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INTERACTIVE PLATFORMS IN FOREIGN LANGUAGE LEARNING FOR STUDENTS OF NON-LINGUAL MAJORITIES

*The article is **aimed** at researching the role and features of the use of modern interactive platforms in the study of foreign languages as one of the important structural elements in ensuring a high-quality educational process.*

***Methodology**: the essence of the «interactive educational platforms» category is analyzed and their main features are investigated. The following methods were used in the process of scientific research: critical analysis of scientific and methodological, pedagogical literature on the problem to examine the state of the theme under study; comparative – to study the views of various scientists on the problem raised; systematization and generalization – to formulate conclusions.*

***Scientific novelty**: The analysis of criteria for selection most useful and valid interactive platforms and their main features and role for language learning strategies at non-lingual majorities was accomplished and described.*

***Conclusion**: interactive platforms play a significant role in the organization of the educational process because they give students access to self-education, non-traditional accumulation of knowledge through ICT sources, help to expand opportunities for creativity, and provide an extraordinary approach to solving industrial situations in training competitive specialists. This way the students of non-lingual majorities get the opportunity to enhance their linguistic capabilities alongside their primary field of study, facilitating the speed of completing educational tasks and improving the quality of education.*

***Keywords**: education, interactive platforms, digital technologies, foreign language, educational process.*

Formulation of the problem. It was determined that the main criteria for the analysis and selection of interactive educational platforms, which determine their availability and functionality within the limits of individualization of foreign language learning are clear interfaces, methodologically justified selection of electronic content, availability of multimedia learning elements, interactivity, availability of a free version, variability of tasks, the ability to control training results, and diagnose errors throughout training, receive feedback from users, the ability to set time limits for completing tasks, etc. It has been established that for the successful implementation of the Education 3.0 concept, the use of modern interactive platforms and digital technologies in learning foreign languages to the limits during the educational process becomes not a whim, but a necessity. The main types of modern interactive platforms and digital technologies for learning foreign languages are analyzed, which include modular digital learning environments, mass open online courses and distance education, LMS (learning management system), and LCMS (learning content management system) systems.

Challenges of linguistic globalization, proactive orientations of the information space, intensive development of information-communication technologies, and the computerization of all branches determined the priority of the quality of professional training and the development of students' knowledge of foreign languages. The study of foreign languages as part of the humanization of higher education is defined as an

important condition of modernity, as it contributes to the development of a holistic view of the world, the construction of communicative relations, and mutual understanding between different people and nations.

Analysis of recent research and publications. The topic of the role of interactive platforms in the study of foreign languages is studied by a significant number of scientists. In particular, the scientific works of A. P. Dobrynin, B. E. Khakimov, B. Tarman, V. M. Kurepin, V. P. Kupriyanovsky, V. S. Sinyakov, I. A. Petukhova, I. D. Frumina, I. M. Remorenka, I. Stepanova, K. A. Barannikov, K. L. Gevorgyany, L. V. Kokorina, L. R. Tairova, M. Ikonnikova, M. S. Dobryakova, N. P. Slivka, O. V. Horytska, O. V. Horlov, O. Kalimullina, O. Komochkova, S. V. Us are dedicated to the analysis of some aspects and features of use interactive platforms in the study of foreign languages, which affected the quality of the educational process in the study of foreign languages.

Highlighting previously unresolved parts of the overall problem. Despite a large number of original and meaningful works by foreign and domestic scientists on the researched issues, it should be noted that there are practically no studies devoted to the problems of analyzing the role of interactive platforms in learning foreign languages.

Presentation of the main research material. The development of information and communication technologies, their widespread use, and their positive impact on educational institutions contribute to the development of new and strategic methods for learning foreign languages. The need to access information regardless of time and place has increased the effects of digital and mobile technologies, which have made adjustments to the training of students in the process of learning foreign languages [1, 13].

The application of digital, information, and communication technologies and interactive platforms in the process of learning foreign languages is becoming intensively spread due to modern conditions. For the last decade, the importance of information and communication technologies during the study of foreign languages has shown significant advantages [2, 21]. The main task of modern times is to provide a complete computer network to ensure quality education and develop a system of individualized educational system for a long period, which is based on digital technologies and interactive platforms [3, 42].

The resources of educational interactive platforms for learning foreign languages can be both the main source and supplement educational methodical materials used in the process of learning a foreign language for effective organization of the educational process. However, unlike traditional methods of teaching a foreign language, the mechanism of work on educational interactive platforms involves regular monitoring of the activities of students. Therefore, interactive educational platforms for learning foreign languages are a productive technology [5, 42].

We believe that the main criteria for the analysis and selection of interactive educational platforms, which determine their availability and functionality within the limits of the individualization of foreign language learning, are:

– a clear interface (this criterion involves a clear layout of the platform sections, quality design, and design, as well as accessible navigation;

– methodologically justified selection of electronic content – all tasks of the site should have methodological value and develop specific educational and language skills and skills of education seekers;

– the presence of multimedia learning elements, namely: images, animations, audio, and video;

– interactivity – interaction with other participants in the learning process;

– availability of a free version – today there is a significant number of interactive online platforms for learning foreign languages, but each of them, being in public access, has special paid additions;

– variety of tasks – the presence of various tasks aimed at improving the language skills of students with different levels and abilities to learn foreign languages;

– the possibility of monitoring learning results and diagnosing errors throughout the entire learning process – this criterion allows you to fix problematic aspects in the study of foreign languages.

Thus, a detailed portrait of the learner with all his strengths and weaknesses is formed, as well as a source of «big data» is created, which makes it possible to offer the learner variable content [6, 57].

– formation of conditions for the motivation of education seekers, their encouragement to achieve high results in the study of foreign languages, and even the presence of competition elements;

– receiving feedback from users – this criterion assumes the presence of functional capabilities of the platform, which allow the student to get in touch with a teacher or a virtual teacher and receive individual consultation on certain issues;

– the possibility of setting time limits for completing tasks;

– the possibility of replenishing the database of tasks by education seekers – this criterion;

Tools for creating multimedia presentations: Genially, Video Puppet, Screencast-o-Matic. Tools for creating interactive exercises: Kahoot, Plickers, Quizizz, Learningapps, Quizlet – a platform that allows you to create your dictionaries, write dictations by ear, and contains interactive games and tests.

Tools for creating tests: OnlineTestPad, iLearn, Stepik, Testmoz, Google Forms, Socrative, Answergarden.

MOOC platforms for distance learning: Coursera, edX, XeuetangX, FutureLearn, Udacity, Arzamas, General Assembly, Khan Academy [7, 37].

Interactive MOOC platforms for learning foreign languages: Duolingo is a platform where lessons have been developed, each of which includes tasks in the form of listening, translation tasks, and spoken vocabulary tasks; after completing one of the courses of this platform, a student can learn approximately 2000 new words);

LinguaLeo is a platform where, through a system of game mechanics, students have the opportunity to perform grammar exercises, read various texts, listen to audiobooks, and watch video clips;

LearnEnglish from the British Council – a platform on which, before learning English, users pass a test, based on the results of which the level of language proficiency is determined and, by it, the user is offered appropriate courses, and the platform also enables the user to work with a teacher online with the purpose of a more accurate understanding of the educational material;

BBC Learning English – a platform where special visual and interactive exercises have been developed, the performance of which allows you to significantly improve the skills of users, in particular, auditory memory, visual memory, correct pronunciation of words, phrases, and sentences;

Livemocha is a platform where users can find a partner by communicating with whom they will gain practical experience in mastering the English language;

Exam English is a platform designed specifically for those users who plan to take international exams in the future (IELTS, TOEFL, etc.).

Simpler is a platform designed for learning a foreign language in the form of a game on which, before learning English, users pass a test, based on the results of which the level of language proficiency is determined and, by it, the user is offered appropriate levels of training and the difficulty of the exercises inherent to his level of knowledge is determined, and training is mainly based on the detective genre, which, as practice shows, is more subconsciously consolidated by users in the form of acquired new knowledge, skills, and abilities;

LyricsTraining is a platform where users can improve their knowledge of the English language, as they gradually listen to music, watch video clips, and perform various exercises;

Bussu is a platform where special lessons and exercises have been developed, the completion of which contributes to the memorization of vocabulary and the clarity of pronunciation of words, phrases, and sentences, and the correctness of the exercises by users is checked by native English speakers;

Memrise is a platform based on interesting videos, and online games, as well as a theoretical component, which is more necessary for mastering the English language;

Callan Method is a platform that allows the user in the course of learning a foreign language: better remember words and grammatical constructions, more quickly perform interactive exercises, correctly form pronunciation, as well as use the built-in Dictaphone, write dictations that are read directly by native speakers, and gather information from textbooks through their audio version; Lingohut; Hosgeldi.com; Babbel; LearningApps.org; Second Life; Preply etc. [8, 87].

MOOCs should be actively used when learning a foreign language, as they contribute to improving the quality of the educational process due to faster learning and the ability to choose those courses or interactive platforms that are more in line with the educational and scientific interests of the learners, as well as their personal needs, motivations, and professional aspirations [9, 128-129].

As the researchers point out, despite the obvious advantages of distance learning for educational institutions, as well as the objective usefulness of MOOCs and the convenience of using online lectures as an alternative to traditional textbooks, e-education is not ideal. One of the main problems of MOOCs is the low degree of completion of the course on interactive platforms – only about 10% of education seekers complete it. A limiting factor for the development of widespread use of MOOCs is the lack of a teacher to guide the learning and, as a result, the lack of feedback necessary for effective learning.

The lack of a motivational factor in online courses on interactive platforms leads to unsuccessful completion of the course, and the lack of flexibility can be considered a disadvantage of MOOCs. Despite small technical differences between the structure and interfaces of the platform, the format of all currently known MOOC platforms involves the use of video lectures and testing with multiple choice questions of the open and closed type. MOOC is fully integrated into the concept of lifelong learning as an interactive platform for the further education of adults [10, 57].

Therefore, the role of modern interactive platforms in learning foreign languages has a positive effect on the educational process, thanks to the effective coordination of the efforts of those seeking education during the individualization of education.

Moodle is a free, open-source learning platform designed to provide educators, administrators, and learners with a single robust, secure, and integrated system to create personalized learning environments. It offers a wide range of features for building and managing online courses, including: course Management – instructors can create courses with various activities and resources such as assignments, quizzes, forums, wikis, and more.

Communication Tools: Moodle provides tools for communication between instructors and students, including forums, messaging, and announcements.

Assessment and Feedback: It offers various assessment options like quizzes, assignments, and workshops, along with customizable grading and feedback mechanisms.

Collaborative Learning: Moodle supports collaborative learning through features like wikis, workshops, and group activities.

Customization and Extensibility: The platform is highly customizable and extensible, allowing institutions to tailor it to their specific needs through plugins and themes.

Significance of Moodle: Accessibility: Being open-source, Moodle is accessible to a wide range of educational institutions regardless of their financial resources. It enables institutions to provide online learning opportunities to students who might not otherwise have access to them.

Flexibility: Moodle's flexibility allows educators to design and deliver courses according to their pedagogical preferences and the needs of their learners. It supports various teaching methodologies, including blended learning and flipped classroom approaches.

Community Support: Moodle has a large and active community of developers, educators, and users who contribute to its development, share resources, and provide support to each other.

Scalability: Moodle can scale from small organizations to large institutions and supports thousands of concurrent users. It has been successfully deployed in various educational settings worldwide [11, 18].

Conclusions and prospects for further research. After conducting research, we concluded that the role of interactive platforms during the study of foreign languages is to ensure a high-quality educational process and individualization of education. The use of interactive educational platforms in the process of learning foreign languages and in the aspect of individualization of learning can become the very pedagogical tool that contributes to improving the quality of knowledge acquisition by tracing the individual educational path of the learner, as well as identifying cause-and-effect relationships between his activity on interactive educational platforms and educational success. The implementation of interactive education makes the student an active participant in education, who consciously carries out the process of learning and learning a foreign language.

The practical significance of the research is that the conclusions and recommendations developed by the authors and proposed in the article can be used to overcome obstacles when using modern interactive platforms in the process of learning foreign languages. A promising direction of further research on this issue is the improvement of the educational process of learning a foreign language based on the use of modern interactive platforms and digital technologies, which will make it possible to stimulate the educational process.

Moodle has become a cornerstone in the field of online education, providing a versatile platform for institutions to deliver high-quality learning experiences to their students. Its open-source nature, flexibility, and robust feature set make it a preferred choice for educators and institutions looking to establish or enhance their online learning environments.

Modular Digital Learning Environments (MDLEs) play a key role in modern education, allowing the integration of various technological tools and resources to create a flexible and effective learning process. Here's a quick overview of the key aspects of the MCNS:

Flexibility and adaptability: MCNS allows educational institutions to quickly adapt to the changing needs of students and teachers, offering individualized learning trajectories.

Integration of technologies: The use of cloud services, mobile applications, and social networks in MCNS helps to engage students and increase their motivation.

Collaboration and Interaction: MCNSs provide opportunities for collaborative work, allowing students and faculty to communicate effectively and work on joint projects.

Availability of resources: Digital libraries and online resources integrated with the MTSNS provide students with easy access to the necessary study materials.

Learning analytics: MCNS can use data to analyze student performance and optimize learning processes [12]. Preparing for the future: MCNS prepares students to work in the digital world by developing important digital skills and competencies.

Despite the variety of methods and technologies, it should be remembered that they are all built around the human perception system. As with metacognition, awareness of the process itself also becomes part of the process. Synthetic experience is at the center of worlds built on devices and gadgets. Synthetic experience plays a special role in the field of art and artistic perception and learning foreign languages. The influence of synthetic experiences on cognition (and on consciousness) has yet to be studied. Research in this direction will give a positive result if the ergonomic features of human activity in a synthetic environment are taken into account, as well as the use of research experience in the military field, where learning and training using virtual reality has been carried out since the end of the 20th century.

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