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«THE EFFECTIVENESS OF USING DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE LESSONS»

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In the context of educational digitalization, the relevance of the issue of preparing future teachers to use digital educational resources is determined by several factors. First and foremost, this issue can be considered within the framework of the State Program of the Republic of Kazakhstan «Digital Kazakhstan», the main goal of which is to enhance the country's economic competitiveness through the use and development of digital technologies [1].

Furthermore, the President of the Republic of Kazakhstan, K. Tokayev, in his Address to the People of Kazakhstan, «Kazakhstan in New Conditions: Period of Actions», identified the development of online educational platforms as a pressing issue in the education sector, particularly in the context of the pandemic [2].

Digitalization, on the one hand, acts as a unifying and integrating principle, and on the other hand, represents a fundamentally new tool for teaching for the pedagogical community and society, the mastery of which is accompanied by certain challenges. The extensive introduction of digital technologies into all spheres of life imposes new requirements on individual personal qualities. This transformation affects cognitive processes, necessitating the development of soft skills that are in demand in the modern social environment.

Given that post-industrial society is characterized by three key components - knowledge, information, and digital technologies - information serves as a source for the functioning of social processes and as a condition for their interconnection. Global networks create a unified information space, expand economic development opportunities, and provide access to global values and advanced experience. Thus, access to extensive informational resources contributes to broadening individuals' worldview and creates conditions for their self-realization. At the same time, the increasing flow of information leads to the large-scale digitalization of the social environment and human activity [3].

In the modern world, digital technologies represent not only a tool but also an intellectual environment, opening new possibilities: learning at any convenient time, implementing the principle of lifelong education, designing individual educational trajectories, and shifting users from the role of consumers of electronic resources to creators of such resources.

Digital educational resources are products implemented using computer technologies. Digital educational resources are understood as informational sources that include graphical, textual, numerical, speech, musical, video, photographic, and other types of information, aimed at achieving the goals and objectives of modern education.

Practice shows that their key value lies in the potential to qualitatively transform the content, methods, and organizational forms of the educational process in accordance with the requirements of a digital society. Consequently, it can be argued that in the transition from informatization to digitalization, digital educational resources serve as an effective tool for implementing digital education.

Therefore, the development of future teachers' readiness for the effective use of digital educational resources in the teaching and learning process constitutes one of the most pressing tasks of the modern education system.

At present, the main objective of educational digitalization in Kazakhstan is to improve the quality of the national education system through the creation of a unified informational educational environment based on the application of modern advanced information technologies. This, in turn, can be considered an effective and promising step toward achieving economic development goals and building a digital economy through the professional development of teachers [5].

Historically, the term «digitalization» emerged in connection with the intensive development of information and communication technologies. According to Klaus Schwab, the first digital revolution of the 1960s - 1980s had an «industrial» character: its catalysts were semiconductor computers; in the 1960s - 1970s, personal computers; and in the 1990s, the development of the Internet. He also predicted the beginning of the Fourth Industrial Revolution, based on the widespread adoption of digital technologies, mobile Internet, and artificial intelligence [6].

Key phenomena defining contemporary digital culture include personal computers and various digital devices: the Internet, artificial intelligence, system and application software, computer graphics and virtual reality systems, digital formats of traditional communication media (books, photographs, audio and video recordings, digital television, etc.), computer games, and technological art. These processes largely unfold online and generate ambiguous trends, often perceived negatively by traditional consciousness. In the digital era, the issue of forming a new form of culture becomes particularly relevant [7].

According to researchers, the modern digital educational environment is based on three key principles: first, the entire world is moving into a digital format, and the education system should not lag behind; second, the digitalization of education provides the possibility of choosing an individual educational trajectory and increases learners' responsibility for their own learning; third, a comprehensive digital education system ensures equal access for all citizens to quality and modern education [8].

Overall, the concept of digital educational resources developed from traditional «paper» sources of information (books, journals, newspapers, textbooks, teaching manuals, etc.) as well as materials disseminated through electronic mass media (radio and television) and traditional pedagogical software tools, which have significantly transformed over recent decades. Today, the educational process is inconceivable without the use of digital educational resources, and teachers must have full command of information technologies and the ability to work effectively online. The role of the teacher is not only to transmit knowledge but also to develop learners' skills for independent information search and self-realization. The implementation of modern information technologies requires the construction of an integrated pedagogical process corresponding to a new model of learning.

Practice shows that digital educational resources have broad potential and perform multifunctional roles, including [9]:

- serving as a visual aid in teaching;
- providing tools for forming and reinforcing learners' practical skills;
- facilitating assessment and knowledge control, including conducting quizzes and checking homework;
- enabling work with diagrams, tables, graphs, and symbols;
- serving as tools for text editing and error correction in learners' creative works.

Compared with traditional teaching tools, electronic educational resources offer several advantages:

Advantage	Description
<i>Multimedia</i>	Simultaneous use of various forms of information presentation, including graphics, text, video, images, animation, sound effects, and high-quality audio support.
<i>Interactivity</i>	Allows selection of elements, text input with error analysis, activation of multimedia components, and organization of objects into a coherent system, enabling learners to work at an individual pace and consider their cognitive characteristics.

<i>Accessibility</i>	Resources can be used anytime and anywhere, including interaction via social networks. Particularly important for learners with special educational needs and home-based learners, in line with state educational standards [10].
<i>Universality</i>	Resources can be used independently of a specific educational-methodical complex, provided its concept aligns with core didactic principles.
<i>Variability</i>	Content can be adapted to different curricula, levels of difficulty, and individual learner characteristics, allowing the construction of individualized educational trajectories [11].

We consider the key advantages of digital educational resources to be:

- enhancing visual representation through multimedia;
- supporting individual, research, and creative learner activities;
- significantly increasing engagement in the learning process;
- and providing access to additional encyclopedic information.

Based on the analysis of scientific literature, the following definition can be formulated: digital educational resources are fully interactive multimedia products aimed at achieving didactic objectives or solving specific educational tasks through the extensive capabilities of computers.

Future teachers' readiness to use digital educational resources is understood as the set of abilities and skills ensuring the effective application of digital technologies in professional activity and the fulfillment of the goals and functions of the teaching and learning process [12].

This readiness imposes new demands on teacher training and necessitates genuine transformations in professional activity. Modern society requires not only functionally trained specialists but also creative, competent individuals capable of rapid adaptation to a changing social environment.

Domestic scholars note that Kazakhstan possesses significant potential for the development of Industry 4.0. Its successful implementation requires, first, the active introduction of digitalization into the education system, as it ensures the improvement of education quality and familiarizes learners with modern technologies and global processes [13].

We also share the position of domestic and foreign researchers that digitalization, including educational digitalization, under the conditions of the Fourth Industrial Revolution, constitutes a crucial factor in the socio-economic development of the country.

The following types of information technologies are applied in the education system (Figure 1):

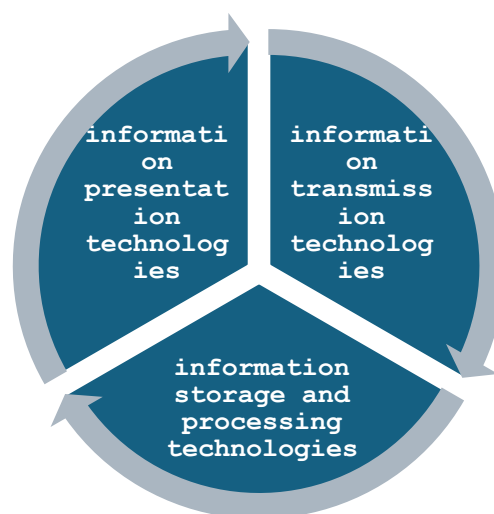


Figure 1. Types of information technologies

Information technologies in education hold particular significance, as they ensure the organization of the learning process, the transmission of information from the teacher to the learner, and the use of computer technologies and telecommunication tools (Figure 2).

It should be noted that digital educational resources do not replace the teacher but serve as an additional tool: they supplement content through ICT and multimedia technologies, focus learners' attention, provide visual representation of material, and facilitate its connection with real-life phenomena.

Digital education refers to the process of learning using digital devices and technologies, including e-learning. A classification of digital educational technologies.

Educational information consists of knowledge necessary for professional activity. In the context of digital education, the learner becomes an active subject in acquiring knowledge, which imposes certain requirements on both the volume and quality of the information assimilated.

Educational technologies are a set of teaching methods aimed at conveying new information to learners.

Information technologies are hardware-software systems based on computer technologies that provide storage, processing, and transmission of educational information. Their use in the learning process requires a clear alignment of communication tools with the instructional goals and expected learning outcomes.

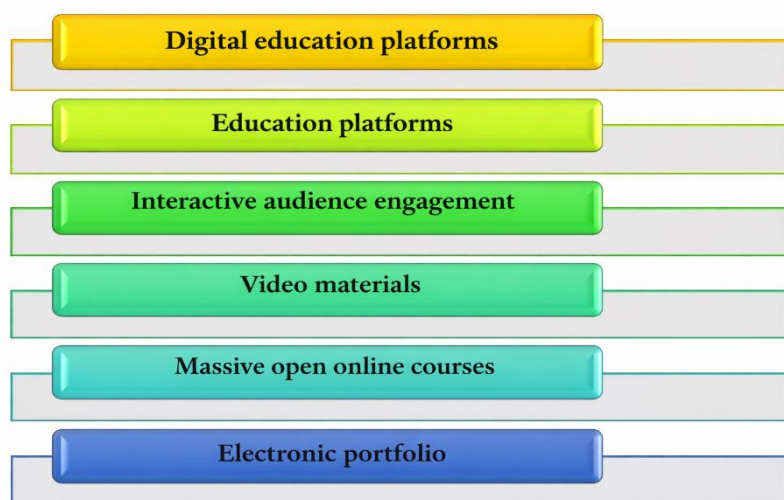


Figure 2. Classification of digital educational technology

The integration of digital technologies into foreign language instruction has proven to be a highly effective approach for enhancing both teaching and learning outcomes. Digital tools and resources facilitate interactive and engaging learning experiences, promote learner autonomy, and support the development of key skills, including critical thinking, collaboration, and digital literacy. The use of multimedia content, educational software, and online platforms allows for the visualization of complex language structures, provides immediate feedback, and enables personalized learning trajectories, which contributes to improved language acquisition.

Moreover, digital technologies strengthen the connection between classroom learning and real-life contexts, allowing learners to apply their language skills in authentic communication scenarios. While challenges such as the need for teacher training and equitable access to technological resources remain, the benefits of digital integration—including increased motivation, enhanced comprehension, and expanded opportunities for intercultural communication—underscore its central role in contemporary foreign language education.

Overall, the findings indicate that the systematic and pedagogically informed use of digital technologies significantly enhances the effectiveness of foreign language teaching and prepares learners to thrive in an increasingly digital and multilingual world.

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