ONLINE PLATFORMS FOR LEARNING ENGLISH AND GERMAN

I. V. Khrin[*]

*The study is devoted to the issue of online platforms and tools that one can use in the process of learning English and German remotely and offline. **Aim of the research** is to highlight the main platforms and their functions in the process of learning English and German. **Methods.** To achieve the goal, the following methods were used: theoretical (analysis, synthesis of normative, scientific, and pedagogical sources); empirical (observation of the learning process). **Results.** The main online platforms for learning English have been identified and characterized. They can be accessed by going to the application page. The requirements of modern society encourage the search for new technologies and methods that allow teaching and developing foreign language communication skills. English can be learned with not only the help of textbooks, but also by using the latest online resources and applications designed specifically for easy and interesting learning. Today's conditions require constant professional development, hard work, creativity and easy adaptation to new conditions. **Conclusions.** The author of this article has made an attempt to explore the main online platforms and resources that can be used in the process of learning English and German. We can clearly see that nowadays there are more and more diverse online platforms and applications for learning English and German. This issue is especially relevant for philology majors, in particular, when teaching English and German. Online platforms are a necessary tool in the methodological work of future teachers and lecturers. They are quite important in the process of learning them. After all, our task is to make the process of learning English and German interesting and stress-free for students.*

***Keywords:** English, online platforms, German, learning, language, innovative technologies, foreign languages.*

ВИКОРИСТАННЯ ОНЛАЙН ПЛАТФОРМИ У ВИВЧЕННІ АНГЛІЙСЬКОЇ ТА НІМЕЦЬКОЇ МОВ

І. В. Хрін

*Дослідження присвячено питанню онлайн-платформ та засобів, які можуть застосовуватися у процесі вивчення англійської та німецької мов дистанційно та офлайн. **Мета статті** – висвітлити основні платформи та їх функції у процесі вивчення англійської та німецької мов. **Методи.** Для досягнення мети було застосовано такі методи: теоретичні*

---

[*] Candidate of Pedagogical Sciences (PhD in Pedagogy), Associate Professor
(Hryhorii Skovoroda University in Pereiaslav)
kozachenkoirina1989@gmail.com
ORCID: 0000-0003-0368-6426

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 4 (115)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 4 (115)

(аналіз, синтез нормативних та науково-педагогічних джерел); метод аналізу (розчленування предмету пізнання, абстрагування його окремих сторін чи аспектів). ***Результати.*** *Виокремлено та схарактеризовано основні онлайн платформи для вивчення англійської та німецької мов. Доступ до них можна отримати, зайшовши на сторінку додатку. Вимоги сучасного суспільства спонукають до пошуку нових технологій і методик, які дають змогу навчати й розвивати навички іншомовного спілкування. Вивчати англійську та німецьку мови можна не лише за допомогою підручників, але й скориставшись новітніми онлайн-ресурсами та додатками, які розроблено спеціально для легкого та цікавого навчання. Онлайн платформи сприяють створенню інтерактивних вправ та урізноманітненню процесу вивчення англійської та німецької мов. Таким чином підвищується рівень зацікавленості студентів та учнів до вивчення мов.* ***Висновки.*** *Автор статті здійснив спробу дослідити основні онлайн платформи та ресурси, які можна застосовувати у процесі вивчення англійської та німецької мов. Ми чітко бачимо, що у наш час з'являється все більше і різноманітних онлайн платформ та додатків для вивчення англійської та німецької мов. Особливо доцільним це питання виявляється відносно філологічних спеціальностей, зокрема, під час викладання англійської та німецької мов. Онлайн платформи є необхідним інструментом у методичній роботі майбутніх учителів і викладачів. Вони є досить важливими у процесі їх вивчення. Адже наше завдання – зробити процес вивчення англійської та німецької мов цікавим та нестресовим для учнів та студентів.*

Ключові слова: *англійська, онлайн платформи, німецька, навчання, мова, інноваційні технології, іноземні мови.*

Introduction of the issue. It is impossible to disagree with the fact that knowledge of any foreign language not only improves the quality of life, but also opens up a world of new culture, a world of new thinking and worldview that is completely different from our own.

According to the results of a statistical research study recently conducted by scientists at the University of London, people who learn foreign languages have more flexible and original thinking. No wonder the wise old saying goes "As many languages you know, as many times you are a man", "He who knows languages, knows the world".

Today, knowledge of foreign languages is the key to success and new opportunities that open up to a person and make his or her physical and spiritual world much brighter, more interesting. In the context of globalization processes taking place in the modern world society, is simply a necessary component of the professional activity of a specialist of any level in any field. Thus, today, foreign language proficiency is simply an essential necessity of life, which is being realized by more and more people who want to learn foreign languages [2].

Verkhovna Rada of Ukraine, guided by the Constitution of Ukraine, confirms the irreversibility of Ukraine's European and Euro-Atlantic course. It strives to intensify the processes of Ukraine's European and Euro-Atlantic integration, to strengthen the international image of the state in the globalization processes, to increase its competitiveness, investment and tourist attractiveness. The knowledge of English is one of the key competencies required by every citizen of Ukraine for personal and professional growth. This Law adopts:

- English is one of the languages of international communication in Ukraine.

- The state promotes the study of English by citizens of Ukraine.

The purpose of this Law is to promote the use of English as one of the languages of international communication throughout Ukraine in the public spheres of public life defined by this Law. This Law shall not apply to relations concerning the consideration and resolution of administrative cases, except in cases specified by law. None of the provisions of this Law may be interpreted as aimed at narrowing the scope of functioning and use of the Ukrainian language as the state language, as well as the use of languages of indigenous peoples and national minorities of Ukraine [1].

Learning two foreign languages in the context of education is a reality and a necessity of our time. In language

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 4 (115)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 4 (115)

learning methodology, the term "second foreign language" means that a student has already studied at least one foreign language. Therefore, the term "second foreign language" refers to the language learned after the first foreign language. Every year, a large number of students in secondary schools choose to study German as a second foreign language (in 20,245 out of 294,739 schools in Ukraine). We should understand that the second foreign language is taught as a part of the school curriculum. But students are not fluent in the first foreign language, as opposed to cases where children learn two languages growing up in a bilingual family, being in a linguistic environment (as children of immigrants), or learning dialects again due to the linguistic environment.

Current state of the issue. B. Shunevich, V. Kukharenko, O. Rybalko, H. Syrotenko, M. Koval and others, carried out research in the field of distance learning. However, the methodology of teaching foreign languages using only the distance format of work with the whole complex of problems has not yet been systematically considered and requires detailed study.

The issue of learning German as a second foreign language is of interest to many domestic and foreign scholars, including: O. Yevenko, R. Kushneruk, B. Lindemann, B. Mißler, N. Mukataeva, E. Osypenko, S. Chorna, B. Hufeisen, and others.

A large number of scholars has studied the role of interactive platforms in foreign language learning. In particular, the scientific works of A. Dobrynin, B. Khakimov, B. Tarman, V. Kurepin, V. Kupriyanovskyi, O. Kalimullina are devoted to the analysis of some aspects and features of the use of interactive platforms in the study of foreign languages.

Scientists K. Wang (University of Northern Iowa) and L. Winstead (University of California) in their book "The Handbook of Research on Foreign Language Education in the Digital Age", rightly note that language is a medium of communication, formation of ideas and thoughts, and modern technologies are the best way to make learning English more effective. The researchers believe that a teacher should be a mentor for their students, helping them to develop communication skills and critical thinking while using online platforms [15].

Outline of unresolved issues brought up in the article. Today's conditions require constant professional development, hard work, creativity, and easy adaptation to new conditions from teachers and lecturers. Full-time education provides an interesting educational process that includes students' needs for active communication; work in groups, individually in a team, active games in lessons or classes both at school, and at university. Thus, it gives the expected result in learning and ensures the implementation of the educational program.

Unfortunately, the present has made its own adjustments. During the coronavirus pandemic, we are forced to look for new forms and methods of work. Given the difficult epidemic conditions in the educational environment and in the country as a whole, in order to obtain positive results, eliminate gaps in learning, and taking into account quarantine conditions, we use blended and distance learning to study the subject.

The blended learning model includes a periodic alternation of face-to-face and distance learning. Scientists consider distance learning as a form of education organization when students are remote from the teacher in space and time but can maintain a dialogue through communication tools. Access to learning materials and recommendations on how to work with them is provided in a convenient place and at a convenient time. This reduces the number of classroom sessions in the student's overall workload and frees up time for more active independent work, ensuring individualized learning. Such an organization of the learning process implies a slightly different approach to

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 4 (115)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 4 (115)

learning, in particular: independent search, analysis, systematization and generalization of information, self-organization and self-control. Therefore, distance learning has a number of advantages over traditional education: advanced educational technologies, accessibility of information sources, individualized learning, a convenient counseling system, democratic relations between students and teachers, convenient schedule and place of work. In addition, many online resources contribute to the interactivity of the learning process [11].

Interactivity in learning a foreign language promotes the active use of online platforms by students and allows them to be more creative and active both in the classroom and in the process of independent work. Students prepare short reports and presentations on the learning material during their independent work, so they share their work and knowledge with their classmates in class, demonstrating their level of knowledge, skills and abilities. With the help of educational technologies, students are better prepared for classes, learn the material and master vocabulary, participate in brainstorming sessions, discussions, and games. At the same time, teachers have attractive resources for preparing didactic educational material to make their classes interesting and sociable, where all students can participate regardless of their level of knowledge [10].

Aim of research is to highlight the main platforms and their functions in the process of learning English and German.

Results and discussion. Distance learning is considered by scientists to be a form of education organization when students are remote from the teacher in space and time but can maintain a dialogue through communication tools. Access to learning materials and recommendations on how to work with them is provided in a convenient place and at a convenient time. This reduces the number of classroom sessions in the student's overall workload and frees up time for more active independent work, ensuring individualized learning. Such an organization of the learning process implies a slightly different approach to learning, in particular: independent search, analysis, systematization and generalization of information, self-organization and self-control. Therefore, distance learning has a number of advantages over traditional education: advanced educational technologies, accessibility of information sources, individualization of learning, a convenient counseling system, democratic relations between students and teachers, convenient schedule and place of work.

The main goal of learning a foreign language is to develop communicative competence; all other goals (educational, training, and developmental) are realized in the process of achieving this main goal. About 70% of a communicative methodology class is devoted to conversational practice on various topics. Yet, it would be a mistake to assume that the communicative approach is exclusively about speaking in English. To paraphrase a well-known expression, a person should have everything perfect: oral and written speech, vocabulary, grammar, listening and reading skills. The communicative approach is designed to combine everything at once. The use of the Internet in the communicative approach is best motivated: its goal is to get students interested in learning a foreign language by accumulating and expanding their knowledge and experience [7].

There are some examples of the most popular platforms for studying English and German in Table 1.

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 4 (115)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 4 (115)

Table 1

	Activity	Game board	Open class	Free/Pay	Folder	Audio/Video/Image
Word wall	Listening/Speaking	-	+	Free/Premium	+	Audio/Image
Learning apps	Listening/Speaking/Reading	-	+	Free	+	Audio
Bamboozle	Speaking	-	+	Free/Premium	+	Image
Genially	Speaking/Reading	+	+	Free/Premium	+	Audio/Video/Image
Canva	Speaking/Reading/Presentation	-	+	Free/Premium	+	Audio/Video/Image
Kahoot	Speaking	+	+	Free/Premium	+	Image/Audio
Jamboard	Speaking/Reading/Presentation	-	+	Free	+	Image

The table above summarizes the most popular online interactive learning platforms that you can use to create interactive learning activities. All of these tools can be used to create interactive exercises and printable materials. *Canva, Wordwall, Genially, and Learning apps* have ready-made templates that you can use in your work, but you need to edit them to fit your topic. Interactive exercises can be played on any web device, such as a computer, tablet, phone, or interactive whiteboard. All platforms have a function of saving materials. They can be printed from the site or downloaded as a PDF file.

Learning apps, Wordwall, Bamboozle are online services that allow you to create interactive exercises. In the process of creating a task, you can add images and audio, which allows you to check listening and pronunciation. Thanks to these developments, it is possible to store interactive tasks on platforms through which students can test and consolidate their knowledge in a playful way, which helps to form their cognitive interest.

These platforms also provide an opportunity to obtain a code for interactive tasks to be posted on the pages of websites or blogs of teachers and students. *Learning apps, Wordwall, Bamboozle* are convenient and easy-to-use services for creating interactive exercises that can be used at any stage of the lesson. There is a large selection of templates for creating games.

Unlike *Learning apps Wordwall and Bamboozle, Genially* is one of the online platforms where you can create all kinds of didactic resources, presentations, games, interactive images, maps, illustrated processes, resumes, etc. one tool to create all kinds of didactic resources, presentations, games, interactive images, maps, illustrated processes, resumes, etc. The developed exercises and tasks can be used in the Speaking process. You can work in it easily and quickly, as it offers various templates for creating resources, a large selection of interactivity. The interactivity allows you to comment on objects, open pop-up windows, make hyperlinks to project slides and external resources [16].

Genially also saves all added content in the cloud storage, so you can leave unfinished work on the project and continue it on another computer. The platform also supports collaboration, which means that you can work on the same project with other people at the same time, transforming content together based on shared ideas.

Canva is a graphic design platform that allows users to create graphics, presentations, posters, and other visual content for presentations. Both web and mobile versions are available. The service offers a large bank of images, fonts, templates, and illustrations. *Canva* is available both in the web version and as an application for OS and Android. The platform allows you to create Zoom backgrounds, posters, presentations, postcards, flyers, infographics, business cards, Instagram posts, resumes, invitations, book covers, menus, letterheads, newsletters, photo collages, tickets, bookmarks, invoices, recipe cards, and more without the need for deep

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 4 (115)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 4 (115)

design skills. You can also use it to learn grammar, vocabulary, and speaking.

The work is suggested to be composed of ready-made elements (photos, graphics, and videos), but you can also upload your own. Images can be edited to add various effects, such as blurring or color tones. Actions are automatically saved. The free version offers more than 250,000 templates, over 100 design types, hundreds of thousands of photos and graphics, the ability for multiple people to work on the same project together, and 5 GB of cloud storage. Paid plans provide more templates and elements, as well as additional cloud storage and business tools. When your work is ready, you can download it to your device in the format of your choice, share it on social media, or send it to a professional printing service.

Unlike *Learning apps, Word wall,* and *Genially, Kahoot* can be used in a classroom where the whole group or class participates. *Kahoot* is a learning platform that allows you to conduct interactive lessons and test students' knowledge through online testing. Testing is conducted in a game form, during a lesson or class, where children can see the standings and results.

Even basic access to the platform gives the teacher quite a lot of opportunities:

- It allows involving up to 50 students in testing.

- Questions can be created independently (the Create button in the upper left corner of the screen) or use ready-made questions from the question bank (to view the entire question bank, click the Discover button at the top left of the screen).

- You can enable the function to shuffle answers in the question.

- To visualize the question, you can use the image bank, add them to questions or use them as answers.

- It is possible to limit the time given to the student to answer the question.

- You can determine the number of points for each correct answer.

- Allows you to find out how each student answered the questions or build diagrams of the academic group's performance.

The platform is a convenient tool for creating tests that can be used for:

- current and module control of students' knowledge;

- self-study and self-control;

- preparation for modules and exams;

- surveying students' opinions, etc.

The "virtual classroom" survey method can be used for not only classroom or distance learning. It can also be used during student conferences, scientific clubs, or other events when there is a need to involve students in discussing scientific or educational issues.

Jamboard is an interactive virtual whiteboard that allows teachers to demonstrate key information during a lesson in Zoom or Google Meet, as well as interact with the entire class or a separate group of students in real time. This tool also has user-friendly functionality and creates a number of opportunities for organizing an effective learning process in a virtual space.

For example:

- capture the ideas of the teacher and students in the class with colorful stickers;

- create notes and drawings using a whole range of functions, including handwriting recognition and conversion to print;

- conduct surveys using special templates;

- upload images and text from Google Drive;

- join both from a computer and from a regular smartphone by downloading Android or iOS applications;

- draw students' attention to certain parts of the work surface using the laser pointer tool;

- change the background of the work surface, including downloading individual templates for work;

- save all the work on each participant's Google Drive;

- export projects to PDF or PNG;

- integrate the virtual whiteboard with Google Classroom.

Thus, all online platforms have free access. This is enough to create a variety of assignments and supplement classes

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 4 (115)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 4 (115)

with interactive exercises and activities. All platforms are good tools for speaking practice. After all, the communicative approach is central to learning English and German.

Conclusions and research perspectives. The study shows that there are broad prospects for the development of distance learning and online platforms in the process of learning foreign languages. Thus, working with information in the future will make it possible to use the tools for automatic preparation of texts obtained directly from the Internet to use them in the learning process. The volume of learning activities will increase with new automated intelligent dialog systems, which are at the initial stage of development. At the initial stage of development, to work with both with both text and multimedia. The density of communication may increase in the future due to the use of the use of augmented reality technologies.

Group online classes using various educational platforms are widely used to learn English and German. Conscious foreign language teachers are constantly looking for the most effective and effective way of teaching. In practice, we see that teachers are gradually introducing new teaching methods and conducting research to improve the quality of the distance learning process. The study shows that the transition to online education due to the pandemic has helped higher education institutions, teachers, students, and managers to open up new opportunities and gain new positive experiences.

REFERENCES (TRANSLATED & TRANSLITERATED)

1. Freitas, S. & Morgan, J. (2016). Will MOOCs transform learning and teaching in higher education? Engagement and course retention in online learning provision. *British Journal of Educational Technology,* 46(3), 155-171 [in English].

2. Hoare, Ph., & Stapleton, P. (2020). Classroom Strategies for English Medium. *Teaching and Learning.* Retrieved from: https://www.eduhk.hk/ele/research/seminar/1213/HKIED_ELE_Seminar121117_1.pd [in English].

3. Ikonnikova, M. (2019). Modern online platforms and digital technologies in teaching linguistics in the higher education practice. *Information Technologies and Learning Tools,* vol. 73, iss. 5, p. 125-134 [in English].

4. Khrin, I. (2020). *Mediatekhnolohii u vyvchenni anhliiskoi movy [Media technologies in the process of studying English].* VVK 83, 811 [in Ukrainian].

5. *Learning App.* Retrieved from: https://uk.wikipedia.org/wiki/LearningApps [in Ukrainian].

6. Llurda, E. (2019). *Non-native Language Teachers: Perceptions, Challenges, and Contributions to the Profession.* Boston, MA: Springer, 63-84 [in English].

7. Pasichnyck, O. (2019). Suchasni tekhnolohii navchannia yak zasib samorealizatsii studentiv v osvitniomu seredovyshchi ZVO. Pedagogichni nauky: realii ta perspektyvy. [Modern learning technologies as a mean of student's self-realization in the educational environment of institutions of higher education]. *Pedagogical science: reals and perspectives,* vyp. 69, 162-166 [in Ukrainian].

8. *Pro osvitu: Zakon Ukrainy [On education: Law of Ukraine] vid 05.09.2017 r. № 2145-VIII.* Retrieved from: https://zakon.rada.gov.ua/laws/show/2145-19#Text [in Ukrainian].

9. Pro zastosuvannia anhliiskoi movy v Ukraini *[About usage of English in Ukraine].* Retrieved from: https://ips.ligazakon.net/document/ji09534b?an=110 [in Ukrainian]. [in Ukrainian].

10. Serdiuk, N. (2021). Current Educational Technologies in English Lexis and Grammar Distance Learning at General Secondary Education Institution. *Metodology, Theory and Technologies,* 13, 216-227. Retrieved from: https://doi.org/10.31470/2415-3729-2021-13-262-277 [in English].

11. Slyvka, N., & Hevorhian, K. (2021). *Rol` interaktyvnykh platform u vyvchenni inosemnykh mov [The role of interactive platforms in the process of learning English].* № 5(5).

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 4 (115)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 4 (115)

572-582. Retrieved from: https://doi.org/10.52058/2786–4952-2021-5(5)-572-582 [in Ukrainian].

12. *"Ukraina-2020" ["Ukraine-2020"].* Retrieved from: http://zakon3.rada.gov.ua/laws/show/5/2015 [in Ukrainian].

13. *Vseosvita [Education].* Retrieved from: https://vseosvita.ua/news/google-jamboard-mozhlyvosti-dlia-dystantsiinoho-navchannia-36229.html [in Ukrainian].

14. Vykorystannia platform Kahoot dlia dystantsiinoho navchannia *[The usage of Kahoot for distance learning].* Retrieved from: https://osvita.ua/vnz/high_school/73080/ [in Ukrainian].

15. Wang, C. & Winstead, L., *Handbook of research on foreign language education in the digital age.* Retrieved from: – https://www.academia.edu/27181893/Handbook_of_Research_on_Foreign_Language_Education_in_the_Digital_Age [in English].

16. *Wordwall [Wordwall].* Retrieved from: https://wordwall.net/uk [in Ukrainian].