DIGITALISATION AS A METHOD OF PRESENTING EDUCATIONAL INFORMATION IN THE PROCESS OF JAPANESE LANGUAGE TEACHING FOR HIGHER EDUCATION STUDENTS

ЦИФРОВІЗАЦІЯ ЯК МЕТОД ПОДАННЯ НАВЧАЛЬНОЇ ІНФОРМАЦІЇ В ПРОЦЕСІ НАВЧАННЯ ЯПОНСЬКОЇ МОВИ ДЛЯ СТУДЕНТІВ ВИЩОЇ ОСВІТИ

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The article is devoted to the topic of digitalisation in the post-covid and military environment of the educational sphere of Ukraine, as well as modern methods of digitalisation of the educational environment, in particular, the role of information and communication technology in the methodology of foreign languages teaching. The article outlines the extent to which this issue has been studied by other domestic and foreign scientists, highlights the opinion that the existing methodology for using modern methods in online learning has not yet been fully developed, and substantiates the expediency and necessity of introducing the latest digital methods of teaching materials to students during distance learning and under martial law.

The author also analysed the process of digitalisation itself, clarified its meaning, place and role in education, and outlined how digitalisation affects the modern educational process in higher education institutions. In particular, it was noted that among the real advantages of digitalisation of education are the expansion of scientific, educational and research fields, the emergence and development of new interactive technologies, competences, methods and forms of educational information. In contrast, the risks and potential disadvantages of this phenomenon in the area of educational services were also analysed, namely: the impossibility of controlling the performance of students' tasks during the class, sometimes a decrease in the quality of educational services provided, the inability to use all available educational and scientific tools to improve knowledge during the educational process in higher education through distance learning, etc.

Also, the possibility of using digital technologies for the successful development of the necessary language competences of future philologists was studied. It is worth noting that modern effective digital services (for video communication, presentation of educational materials and creation of interactive media content for classes) that can be used for educational purposes were also considered: the author described in detail the own experience of using information and communication technology in the methodology of teaching foreign languages, primarily Japanese, and gave specific examples of working with various modern digital resources.

Key words: digitalization, educational environment, distance learning, digital technologies, innovative pedagogical activity, Japanese language.

Статтю присвячено темі діджиталізації в постковідних та воєнних умовах життя освітньої сфери України, а також сучасним методам цифровізації освітнього середовища, зокрема – ролі інформаційно-комунікаційної технології у методиці навчання іноземних мов. У роботі було зазначено ступінь вивчення даної проблематики іншими вітчизняними та іноземними науковцями, виділено думку, що наявна методика використання сучасних методів в онлайн-навчанні ще не розроблена повною мірою, а також – обґрунтовано доцільність та необхідність запровадження новітніх цифрових способів подачі навчальних матеріалів студентам під час дистанційного навчання та воєнного стану. До того ж, було проаналізовано сам процес діджиталізації, уточнено його значення, місце і роль в освіті і окреслено, яким чином діджиталізація впливає на сучасний освітній процес у закладах вищої освіти. Зокрема, було зазначено, що серед дійсних переваг цифровізації освіти можна виділити розширення наукової, освітньої та дослідницької царини, поява та розвиток нових інтерактивних технологій, компетенцій, методів і форм подачі навчальної інформації. На противагу цьому було також проаналізовано, які існують ризики та потенційні недоліки даного явища у сфері надання освітніх послуг, а саме: унеможливлення контролю над виконанням студентами поставлених під час пари задач, подекуди зниження якості надаваних освітніх послуг, неможливість використання усіх наявних освітньо-наукових інструментів для покращення знань під час навчального процесу у ЗВО через дистанційне навчання тощо.

Також було вивчено можливість використання цифрових технологій для успішного формування необхідних мовних компетентностей у майбутніх фахівців-філологів. Варто зазначити, що було розглянуто сучасні ефективні цифрові сервіси (для відеозв'язку, презентації навчальних матеріалів та створення інтерактивно-медійного наповнення заняття), які можливо використовувати в освітніх цілях: детально описано власний досвід використання інформаційно-комунікаційної технології у методиці навчання іноземних мов, насамперед, – японської мови та наведено конкретні приклади роботи з різноманітними сучасними цифровими ресурсами.

Ключові слова: цифровізація, освітнє середовище, дистанційне навчання, цифрові технології, інноваційна педагогічна діяльність, японська мова.

Statement of the problem in general terms and its connection with important scientific or practical tasks. The digitalisation of education in post-civil war and wartime education has its own peculiarities, approaches and needs, regardless of the educational institution. Accordingly, all of this has created the basis for the development of new methods and entire techniques for presenting educational information

to students. That is why the topic of digitalisation remains relevant today, as it is impossible to predict the date of cancellation of the distance learning format for young people and the potential for a return to a full-fledged offline education format in general.

Analysis of recent research and publications. This topic, being extremely relevant, is in a state of development, research and study of the existing learning outcomes. Every day, there are more and more new works devoted to the digitalisation of education and the latest effective methods of presenting educational materials (in particular, in the online format), because martial law has been added to the post-COVID period, which also brings its own adjustments and challenges to the educational process. Authors such as: O. Asadchykh and T. Dybska (article "The Experimental Testing of Blended Learning Methods of Oral Japanese Language Teaching Aimed at Future Philologists"), S. Berezina (publication "Digitalisation and the Educational Process"), S. Nikolaieva (collective monograph "Modern Technologies of Teaching Foreign Languages and Cultures in Secondary and Higher Educational Institutions"), as well as S. Sysoieva, S. Karpliuk, A. Guraliuk, I. Kucherak, V. Areshonkov, I. Kolesnikova, O. Ovcharuk, T. Sheremet, O. Boychenko, L. Kartashova, I. Plish, T. Kuratnyk, V. Matiash, I. Borodkina, G. Borodkin and others actively pay attention to the study of this issue.

Identification of previously unresolved parts of the overall problem. These include the insufficiently developed methodology for using the latest methods in distance learning, as well as the experiment in using information and communication technology in foreign language teaching methods and its proven effectiveness.

The purpose of the article. To elaborate on the potentially effective ways of presenting educational information within the framework of digitalisation, to clarify its meaning, place and role in the educational system and to analyse the possible risks associated with this process in the field of higher education, to describe the author's own experience of using information and communication technology in foreign language teaching methods.

Summary of the main research material. Digital transformation affects all areas of our lives. Back in February 2020, we saw the launch of the State in a Smartphone project, and now the vast majority of universities work remotely, we live in a new digital reality.

According to Article 9 of the Law of Ukraine "On Education", paragraph 4, "Distance learning is an individualised process of education, which takes place mainly through the indirect interaction of participants in the educational process who are remote from each other in a specialised environment that operates on the basis of modern psychological, pedagogical, information and communication technologies" [6].

With the outbreak of the pandemic, educational institutions were obliged to switch to this format of work, and educators faced new challenges. The traditional format of presenting information to the student community no longer met all their educational needs, so an important task was to find an effective way to present educational material for its best assimilation. Among the undoubted advantages of digitalisation of education are the expansion of scientific, educational and research spaces, the emergence and development of new modern technologies, skills, methods and forms of presenting educational information [1].

Many researchers believe that it is education that accelerates the transition to digitalisation of various spheres of our lives, such as business, production, trade, services, the economy as a whole, the social sphere, medicine, etc. As we can see, technological innovations are changing everything: sometimes the content and presentation of educational materials, the structure and organisation of the educational process in educational institutions [8].

However, we should not forget that there are always two sides to a coin, so the digitalisation of the educational process carries certain risks and potential disadvantages:

– negating the fundamental approach to education, reducing the quality of education itself;

– the problem of controlling students' learning;

– simplification of the content of educational materials;

– reduction of the communication component "teacher-student" in education; students' separation from the social reality of learning, their inability to use all the tools and opportunities provided by the HEI;

– high criteria for digital skills of teachers – changing the priority of highly professional and highly intelligent to high-tech [9];

– the need for a long process of mastering all the digital skills necessary for teaching, as well as preparation for classes and checking control and module works in an electronic format, which is harmful to health;

However, if we look at the digitalisation of education from the other side, we can conclude that this process has its positive results, in particular, it promotes student engagement in the learning process, and visualisation enlivens and diversifies it, enhancing the perception of materials by students [4]. It is undeniable that the digital educational space is different from the traditional one, so it requires new technologies for presenting educational materials. These include information and communication technology in the methodology of teaching foreign languages and cultures, which involves the use of distance learning technologies: network technologies (Internet technologies, Web technologies), case technologies, TV technologies, computer-oriented learning technologies and technologies of combined (hybrid) learning

(a combination of distance and e-learning with traditional learning) [5, pp. 12, 17].

The most effective, simple and affordable digital services for video communication, presentation of educational materials and creation of interactive media content for classes are the following resources: "Canva", "Zoom", "Google Jamboard", "Miro", "Kahoot!", "Quizizz", "AnkiDroid", "Kotoba: Advanced Japanese", "Yomiwa", "Google Classroom" and "Telegram" messenger. Let's take a closer look at each of them.

The aforementioned "Canva" service provides for the creation of high-quality presentations, any visual materials, and with the help of ready-made design solutions in the form of templates and additional visual effects, you can create a non-standard sound presentation, collage, infographics, stories for social networks, documents of various formats, postcards, posters, logos, as well as videos and virtual whiteboards, etc. [7].

I use this tool, for example, to check the quality and degree of learning of new hieroglyphic readings in a presentation format. I create a variety of visuals with hieroglyphs, often using existing modern templates that are interesting for young people. This platform has become a traditional means of communication with students during the Covid-19 pandemic. It is convenient and easy to use, and during the power outage, depending on the specific conditions of the Internet connection, it could also provide an opportunity for pair work [7].

In "Zoom", I always demonstrate my own screen during the classes, in particular by showing audiovisual materials – tutorials, I also turn on listening, training videos, where students then repeat the speaker's technique of shadowing, etc.

"Google Jamboard", which can be easily integrated into other "Google" tools, is suitable for brainstorming, student collaboration and teamwork. Its functionality is comprehensive enough for the modern educational needs of students. This board can also be used in the following ways:

– to write down new ideas on post-it notes, sort them by colour;

– to upload various infographics and illustrative materials to the slides;

– to conduct a survey, giving students the opportunity to add the necessary answers, for example, in graphic images, etc. [7].

However, in my opinion, "Miro" interactive whiteboard is more useful. It is interesting because it also provides for the use of templates that will give you additional ideas when preparing for your own classes. Its functionality also allows you to give lectures and presentations, as well as add video messages as a commentary on the homework done by students [7].

For example, I use the "Miro" board for virtual vocabulary games「カルタ」 (Jap. *"karuta game"*),

where there are cards with pictures and terms that are difficult to remember and explanations to them, which are read by the presenter, and participants quickly look for answers. When my students are learning new hieroglyphics, I also actively use an adapted version of this game. I create a new board and use colourful stickers to add fields for the game. On the left side of the board, there are cards with verbs written in hieroglyphs, and on the right side, there are pictures that correspond to them visually. Students click on the link and start looking for the match. Meanwhile, I observe them, comment on the correctness of their performance and see with the help of cursors with names who is working how.

Another way to use the "Miro" board is when learning new characters in a pair. I explain the order of writing the characters, how to read them, and then students do various writing exercises. To allow students to work offline as they would in the classroom, I use the whiteboard: students write answers to the written exercises at the same time as they write new characters, which is an important exercise for their successful learning.

The next digital service, "Kahoot!", belongs to the category of games: its functionality allows you to create educational quizzes, games and open-ended cards. In general, this application can be used for simple repetition, learning new words and test tasks. The functionality of this service allows you to play in teams and hold competitions [7].

Another alternative to "Kahoot!" is "Quizizz", which allows you to create flashcards, quizzes and surveys. The principle of working with this program is similar to "Kahoot!", but here we can track the results of each student and get a report to view the results, as well as a standings table with the rating of participants.

An effective modern application for learning new information is "AnkiDroid". It is a modern alternative to cardboard cards when learning new characters, vocabulary, expressions, sayings, proverbs, common expressions, texts and grammatical structures, etc. All you need to do is create a new deck of cards by choosing a language and simply adding new cards. In addition, there is a function to add new vocabulary cards. This way, students can revise new vocabulary on the go and see detailed statistics on their progress. Another important detail is that the app provides a full backup, which will save completed cards.

Another innovative app, "Kotoba: Advanced Japanese" allows you to learn numerous words and expressions with English translations. In addition to being sorted by level of difficulty, the app features more than 20,000 frequently used words from Japan's most famous newspaper,「毎日新聞」 (Jap. *"Daily Newspaper"*). The app allows you to record which words you have already mastered and which are still to be learnt.

The best offline dictionary app for learning Japanese, in my opinion, is "Yomiwa", which is a reliable alternative to the 電子辞書 (Jap. *"electronic dictionary"*) dictionaries that used to be popular because they work independently of the Internet. This application always allows you to quickly check the meaning of a word or expression by entering it in Japanese, English and other languages without the Internet. Its distinctive advantage over other dictionaries is that it offers a detailed description of how a particular word can be used, sometimes its stylistic features, and numerous examples of sentences with it. The information is collected from various electronic resources into a single "Yomiwa" database, so the user can get the most useful information about what he or she is looking for.

It is also important that the user can create their own word catalogues, differentiating them from each other and periodically repeating a new one (flash card function). "Yomiwa" app also has a text analyser, the ability to import images necessary for work, and handwriting input to search for unfamiliar characters (or a character "builder" where you can assemble it piece by piece). This is my favourite free and high-quality tool that has helped me many times, even during interpretation.

"Google Classroom" is not new, but remains a traditionally convenient and functional digital product. This is a good solution for teachers of practical language courses, where students constantly submit oral and written assignments, and the teacher has special tools for checking them. Undoubtedly, another advantage is that you can set deadlines for submitting work, marks for tests, and publish materials and tasks of various types integrated into "Google" products [8].

This is also my favourite digital service, as first-year students have a lot of written work to do, and there is no way to check it by hand. I usually create topics in advance to start with, which I gradually fill in:「カタカナ」(Jap. *"katakana alphabet"*),「ひらがな」(Jap. *"hiragana alphabet"*), where students upload writing works,「第一課」(Jap. *"first lesson"*),「漢字」, where students upload character sheets.

Then, in each topic, I upload tasks according to the lesson of the textbook 「みんなの日本語」 (Jap. *"Japanese for Everyone"*) [10], such as:

– речення на переклад та самостійні, модульні роботи чи посилання на них;

– vocabulary dictations (which I dictate in class and set a time limit for completion after the task is posted);

– creative tasks (e.g. presentations) and written works;

– 練習B (Jap. *"consolidation exercises"*) and additional written exercises;

– 速読 (Jap. "*speed reading"*);

– sentences for translation and independent, modular works or links to them;

For all assignments, I make sure to set time limits, if necessary, the number of points a student will receive for completing the assignment.

It is also worth noting that I supplement our cooperation with students in "Telegram". I send homework assignments, a video of the lesson for those who were absent, and links to the spelling of hieroglyphs in online dictionaries to the group.

As you can see, the use of certain digital services in the complex improves audiovisual perception, learning, and ensures an appropriate level of communication between students and teachers, and brings fruitful results if the work and method of organising learning with students are correct.

Undoubtedly, nothing can replace live communication and online collaboration, but we must deal with the current situation without stopping the educational process and using the best digital and electronic achievements of progress.

It is worth emphasising that teachers should traditionally focus students' attention on fundamental knowledge and the development of critical and analytical thinking – not just on mastering the necessary skills and facts through electronic programmes. We cannot change the fundamental approaches to the organisation of the educational process as such. Yes, we have to keep up with the times, but the quality of educational services provided must remain at a consistently high level.

Conclusions. The consequences of the pandemic and martial law clearly show that a major change in civilisations and approaches to understanding the foundations of the development of values in education is underway, with digitalisation replacing informatisation. The transition to a new world order is also underway, which means a new level of development of society and its needs in various spheres of life.

Digitalisation has become an integral part of our civilisational development. Although we cannot say with certainty what consequences this will have in the future, the distance format allows the educational process to continue without being paralysed by turbulent times not only in Ukraine but also around the world, using the most effective achievements, methods of teaching materials and modern technologies. We do all this for our students so that our future is secured by highly qualified personnel who will work with us to create new perspectives and develop our society and the country as a whole.

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