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## DIPLOMA RESEARCH APPROBATION IN INTERNET RESOURCES INTEGRATION INTO TEACHING ENGLISH

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### АПРОБАЦИЯ ДИПЛОМНОГО ИССЛЕДОВАНИЯ ПО ИНТЕГРАЦИИ ИНТЕРНЕТ-РЕСУРСОВ В ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ

**Abstract.** Aim of the present research is to share the experience in organizing diploma paper approbation procedure as an important part of professional training of future English teachers in Akhmet Baitursynov Regional University, Pedagogical Institute after Umyrzak Sultangazin (Kazakhstan). Objectives of the research include brief description of the professional training process in the mentioned above higher educational institution with the focus on future English teachers training; presentation of the diploma paper main idea and contents; sharing the experience of approbation organization process. Main methods used in the present research include scientific analysis and synthesis, description, discussion, lesson modelling, observation, questionnaire. Results of the research include the future English teacher professional competence development and practical experience of applying the Internet resources to English teaching that led to the enhancement of educational process and growth of basic foreign language skills of the approbation participants. Conclusions that were made on the basis of the research show how organization of approbation contributed to the professional skill development of the future English teacher as well as how the integration of Internet resources influenced the educational process with both positive and negative effects it produced. Materials of the research are original and were obtained during the professional training of a future English teacher who graduated in June 2023 from the above-mentioned university and after successful passing of the National Teachers Professional Testing took a teaching job in Kazakhstan. Further research is intended to implement the findings of the present stage in the English teachers pre-

**Аннотация.** Целью настоящего исследования является обмен опытом в организации процедуры апробации дипломной работы в качестве неотъемлемой части профессиональной подготовки будущих преподавателей английского языка в областном университете имени Ахмета Байтурсынова, педагогический институт им. Умырзака Султангазина (Казахстан). Цели исследования включают краткое описание процесса профессиональной подготовки в упомянутом выше высшем учебном заведении в части подготовки будущих учителей английского языка; представление основной идеи и содержания дипломного проекта; обмен опытом процесса организации апробации. Основные методы, используемые в настоящем исследовании, включают научный анализ и синтез, описание, обсуждение, моделирование уроков, наблюдение, анкетирование. Результаты исследования подтверждают повышение профессиональной компетентности будущих преподавателей английского языка и успешный практический опыт применения интернет-ресурсов в преподавании английского языка, совершенствование учебного процесса и рост базовых знаний иностранного языка участников апробации. Выводы, сделанные на основе исследования, показывают, как организация апробации способствовала развитию профессионального мастерства будущего учителя английского языка, а также как интеграция интернет-ресурсов повлияла на образовательный процесс как с положительным, так и с негативным эффектом. Материалы исследования оригинальны и получены в ходе профессиональной подготовки будущего преподавателя английского языка, который в июне 2023 года окончила вышеуказанный вуз и после успешной сдачи обязательного Национального профессионального тестирования учителей начала свою профессиональную деятельность. Дальнейшие исследования направлены на реализацию результатов нынешнего этапа в профессиональной подготовке преподавателей английского языка с последующим

service professional training with subsequent presentation of the obtained results in professional journals and conferences.

**Key words:** training of personnel in higher educational institutions; professional training of future English teachers; professional competence; approbation of thesis; integration of Internet resources into teaching English.

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представлением полученных результатов в профессиональных журналах и конференциях.

**Ключевые слова:** подготовка кадров в образовательных организациях высшего образования; профессиональная подготовка будущих преподавателей английского языка; профессиональная компетентность; апробация дипломной работы; интеграция интернет-ресурсов в преподавание английского языка.

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Professional training of future English teachers in Akhmet Baitursynov Regional University, Pedagogical Institute after Umyrzak Sultangazin (Kazakhstan) is an integral part of the professional training system of the Republic of Kazakhstan and is carried out in accordance with Rules and Regulations of the system. It means future teachers go through 4-year training in the Bachelor step of their education, then take National Professional Test and have the choice of either continuing their education and take a postgraduate degree or start their professional career with further education in professional development system. Each university develops their own educational program for each specialty that goes through an independent detailed expertise and requires approval of the state before it is accepted for implementation. Educational program 6B01705 Foreign Language: Two Foreign Languages follows a long tradition of English teachers' training that started back in 1966 in Kostanay Pedagogical Institute named after 50<sup>th</sup> anniversary of the USSR that resulted in a whole cohort of graduates, among them a lot of important people who played significant roles in the development of foreign languages education in Kazakhstan. This educational program is a subject to constant change and development as time requires, and as every higher educational institution in the world, Umyrzak Sultangazin Pedagogical Institute strives to implement newest methods for professional training of future teachers, English teachers being one of the 22 specialties. Writing a graduation paper is

recognized as an important part of the professional competence forming both experimental research skills and practical implementation of the theories acquired through university courses included into the curriculum.

We believe that teaching English can be truly considered a contemporary career described by Arthur, M.B. as it is characterized by “shifting boundaries in occupational, organizational, national and global work arrangements” [2] since it involves a variety of activities that are expected of a successful teacher, selecting and developing teaching resources included. Considering the present situation in education, when digital resources are an indispensable part of every classroom, the teacher should be able to choose appropriate materials and internet resources for their lessons [19]. This has become an aspect given a certain amount of attention in training undergraduates of Educational program 6B01705 Foreign Language: Two Foreign Languages [14].

As Çetinkaya, Ş.E., & Yılmaz, S. rightfully note, “seldom attention has been devoted to the perceptions of Bachelor of Arts students about the graduation thesis writing process” [7] while writing a graduation paper and organizing the approbation procedure seems to be of importance and deserves a closer insight which we are trying to do in the present research. Academic writing is a hot topic for researchers involved in university education as each generation of students needs another set of skills to be developed in this respect, which can be seen in a good number of publications [4; 11; 15; 23; 24]. Critical thinking as the basis of higher order thinking skills is certainly involved into planning, writing, and approbating the thesis and the skill is also given a great amount of attention by the scholars [6; 8; 16; 21; 22]. The modern education environment demands that even a novice teacher is aware of “combatable difficulties” [20] that invariably come with the teaching situation and finds ways to overcome those.

Thus, in the present research we would like to share the procedures used in organizing, implementing and carrying out the thesis approbation in a real classroom situation.

Digital learning technologies have a huge learning potential. It is necessary to test them in a real educational context to check their ability to stimulate various types of speech activity and the ability to organize the contact and non-contact educational process in a new way.

The base for the approbation study was the secondary school in Birlestik village, Zerenda district, Kazakhstan. The study lasted from January 23 to March 31, 2023; 20 lessons were conducted in 5<sup>th</sup> grades and involved 25 students. The study is based on the idea of using modern technologies and digital (electronic) educational resources in order to:

- create conditions for the development of cognitive activity of schoolchildren.
- increase interest in the subject and the positive dynamics of the quality of students' knowledge.
- increase the density of the lesson.
- create an environment for the implementation of practical skills.
- organize systematic work on the overall development of students.

Briefly, the approbation can be presented in the following stages:

- Initial stage of the approbation was dedicated to observation of the students work at all subjects with the aim of analyzing their rapport and individual psychological characteristics that affect the learning atmosphere and should certainly be considered in teaching. Another focus for observation was academic knowledge of the students and their learning skills. Here empirical method was supported by analysis of the summative assessment that had been carried out by the teacher previously

in that academic year. One more aspect of the classroom situation, particularly, available technological resources, was also observed and analyzed prior to the beginning of approbation implementation.

- Next, plan for improving classroom situation and developing the students' skills in both language and studying it while sustaining working rapport and motivation was worked out.

- Naturally, what followed was the implementation of all planned procedures with careful observation and ongoing analysis of the process with corrections into the plan whenever appropriate. The analysis was based on questionnaires and talk to students as well as their classroom performance and formative assessment results.

- The closing part of approbation was summative assessment of students' language skills, analysis of its results and conclusions forming.

During the period of observation, a friendly atmosphere was observed in the class. The spirit of comradeship is evidenced by the fact that the students are friends not only at school, but also outside it. They are attentive to their classmates, try to help them. The students seem demanding of their friends, sometimes they notice their shortcomings, however, they treat both excellent students and underachievers kindly. The students are focused on discovering new things. They are able to solve tasks and are able to work in groups. The class is distinguished by an established structure, a good level of preparedness for solving the necessary tasks and cooperation. But they don't work at full strength, class activity is unstable. They do only those things that don't require long-term interaction or concentration from the participants. It indicates a low level of motivation and interest in the lesson.

In order to determine the strengths and weaknesses of the academic knowledge, we analyzed their works of summative assessment for units and summative assessment for terms. As a result, poor vocabulary, low level of grammar knowledge, and low level of writing skills, in particular the correct construction of sentences and the way of expressing thoughts were revealed as the knowledge and learning gaps. It was also revealed that students can read and translate texts adapted to their level, but at the same time they experience difficulties in expressing their thoughts in English, as they have insignificant vocabulary and insufficient knowledge of English grammar. Job completion rates were also low. The level of lexical and grammatical knowledge was not very high. Based on all this, we could conclude that the level of development of the class as a team is average and their academic success level was defined as below average.

Since our study is related to the use of digital resources in English classes, one of the conditions for the successful conduct of the study was presence of digital devices such as computers, interactive whiteboards, headphones and the presence of Internet at school.

It is becoming more and more difficult to involve a "digital native" in the learning process without a natural environment for him. But a teacher, like no one else, understands that the most effective learning is learning related to life. Therefore, the development of a modern digital educational environment, which today has unique opportunities to improve the quality of education, has become very relevant [3] along with the teacher's ability to listen to their students [12] and notice what difficulties they are experiencing so that to help them. It is necessary to form and accumulate in the classroom the experience of joint activity, through various collective creative activities to develop forms and norms of interaction between students and develop a program of individual support for children lagging behind, which includes special tasks that create a situation of success for a child with a low status in the team.

Successful multimedia and digital technologies integration into the learning process places high demands on both the teacher and the equipment of classrooms [13]. We analyzed the didactic, digital conditions and environment at school in terms of present or necessary for the formation of skills and abilities of students. It can be stated that the school has foreign languages classrooms fully equipped with multimedia and access to the Internet. However, some difficulties arose due to the lack of good internet at the school.

It is known that fear to make a mistake while speaking in a foreign language inhibits learning and formation of communicative competence. Often it becomes a serious obstacle at English lessons. However, the use of digital resources in English lessons excludes such a possibility: the computer does not scold the child for failure and does not show negative emotions, but corrects mistakes and praises for successfully completed work, thereby not violating the child's personal development, and stimulating the motivation for learning English. The use of digital resources in educational and extracurricular activities helps to overcome difficulties in students' learning and self-confidence development, as it allows them to reveal their capabilities and abilities [9].

The questionnaire method was used to identify students' attitudes towards the use of digital resources when learning English. 25 students were offered an anonymous closed questionnaire.

The use of a computer in foreign language lessons increases the motivation and cognitive activity of students of all ages, broadens their horizons. Learning with the help of a computer makes it possible to organize the independent work of each student [5].

To the question "Do you know how to work on a computer?" 18 people answered that they know how to work on a computer. 6 people found it difficult to answer the question. 1 student answered "no". To the question "Do you use digital resources at the lessons?" 14 people answered "yes"; 7 people found it difficult to answer, 4 students answered "no". To the question "In your opinion, do electronic resources help you in mastering the material?" 19 people answered "yes"; 4 people found it difficult to answer. One student answered "no". To the question "Do you easily cope with tasks on a computer when controlling knowledge?" 14 people answered "yes"; 7 people answered "no"; 4 people found it difficult to answer. That is, 44% of the students surveyed easily coped with the tasks of computer tests; 33% experienced difficulties; and 22% of students did not give a specific answer to this question.

Thus, we can conclude that not all students are able to work on a computer, not everyone is aware of the importance of using digital and electronic resources. After analyzing the results of the questionnaire, we came to the conclusion that in English classes, along with traditional teaching technologies, it is necessary to introduce digital technologies. This applies not only to the use of digital textbooks, but also using the potential of educational platforms for assigning homework with automatically checking these assignments in the sections of grammar, vocabulary, reading and listening.

In order to identify the effectiveness of approbation digital resources at the initial stage of study we had the following tasks: to identify the level of formation of skills and abilities of 5th grade students; assess the presence of didactic, digital conditions in the school for the formation of skills and abilities of students; identify students' attitudes towards the use of digital technologies in teaching English.

The following methods were used to solve the tasks: lesson modeling, analysis, questionnaire.

Based on the work done, we made the following conclusions: despite the favorable psychological atmosphere in the classroom, the availability of technical and material conditions, the ability to work



with a computer, students demonstrate an average level of knowledge of the English language; the level of motivation and interest in the subject is low. Based on the findings, it was decided to use digital resources as a component that can increase the level of knowledge, motivation and interest in the subject.

The main requirements for educational multimedia and digital technologies at the present stage [10] that were considered during our approbation are: 1) compliance with the goals and objectives of training; 2) feasibility, orientation to the zone of proximal development; 3) compliance with the age characteristics of learners; 4) compliance with the approach, methods and principles.

After analyzing the weaknesses of the students' academic knowledge, we have selected 15 digital resources that are suitable for them, are not difficult to use, fit the technical conditions of the class and are focused on the interests and age characteristics of the students.

Considering the results obtained earlier, the following approbation tasks were determined:

- Considering the age and individual characteristics of schoolchildren, learning objectives, methods and principles, create lesson plans using digital resources.
- Approbate digital resources at the stages of presentation of the material and training in the study of vocabulary and grammatical material.
- Analyze the effectiveness of the use of digital resources by comparing the data before approbation with the results obtained after approbation.

Based on the principle of communication, one of the main ones in teaching a foreign language, educational activities were planned taking into account the level of knowledge and individual characteristics of students. Therefore, we believe that here it is necessary to combine the technologies that they got accustomed to in elementary school and introduce new technologies that will increase their interest and motivation for learning.

We made a short description of the chosen digital resources so that it was easier to make decisions concerning their usage during the lessons (Table 1):

Table 1

#### Short description of the resources selected for approbation

Resource	Short description
<b>LearningApps.org</b>	Convenient and easy to create electronic interactive exercises with ready-made exercises for school children, there are all kinds of tasks, both lexical and grammatical.
<b>Padlet</b>	Virtual board. The student can prepare and post his work in a similar form, get acquainted with the work of others, have the opportunity to participate in various projects.
Wordwall	Matching tasks, quizzes, group sorting, is it true lies, various games, crossword puzzles.
Quizlet	Helps to easily and quickly memorize any information presented as training cards. The teacher can create interactive material by adding pictures and audio files to them. allows you to diversify work with vocabulary, where each teacher can do a variety of tasks to expand vocabulary on any topic, and students can see their progress.
<a href="https://en.islcollective.com">https://en.islcollective.com</a>	A large number of handouts, audio-video materials, interactive exercises. It is also worth noting that you can use ready-made materials, or you can create new ones or adjust existing ones.
<b>Liveworksheets</b>	Educational tool that allows teachers to transform traditional worksheets (doc, pdf, png or jpg format) into interactive online exercises with automatic labeling.

<a href="https://www.gamestolearnenglish.com">https://www.gamestolearnenglish.com</a>	Provides a resource for students to practice English in an engaging and fun way. The main page has a brief summary of each game.
Freerice	The system asks questions on language knowledge, the user needs to choose the correct answer among the options. After each correct answer, Freerice asks a more difficult question, after each incorrect answer, an easier one. For each correct answer, Freerice donates 10 grains of rice to the United Nations World Food Programme.
Memrise	Users need to memorize individual words and phrases, supports the following languages: English, German, French, Spanish, etc. applied rating and comparison of results with the achievements of other users
Puzzle English	Develops the practice of listening comprehension, reading, writing and speaking. The basis of the learning format is the training of listening comprehension of English. The site also offers a study on video clips, serials and musical compositions
Puzzle Movies	Films, cartoons and serials in English with double subtitles: English and Russian. In each movie, when you pause, you can view the content of the dialogues and the contextual translation of any word.
Quizizz	The teacher creates a test or quiz on their computer, and students can answer questions from their mobile devices. Points are awarded for correct answers. Students can join the quiz by following the link and entering the code assigned to the game. The teacher can track the work of each student and get a complete picture of the work of the class, as well as export the resulting data to an Excel spreadsheet.
<b>Mentimeter</b>	Service that allows you to ask questions to the class and get instant feedback through any mobile device with Internet access. During presentations, participants can take prepared surveys, and after the presentation is over, the host can upload analytics.
Onestopenglish.com	Site for English language teachers, providing access to thousands of resources, including lesson plans, worksheets, audio, video and flashcards.
My English Lab - Pearson English	Platform allows the teacher to assign tests, tasks, exercises. Here you can select courses. After completing the tasks, you can see the score. Allows quickly view progress: as average score, and spent on execution assignments time. Allows export gradebook by course in Microsoft Excel.

We tried to use digital educational resources at various stages of the lesson (Table 2):

Table 2

### Classification of digital resources appropriate for certain lesson stages

Lesson stage	Examples of exercises	Resources
Beginning	Questionnaire to determine the mood of students	Mentimeter
Revision previous lesson's theme	Matching antonyms and synonyms according to the words of the previous lesson	Wordwall
Learning new vocabulary	Using pictures that showcase new words	Quizlet, Onestopenglish.com, memrise
Learning grammar material	Grammar tables, diagrams, drawings; demonstration of situations of using specific grammatical material	Learningapps, Liveworksheets
Country study	Watching videos about the traditions and culture of the country of the language being studied. Listening to texts	Puzzle Movies

Checking students' knowledge	Using programs for compiling tests Using Resources with Test Materials	Quizizz, <a href="https://en.islcollective.com">https://en.islcollective.com</a>
Reflection and feedback	Questionnaires to determine the results and achievements	Padlet

At the first lesson on the theme “Sport for all 1” we used Mentimeter. At the beginning of the lesson, in order to find out with what mood the students came, we chose this digital resource to generate a survey for students. The students had no idea what was in store for them. In front of them was only a QR code that they had to scan. The brightness of this survey was given by gifs that had an animated character. The cartoon characters were chosen according to their age and indeed their mood resembled the mood of the cartoon characters. This made it easier for the students to open up to the teacher.

The activity resulted in good mood for the lesson. The students were not shy to tell about their mood to the teacher. Thus, the contact of the teacher with the students was set up. The complexity of using this resource ended up in the absence of the Internet for some students, worsened by the long loading of the site which took some time. It is advisable to open the site before the start of the lesson.

We held “Sport for all 1” according to the calendar thematic plan. At the previous lesson students were introduced to new words. We used the digital resource Quizlet to check how well students had learned the new words with 12 cards to check homework. On one side there was a word, on the back – a translation of the word that the students had to name. Since traditional methods such as oral questioning, vocabulary dictations are no longer interesting and cause students discomfort and boredom, with Quizlet we managed to involve all the students. The advantage was that the children could not cheat and did not know which card would be next. 8 out of 12 students correctly named the translation of the words. The difficulty was that the number of cards did not match the number of students. Therefore, we added additional cards. Also, we could not fix the result, because this task was oral.

In the series of lessons “Sport for All”, the students completed the “True or False” task to understand the text and develop reading skills. We generated this exercise with Wordwall, which has templates for this type of assignment. Of the proposed 12 sentences, on average, students answered 7 correctly. The result of using this resource was the interest of students in completing the task; competitive nature, since points are given for each correct answer; task independence. The complexity of the use was that the students shouted out the correct answers or the wrong ones, giving thereby hints to their classmates. At the end of the lesson Padlet board was used for reflection and feedback.

The students shared their opinions and impressions openly. Most of the students expressed their satisfaction with the lesson. Some students wrote opinions that are not related to the lesson which had to be deleted. Such boards facilitate the work of the teacher: it is possible to avoid the use of a large amount of paper, stickers and other visual aids. The advantage of this board is the free use, as well as the preservation of all records on the board. The disadvantage is that there was a feeling we lost control over sending messages sometimes, children can write an opinion that does not relate to the lesson in any way.

Depending on weather conditions, we are sometimes forced to go online. Various platforms are of great help to organize classes in foreign languages remotely. They allow to make distance learning of foreign languages interactive and interesting.

One of the learning objectives was “5.UЕ1 to use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general



and curricular topics”. To achieve it we used the site <https://www.liveworksheets.com> that gave us a lot of exercises on this topic. The students demonstrated interest. As homework, a task from the same site was given.

In the “Music 2. Making a musical instrument and playing it” lesson Quizlet and Islcollective were used.

The most convenient way to provide new words is to use a digital resource Quizlet. With it, children can draw out the word on a large scale. Then the card is turned over and the students can see the translation of the word. The advantage of this resource is that it’s free and easy to use. Instead of traditional cards that can get lost, or you need to waste any paper to print them, it is very convenient to use this resource.

After the students have become familiar with the new words, the following educational resource under the name Islcollective can be used to reinforce them. According to the topic of theme lesson, students had to get acquainted with the rules of the game in soccer. This exercise helped not only to replenish vocabulary, but also to repeat the use of articles, as well as to become closer to English culture. The results of the first lesson were low. The reasons for the low rate were: incorrect use of articles, inattention, lack of syntactic knowledge.

Considering the results of the first exercise, we chose a similar video to use the resource for the second time, now with positive effect on the students. Percentage of task completed increased by 20%.

In order to explain and consolidate this grammatical topic in an accessible way we used <https://learningapps.org>. The students, after getting acquainted with the theoretical material, completed the exercises for consolidation. The results were high. Almost everyone did it right. But there was a difficulty with the translation of the text since lexical knowledge is not quite enough.

One of the objectives of the lesson “City 2 Creating a map of a fantasy city and writing a persuasive text about it” was “5.U.14 use prepositions to talk about time and location use prepositions like to describe things and about to denote topic”. To consolidate the topic covered we used it Wordwall. This is the easiest resource to use. Students have a sharp increase in interest when using this resource. It helps not only to understand theme of the lesson, but also to be able to show respect to your classmates, to give yourself and others the opportunity to answer. Since it is often noticeable that students are very fond of the process. Resources like this make formative assessment a natural part of learning [18].

As homework for self-study and replenishment of vocabulary the students were offered to work at Memrise. After completing the tasks, the students shared their opinion “when I did the exercise, sometimes I needed the help of my mother. Now my mother is also actively learning English using this platform”. Thus, usage of the resource contributed to the development of students’ reflexive skills [1]. Students, in addition to improving their vocabulary were able to reflect on the process.

Homework was generated at Freerice with the purposes of increasing the student's vocabulary and developing independent learning skills. This resource did not prove complicated to the students, so they willingly completed the tasks and shared the results. The results of the students by the end of the study have become much higher, as compared to those at the beginning of the study. This fact indicates the effectiveness of this resource. Also, the additional cultural and educational value is that this site is engaged in charity.

In the process of practice, we noticed difficulties in the preparation of proposals. Syntactic knowledge of students was at a low level. For this, it was proposed to use a gaming platform

Gametoenglish. It helped the students: firstly, to increase interest in performing exercises, and secondly, to teach them how to correctly compose sentences. The competitive character plays an important role in the use of this resource. It contributes to the development of the communicative competence of the students [17].

Approbation of digital resources in English lessons in grade 5 made it possible to identify some changes in the knowledge of students, in their motivation and skills in using modern technologies. At this stage of the study, the same methods were used as at the beginning of the study: questioning students, comparing the results of the beginning and end of the year.

At the end of the pedagogical study, first of all, a second survey of students was conducted. Pupils were offered an anonymous closed questionnaire in order to identify attitudes towards the use of digital technologies in learning English. To the question "In your opinion, did the electronic presentation materials help you in mastering the studied material?" all 25 students answered yes. To the question "Did you easily cope with the tasks of tests on a computer during knowledge control?" 8 people answered "yes"; 4 people answered "no"; 4 people had difficulty answering this question. To the question "Did you like classes using digital technologies?" all 25 students answered yes. To the question "Is it advisable, from your point of view, to often conduct classes using digital technologies?" all 25 students came to the conclusion that it is expedient. To the question "In your opinion, where is the most effective use of digital technologies?" all 16 people noted that the use of digital technologies is most effective in explaining new material and in reinforcing it; 9 people also noted the effectiveness of the use in the control of knowledge, both in terms of grammar and thematic material.

Of particular interest to us is the question of the most effective means of teaching English in the framework of our study. The students are sure that the most effective means are Quizizz (60%), Iscollective (22.2%), Gametoenglish (10%). At the same time, most of them in addition to using these learning tools, they work on various educational platforms.

Thus, we can conclude that all students recognize the effectiveness of the use of digital technologies in English classes. However, they give priority to sites of a game format when explaining and consolidating grammatical material, since the phased presentation of the material and especially illustrativeness (diagrams, tables) make it easier for them to perceive information.

We compared the results of the beginning and end of the academic year. The average score at the beginning of the year was 7; end of the year was 8,6-9. Also, as a result of the study, we identified the advantages and disadvantages of using digital resources in English lessons (Table 3).

Table 3

**The advantages and disadvantages of using digital resources in English lessons**

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>students learn at their own pace and can choose which exercise to do (like in Wordwall)</li> <li>interests of the students are accounted for</li> <li>both hard skills and soft skills of students are developed</li> <li>paper work is minimized</li> <li>competitive activities help students stay involved into learning</li> <li>learning motivation can be increased and sustained</li> </ul>	<ul style="list-style-type: none"> <li>students can get too involved into the game and lose the learning focus</li> <li>some students do not have the required gadgets and have to share their screen with others, which means loss of individualization of exercise</li> <li>slow Internet connection leads to loss of lesson time and students' motivation</li> <li>students can get distracted by social media, ads, and other sites when they go online</li> <li>too much use of screen work negatively affects students' vision and produces other undesirable effects on their bodies</li> </ul>

<ul style="list-style-type: none"> <li>• abundance of visual information keeps students on the task and often helps to disclose the meaning of foreign words</li> <li>• with some experience, teacher preparation time can be reduced by including ready-made online materials into the lessons</li> </ul>	<ul style="list-style-type: none"> <li>• sometimes team work is impossible with digital resources that reduces the development of students' interaction and rapport</li> </ul>
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Even though we could see and described the negative effects of digital resources application, they did not prevent the students from enjoying their success in learning English. Through the experience we obtained we can state that positive effects prevailed over the disadvantages that can affect the learning process.

The National Standard of education and the State Program specify the learning objectives to be achieved in the course of academic year, and the course books recommended by the Ministry of Education greatly influence the choice of methods for every particular lesson. However, it is not prescribed which digital resources should be applied to the implementation of the lesson plan so that all learning objectives were accounted for. So, it remains the teacher's responsibility to decide which exactly Internet tools to employ and that can either give the lesson high dynamics and good learning value or turn it into a complete disaster.

As it was disclosed during our approbation period, the teacher should pay special attention to finding the type of the digital resource appropriate for each learning objective and balance the time of the lesson between common classroom practices and usage of the media. Therefore, the use of digital resources: 1) has a positive impact on the formation of students' target language competence; 2) helps the teacher rely on various memory types and involve learners whose learning styles are different: visual, auditory, kinesthetic, analytical; 3) produces positive effect on students' motivation and learning skills as well as contributes to the development of their English language skills.

It should also be noted that the students enjoyed working with digital tools. They were familiar with some of them before, other technologies turned out to be new and more interesting for them. Of particular interest to the students was the fact that when studying the material, different ICTs were used, and the interests of the students themselves were taken into account in their selection.

Noting all the positive aspects of using computers we would like to emphasize that no new information technologies can replace a teacher in a lesson. Only a teacher can awaken emotions, look into the soul of a child. Only a teacher with his personal charm and high professionalism will be able to create a psychologically comfortable atmosphere in the classroom. No one will replace the teacher as a role model for students to practice skills, there is no alternative to working in pairs and groups in the classroom. Moreover, it is absolutely not necessary to constantly use any platforms, sites, applications, especially since in some cases this can cause damage.

Thus, it can be concluded that the use of digital technologies is currently an integral part of the educational process in an educational institution, contributes to the modernization of general education, allows for an activity-based approach to learning and successfully forms the communicative and informational competence of students. Information and communication technologies provide a high quality of material presentation and use various communication channels (text, sound, graphic, touch, etc.). Digital technologies in English classes make it possible to individualize learning as much as possible, make the learning process creative, increases motivation and interest in learning a foreign language and contributes to the effective formation of foreign language communicative competence. The thesis approbation can be considered successful as it highlighted the strengths and weaknesses of

applying digital resources to teaching English and allowed the teacher trainee gain practical experience. Those aspects of using the Internet at the lessons that seemed theoretical and far from life before the approbation were clarified and became real and personally valued thorough the careful choice of the digital resources and their testing before including them into the lesson as well as balancing the time between online and offline work in class are meant.

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