

ВИКОРИСТАННЯ РОЗШИРЕНИХ МОЖЛИВОСТЕЙ ЦИФРОВИХ ІНСТРУМЕНТІВ GOOGLE ПІД ЧАС ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

THE USE OF ADVANCED CAPABILITIES OF GOOGLE DIGITAL TOOLS DURING LEARNING ENGLISH IN HIGHER EDUCATION INSTITUTIONS

This scientific article is focused on the most urgent problem of modern higher education and on the fact that due to the digitization of society, the epidemic and the war, teachers of Ukraine have the need to use the latest resources for teaching as widely as possible. Unusual conditions provide teachers with the formation of a relatively new competence – to be a confident Google user. This paper highlights the advanced uses of Google applications for education. Along with this, the article highlights the structural components of applications and the features of their use. The fundamental applications are Google class, Google meet for conducting classes, Google docs for developing tasks, Google forms for testing, and Google Slides for visualizing and diversifying pairs. The most important of the listed applications is undoubtedly Google Class, which is the basis for all distance learning. Teachers can post a variety of assignments, handouts, illustrations, videos, and add links to quizzes, surveys, and more. Of course, there are different analogues of this application, but this application is convenient, manageable, understandable and universal. In second place is Google Meet. It is a real-time application for conducting online courses, group and individual consultations, tests and exams. The basis of the application is the possibility of virtual communication in real time with live effects. Teachers and lecturers can make presentations of new material more attractive with the help of Screen sharing function and other Google Slides application. Nowadays, many teachers and students use PowerPoint to create and present presentations. But it should be noted that Google Slides is not inferior to it in anything. It has all the same functions, but the undeniable feature is the ability to create, edit, play and save presentations in the cloud, on Google Drive, without wasting computer or gadget memory. Google docs is used as an application to distribute handouts and to perform individual and group tasks right in it. The last application on the list, but not in terms of its weight in the educational process, is Google Forms. Many teachers are increasingly using online platforms to test students' knowledge. The use of this application in the educational process simplifies the process of checking knowledge and reduces the time that teachers spend on checking assignments. The developer can customize the form according to his own parameters and choose from many design options. The use of all the above applications significantly improves, systematizes and digitizes the educational process in higher education institutions.

Based on the analysis of Ukrainian and foreign information sources and own experience, the method of using digital applications in learning English in higher education is substantiated. It is also worth noting that this study effectively combines methodological, theoretical and methodological aspects.

Key words: Google applications, Google class, Google meet, Google Slides, Google docs, Google forms.

Дана наукова стаття сфокусована на найактуальнішій проблемі сучасної вищої освіти та на тому, що через цифровізацію суспільства, епідемії та війну перед викладачами України виникає необхідність якнайширше використовувати новітні ресурси

для викладання. Незвичайні умови передбачають формування у викладачів відносно нової компетентності – бути впевненим користувачем Google. В даному науковому доробку висвітлюються розширені, просунуті можливості використання додатків Google для освіти. Наряду з цим у статті висвітлюються структурні компоненти додатків та особливості їх використання. Фундаментальними додатками є Google class, Google meet для проведення занять, Google docs для розробки завдань, Google forms для тестування та Google Slides для унаочнення та урізноманітнення пар. Найважливішим із перерахованих додатків, безсумнівно, є Google Class, який є основою для всього дистанційного навчання. Викладачі можуть публікувати різноманітні завдання, допоміжні матеріали, ілюстрації, відео та додавати посилання на тести, опитування тощо. Звичайно, існують різні аналоги цього додатка, але цей додаток зручний, керований, зрозумілий і універсальний. На другому місці Google Meet. Це програма в реальному часі для проведення онлайн-курсів, групових та індивідуальних консультацій, тестів та іспитів. В основі додатку – можливість віртуального спілкування в реальному часі з живими ефектами. Викладачі та лектори можуть зробити презентації нового матеріалу більш привабливими за допомогою функції Screen sharing та іншої програми Google Slides. Наразі багато викладачів і студентів використовують PowerPoint для створення та представлення презентацій. Але слід зазначити, що Google Slides не поступається йому ні в чому. Він має всі ті ж функції, але незаперечною особливістю є можливість створювати, редагувати, відтворювати та зберігати презентації в хмарі, на диску Google, не витрачаючи пам'ять комп'ютера чи гаджета. Google docs використовується в якості додатку для розповсюдження роздаткового матеріалу та для виконання індивідуальних та групових завдань прямо у ньому. Останнім додатком у списку, але не за його вагою у навчальному процесі, є Google Forms. Багато викладачів все частіше використовують онлайн-платформи для перевірки знань студентів. Використання цього додатку у навчальному процесі спрощує процес перевірки знань та скорочує час, який викладачі витрачають на перевірку завдань. Розробник може налаштувати форму за власними параметрами та обрати з багатьох варіантів оформлення. Використання усіх вище перерахованих додатків значно покращує, систематизує та цифровізує навчальний процес у ВНЗ.

На основі аналізу українських та іноземних інформаційних джерел та власного досвіду обґрунтовується методика застосування цифрових додатків при вивченні англійської мови у вищій школі. Варто також зазначити, що дане дослідження ефективно поєднує методологічний, теоретичний та методологічний аспекти.

Ключові слова: додатки Google, Google class, Google meet, Google Slides, Google docs, Google forms.

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Problem statement in general form and its relation to important practical tasks. The use of Google services is currently the main foundation of online education. The developers are constantly developing and adjusting applications, correcting mistakes and improving their products. Accordingly, teachers need to be trendy constantly and adapt in a timely manner and use new opportunities to increase the productivity of using training programs. English teachers in higher education have more opportunities to get acquainted with the latest Google applications, as their main language is English. Currently, relatively new functions in Google class have emerged. In addition, the use of additional functions of Google Docs for individual and group work of students was introduced in my own practice. G Suite for Education is a set of tools that allow scholars and preceptors to work and learn together wherever they are and expanding literacy openings for unborn generations. Google for Edu enhances workflow effectiveness and provides preceptors with the coffers to produce training strategies. Google for Education is a tool with flexible access control and access programs. With easy setup, G Suite for Education simplifies repetitive tasks and makes literacy easier. The system is streamlined automatically, furnishing scholars and preceptors with the rearmost features. Learning how to use Google apps rightly for effective literacy is a top precedence for preceptors. The problem of working with Google apps is the most important topic for research nowadays.

An analysis of recent research and publications. Disquisition of the problem of creating a favorable educational terrain for the association of mixed and distance literacy in the institutions of professional advanced and higher education is revealed by the author of Stechkevich O. [11], in particular, practical recommendations for the creation of the educational terrain by Google Classroom and medication for effective communication between actors in the educational process are covered. He's the author of Gaitan O. [12] considers the use of Zoom, Google Meet platforms in educational institutions.

Emphasizing previously unresolved parts of the common problem. There has been no detailed disquisition of using these apps in practice. Data about the efficacy of Google operations are limited, so the use of Google operations is studied by different people, but we want to reveal in further detail the possibilities of their use on the illustration of our subject, English. Each subject has its own characteristics and that's why it's incredibly important to explore this

problem from this point of view. Numerous preceptors use these technologies in practice and thus multinational exploration on this issue is veritably important. It's also veritably important to explore the possibility of collaboration between different Google operations for the stylish collaboration between scholars and preceptors. In general, the issue of the use of digital Google tools in advanced education institutions isn't sufficiently studied, because the digitalization of studying has lately come an integral part of education.

Formulation of the article's goals. This research work examines the arising part of Google operations during tutoring English in higher education. This composition will bandy in detail the system of using the following operations Google class, Google docs and Google forms.

Presentation of the basic research material. The first application we will look at this Google Class. It is the most important component of modern online education as it is a place that is a virtual class. Here all students of the group can communicate, ask questions, discuss. Here, students can view all the available tasks and points they receive for each of them. We will not consider the basic capabilities of this application, but we will move immediately to the advanced. Let's recall which main menu items we have and what's new here. At the top of the Figure 1 we can see four main functions: ribbon, tasks, users and ratings. Ribbon is a place where you can see all published materials and tasks, as well as write comments and respond to them, make announcements. On the left, you can see the generated meeting link, course code, and assignment deadlines. In the upper right corner you can see a settings icon with course details. There, the lecturer can change the name of the course, add a description of the course, copy the code to invite students and adjust the evaluation criteria.

Also, on the main screen, you can change the design of the class: choose a photo and a color theme. The most important menu tab is the "Tasks".

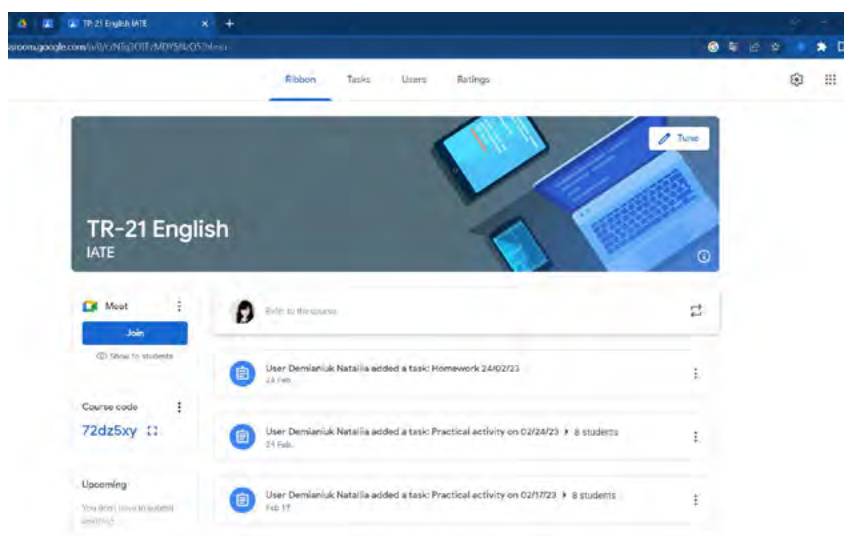


Fig. 1. Main menu icons

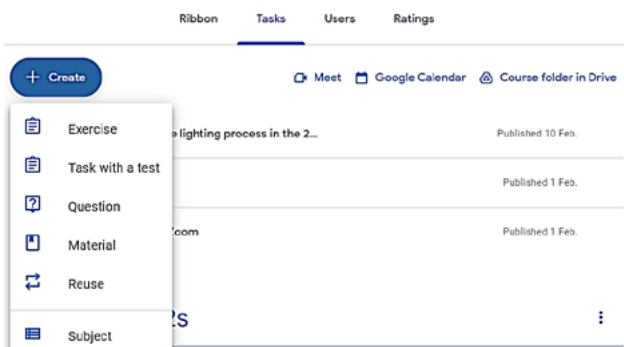


Fig. 2. Tasks types

The teacher can diversify the learning process using different types of tasks.

Most often, teachers use the first type of tasks – these are simple exercises. Despite the fact that most teachers use it more and more often, this type of work can be used in a new, advanced way.

When teaching English, you can use any of the types of tasks and use all their possibilities without any problems. At the beginning of working with this application, we also described the task itself for a long time, explained what and how to do it. So far, we

have found a convenient and functional way to create, execute and check tasks. The method consists in involving the Google Docs application in this process. When the teacher creates an assignment, he selects the “create” tab and chooses “Google Docs”. Next, a new Google Docs file is created on Google Drive, which you can start filling (Figure 4).

Experience has proven that it is most convenient to do this in the form of a table with two columns. In such a table, the task is placed in the first column, the instructions for execution, links to auxiliary files are placed in the second column, and there is space left for students to complete. For example, if the teacher needs to add a listening task, then in the second column he adds a link to an audio file or a recording on Google Drive for listening. Personally, we add an active link simply to the text: "Listen to the recording", because it is very convenient and clear. Be sure to check file permissions when adding links. Choose who can listen or view the material and what level of access your students will have.

The teacher has the opportunity to attach any file from Google Drive to the task. It can be a podcast, video, book, document, presentation, spreadsheet,

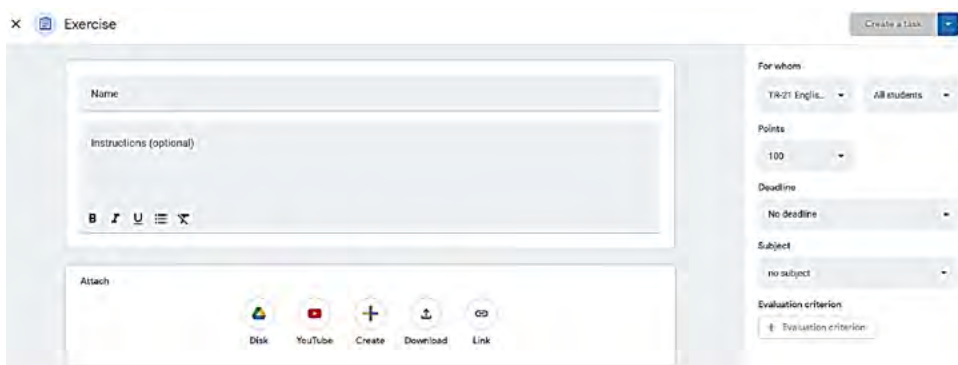


Fig. 3. Types of exercises

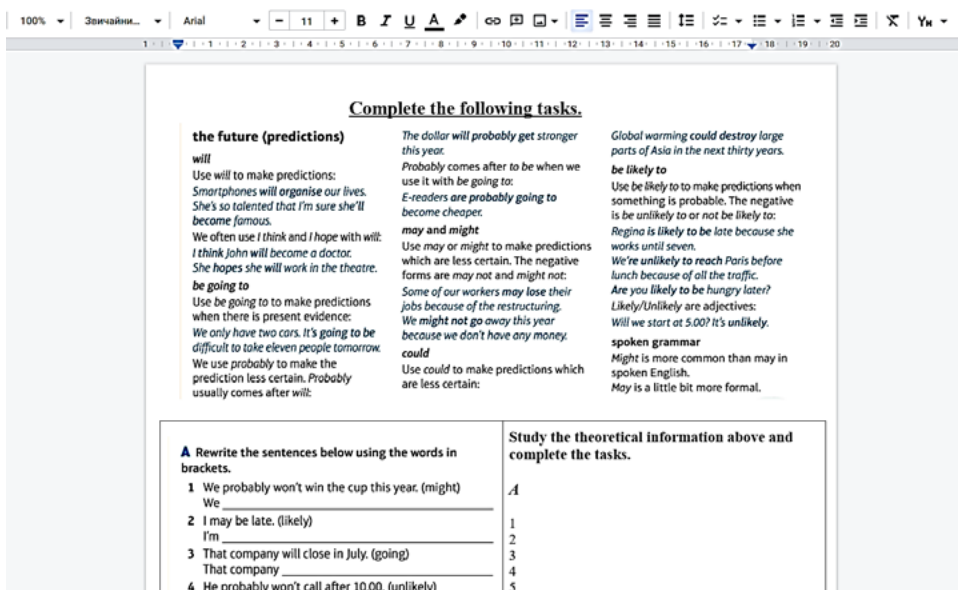


Fig. 4. Creating a task using Google docs

etc. When teaching English, it is very important to be able to attach video and audio, and the ability to attach a direct link to videos on YouTube helps in this. Also, with the help of the "create" function, the teacher can, in addition to the Google document, create a presentation, table, drawing and form directly in the task. The file will be immediately saved on Google Drive of the chosen class.

The material tab can be used to download grammar textbooks, tables of irregular verbs, student books, workbooks, worksheets, handouts.

The newest tab of all is the reuse tab. Teachers can actively use it when they have several groups of the same course, groups of a similar level or specialty. In our practice, we introduced such practice in the first and second years, since there we study one discipline "Practical course of a foreign language". When you click on the "Re-use" icon, you will see a list of active books in which you are reading. Then, from the list, you choose the task you need, already created and added earlier, and use it again. If necessary, you can edit and supplement it.

Recently, an update was added that allows you to go to the course folder directly from Google Classroom. Using this function, you can check available, downloaded materials and created tasks.

When creating a task, it is also possible to upload any file from your computer to it. This can be a tutorial video you create, or a video explaining grammar, introducing and providing definitions of words or phrases in video form.

If we talk about the ability to attach files, then the last tab there is a link. The teacher can add an active link to any useful resource, for example, a site for recording voice messages online. The teachers of our department actively use such online recorders to test the skills of monologue and dialogic speech.

Conclusions. We investigated the possibilities of using advanced features of Google applications in teaching English in higher education institutions. The considered method can also be successfully used in professional and secondary educational institutions. In order for the Google class to function successfully, the teacher must systematically use all the main Google applications along with the class itself. To conduct the classes, the teacher can use the already built-in Google meeting or another application for video conferences. For greater visibility and diversification of the learning process, it is advisable to use Google presentations and conduct classes based on them. When teaching English, we actively use presentations to introduce new words and phrases, study grammatical structures and rules, work with various exercises and texts. The most important component of the educational process definitely remains the performance of individual tasks. This is where Google Docs comes in handy. It is obvious that the control of knowledge has also changed and now its main type

is testing, and the application that is used most often for this purpose is Google Forms.

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