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Technology as a tool of enhancing language learning process

Sandu Tatiana

*PhD in Pedagogy, Associate Professor of the Department of Pedagogy
Balti State University named after A. Russo
Balti, Republic of Moldova*

With the development of the modern information society, the requirements for its participants are getting higher every year. These requirements are associated not only with the high geopolitical and economic demands placed on the modern worker, but also with the general preparation and development of the individual for participation in all spheres of social and political life. Thus, the need to learn a foreign language is becoming a fashionable and additional educational baggage of a person, the introduction of objective reality and innovative educational technologies for the rapid and effective learning of foreign languages is the key to meeting the needs of all citizens of the country.

Modern schools are the result of major changes that have taken place in the Russian education system in recent years. In this sense, education is not only a part of social life, but also its avantgarde. Few other subsystems can attest to the fact of such a wealth progressive development of experiments [9, p.2-38].

Today, many people are looking for ways to increase the effectiveness of their workouts. The teacher always needs to ensure that all students are interested in the lessons, that everyone is involved in the learning process and that not a single student remains indifferent. How can storytelling be used to develop students' individuality, their creative thinking, their ability to analyze past and present, draw their own

conclusions, and develop their own point of view? All these tasks can be implemented with the active involvement of students using interactive learning and teaching methods. This is the essence of learning.

Therefore, the main task of educational activity is to develop students' ability to think holistically, thereby making it easier for them to perceive new aspects of phenomena, to see the world as a whole and, therefore, to find their place in it.

To achieve this goal, it is necessary to solve the following tasks:

- Using active and interactive methods in the classroom to explore and summarize good examples of problem solving.

- Describe the technique of using interactive teaching methods to enhance teaching and enable students to express their cognitive creativity.

- To ensure the availability of all necessary components and tools for the implementation of this technology.

- To teach students to perceive complex problems and solve them collectively on the basis of maximum mental effort.

- Teach students to apply knowledge.

Combining traditional and interactive learning, you can achieve the best results in achieving your goals and objectives - "to see and experience ways of learning that will satisfy students."

The use of innovative teaching methods in foreign language classes can significantly improve speech skills and increase student interest.

The English language is very subject to change, as it is one of the leading languages of the world, and since the world does not stand still and new discoveries occur daily, new people are born who have their own character, their vision of the future, etc. According to statistics over the past 10 years, some of the restrictions we learned about in school are no longer relevant, such as double negatives, animate pronouns for animals. Everything in this world is changing, someone is born, someone dies, and even today we are not the same as yesterday, every day we are taught something new and we draw conclusions for ourselves. So English is changing

under the influence of society, new discoveries, technologies. In recent years, new technologies have had a particularly great impact on the English language. New thematic words were introduced into everyday life.

Technology has also had a huge impact on the development of the English language teaching process. Interactive whiteboards, presentations, videos began to be used in the educational process, which had a positive leap in learning English, as it became possible to make the learning process interesting and relevant, which is important for students to motivate them. [10, p. 34-39].

Before the pandemic, we thought that the learning process had become interactive and we were using all the capabilities of the computer to make the learning process effective, but how wrong we were. Covid has made its own adjustments in all areas of everyone's life. This also applies to the learning process.

SARS-CoV-2, caused a major time travel from its outbreak to the state of the modern world, COVID-19, which ended up changing our daily lives, creating new lifestyles in marginalized communities to stop the spread of this highly contagious virus. The virus has now reached the point where it has become a reality. According to UNESCO, by the end of April 2020, 186 countries had closed their national schools, affecting about 73.3% of the total number of students [1, p. 12-13]. As a result, this unprecedented situation has made traditional face-to-face learning impossible for educational institutions, forcing them to quickly turn to online methods to ensure student retention.

In developing countries such as India, traditional teaching methods were widespread prior to the emergence and spread of COVID-19. However, the closure of educational institutions and the need to complete a particular program on time in accordance with the academic calendar forced them to abandon this concern and switch to emergency distance learning. On March 16, 2020, the central government of Republic of Moldova, in an effort to control the spread of coronavirus infection, announced the closure of all educational institutions, including schools and universities, after the number of cases of the virus reached 114. The center also sent a

letter to all chief secretaries asking them to promote online education to compensate for school closures and help students continue their education. Therefore, within a few weeks, some educational institutions started offering online classes, and by May 30, almost all educational institutions in the country switched to online classes [3, p. 27-46].

This was the first time that online classes have been offered on such a large scale in Republic of Moldova. While the Internet is a major technological advance that is transforming societies and universities around the world, the launch of online classrooms has brought a range of challenges to both learning and learning communities [4, p. 76-79]. The online learning environment is significantly different from the traditional classroom situation in terms of student motivation, satisfaction and interaction, as evidenced by the results of a survey of Comrat university students from various disciplines who were asked for their opinion on online classes being conducted in the COVID-19. This fact highlights the importance of assessing the opinions of students and teachers about online classes. There have been several studies around the world from a similar point of view.

However, there are no comprehensive studies in Republic of Moldova on these much-needed characteristics for all groups of teachers and students from primary to tertiary education.

The COVID-19 pandemic has hit hard in all areas of life, but faculty and students quickly bounced back, and without a pre-planned course structure or proper preparation of faculty and students to adapt to change, various online collaboration tools were used to create an emergency distance They created a platform for education. Both student and teacher groups were overwhelmingly in favor of regular sessions. Most felt that regular sessions were better in terms of efficiency, interaction, and shared understanding. Despite some comfort in learning and teaching at home, various technical problems and additional efforts make this process burdensome for students and teachers [5, p. 90-98].

Many of the responses were in favor of traditional education, presumably due

to the unprecedented situation and insufficient preparation of teachers and students for the transition to this form of education. Online education, with the right initiative, can become a dominant force in the education sector.

The teaching of English is constantly evolving, especially with the development of technology. But what changes in recent years have had the greatest impact on teachers? Here are the top ten innovations for teachers, in no particular order.

Digital platforms

When we talk about innovation, we often immediately think of the Internet and what we can do online. Facebook and especially Edmodo have created an online environment where teachers, students and parents can communicate safely and teachers love it! Edmodo is a popular choice for teachers. Cloud tools like Google Docs have also become indispensable. The list of digital platforms is extensive and growing.

Online corpora. The use of corpora (large collections of texts to study the structure of a language, frequency, etc.) was once the prerogative of lexicographers. But now that most corpora are available online, and many of them are free, teachers have access to information about how language is used in authentic texts and speech.

Teachers no longer need to panic when students ask them about the difference between a “problem” and a “question”. And it's not just teachers who benefit. For example, to find out if people say “sleepwalking” or “somnambulism”, all you need to do is search Google, which uses the

Internet as its data corpus. Online CPD (Continuing Professional Development) and Global Staff Room With the advent of the Internet and the rise of social media, English teachers around the world have certainly created online communities that function as giant global learning platforms. Twitter and the ELT blogs, for example, have “expanded our network of people who offer advice, support and ideas,” says Sandy Millin. Members who give generously of their time, ideas, and connections

receive a lot in return.

Mobile Learning and BYOD (Bring Your Own Device). The rise of mobile technology and the proliferation of smartphones has enabled many people to access the Internet and a wide variety of applications on the go. They can listen to podcasts such as The TEFL Commute to improve their knowledge and teaching skills, or watch archived videos of TEFL teachers who have spoken at webinars and EFL Talks with 50,000 teachers from over 200 countries. Both sites have been nominated for the ELtons Educator Resource Innovation Award.

And if teachers and students are learning so much from mobile devices, why ban them in the classroom? As students bring their own devices into class, the rules of the game in ELT practice seem to be changing rapidly. Instructor Keri Jones says tools like WhatsApp and Padlet help create a means of communication outside of the classroom. She says: “In teen classes, students use their own devices because they often don't have equipment or internet access. This means they can keep track of the resources they use and check back later.”

Chat with people online. The ability to communicate online with people outside the classroom using Skype and other means has enabled students to meet and communicate with people in English. In monolingual classrooms (the majority of English classes worldwide) this can be a much needed boost for students who may not have the opportunity to communicate with someone in English.

Authentic materials online. One of the biggest benefits of the Internet for language learners is the surprisingly wide availability of authentic resources, which allows teachers to use content with a message that students want to hear. They can access daily news, watch trending YouTube videos, read the latest news on TripAdvisor... the possibilities are endless.

However, with so much content available, it is important to choose the right online materials for learning to be effective and efficient. and Language Learning with Digital Video discuss how teachers can use online documentaries and YouTube videos to create effective lessons. Both resources were nominated for ELtons this

year.

IWB (interactive whiteboard). Interactive whiteboards have been used in classrooms since the turn of the century and are now an integral part of many schools in the UK and around the world. Students can now save and print what they have written on the board, control the classroom computer from the board, play back assignments for listening through the sound system, use the screen as presentation slides, surf the Internet, and more. The possibilities seem endless.

However, adding an interactive whiteboard to the classroom does not automatically improve the learning experience. In fact, it is simply a distraction unless teachers use it skillfully to complement teaching and learning.

Dogma (or teaching materials - an easy way to learn). Dogma is a communicative approach that does not use textbooks, but rather a conversational approach between students and teachers, which means that materials used in the classroom also break away from uniformity.

For many teachers, this looser approach is both a new way of looking at classroom content and an opportunity to break free from closed language and devote more time to student-created language.

Students take control of their own learning. Over the past few decades, teaching has gradually shifted from a top-down, teacher-centred approach to a bottom-up, student-centred approach. This trend has accelerated rapidly in recent years as the quantity and quality of information on the Internet has increased. In many ways, the role of the teacher has changed from being a transmitter of knowledge to being a consultant, guide, coach, and facilitator.

One example is “curriculum coordination”, which used to be the prerogative of business English teachers, who selected courses for their students after conducting a needs analysis. However, realising that ordinary English learners are not without their own needs, teachers are increasingly involving their students in making decisions about what to do in the classroom. [6, p.242]

Training in interpersonal skills and critical thinking. As English solidifies its

status as the lingua franca of the world, more and more students are learning English to oil the wheels of communication in the worlds of business, commerce, education and tourism. To become better communicators, students may need to think not only about grammar, vocabulary and pronunciation, but also about effective communication in an international environment. As my mentor once said: “It's not just about the tools, it's about the people who use them.”

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