimal time and effort for both teachers and students, given the constraints of the given conditions.

The innovative learning technology comprises the following features [9]:

*   modernity - a constant desire for innovation and continuous improvement of the subject content, taking into account the reduction of the gap between the latest achievements in science and production;

*   optimality - an attempt to achieve the set educational goals with the least possible

effort, time and money, due to the high quality, efficiency and effectiveness of learning;

- integrity - synthesis of knowledge gained not only in one subject, but also in other subjects;

- scientific nature - rejection of intuitive determination of the content, methods and forms of education and transition to the most complete analysis based on the latest achievements of psychological and pedagogical sciences;

- reproduction of the learning process and its results;

- programming the activities of teachers and students;

- large-scale use of modern technical and didactic teaching aids that activate students' activities;

- optimisation of the material and technical base;

- qualitative and quantitative assessment of learning outcomes.

The current trends in foreign language teaching are characterised by a radical transformation of the methodological paradigm and a significant technical advancement in the learning process. This is reflected in the massive onslaught of new teaching tools, primarily multimedia computer programmes, the Internet, and multimedia textbooks. The latest advances in high technology offer foreign language teachers the greatest opportunities to further improve the learning process and elevate it to a qualitatively new level. The technological possibilities of multimedia are considerable, as they facilitate the organisation of a diverse range of learning activities for students, thereby enhancing the efficiency and motivation of learning.

The process of developing students' foreign language proficiency incorporates the use of digital technologies, which facilitate convenience and flexibility within the context of the educational process. These technologies are increasingly attracting the attention of educators and enable students to engage with the subject in a more comprehensive manner. The systematic integration of modern information and communication technologies equips students with knowledge and skills, fostering greater autonomy and responsibility in their academic pursuits.

Among the modern pedagogical technologies, the most interesting for teaching

are those that are focused on group work of students, cooperative learning, active cognitive process, and work with different sources of information. These technologies involve the widespread use of research, problem-based methods of applying the acquired knowledge in joint or individual activities, the development of not only independent critical thinking, but also a culture of communication, and the ability to perform various social roles in joint activities.

Nikolenko notes that the use of interactive information and communication technologies and e-learning platforms have become the basic tools of online learning. They make it possible to create conditions for a modern model of the educational process, such as:

- free and positive atmosphere;

- ensuring equality of participants;

- awareness of the value of collectively learned conclusions;

- ensuring free exchange of opinions and acceptance of positions;

- recognising the teacher not as an instrument of "praise and punishment", but as a mentor and advisor [10].

Today, the importance of the humanitarian component of engineering education in a technical university is obvious. A foreign language occupies one of the key positions in an engineer's education. The need for mastery of key communication skills in a foreign language is an indisputable fact today, on the one hand, and the limited number of classroom hours for a foreign language, on the other hand. In this contradictory situation, foreign language teachers are forced to look for ways to develop the students' readiness for professional interaction. In addition, there are such problems as different levels of students' knowledge, an increase in the proportion of independent work, and a difference in the approach to teaching a foreign language in the school system and in the university. Trends in foreign language teaching in higher education institutions are aimed at developing active learning, where the student is not an object but an active participant in the educational process, where technological innovations modernize the present-day process of foreign language teaching. The priority is given to the student's active intellectual activity, and the teacher plays the

role of a supervisor who provides well-chosen and goal-oriented teaching methods.

The advanced use of 21st-century technologies, including webinars, blogs, Twitter, video and audio podcasts, in both asynchronous and synchronous modes, in the process of teaching foreign languages offers educators the opportunity to model communicative problematic learning situations. This, in turn, increases students' motivation to learn, encourages them to take a fresh look at the subjects being studied, thus unlocking their intellectual and creative potential. Artificial intelligence (AI) technologies are transforming foreign language learning at technical universities, making it more personalised, adaptive and effective.

In a technical university, professionallyoriented foreign language teaching should include some particularly important guidelines, namely: professionally- oriented learning context and development of students' professional motivation; maximum involvement of students' independent work; a source of professionally oriented textual material; identification of an effective way of combining auditory and visual channels of information input and perception; organisation of students' extracurricular independent work [1].

Since the objective of teaching a specific language in non-linguistic universities is to prepare students for a particular profession that requires proficiency in a foreign language, a substantial portion of the lesson is dedicated to emulating professional activities, such as report preparation or active participation in a discussion.

It is common for non-linguistic universities to limit the number of hours dedicated to foreign language studies within their academic programmes. Therefore, it is necessary to enhance the students' language skills through extracurricular independent work by integrating the latest educational technologies into the process of traditional teaching. The independent performance of tasks encourages the development of self-reflection, enabling students to analyse their own independent activity, implement corrections and express their opinions. It is essential to cultivate students' enthusiasm for independent study, self-regulation skills, and the capacity to assess their own performance throughout the learning process and at the conclusion of the programme, employing a range of assessment techniques. This approach enables students and

educators to access diverse information sources. The unique possibilities offered by information technologies, especially the Internet, which can be used by all the participants in the educational process, enabling the promotion of independent student engagement within the context of carefully designed activities.

The use of English is not limited to academic lessons. Extracurricular activities have a significant impact on encouraging students at technical universities to learn foreign languages. One of the most effective ways of encouraging foreign language learning is through participation in various competitions, projects and contests. By participating in such events, students are given the opportunity to demonstrate their skills and creativity, which makes the learning process more attractive and meaningful.

The organization of student independent work is crucial for maximizing efficiency in the teaching process. This involves focusing on active educational activities, fostering cooperation and co-creation between teachers and students, and using various methods of intervention. Teachers should act as teachers-managers, providing necessary teaching aids and fostering individuality development. Educational materials should be used as tools for organizing activities, not as learning goals.

Technology in online education implies some changes in the methods of teaching foreign languages:

• the presentation of ready-made information requires a certain level of self-discipline from the student;

• practical work is much more complicated; it requires the teacher to develop detailed step-by-step instructions and in-depth consultation on how to perform the work;

• tests are used for the convenience of checking and completing tasks.

Today's students respond best to visual learning. Therefore, it is necessary to provide students with as many materials as possible, such as illustrations, infographics, diagrams, videos, and programmes. The online environment and special applications give teachers the opportunity to use more visual and practical materials in the discipline [5].

The integration of Internet-based resources into the English language learning process can facilitate the more effective realization of didactic tasks. These include:

- the formation and enhancement of reading, listening, oral presentation, and the ability to engage in dialogue;

- the improvement of written language proficiency;

- the expansion of vocabulary;

- the activation of students' cognitive abilities;

- the engagement of passive learners in the learning process;

- the formation of a stable motivation to learn a foreign language;

- the acquisition of knowledge about the cultures and traditions of other countries;

- make classes more visual;

- provide instant feedback;

- increase the intensity of the learning process.

The advantages of using information technology compared to traditional methods are the combination of audio and video visibility, the possibility of using an interactive whiteboard, ensuring the effectiveness of perception and memorisation of educational material, and saving teaching time.

Google Classroom is one of the most popular educational resources among university foreign language teachers. Google Classroom is a free web-based service developed by Google for various educational institutions. It makes it easy to create, distribute and assess assignments in a paperless way and facilitates file sharing between teachers and students. Google Classroom is a very convenient digital tool for the administration of online learning. t facilitates the convenient organisation of assignments and materials in a real-time environment, even in the absence of the student. At the same time, it makes the whole learning process more interesting and more mobile, which is very important for modern teaching methods.

The success of learning to communicate in a foreign language is significantly influenced by the effective organisation of group work and the communicative orientation of the educational process in general. It is evident that the success of the teacher-student collaborative activity is largely dependent on the organisation of this

process. This is where the ability to work independently becomes crucial. Teachers are tasked with the challenge of organising students' learning activities in a manner that ensures optimal motivation to learn.

In group or collaborative work, students focus on the content rather than the form of the communication. The aim of the collaborative activity is important: to learn new information and to record and evaluate it, to discuss problems together, to compare different opinions and to take part in a discussion. In the process of carrying out interactive tasks, students show creativity and independence rather than being passive performers of speaking tasks.

Independent work should be related to and continue the topics covered in the textbook. Online tasks should develop the theme of the lesson and help students to practise grammatical structures, language models and expressions related to the topic.

Educators and methodologists believe that the future of the educational process belongs to online resources. Although the use of this type of technology in the classroom requires serious technical training and the capacity of the educational institution, it increases the effectiveness of the educational environment.

The effectiveness of online language learning is contingent upon the comprehensive and clear presentation of materials, as well as the creation of a sufficient number of resources to organise effective and quick access to the necessary information for students.

The use of innovations, which in turn provide for the introduction of interesting methods and ways of learning, is one of the important external conditions for ensuring successful learning by university students. In the field of higher education, the rational use of modern information technologies opens up entirely new possibilities.

1.6. Examination of knowledge

In the course of studying the discipline of "Foreign Language", the student is required to complete a series of tasks in accordance with the curriculum of the

discipline in the field (speciality) of higher professional education. Students' progress is assessed in accordance with the grading system for assessing learning outcomes. This is a comprehensive system of gradual assessment of students' mastery of the discipline, in which the content of the discipline is divided into credit modules and regular monitoring of students' knowledge and skills is carried out during the semester. Assessment and learning are interrelated processes. There are three interdependent types of assessment: diagnostic, formative and summative. Without the results of the diagnostic assessment, the teacher will not be able to apply the formative assessment at the proper level, and the quality of the formative assessment in the classroom will affect the results of the summative assessment. By maintaining this sequence during assessment, a high level of learning can be achieved. It is important to note that formative (internal) assessment is a crucial aspect of foreign language teaching. This assessment is conducted by the teacher who is directly involved in the educational process, with the aim of evaluating each student's individual progress and achievements. In accordance with the findings of Sergeyev and Roshchupkin, the consideration of individual characteristics is conducive to enhanced learning outcomes. Moreover, it is more efficient for educators to interact with students when they are aware of the specific characteristics that can be relied upon during the learning process. The collaboration between students and the teacher is a fundamental aspect of effective learning [12].

Many foreign language teachers have already developed methods of formative assessment and can systematically monitor students' work using the world's most popular free distance learning systems. These are the three most widely used in education: the open learning management system Moodle, the web-based file-sharing service Google Classroom and the teamwork centre Microsoft Teams, which includes a chat room for discussions, a file-sharing service and corporate applications [6]. However, there are many other practical tools that are particularly well suited to formative assessments and have numerous features that help teachers adapt existing methods to the online learning format. These include online tests, which are the most commonly used by foreign language teachers in the classroom and help to carry out

formative assessment and apply digital tools for effective assessment.

Information technology, which has become an important part of the educational process, has made some adjustments to the methodology of creating and using tests in foreign language courses. At the present stage, working with tests is taking on a new meaning. Tests are no longer just a means of assessing knowledge, skills and abilities, but are becoming an important part of the learning process. The test can be integrated into the structure of the teacher's activity not only at the stage of monitoring and evaluating results, but also as a separate tool for learning and self-study. In the context of online learning, the importance of practice tests increases significantly. The purpose of practice tests is to ensure that the learner has mastered the learning material, and to develop and consolidate the relevant language skills in order to activate them further in the process of communicating in a foreign language.

The most common techniques used in these tests are: multiple choice, sentence completion, transformation, answering questions, replacing constructions with synonyms, etc. Practice tests always provide feedback: keys and relevant grammatical comments. The main point of testing in the process of foreign language learning is to use feedback and control, and the closer the relationship between the test and the learning process, the more effective the learning process and the better the test itself. Online practice tests allow teachers to fully engage all students in the learning process.

Taking into account the limited duration of foreign language courses in non-linguistic universities and the different levels of language training of students, it is evident that are an effective tool. These tests are designed in accordance with the curriculum and serve as a means of assessing students' progress throughout the course and for final control. At the current stage of teaching, test control has reached a higher quality level. The use of computer technology has made tests more diverse and interesting, as well as covering all types of language activities. The independence and objectivity of the assessment of results, uniform control conditions, favourable and comfortable environment during the test make this form of testing popular and attractive for students.

In terms of testing and assessing knowledge, a test offers a number of advantages

over other forms of control. The advantages of online testing are numerous. Firstly, more people can be tested simultaneously, which is particularly beneficial in large classes. Secondly, the results can be assessed rapidly and objectively, which is crucial for maintaining the integrity of the assessment. Thirdly, the time required for testing is reduced, allowing for more efficient use of resources. Fourthly, the time required for analysing the results is increased, which provides more detailed insights into the students' knowledge levels. Finally, the analysis of test results enables the educator to quickly implement changes to the learning process if necessary, thus preventing the repetition of mistakes.

OnlineTestPad.com is a free, multifunctional service for the creation of tests. It offers a range of tools, including test designers, crossword puzzles, logic games, and dialogue simulators, which can be used for various purposes. The service provides a convenient system for testing. The free resource Master-test.net allows teachers to create online tests and download them to be taken without an Internet connection. The main objective of this resource is to conduct interactive testing of students' knowledge. The Wizer service enables the rapid creation of a wide range of question formats, including open-ended, multiple choice, matching pairs, fill-in-the-blank, and fill-in-the-table. Tests and quizzes developed with Quizizz can be completed by students on mobile devices, which is particularly advantageous in a blended learning environment [7]. Based on my own experience of creating and using tests in educational work, I would like to draw attention to the Classtime platform. The free version of the platform provides sufficient functionality for regular use. The tool helps to evaluate the progress of the class and each student individually. The platform's key advantage is the ability to import classes from Google Classroom to Classtime. Another useful tool for monitoring reading and writing skills is the CommonLit platform. With the assistance of this platform, educators can create a free account to gain access to a standardized digital library of short texts, including news, poems, historical documents, and others. The platform's built-in tools facilitate the monitoring of student progress. A convenient service for evaluating essays and letters is the Padlet online board. This allows each student to publish their work on the board, and the teacher to comment and evaluate

each one. This process can be completed without spending a lot of time on it. Oral answers can be assessed by the teacher using collaboration platforms that support real-time video communication. The most common platform in Ukraine is Zoom. Oral answers are assessed according to the accepted criteria of the rating assessment system in the discipline.

It can be reasonably stated that the most appropriate assessment tools will depend on the specific objectives of the teacher.

Feedback as the main way of analysing pedagogical results is one of the basic processes of pedagogical interaction in the organisation of foreign language teaching [18]. It has been proven that providing students with feedback during the learning process increases the effectiveness of learning and improves students' results. When used correctly, feedback guides students in the learning process, engages them in classroom work and motivates them to achieve their goals. Detailed feedback that includes additional information (e.g. strategic information and hints) can lead to increased learning opportunities. These learning opportunities may include greater self-regulation of the learning process, deeper understanding and additional strategies for working on the task. In addition, detailed feedback allows students to understand the types of problems they are encountering and allows teachers to address these problems. Effective detailed feedback emphasises correctness, development of improvement, rather than errors, weakness or lack of understanding.

1.7. Motivation in online learning

One of the key challenges in the field of online education is the issue of motivation among students. In relation to teaching a foreign language course, which aims not only at acquiring knowledge but also at such a skill as communication, the problem of motivation seems to be the most important one. The role of foreign language teachers is of significant importance in fostering motivation to learn their subject. Each foreign language lesson, whether conducted online or offline, provides a practical opportunity

to engage with another culture. The fundamental task of the teacher when preparing the material and implementing the course is the question: How to maintain a high level of interaction in a virtual environment with limited direct contact?

In order to successfully influence students, manage their attention and motivation while learning a foreign language online, it is necessary to use effective tools that take into account the specifics and direction of the course. Otherwise, online learning can have negative results, even if the visual design of the information material, its accompaniment, notifications and the logic of the course and learning tasks are of a high technical level. The course design and the selection of tasks for independent study are of great consequence of regard to the effectiveness of students' learning outcomes. Consequently, the effective organisation and management of online learning by the teacher is directly related to the independent learning activities of students, namely their autonomy. In this regard, the teacher is confronted with the challenge of preparing and implementing an online learning programme that employs the most effective methods and techniques for fostering students' autonomy in learning English, particularly in terms of motivation and meaning.

One of the priorities of higher education is the training of highly qualified professionals. The process of modernising foreign language teaching in an online format requires considerable efforts. The main task of a teacher is to inform students about the importance and specifics of their future profession and to motivate them to learn a foreign language. The development of motivational methods should be based on a comprehensive approach, including a thorough analysis of students' needs, knowledge, skills and difficulties.

Modern psychologists and educators agree that the quality of performance, including foreign language learning, and its results depend primarily on the motivation and needs of the individual, his or her motivation. Motivation is the driving force behind purposeful activity, which in turn determines the selection of methods and techniques, and their sequencing to achieve objectives.

Aware of the leading role of motivation in foreign language teaching to students of a non-linguistic higher education institution, a teacher must have a clear

understanding of the ways and methods of its formation in the context of online learning at a given university. The formation of motivation is, first of all, the creation of conditions for the manifestation of internal motivations for learning, their awareness by the students themselves and further self-development of the motivational and value sphere. Speaking of mastering the culture of a foreign language, it should be noted that it is important what motivates a student to carry out activities. When organising foreign language teaching in a higher education institution, it is necessary to take into account the motives of students' learning activities. It is well known that the transfer of knowledge from a teacher to a student cannot be effective without the student's own activity. Motivation to learn is a necessary component in the process of successful foreign language acquisition. Motivation is the result of a person's internal aspirations, interests and awareness of the need to learn a subject.

An essential element of emotional communication is student motivation. Some students, due to psychological characteristics, require consistent oversight from the instructor to maintain engagement. In the absence of this guidance, the learning process may become insufficiently intensive, lacking self-direction, and consequently less effective. Students who demonstrate strong internal motivation and are capable of self-regulation are more likely to succeed in online learning environments.

The relationship between the instructor and the student is also important for increasing academic motivation to participate in online education because it provides a sense of belonging to the course. Thus, the lack of live communication and limited emotional connection can both complicate the educational process and reduce the level of intrinsic motivation of students, and, on the contrary, contribute to increase the communicative activity of students and reduce the level of their emotional tension. Communication difficulties caused by the lack of direct contact have a negative impact on the psychological state of students and teachers, reducing the level of their mutual trust.

In order to learn English, students require positive motivation, which can be defined as the desire to study, the necessity of doing so, and interest. One of the many ways and means developed by practice for the formation of stable cognitive interests

and motives is the use of information technologies in the learning process.

The formation of motivation in students' learning activity when studying a foreign language is influenced by a number of factors, including high academic performance, a creative approach to the completion of tasks, a readiness for self-education and self-development, the acquisition of additional knowledge, and a sustainable desire to master new knowledge.

To maintain motivation in the classroom [8]:

- Experiment, take risks, vary the tasks you do in the classroom. See what students respond to best. For example, try short stories, films, classroom dramas, songs, projects, grammar exercises, and dictations.

- Choose tasks that give students more 'psychological space' to plan their own work, set their own pace and make their own decisions. For example, writing and modelling activities.

- Choose open-ended tasks. Offer tasks that different people can answer in different ways, where there is no single correct answer. This means that everyone's work can be evaluated.

- Provide choices. If students are involved in deciding what to do, they tend to be more engaged. Instead of saying "Do this" say: "You can choose to do exercise number 3, 5 or 9. Or if you want to do something else, ask me".

- Involve students in decision-making. Many of the decisions that teachers make can often be made together with the students. You may be able to agree when homework is due, how much time they will spend on a particular task, what they will do in the next lesson, etc.

- Find out what students think. Find out if they have any suggestions, if they think they need more practice, which tasks they find easy, interesting or boring. You can set up a 'suggestion sheet' in your group for students to fill in with their ideas.

- Think about your feedback. Instead of just giving low marks, explain to students what they could do to improve their grades next time.

- Communicate with a sense of optimism. Reassure the student that anyone can learn. Encourage them, give them confidence, let them try, take risks and not be

afraid to make mistakes. Give them help when they ask for it, and make them believe that they can do it if they try.

Motivation is always the consequence of the interaction between the individual and the situation, which serves to influence the degree of motivational impulses and subsequent activity. It is important to create a positive learning environment where students feel supported, can freely express their thoughts and ideas, and can see the practical application of their acquired knowledge in their future professional activities. Effective learning motivation includes stimulating cognitive interest, providing opportunities for self-expression and creativity, and ensuring objective assessment of results.

Thus, motivation is a crucial factor in the acquisition of foreign languages. In the context of the globalisation of social life, the issue of motivation in learning foreign languages has assumed heightened significance. The role of interpersonal connections and, consequently, of communication, including interethnic communication, which necessitates the utilisation of a foreign language, is on the rise.

The motivating factors for students' ESP learning in non-linguistic higher education institutions are the way of organizing the educational process, the use of various new technologies, the model of teacher-student interaction, and forms and means of final control.

1.8. Information competence and rules of online communication.

The new paradigm of education encompasses a multilevel system of education, sustainability, flexibility, mobility, online learning. The online learning environment has highlighted the necessity for the educational system to become more digitally oriented. The fundamental principles of the educational process in online learning are purposeful, controlled, intensive and independent student work.

The process of learning in higher education requires from the student the ability to write independent written works (essays, term papers, theses), certain skills in

searching for literature and its selection, preparation for practical classes. In the twenty-first century, it is impossible to carry out a serious search for information without using the Internet. Today, the main driving force of social development is a person with knowledge, skills and ability to use all the advantages of information and communication technologies. In this context, information culture plays an important role among the main requirements for a specialist of the XXI century. Information culture is a complex and multifaceted concept. Specialists consider such components of this concept as communication culture, the culture of reading, writing and documenting, the culture of scientific and intellectual activity, and mastery of information technologies. Information culture helps to protect individuals from destructive information and to live in the emerging information society.

In technical universities, English language teachers purposefully assign students tasks that require them to work with media materials in class. Such assignments have been shown to stimulate students' interest and enhance their motivation to develop cultural and information competence. Discussions in online conferences (Zoom, Google Meet, etc.) are utilised, and tests are provided on the Moodle platform, which hosts the university's main courses. This approach offers benefits for both teachers and students. Students are able to successfully complete tasks, collaborate with their peers during online discussions of the content of the materials they have studied, and learn to evaluate information correctly. The integration of special topics into courses has the effect of enhancing cognitive interest and revitalising the learning process.

Markiv et al. have demonstrated the need to develop students' skills in media culture and the proper information consumption in the process of research, especially in the distance-learning mode. The pedagogical environment is decisive for their formation of such skills. Even e-learning allows you to do it with the right methods and tools. Finally, it is important to model the need for such competence and to show its implementation to solve problematic professional problems. The teacher's task is to encourage students to use the acquired knowledge, skills and abilities in consuming information not only if it is needed, but also in everyday life. It is necessary to convince students of the importance of a critical attitude towards information, checking its

reliability, and using fact-checking methods [19].

Students, as the most progressive segment of society, easily accept everything new and use new opportunities and ways to search for information and communicate with people. Among the characteristics of this age are courage, determination, desire for independence, and the capacity for enthusiasm. The specifics of this age can also contribute to the spread of Internet communication.

The effectiveness of mastering educational programmes that involve an increase in the share of students' independent work depends directly on the level of their information culture. Students should be able to navigate the constantly growing flow of information and follow the rules of personal information security.

The successful formation of information competence requires a number of pedagogical conditions, but first of all - the student's awareness of his/her information needs, and understanding of the role and importance of information in the development of modern society. It should also be noted that the development of students' information competence is not an end in itself, but a tool for the harmonious development of personality. Mastery of information technologies will help students to expand the range of their knowledge and will allow them to adapt more quickly and effectively to the changing professional requirements in the conditions of the informatisation of all spheres of human society.

Thus, it can be said that information culture is an integral part of the general culture of the individual. It includes the ability to navigate in the world of information, the ability to search for information and to use and consume it. Possession of the information culture of a person is an urgent need, especially in the era of the formation of the modern knowledge and information society. A significant role in mastering the information culture of students belongs to universities, which should direct maximum efforts towards the development of the information abilities of their students during their studies in higher education. Accordingly, information competence is one of the basic competencies that the modern system of online education aims to develop, one of the goals of education.

The concept of information competence is closely related to that of information

security. Security is very multifaceted. In the case of the Internet, for example, we can talk about socio-cultural, legal, psychological and health security. The average time a student spends online on a weekday is around four hours, and even more at weekends. At the same time, a significant number of young people spend more than five hours online. On average, they spend one-sixth of the day online. Information security should be understood as a state of protection of the vital interests of an individual, which is manifested in the ability to detect and identify threats of information influence and the ability to compensate the negative effects of information influence. In the educational process, effective information security leads to both an increase in the efficiency of the learning process itself and the preservation of the physical and mental health of students. Information security cannot be guaranteed as a one-time event; rather, it must be considered a long-term objective to be achieved by all members of the educational community.

In the context of contemporary foreign language teaching, which increasingly relies on information and communication technologies, one of the key responsibilities of the teacher is to guarantee the security of the entire educational process. The content of the teacher's knowledge in the field of information security should reflect the specific characteristics of the information threats and risks that are pertinent at each stage of the learning process. The teacher should explain to the students the list of allowed and available websites for assignments, explain the rules of correct borrowing of intellectual property of other Internet users. In the context of online learning, it is important to highlight the functions of Internet resources that allow users to limit access. Furthermore, students should be encouraged to share their experiences and provide feedback on their interactions within the learning process. The issues of ensuring the information security of students should be highlighted and taken into account at each stage of the learning process using the means of information and communication technologies. Therefore, the development of competence in the field of information security should be one of the main components of modern teacher training.

Online learning is direct, real-time communication between teachers and students

during the learning process. In an online learning environment, students are expected to be active participants in video lectures, workshops, and other activities where they answer questions, take exams, and participate in other forms of assessment.

The success of online learning largely depends on the ability of the teacher to communicate with students online, and students to communicate with the teacher and with each other, in accordance with the norms of language, business, and pedagogical etiquette. Rosalyn Sword states, "Communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge to 50% communication skills"[24].

The model of online communication in the university context is defined by the following characteristics:

- communication takes place through information channels created by various Internet services, educational web platforms, distance learning systems and other information and communication tools;

- information exchange between participants can take place through synchronous or asynchronous communication;

- the number of communication exchanges between teachers and students is usually much higher than in the situation of "live communication", due to the exchange of short messages;

- the option of establishing a group within a messaging platform, such as Telegram, for the purpose of discussing and resolving a task or fulfilling an assignment;

- the way in which information is presented and the way in which it is perceived by students is different from that presented in the classroom: textual material is accompanied by various forms of multimedia (illustrations, photos, video fragments);

- a new type of communication is emerging - visual communication, which allows thoughts, emotions and feelings to be expressed through visual images.

One of the most crucial elements of an effective academic institution is the mutual trust between all participants in the educational process. This means that students need

to trust teachers, believing in their competence and objectivity, and teachers need to trust students, believing in their potential to learn and work independently. Trust helps to create an open and supportive atmosphere in which students are not afraid to make mistakes, freely express their opinions and actively participate in the learning process. Mutual respect and trust between teachers and students are the key to successful learning. Romero defines trust as an individual's willingness to be vulnerable, based on the assumption that the trusted individual is benevolent, capable, and acts with integrity [23].

The specifics of network communication require that members of the learning community know and follow the rules of netiquette. The category of politeness represents a fundamental aspect of communication, encompassing a friendly and respectful attitude towards another individual.

The following fundamental principles should be adhered to in the context of online communication between teachers and students, as well as between students themselves:

- It is imperative that communication be conducted in a polite and respectful manner.

- It is advisable to adhere to the same speech norms (correctness, appropriateness of speech, logicality, etc.) as in real communication.

- It is imperative to respect the time constraints and capabilities of one's interlocutors. It is imperative to introduce oneself and identify oneself at all times.

- It is inadvisable to become embroiled in disagreements and it is preferable to avoid them altogether.

- It is imperative that confidential information is not disclosed in personal correspondence.

It is reasonable to conclude that the standards of networking etiquette are similar to those of traditional etiquette, as they are based on the same principles of respect, courtesy and responsibility in communication. Therefore, following online etiquette helps to create positive and productive online interactions.

Conclusion

Thus, online learning in modern higher education institutions is aimed at developing students' active cognitive potential, independence, unleashing their individual abilities and self-development, as well as training specialists who are guaranteed to be in demand in the labour market of the digital economy. In the process of implementing online courses, teachers and students gain unlimited opportunities to develop and share the educational space. In the context of foreign language learning, it is imperative to recognise the significance of maintaining motivation, establishing clear objectives, and undertaking periodic evaluations of progress.

It is the view of those engaged in the field of education and methodology that the future of the educational process will be shaped by the increasing use of online resources. While the integration of this technology into the classroom setting does require a certain level of technical capability and the support of the educational institution, it really increases the effectiveness of the educational environment. Incorporating multimedia technologies in a foreign language lesson facilitates the maintenance of high levels of motivation, the optimal presentation of learning materials, their practice and consolidation, and their subsequent application in educational or professional contexts.

As Markiv et al. (2021) state, "Online learning will allow education to go beyond university walls, and knowledge will become available to more people. Short online courses will be able to be useful for students with complex specialities at the stage of selection, and mobile solutions will make it easier to integrate into the educational environment due to the ability to be engaged in learning at any time. An artificial intelligence will be able to create individual training programs at a more advanced level, adjusting to the personal characteristics of the student, so that he ultimately achieves the best result" [20].

The objective of contemporary educational systems is to furnish students with the requisite knowledge and skills to navigate the complexities of life. An education of this nature equips the individual with the capacity to not only withstand the vicissitudes of

practical life but also to contribute constructively to the advancement of society.

As one of the most important humanitarian disciplines in a technical university, foreign language is designed to humanise the learning process and develop the student's personality. The study of foreign languages has a beneficial impact on all aspects of professionalism, including professional activity, professional communication, and professional personality. The study of foreign languages has the potential to enhance an individual's opportunities and social significance.

The acquisition of a foreign language constitutes a principal instrument of the realisation of integration processes and the mobility of students, scientists and specialists. In consideration of the reforms to higher education in accordance with the Bologna Declaration, the learning of a foreign language assumes particular significance for students of technical specialities. Contemporary pedagogical approaches to the teaching of foreign languages make use of information technology as a tool in the learning process. Such digital resources are particularly useful in the context of online learning. Learning a foreign language necessitates considerable effort and dedication. It is evident that such an endeavour requires a high level of motivation. The level of motivation in learning a foreign language is a significant factor in determining whether students will successfully master the language.

In order to develop an effective strategy for online foreign language learning, it is essential to consider all its components, including methodological, technical, organizational, and psychological aspects. This requires a focus on understanding learner needs, incorporating authentic materials, implementing communicative activities, and providing timely feedback. Furthermore, the creation of a positive learning environment, the setting of realistic goals, and the integration of language learning applications are crucial components of this approach. The strategy should also promote digital competence for both students and teachers and adapt to different learning environments and needs. By incorporating these principles, online foreign language learning can become more engaging, effective, and accessible.