
MODERN INFORMATION TECHNOLOGIES IN DISTANCE LEARNING OF FOREIGN LANGUAGES IN HIGHER EDUCATION: CHALLENGES AND PERSPECTIVES

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INTRODUCTION

The primary trends in the development of contemporary society are linked to globalization and computerization and are directly reflected in the educational process. The use of information technologies opens up new possibilities for the academic environment, particularly in the context of distance learning. The significance of technological modernization of higher education and distance learning was emphasized by the European Commission several years ago. In the report “New Modes of Learning and Teaching in Higher Education” it is underlined that the use of new technologies and methods has a clear and positive impact on the development of higher education and contributes to improving the quality of teaching and learning, as educational resources from around the world become more accessible¹.

“Information and communication technologies for distance learning are technologies used to create, accumulate, store, and provide access to web resources (electronic resources) of educational disciplines (programs), as well as to organize and support the learning process using specialized software and information and communication tools, including the Internet”². The diversity of educational online resources and software has made them increasingly suitable for distance learning environments. These global changes have necessitated the development of a specially organized approach to information management and new teaching methods. Educators are keen to integrate innovative approaches and methods of foreign language teaching into the curriculum. Debates about the future of foreign language teaching in modern higher education are still ongoing. The

¹ European Commission. High level group on the modernisation of higher education – Report to the European Commission on improving the quality of teaching and learning in Europe's higher education institutions. Publications Office, 2013. 84 p.

² Положення про дистанційне навчання, затверджене наказом МОН від 08.09.2020 № 1115. URL: <https://zakon.rada.gov.ua/laws/show/z0703-13#n18>.

advantages of using modern information technologies in foreign language teaching are undeniable and are linked to several factors, such as specific requirements for achieving particular educational goals, the characteristics of contemporary learners, and, of course, the technological development of modern society. The scope of using information technologies in foreign language teaching is extremely broad. They can be effectively used to introduce new linguistic material, new models, new phonemes, new grammatical structures, as well as communication situations. In foreign language classes, digital technologies can be used in a wide range of communicative tasks and situations³.

The rapid development of the information society necessitates the widespread use of information and communication technologies in educational settings, requiring the utilization of specific resources. Teaching foreign languages through information technologies offers several advantages, including:

- Enhancing the efficiency and productivity of the learning process;
- Focusing on the learner;
- Connecting educational standards and higher-order thinking with real-world contexts;
- Fostering critical thinking and problem-solving skills;
- Promoting collaborative and independent learning;
- Significantly increasing motivation.

Consequently, in the context of mandatory remote learning, the utilization of information technologies in teaching foreign languages at Ukrainian higher education institutions has become a paramount issue.

This study aims to highlight the effectiveness of using modern information technologies in teaching foreign languages at higher education institutions in the context of distance learning.

The research was conducted taking into account the systemic, activity-based, and personality-oriented approaches, as well as general scientific methods (analysis of scientific literature, synthesis, generalization, and systematization).

1. A recent literature review

Scientific research and publications on the use of information technologies in foreign language teaching at higher education institutions are quite extensive. The advancement of IT and ICT significantly impacts the entire spectrum of education, particularly foreign language learning⁴. The specifics of foreign language learning in Ukrainian higher education

³ Yunina O. Digital tools in foreign language teaching. *Education. Innovation. Practice*. 2019. No. 1 (5). P. 17–22.

⁴ Alakrash H. M., Abdul Razak N. Technology-based language learning: investigation of digital technology and digital literacy. *Sustainability*. 2021. Vol. 13, no. 21. P. 12304. DOI: 10.3390/su132112304.

institutions in the context of distance education are highlighted in the work of Rachkovskiy O. V., Ryabovol G. S., Ushakova S. V., Pereyhina O. I.⁵.

Recent studies indicate that the use of video conferencing platforms such as Microsoft Teams, Google Meet, and Zoom is quite effective⁶, especially in teaching foreign languages with blended learning⁷. Recent research has shown that learners who used online platforms for language learning achieved better results compared to those who learned the language using traditional methods⁸. Studies on interactive whiteboards and interactive programs in foreign language teaching show that their use allows for more effective interaction between teachers and students, making the learning process more interesting and understandable⁹.

However, a number of drawbacks have been identified in the use of IT and ICT in foreign language teaching, such as the inability to provide an individual approach to each student, the difficulty of ensuring high-quality communication, and the lack of ability to provide detailed feedback after each lesson¹⁰. Therefore, at this time, the use of information and communication technologies in foreign language teaching is a very relevant and promising topic for research. Overall, recent studies show that the use of information technology in the process of learning foreign languages is very effective.

2. An evaluation of the merits and demerits of video conferencing technology

In recent years, with the increasing popularity of distance learning, the use of information technology in teaching foreign languages in higher education institutions has also grown. The use of such technologies makes it possible to provide wider access to education, increase the effectiveness of

⁵ Викладання іноземної мови під час дистанційного навчання: актуальні проблеми / О. Рачковський та ін. *Вісник науки та освіти*. 2024. № 2(20). С. 311 – 325. DOI: 10.52058/2786-6165-2024-2(20)-311-325.

⁶ Гайтан О. М. Порівняльний аналіз можливостей використання інструментарію вебінарорієнтованих платформ Zoom, Google Meet та Microsoft Teams в онлайн-навчанні. *Information technologies and learning tools*. 2022. Т. 87, № 1. С. 33 – 67. DOI:10.33407/itlt.v87i1.4441.

⁷ Bezliudna V., Svyrydiuk O. The practice of blended learning in teaching a foreign language in universities in the United Kingdom of Great Britain and Northern Ireland. *International science journal of education & linguistics*. 2023. Vol. 2, no. 1. P. 86 – 92. DOI:10.46299/j.isjel.20230201.09.

⁸ Tu N. P., Luong, T. K. P. Online Language Learning via Moodle and Microsoft Teams: Students' Challenges and Suggestions for Improvement. *Proceedings of the AsiaCALL international conference*. 2021. Vol. 533. P. 106–113. DOI: 10.2991/assehr.k.210226.013.

⁹ Makukhina S. V. Interactive English language teaching. *Transcarpathian philological studies*. 2021. Vol. 2, no. 20. P. 40 – 43. DOI:10.32782/tps2663-4880/2021.20.2.7.

¹⁰ Cao C., Song H., Yang S. A review of research on the effect of digital learning on foreign language learning motivation. *Lecture notes in education psychology and public media*. 2023. Vol. 29(1). P. 176 – 180. DOI:10.54254/2753-7048/29/20231448.

the learning process, and ensure communication between students and teachers, which is necessary for successful foreign language learning.

One of the main tools used in teaching foreign languages is video conferencing. With their help, students can interact with teachers, receive necessary explanations, and get feedback on platforms such as Google Meet, Zoom, Microsoft Teams, etc.

Video conferencing is one of the tools that can be used both in the process of teaching foreign languages in higher education institutions and for communicating with native speakers. Due to the spread of distance learning in recent years, the use of video conferencing has become more relevant.

One of the main advantages of using video conferencing is the ability to communicate in real time between the teacher and students who may be located in different parts of the world. This allows the creation of a virtual classroom where you can conduct classes, discuss materials, and solve tasks assigned to students. It also allows organizing foreign language classes using additional materials, such as videos, audio recordings, presentations, etc., which contributes to a more effective learning of the material by students.

The use of video conferencing in the process of teaching foreign languages is one of the most effective tools in modern distance learning. Thanks to this tool, teachers can provide a more interactive and effective learning process, allowing students to receive more practical support in learning a foreign language. Another advantage of using video conferencing is the ability to engage in interactive learning. Due to the ability to interact between the teacher and students in real time, students have the opportunity to get answers to their questions and ask questions to the teacher online. This allows for a higher level of understanding and assimilation of the material by students. In addition, video conferencing allows students to interact with each other, exchange ideas and impressions. This contributes to the creation of a communicative atmosphere, which is an important factor in the process of learning a foreign language¹¹.

No less important in using video conferencing in the process of learning foreign languages is the ability to conduct distance learning. Teachers can conduct classes from anywhere in the world, and students can participate in classes even if they are in another country or city. This allows students to obtain a high-quality education without the need to relocate or incur travel expenses.

Another important advantage of using video conferencing is the ability to record classes. This means that students can review the video recording of a lesson at any time, giving them the opportunity to review the material

¹¹ Гордієнко О. В., Шевкун А. В. Інтеграція інтерактивних технологій у викладанні іноземної мови у медичних закладах вищої освіти. *Актуальні питання гуманітарних наук*. 2021. Т.1, № 43. С. 226 – 234. DOI: 10.24919/2308-4863/43-1-33.

and better understand it. The use of video conferencing also provides the ability to conduct interactive classes, during which students can actively communicate with the teacher and other participants in the class. For example, students can participate in various discussions, debates, group projects, and more. This allows for a deeper understanding of the material and the development of speaking skills¹².

For teachers who use video conferencing in their work, this provides the opportunity to store documents in cloud storage, which is easily accessible to all participants in the class. This promotes effective interaction and provides access to materials and resources.

Although the use of video conferencing in the process of learning foreign languages has many merits, there are also certain demerits that must be taken into account.

The use of video conferencing can be limited by technical problems, such as internet connection issues, software and hardware incompatibility. The most serious problem is the degradation of connection quality, which can occur as a result of poor internet connection quality or delays in data transmission. This can lead to some participants being unable to participate in the class or being disconnected from the class.

Video conferencing does not provide the full interactivity that can be obtained in a classroom. The lack of direct contact can reduce students' level of attention and decrease their motivation to learn. In addition, the use of video conferencing can also be difficult for some students who may have problems using technology or lack proper technical support.

Despite the fact that technology provides high-quality images and sound, there may sometimes be problems with sound and image, which can reduce the quality of learning and make it less effective.

Most often, the problem arises due to poor connection quality or noise in the place where the video conference participant is located. This can make it difficult to understand pronunciation and overall language comprehension.

Limited communication possibilities for participants should also be taken into consideration. When a teacher and students are in a classroom, they can interact with each other on various levels – verbally or non-verbally. However, video conferences limit the possibility of interaction because they depend on the quality of the connection and the availability of cameras and microphones¹³.

The lack of direct contact can reduce the ability to motivate students and provide visual learning. This can affect their understanding of the material and their ability to memorize it.

¹² Tu N. P., Luong, T. K. P. Online language learning via Moodle and Microsoft Teams: students' challenges and suggestions for improvement. *Proceedings of the AsiaCALL international conference*. 2021. Vol. 533. P. 106–113. DOI: 10.2991/assehr.k.210226.013.

¹³ Викладання іноземної мови під час дистанційного навчання: актуальні проблеми / О. Рачковський та ін. *Вісник науки та освіти*. 2024. № 2(20). DOI: 10.52058/2786-6165-2024-2(20)-311-325.

Video conferences may become less effective if students cannot focus on the learning material due to external influences, such as conversations or other distractions.

In addition, the use of video conferencing can be difficult for students with different learning styles. For example, some students may learn best in a classroom where they can interact with the teacher and other students in person, while others may feel too immersed in the online space, which can interfere with their concentration and focus.

Therefore, the use of video conferencing in foreign language teaching has its advantages and disadvantages. For the successful application of this technology, a high-quality and stable internet connection is necessary, as well as equipment that can provide high-quality audio and video signals.

3. The use of interactive whiteboards as a relevant technology in modern education: benefits and drawbacks

The use of interactive whiteboards is one of the most relevant technologies in modern education. It is a tool that provides the opportunity for interaction between teachers and students, the use of various methods and forms of work, and the development of students' creative skills. In the context of teaching foreign languages, the use of interactive whiteboards has many advantages compared to traditional teaching methods.

Firstly, IWBs allow for the use of a variety of formats and types of materials, creating opportunities for more effective communication between teachers and students. In particular, it is possible to use video and audio materials, images, graphs, diagrams, tables, handouts, electronic textbooks, and much more. Thanks to the interactive whiteboard, the teacher can visually demonstrate a variety of materials: drawings, diagrams, graphs, videos, and others. This helps students better understand the material, especially when it comes to complex topics.

Secondly, interactive whiteboards provide the opportunity to develop students' communication skills. Teachers can create interactive tasks that encourage learners to actively participate in the learning process. For example, students can work in groups, where each has their own task, and then present the results of their work on the board in front of everyone. This helps develop communication skills, as well as teaches cooperation and teamwork.

Additionally, interactive whiteboards allow for the use of interactive teaching methods such as group projects, collaborative creation of visual materials, and completing tasks on the board, making the learning process more interesting and engaging for students.

Thirdly, interactive whiteboards allow students to save and review the material that was studied in class. Thanks to the fact that materials can be recorded and stored on the board, students can review and consolidate the knowledge and skills they have acquired at any convenient time. This is

especially useful in the context of distance learning, when students may have different schedules and curricula¹⁴.

Interactive whiteboards can be used in the process of teaching various aspects of a foreign language, such as grammar, vocabulary, listening, speaking, reading, and writing. In particular, IWBs allow for various types of classes, including lectures, seminars, individual and group activities.

Despite the many advantages of interactive whiteboards in foreign language teaching, they also have certain drawbacks that must be considered.

Firstly, the use of interactive whiteboards requires additional training and education for teachers to effectively use them in the teaching process. This can be difficult for some teachers who may have limited knowledge in the field of information technology.

Secondly, the use of interactive whiteboards may be limited depending on the availability of equipment and software. For example, not all educational institutions may have the necessary equipment to use interactive whiteboards. In addition, software for interactive whiteboards can be quite expensive, which can be difficult to finance for some educational institutions.

Thirdly, the use of interactive whiteboards may be less effective in large classrooms. In such a case, it may be difficult to provide access to the interactive whiteboard for each student and interact with each one individually. It may also be difficult to provide a sufficient number of whiteboards in large classrooms, which can lead to underutilization of this technology.

Thus, although interactive whiteboards are useful and effective tools in foreign language teaching, their use has certain drawbacks that need to be considered and addressed.

In today's environment, where distance learning is becoming increasingly prevalent, the use of online courses and interactive programs is one of the most effective ways to enhance the process of foreign language learning in higher education institutions. This allows students to freely choose topics and the pace of learning, according to their knowledge level and personal needs.

4. AI tools in teaching foreign languages

In the “Concept of Artificial Intelligence Development in Ukraine”, the term “artificial intelligence” is defined as “an organized set of information technologies, the use of which makes it possible to perform complex tasks through the use of a system of scientific research methods and information processing algorithms, obtained or independently created during operation, as well as to create and use own knowledge bases, decision-making models,

¹⁴ Makukhina S. V. Interactive English language teaching. *Transcarpathian philological studies*. 2021. Vol. 2, no. 20. P. 40–43. DOI:10.32782/tps2663-4880/2021.20.2.7

information processing algorithms and to determine ways to achieve the set goals”¹⁵.

When defining the content of the foundations of artificial intelligence, it is necessary to take into account the provisions that reflect the logical-psychological aspect of the selection of educational material. These provisions emphasize that knowledge is better assimilated in the process of analyzing the conditions of its origin, which makes it necessary. In addition, the educational material should make it possible to identify sources of knowledge and highlight genetically initial, essential and general connections that determine the content and structure of the object of this knowledge. These aspects help to ensure the effective and deep assimilation of educational material and contribute to a deep understanding of the topic by students¹⁶.

In many universities, foreign language learning often takes place using traditional methods such as lectures, seminars, and practical classes using textbooks. While these methods can be effective for some students, they do not always meet the needs of all learners and may be limited in their effectiveness. Additionally, it is often difficult for teachers to provide individual instruction for each student due to the large number of students in groups.

The application of AI in foreign language learning can bring significant benefits. The use of artificial intelligence tools in the study of foreign languages in higher education institutions is a topic that has attracted attention in recent years. For linguists and language teachers, AI is interesting in many aspects. The use of artificial intelligence helps to create more detailed descriptions of natural languages, leads to a better understanding of the mental processes that occur in the human brain during verbal communication, etc. AI-based tools are also used in computational linguistics, in creating computer languages, machine translation, and improving human-computer interaction through speech recognition, speech synthesis, etc. Technologies based on artificial intelligence, such as natural language processing and deep learning algorithms, have the potential to improve student-computer interaction and the quality of language learning¹⁷.

¹⁵ Концепція розвитку штучного інтелекту в Україні від 2 грудня 2020 р. № 1556-р. URL: <https://zakon.rada.gov.ua/laws/show/1556-2020-%D1%80#n8> (дата звернення: 15.01.2024). С. 1.

¹⁶ Кадемія М. Ю., Візнюк І. М., Поліщук А. С., Долинний С. С. Використання штучного інтелекту у вивченні іноземної мови здобувачами освіти. *Сучасні інформаційні технології та інноваційні методики навчання у підготовці фахівців: методологія, теорія, досвід, проблеми*: збірник наукових праць. 2022. Вип. 63. С. 153–163.

¹⁷ Pokrivčáková S. Preparing teachers for the application of AI-powered technologies in foreign language education. *Journal of language and cultural education*. 2019. 3(7). P. 135 – 153. DOI: 10.2478/jolace-2019-0025.

According to a systematic review of research on the application of artificial intelligence in higher education, four main areas have been identified where artificial intelligence finds application: prediction, evaluation, adaptive systems, and personalized learning¹⁸.

Let's consider these areas in more detail. With the help of artificial intelligence, it is possible to analyze large amounts of data and identify complex dependencies. In the context of foreign language learning, forecasting allows for predicting student success, their abilities, and progress in learning. The use of predictive models helps to identify key aspects of learning and make improvements to the planning of curricula. Artificial intelligence can automate the process of assessing students' knowledge, making it faster and more objective. Artificial intelligence systems analyze students' answers to test questions, essays, and other tasks, which allows for a more accurate assessment of their learning outcomes. For example, programs for automatic scoring with artificial intelligence support use natural language processing methods and deep learning algorithms to provide instant feedback to students. The introduction of artificial intelligence into the assessment process helps to reduce potential errors and increase the objectivity of student assessment. At the same time, intelligent recognition systems can help students independently assess their achievements in language learning, contributing to their personal development and improving academic performance. Such an approach allows the creation of a system of scientific evaluation, which helps to ensure the objectivity and accuracy of assessing students' language skills¹⁹.

AI is revolutionizing language learning by making it more dynamic and effective. AI-powered tools offer numerous benefits, including personalized learning, real-life simulations, immediate feedback, flexible learning, objective assessment, and independent learning. AI tailors learning experiences to individual student needs, strengths, and weaknesses. AI-powered assistants enable students to practice language skills in realistic conversation scenarios and provide instant feedback on student responses, helping them learn from their mistakes quickly. AI tools enable anytime, anywhere learning, allowing students to study at their own pace and convenience, can accurately assess student work, providing valuable insights for teachers and students, support independent learning, empowering students to take control of their language learning journey. By leveraging these capabilities, AI is transforming language learning into a

¹⁸ Zawacki-Richter O., Marín V., Bond M., Gouverneur F. Systematic review of research on artificial intelligence applications in higher education – where are the educators? *International journal of educational technology in higher education*. 2019. 1(16). P. 1 – 27. DOI: 10.1186/s41239-019-0171-0.

¹⁹ Rui Z., Badarch T. Research on applications of artificial intelligence in education. *American journal of computer science and technology*. Special Issue: *Advances in computer science and future technology*. 2022. Vol. 5, Iss. 2. P. 72 – 79. DOI: 10.11648/j.ajcst.20220502.17.

more engaging, personalized, and effective experience for students worldwide²⁰.

CONCLUSIONS

In the current context of distance learning, the use of information technology in foreign language learning at higher education institutions is becoming increasingly popular. Video conferencing, interactive whiteboards, and artificial intelligence are effective tools for improving the quality of foreign language learning, expanding students' opportunities to learn languages, and providing access to quality education.

However, it should be noted that each of these methods has its advantages and disadvantages, which should be considered when used. It is important to ensure quality access to the Internet and the necessary equipment for the effective use of these technologies.

Thus, the use of information technology in the process of foreign language learning at higher education institutions can improve learning outcomes and provide access to education for a wide range of students. However, their use should be carefully justified and balanced with traditional language teaching methods to ensure maximum learning effectiveness.

Research in the field of using information technology in foreign language learning at higher education institutions is at an early stage. Many tools and technologies have not yet been fully explored, and their impact on the foreign language learning process has not been thoroughly studied.

One promising area for further research is the development and use of new interactive technologies that can provide more effective communication between teachers and learners. For example, the possibility of using virtual reality to create an interactive environment for learning a foreign language is an interesting and promising area for research.

In addition, more research is needed to assess the effectiveness of using information technology in the process of foreign language learning in distance learning settings. Research is also needed to assess the impact of information technology on different categories of students, including those with visual, auditory, or motor impairments.

The main focus of future research should be on the development and implementation of information technologies that will help to provide a more effective and accessible process of foreign language learning for students in higher education institutions.

²⁰ Yunina O. Artificial intelligence tools in foreign language teaching in higher education institutions. *The modern higher education review*. 2023. No. 8. P. 77 – 90. DOI: 10.28925/2617-5266.2023.85.

SUMMARY

This study explores the growing use of information technologies in teaching foreign languages at higher education institutions, particularly in the context of distance learning. The rise of distance learning necessitates the effective use of information and communication technologies (ICT) for foreign language instruction. ICT offers several advantages, including increased efficiency, learner-centeredness, real-world application, critical thinking skills development, collaborative learning, and enhanced motivation. Video conferencing platforms like Zoom, Google Meet, and Microsoft Teams are valuable tools for facilitating communication between teachers and students in remote settings. They enable virtual classrooms, interactive sessions, and access to additional learning materials. Interactive whiteboards provide opportunities for a more engaging and interactive learning experience. They allow teachers to present various materials visually and facilitate student collaboration. Artificial intelligence (AI) has the potential to revolutionize foreign language learning by offering personalized learning experiences, analyzing student progress, and providing automated feedback. The effectiveness of ICT in language learning depends on reliable internet connectivity, high-quality equipment, and proper teacher training. The potential drawbacks include limited communication possibilities, reduced student focus due to distractions, and difficulty catering to different learning styles. Further research is needed to explore the impact of ICT on various student groups and develop new interactive technologies for a more immersive learning environment.

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