

INTEGRATING MODERN TECHNOLOGIES IN BUSINESS ENGLISH EDUCATION

ІНТЕГРАЦІЯ СУЧАСНИХ ТЕХНОЛОГІЙ У НАВЧАННЯ ДІЛОВОЇ АНГЛІЙСЬКОЇ МОВИ

Nowadays language mastery is increasingly recognized as an essential skill to be used in various fields. This proficiency plays an important role in business areas such as finance, marketing, accounting and etc. It involves basic conversations, encompassing specialized vocabulary, and communicating effectively to build strong professional relationships. To develop these foreign language skills there are several approaches to be utilized. One of the most innovative ways is integrating modern technology into foreign language learning. Digital technology has started to transform it in particular Business English education, offering numerous tools to enhance language proficiency. The current research focuses on presenting innovative ways of Business English learning. According to many researchers, online platforms allow students to use a wide range of resources including virtual realities, labs, classrooms, interactive exercises, video lessons and etc. These tools help students simulate real-life business situations. They provide immersive English learning and students have the opportunity to learn at their own pace, supporting personalized learning experiences and possibilities for immediate feedback. Authentic materials in the target language support students' listening skills which is crucial to understanding cross-cultural business communication. Various language learning applications may also contribute to successful foreign language learning. They use gamifications to enhance the language more engaging. Additionally, students might improve their grammatical skills, and master their pronunciation by using different mobile applications. Social media allows language learners to connect with others learning the same language, and sharing their own experiences. By carefully choosing resources, that are relevant, language learning might be more effective. This way teachers have a great impact on selecting the most appropriate digital material appealing to students' needs in Business English education. It will eventually lead to the independent use of technologies for learning Business English.

Key words: Business English, digital technology, develop language skills, language proficiency, applications

Сьогодні володіння іноземними мовами вважається необхідною навичкою для роботи в різних сферах. Це вміння відіграє важливу роль у таких сферах бізнесу як фінанси, мар-

кетинг, бухгалтерія тощо. Воно включає в себе спілкування, що охоплює спеціалізовану лексику та ефективну комунікацію для побудови міцних професійних стосунків. Для розвитку цих навичок іноземної мови можна використовувати кілька підходів. Одним з найбільш інноваційних підходів є інтеграція сучасних технологій у вивчення іноземних мов. Цифрові технології почали трансформувати цей процес, зокрема навчання ділової англійської мови, пропонуючи численні інструменти для підвищення рівня володіння мовою. Дане дослідження зосереджене на представленні інноваційних способів вивчення ділової англійської мови. На думку багатьох дослідників, онлайн-платформи дозволяють студентам використовувати широкий спектр ресурсів, включаючи віртуальну реальність, лабораторії, аудиторії, інтерактивні вправи, відеоуроки тощо. Ці інструменти допомагають студентам моделювати реальні бізнес-ситуації. Вони забезпечують занурення у вивчення англійської мови, а студенти мають можливість навчатися у власному темпі, підтримуючи персоналізований навчальний досвід та можливість негайного зворотного зв'язку. Автентичні матеріали цільовою мовою розвивають навички аудіювання, що має вирішальне значення для розуміння міжкультурного ділового спілкування. Різноманітні додатки для вивчення мови також можуть сприяти успішному вивченню іноземної мови. Вони використовують гейміфікацію, щоб зробити мову більш цікавою. Крім того, студенти можуть покращити свої граматичні навички, опанувати вимову, використовуючи різні мобільні додатки. Соціальні мережі дозволяють тим, хто вивчає мову, спілкуватися з іншими, хто вивчає ту саму мову, обмінюючись власним досвідом. Ретельно обираючи релевантні ресурси, вивчення мови може бути більш ефективним. Таким чином, викладачі мають великий вплив на вибір найбільш підходящого цифрового матеріалу, що відповідає потребам студентів у вивченні ділової англійської мови. Зрештою, це призведе до самостійного використання технологій для вивчення ділової англійської мови.

Ключові слова: ділова англійська, цифрові технології, розвиток мовних навичок, знання мови, додатки

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Introduction. Problem statement. Nowadays, foreign language proficiency is a relevant factor to be successful one's professional development. Digital technologies play an important role in foreign language learning. Today, digital reality makes it possible to acquire knowledge of foreign languages from a convenient location. Work efficiency is enhanced, productivity is boosted, and innovative development of society is supported through their use. The same applies when discussing the controversial

topic of mastering Business English. Constructive communication in English is essential for success in business [12]. There are a lot of digital and informational resources for learning Business English. Moreover, the formation of foreign language communicative competence through such technologies meets all the most important methodological principles of teaching. To be proficient in Business English, teachers have to utilize technological tools that are highly appealing to students' needs.

Analysis of recent research and publications.

The vast majority of scholars and linguists highlight the benefits of multimedia and digital technologies in enhancing the effectiveness of foreign language learning. In particular, many researchers have examined the peculiarities of using information and digital technologies in the process of teaching foreign languages in general [1,3,6]. Consideration was also given to certain aspects of the use of information and digital technologies in foreign language learning, such as for professional self-development [2, 11, 14]. According to Pašková and Zsápková they have many positive effects on Business English learning. They might provide extra practice for language learners, they are available at any time, and they allow students to receive feedback about their work [14]. The use of technology supports language learning at any age. By incorporating digital materials in English classes, teachers are given the opportunity to adjust content to meet individual needs and expectations [7]. Modern technologies are constantly changing, thus language learners have tremendous opportunities to choose from and to adjust them to their learning style.

Identification of previously unresolved aspects of the general problem: Students' digital literacy may affect their learning style integrated into Business English. Selecting and adapting relevant digital resources significantly impacts students' future professional contexts.

The aim of the current research is to analyze the use of existing information and digital technologies in the process of learning Business English. In addition, it tries to explore more effective and engaging methods of teaching Business English to students of finance and accounting.

Presentation of the main material. Nowadays, the use of innovative technologies is not a new phenomenon. A Canadian internet researcher Don Tapscott referred to modern children 'Generation N – Network-Generation' [15], whose members grow up in a rich informational environment from childhood, where the use of digital technologies is a natural process for them, and gadgets are a necessary part of their lives. Therefore, the current trend, and not only in the field of education, is to shift the focus from a single computer to a virtual online environment and global resources: the model of human-computer relations is gradually losing its relevance, and computers, tablets, and phones are becoming intermediaries between the individuals and the virtual environment created collaboratively by millions of users [4, p.123]. Considering the opinions of researchers regarding the clarification of the essence of information and digital technologies. For example, S. Kubrak defines this phenomenon as 'a set of various technological tools and resources used to ensure the process of communication, creation,

distribution, storage and management of information' [2, p. 18]. This widely used term encompasses all technologies used to communicate and work with information [5, p. 265]. Digital technologies include such tools as computers, mobile devices, the Internet, cloud services, software, artificial intelligence and many others. In recent years, information and digital technologies have considerably influenced foreign language learning as well. Education in Ukraine is being rapidly modernized, which requires the use of modern teaching methods and tools. Therefore, foreign language curricula have undergone fundamental changes over the past few decades, which determines the prospect of introducing digital technologies using various modern multimedia teaching tools. The development of the Internet increased the popularity of mobile devices and computers, students and teachers have more access to information and resources than ever before. Online learning platforms and digital resources allow learners to study at their own pace and on their own schedules, engaging education more flexible and accessible. Digital technologies also provide a variety of tools and resources to enhance learning, such as interactive simulations, virtual labs and multimedia content [11, 14]. These tools might help learners better understand complex concepts and learn content in new and engaging ways. In addition, digital technologies offer opportunities for collaboration and communication among students and teachers. According to De Vega, [10, p.4] virtual reality is a type of technology which is ideal for learning English for special purposes. It provides immersive English instruction. One of his studies emphasizes that virtual reality is effectively utilized as an instructional tool for Management students learning Business English. It also supports creating online forums and videoconferencing platforms to facilitate communication between students and teachers, regardless of geographic location. This methodology is also a special case used in international business as well. By utilizing authentic material in the target language, students have the opportunity to develop their listening skills and understand cross-cultural business communication better. To be proficient in English, other language skills are also required. Foreign language teachers need to consider the use of digital and multimedia resources as a means of increasing the effectiveness and motivation of learning, including the development of foreign language grammatical skills and abilities [4, p. 123]. Mobile applications help to improve the mastery of grammatical structures, as well as spelling and pronunciation skills. Skype and blogging contribute to the development of active, communicative and written language skills [1, p. 46]. Developing writing skills, a wide range of topics are required in Business English courses. The types of writing are different,

for example formal and informal emails, business proposals, meeting agendas, performance reviews, press releases, newsletters, presentations, and company policies. They require distinct approaches when it comes to content, structure, tone, accuracy, grammar, and vocabulary. Effective business writing in this domain demands a clear understanding of both the functional and stylistic aspects of each form [9]. When applying digital and multimedia technologies in foreign language teaching, it is also necessary to consider the communicative orientation of digital and multimedia tasks, accessibility, dynamism, and activity of the whole team. Students might simulate several business situations by using these technologies. The principle of competition, which is a special characteristic of many online learning resources, supports such activity, interest and motivation of pupils and students. When using such technologies in the process of teaching a foreign language, it should be emphasised that this is not entertainment, but a teaching tool that requires the teacher to monitor and provide feedback to determine the effectiveness and efficiency of their use in order to guide, correct and evaluate students' actions. According to A. Solomakha [4, p. 126], digital and multimedia technologies might be used at all stages of foreign language competence development, namely:

- when presented with a speech pattern (by analyzing and synthesising a particular linguistic phenomenon);

- in the process of training and use in speech;

- at the stage of controlling the level of foreign language skill development, etc.

According to Chernenko numerous positive effects might have been seen by using these digital resources. They increase the intensity of learning process, activate mental abilities, and form a stable motivation for cognitive activity developing abstract and logical thinking. [6, p. 197]. These resources also develop cultural and communication skills. By using them, lexical items are activated. Audio and video files enhance the ability to understand spoken language [3, p. 130]. It is also worth mentioning other digital resources and tools: electronic dictionaries, authentic materials in the target language, special learning resources in various formats, application programs, web browsers, web applications, electronic, synchronous and asynchronous communication tools, online learning resources, electronic applications, electronic learning games on the website and in mobile applications, a digital textbook, an application for learning new words, an online simulator, a blog, conversation clubs, etc. Among the most prominent digital resources, Teaching English – British Council collects a significant amount of teaching and learning material for teachers: electronic methodological textbooks, guidelines, modern research on teaching methods, webinars, conferences, and tasks of

varying complexity. In addition, the materials of the News in Levels website, which presents news in the international space in the text, audio and video formats, are necessary for teaching this discipline [1, p. 46-47]. A predictive factor for the integration of information and digital technologies into foreign language learning is the level of self-directed learning. To motivate students to use technology for learning independently, teachers should use different types of support, such as behavioral support (increasing confidence in their ability to participate in extracurricular learning activities); capacity support (helping students to develop); ability to use resources. Pedagogical or metacognitive guidance in the use of such technologies requires a certain level of self-direction. An individual must take initiative and responsibility for what and how he/she uses technology outside of the learning environment. Students or learners who are self-directed and demonstrate positive attitudes towards technology-based learning are more motivated to adopt online learning strategies and achieve their learning goals. In addition, in using information and digital technologies for learning, students and learners become more active and autonomous, which implies self-directed learning and indirectly affects the academic performance of self-directed learning [8].

Among digital technologies, language learning applications contribute to successful foreign language learning as well. There are many language learning apps available, such as Duolingo, Babbel and Rosetta Stone, which may be downloaded to smartphones and tablets. They use a variety of approaches to language learning, including gamification to make language learning engaging and repetition at intervals. They also offer personalised learning paths and instant feedback. Language exchange platforms such as Tandem and HelloTalk, connect learners with native speakers. By this way, they use the target language, it gives them the opportunity to practice and receive feedback. Social media platforms like Facebook and Instagram, allow language learners to connect with others learning the same language, as well as to practice their writing skills by writing posts and comments. With the gamification of Kahoot, Quizlet, Memrise, language learning might be a rewarding experience. These games help language learners to practice vocabulary, grammar and pronunciation in a more interactive way. Digital language learning has changed from focusing on knowledge acquisition to skill development. Traditional closed-ended tasks are replaced by open-ended exercises that support critical thinking and self-assessment. [13, p. 600-601],

Conclusions. Digital technologies in foreign language learning has the potential to reform language learning and provide new opportunities for students and teachers. As technology continues to develop, it will be essential for teachers to be updated

on the latest tools and resources. They also have to find ways to use technology effectively in the learning environment. Technological learning experience involves students using technology and the Internet, as well as audiovisual tools and equipment for homework, and exercises to expand their knowledge of the subject matter being discussed. Teachers play a significant role in guiding learners to find the best approach to learning and create a positive atmosphere when using information and digital technologies, help students develop the ability to use available resources effectively, which will eventually lead to independent use of technologies for learning foreign Business English. In general, ICTs offer many opportunities for learning and practicing foreign languages. By taking advantage of these technologies, students might improve their language skills and increase their chances of success in today's globalized world especially in international business.

Research perspectives. Further studies are necessary to explore the peculiarities of modern technology used in Business English education.

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