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THE ROLE AND SIGNIFICANCE OF E-LEARNING METHODS IN TEACHING THE DISCIPLINE “FOREIGN LANGUAGE (ENGLISH)” IN ECONOMIC HEI

This article examines the role and significance of e-learning methods in teaching the course “Foreign Language (English)” at higher education institutions specializing in economics. This study is relevant due to digitalization in education, globalization, and the increasing demand for professional competence in foreign languages among future specialists. The scientific novelty lies in clarifying the essence of e-learning and substantiating its role in developing students' professional competence in foreign languages at economic higher education institutions. The article aims to support the effectiveness of e-learning and determine its impact on student training quality. The study used theoretical methods of analysis, generalization, and systematization of scientific sources. It also used comparative and descriptive-analytical methods. The concepts “e-learning,” “distance learning,” “virtual learning,” and “online learning” were examined, and their interrelationships identified. The main e-learning tools analyzed include online platforms, interactive services, and multimedia resources that help develop students' language skills. Using digital technologies increases learning motivation, ensures flexibility in the educational process, and promotes personalized learning. However, the study also identifies challenges. These include insufficient interpersonal interaction and a need to adapt teaching materials. The feasibility of integrating e-learning in English language instruction as a factor in developing competitive professionals has been substantiated.

Key words: e-learning, teaching methods, professional training, students of economic higher education institutions, foreign language.

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РОЛЬ ТА ЗНАЧЕННЯ МЕТОДІВ ЕЛЕКТРОННОГО НАВЧАННЯ У ВИКЛАДАННІ ДИСЦИПЛІНИ «ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)» У ЕКОНОМІЧНИХ ЗВО

У статті досліджено роль і значення методів електронного навчання у викладанні дисципліни «Іноземна мова (англійська)» у закладах вищої освіти економічного профілю. Актуальність дослідження зумовлена процесами цифровізації освіти, глобалізації економіки та зростанням вимог до рівня іноземної професійної компетентності майбутніх фахівців. У сучасних умовах розвитку інформаційно-комунікаційних технологій

електронне навчання стає невід'ємною складовою освітнього процесу, забезпечуючи його гнучкість, доступність і безперервність, особливо в умовах кризових ситуацій. Метою статті є обґрунтування ролі та ефективності методів електронного навчання у викладанні англійської мови в економічних ЗВО, а також визначення їх впливу на формування іншомовної комунікативної компетентності студентів і підвищення якості професійної підготовки. Для досягнення поставленої мети здійснено аналіз сутності та співвідношення понять «електронне», «дистанційне», «віртуальне» та «онлайн-навчання», досліджено сучасні підходи до використання e-learning у процесі навчання іноземної мови, а також визначено основні інструменти й методи електронного навчання та їх дидактичний потенціал. Методологічну основу дослідження становлять теоретичні методи, зокрема аналіз, узагальнення та систематизація наукових джерел, що дозволили визначити сучасний стан досліджуваної проблеми. Порівняльний метод застосовано для зіставлення різних підходів до трактування ключових понять у сфері електронного навчання. Описово-аналітичний метод використано для характеристики цифрових інструментів і платформ, що застосовуються у викладанні англійської мови. У ході дослідження встановлено, що електронне навчання є найбільш узагальненим поняттям, яке охоплює різні форми організації освітнього процесу із застосуванням цифрових технологій. Доведено, що використання онлайн-платформ (Zoom, Google Meet, Moodle), інтерактивних сервісів (Kahoot, Quizlet) і мультимедійних ресурсів сприяє розвитку мовних навичок студентів, підвищує їх мотивацію до навчання та забезпечує індивідуалізацію освітнього процесу. Визначено, що електронне навчання позитивно впливає на формування не лише іншомовної комунікативної компетентності, а й цифрової грамотності та soft skills майбутніх фахівців. Узагальнено, що інтеграція методів електронного навчання у викладання англійської мови в економічних ЗВО є доцільною та ефективною, оскільки сприяє підготовці конкурентоспроможних фахівців, здатних до професійної комунікації в умовах глобалізованого цифрового середовища.

Ключові слова: електронне навчання, методи навчання, e-learning, професійна підготовка, студенти економічних ЗВО, іноземна мова.

This research addresses the problem of how to most effectively develop English language proficiency for professional communication among economics students in HEIs. At present, the English language is a key tool for international communication in academic and business settings. Proficiency in English for professional communication is one of the key requirements for future professionals in economics. The main goal of foreign language instruction at higher education institutions with an economic focus (hereinafter, HEIs) is to develop students' skills and abilities to use a foreign language effectively and competently in their professional activities, business communication, and everyday life.

The relevance of introducing e-learning tools into the modern educational process is driven by several interrelated factors. First and foremost, rapid technological progress significantly expands educational opportunities: the use of tools such as artificial intelligence, virtual reality, and adaptive learning platforms enhances learning effectiveness and improves its quality.

Globalization in education gives students access to top global resources and experts. This allows them to join the international educational space. It also increases their competitiveness in the global job market. Flexibility in e-learning is equally important. It lets students' study at convenient times and locations. This is especially useful for those with diverse needs and capabilities.

The modern labor market requires constant knowledge updates and skill enhancement. E-learning allows quick access to current information and supports professional growth. It is especially important during crises, for example, the COVID-19 pandemic. E-learning became essential for maintaining the educational process despite restrictions.

The research topic, which focuses on the role and significance of e-learning methods in teaching the course "Foreign Language (English)" at higher education institutions in the field of economics, is directly linked to the current scientific and practical challenges facing modern pedagogy and higher education. In the context of the digitalization of the educational process and the integration of information and communication technologies, there is a need to improve approaches to developing professional competence in foreign languages among future economic specialists.

From a scientific perspective, the study aims to substantiate the effectiveness of e-learning resources, distance-learning platforms, interactive technologies, and adaptive learning systems. This aligns with the objectives of developing the theory of blended and distance learning and of identifying optimal models for combining traditional and digital methods of teaching foreign languages. The practical significance of the topic lies in the development and implementation of effective e-learning methods for the teaching of English for professional purposes. In particular, this involves creating interactive courses, using online platforms to develop reading, writing, listening, and speaking skills, and fostering students' self-directed learning and critical thinking.

The research meets the needs of the modern labor market, which requires graduates to have a high level of proficiency in English in the professional sphere, digital literacy, and the ability to engage in lifelong learning. Thus, the topic of this article is important both for the theoretical justification of innovative educational approaches and for their practical implementation in the higher economic education system.

The topic of using e-learning methods in the professional training of students at higher education (HEIs) is highly relevant in today's educational context.

Recent studies increasingly emphasize the need to update pedagogical practices in light of digital transformations, as noted by T. Bilous, O. Baibakova, and O. Artysh [21], who argue for preparing instructors to implement innovative teaching methods and approaches. At the same time, Y. Bondarchuk focuses on a strategic approach to adapting higher education to the conditions of the digital electronic environment, emphasizing the importance of systematic modernization of the educational process. N.P.L. Nariyati, Sudirman, and N.P.A. Pratiwi [14] emphasize the dynamic nature of modern learning, highlighting that e-learning strategies play a crucial role in the digital era by enabling continuous development and enhancement. It is worth noting that L. Pylypyuk and T. Maksymchuk [26] focus on the implementation of multimedia tools in teaching practice, which, according to the authors' research, contributes to the creation of an interactive educational environment in educational institutions. A detailed analysis of the capabilities of artificial intelligence, virtual reality, and personalized learning is conducted by V. Drozdova, K. Rudnytska, and I. Roskvas [24], noting that e-learning technologies form the foundation of the future paradigm of foreign language education.

Our analysis of the scientific and methodological literature indicates that numerous Ukrainian and foreign researchers are focusing on developing effective ways to implement innovative educational technologies into the teaching process at higher education institutions, improving foreign-language teaching methodologies, and enhancing students' professional training across various fields through the use of a foreign language.

The purpose of this article is to justify the role and significance of e-learning methods in teaching the course "Foreign Language (English)" at higher education institutions specializing in economics, as well as to determine their impact on the development of students' professional foreign language proficiency and the improvement of the educational process.

To achieve the research objective, the study analyzes the essence of the concepts of "e-learning," "distance learning," "virtual learning," and "online learning," examines contemporary approaches to the use of e-learning in teaching English at economics-focused higher education institutions, and identifies the main tools and methods of e-learning and their didactic potential. Particular attention is paid to assessing the impact of digital technologies on students' language competencies and to identifying the advantages and challenges of their implementation in the educational process.

The methodological basis of the study consists of theoretical methods, in particular the analysis, generalization, and systematization of the scientific literature, as well as comparative and descriptive-analytical methods, which enabled the characterization of modern approaches to the application of e-learning in foreign language teaching.

In the context of the digitalization of education and the internationalization of the economic sphere, the modern training of economics professionals requires the implementation of innovative teaching approaches that meet the demands of the global labor market. E-learning serves as a key tool for modernizing the educational process, as it ensures access to knowledge, the individualization of the learning path, and flexibility in choosing the forms and pace of learning.

In contemporary educational discourse, the terms "e-learning," "distance learning," "virtual learning," and "online learning" are widely used. Despite their frequent use as synonyms, these terms have certain differences in meaning and implementation methods. Fig. 1.

E-learning is the most general term and encompasses all forms of learning that utilize electronic technologies, including computers, mobile devices, and the Internet. It is defined as the use of computer and Internet technologies to deliver educational materials and instruction, which may include multimedia presentations, videoconferences, interactive simulations, and online courses [10; 13; 15]. It allows learning at any time and in any place, providing flexibility and time savings compared to traditional learning. This approach supports various learning styles, including formal courses, self-directed learning, e-mentoring, and coaching [8].

Distance learning is defined as a form of organizing the educational process in which instruction is delivered without direct physical contact between the instructor and the student, using various communication technologies such as the internet, video conferencing, and audio and video materials [19]. This type of learning evolves alongside technological progress and is becoming increasingly popular due to its accessibility,

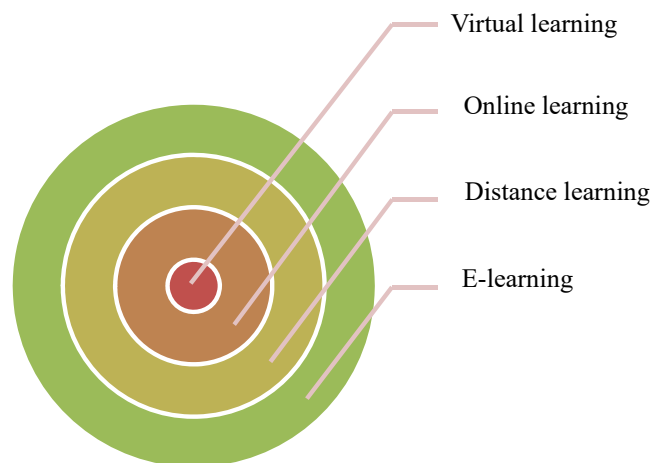


Fig. 1. The concept of e-learning (compiled by the authors)

effectiveness, and the opportunity for student self-discipline. It is important to note that distance learning is not limited to digital technologies and can also be delivered through traditional means, such as printed materials, postal correspondence, or telephone communication.

Virtual learning refers to the use of specially created digital environments where participants in the educational process interact. Its main distinction lies in the immersive, interactive settings it offers – such as virtual classrooms, simulations, or platforms – that provide a sense of presence and can simulate real-life situations. Virtual learning overlaps with and can include e-learning, distance learning, and online learning [7]. Its hallmark is the creation of environments designed to replicate or enhance traditional classroom experiences through technology.

Online learning is a type of e-learning delivered directly via the Internet. It uses learning platforms, video conferences, webinars, interactive assignments, and other tools. These facilitate both synchronous and asynchronous interactions between instructors and students. Online learning offers flexibility and accessibility. It lets students better balance studies with other responsibilities and encourages the development of quantitative thinking [4].

These concepts share a foundation in the use of technology in education, but differ in the degree of digitalization, the forms of interaction, and the details of the educational environment. Correctly distinguishing them matters for theoretical understanding and effective educational organization. Based on an analysis of the concepts of “e-learning,” “distance learning,” “virtual learning,” and “online learning,” this study will use the term “e-learning.” Its generalizing character covers multiple ways to organize education using digital technology, including online, distance, and virtual learning. Using this concept enables a comprehensive view of modern information and communication technologies in foreign language teaching. It avoids limitation by format and ensures a holistic approach to researching the effectiveness of digital teaching methods in higher education institutions with an economic profile.

E-learning has enabled flexible, interactive, and accessible English language instruction by developing all language skills – reading, writing, listening, and speaking – through online platforms (Zoom, Google Meet, Moodle), social media (WhatsApp, Facebook), interactive tools (Kahoot!, Quizlet), and multimedia resources (videos, podcasts). This approach proved especially valuable during the COVID-19 pandemic, when in-person classes were restricted [5; 11; 20].

The choice of methods depends on several factors: the specifics of the course content, the overall objectives of training future professionals, the time the instructor has to teach this discipline, and the characteristics of the student body.

High-quality language training for students requires modern educational technologies. These include professionally oriented, project-based, game-based, intensive, and distance learning methods; information and telecommunication technologies; educational and assessment software; creating presentations; teaching in a computer-based environment (forums, blogs, email); training systems; and testing technologies, such as databases for computer-based assessment of students’ knowledge [23, p. 56], among others.

At the same time, the effectiveness of these methods significantly increases when they are implemented within the framework of English for Specific Purposes (ESP), which ensures their direct alignment with the

professional needs of future economists. In this context, professionally oriented language training should be based on modelling real-life economic and business situations that students are likely to encounter in their future careers.

In particular, the use of case study tasks allows students to analyze practical business problems (for example, declining company performance or entering new markets), discuss possible solutions, and justify decisions in English. Role-play activities, such as negotiations between business partners, meetings with potential investors, or job interviews, contribute to the development of communicative competence and the acquisition of functional business vocabulary.

Equally important is the use of authentic materials, including financial reports, analytical articles, and market reviews, which facilitate the development of reading and critical thinking skills, as well as the mastery of professional terminology. Project-based learning also proves to be effective, as it involves preparing business plans, developing startup concepts, and presenting them in English, thereby integrating language skills with professional competencies.

Thus, the integration of ESP principles into the system of modern teaching methods ensures not only the development of general language proficiency but also the formation of students' readiness for professional communication in the field of economics.

Currently, technologies for remote language learning, such as Skype and Zoom, warrant special attention. These platforms serve as video communication tools, valued for their accessibility and simplicity. Teachers can organize individual and paired lessons, conversation clubs, webinars, and video conferences, drawing participants from other countries, including native speakers. These technologies enable students to hone speaking and listening skills online; with these platforms, educators can create interactive tasks and real-time discussions that enhance language development.

Online teaching and learning methods, such as animations, digital collaboration tools, video lectures, interactive quizzes, and user-friendly educational software, have proven to be highly effective for university students [3]. These approaches not only enhance the accessibility and flexibility of the learning process but also cater to diverse learning styles, allowing students to engage with content in more personalized ways.

Moreover, the integration of such digital tools fosters active participation, encourages collaboration among learners, and supports the development of critical thinking and problem-solving skills. It also enables continuous feedback and self-assessment, which contribute to deeper understanding and better retention of knowledge. As a result, online learning environments create more dynamic, student-centered educational experiences that align with the demands of modern higher education.

Using smartphones during modern English classes allows for interactive activities with students. The most popular among students is Kahoot (a gamified learning platform used in educational institutions; a relatively new service for creating online quizzes, tests, and surveys), which can be used to assess students' knowledge or as a break during classes.

The use of information and communication technologies in class enhances students' technological and information literacy and develops their soft skills (social, psychological, emotional, and other skills that people use to navigate various life situations: domestic, work-related, and interpersonal) [16]. The conference format helps students familiarize themselves with the etiquette and rules of conduct for video calls, which are increasingly common and used not only for communicating with friends but also for business conversations, training sessions, and job interviews. Real-time Zoom dialogues allow students to improve their conversational skills. In particular, online platforms, interactive services, and multimedia resources create opportunities for both synchronous and asynchronous interaction, thereby contributing to a more flexible and student-centered learning environment.

To verify the effectiveness of the described approaches, their practical implementation was carried out in the process of teaching the course "Foreign Language (English)" at an economics-focused university.

The practical implementation of e-learning tools in teaching the course "Foreign Language (English)" at an economics-focused higher education institution has demonstrated their effectiveness in enhancing student engagement and motivation. The systematic use of interactive platforms and multimedia resources facilitated active participation, encouraged independent learning, and improved the overall quality of language acquisition. Pedagogical observation confirmed positive dynamics in students' academic performance and the development of their communicative competencies.

These findings are consistent with the general premise that the integration of digital technologies into language education not only improves learning outcomes but also fosters the development of students' autonomy and communicative competence in a professional context.

In today's world, the use of various technologies, including mobile apps, is becoming increasingly widespread, contributing to the improvement of the learning process. Today, teachers have a fairly extensive range of information technology tools at their disposal. These technologies foster students' intellectual and creative abilities and increase their motivation [17].

The competent use of information and communications technology makes English language classes more engaging and effective. Today, it represents a key aspect of instructional improvement. Distance learning, introduced at many universities (HEIs) worldwide since 2020, is also widely developed in Ukraine. The introduction of distance education has solved the problem of implementing the state educational program using modern technologies, the use of which has made it possible to combine the advantages of in-person learning while ensuring the convenience and flexibility of distance learning, namely, team communication, access to individually created materials, and classes in conditions that are comfortable for students. The blended (hybrid) learning format (online and offline) allows for covering a broader range of information in a short period of time.

The study of foreign languages, combined with modern educational technologies, enables students to improve their listening and reading skills. Students can overcome language barriers through immersion in a language environment. Online resources offer a wealth of useful information, which students use to complete assignments set by the instructor. This approach encourages discussions and debates in a foreign language outside of class. As a result, students increase their motivation to study and achieve subsequent professional success.

Using computer technologies in foreign language learning gives students access to new sources of information. It also enhances the effectiveness of independent work, such as preparing mini-projects on communication topics and presenting them. These tools provide new opportunities for creativity. Students can absorb more material than with traditional learning and demonstrate actual knowledge [25, p. 98].

In addition, e-learning platforms offer interactive learning opportunities, including video lessons, quizzes, exercises, and discussion forums. This helps make the learning process more engaging and understandable for students.

A foreign language is a key factor influencing the professional effectiveness of any specialist. During their studies, students must master English language skills: listening, speaking, reading, and writing [6, pp. 217–220]. Most scholars believe that the method or approach used in class is central to successful language learning. As Becker noted, teachers with access to computers and high digital literacy have an advantage in their professional field. They also ensure high-quality education [1, pp. 10–12].

In particular, e-learning methods enable higher education students to receive a high-quality education even in a distance-learning setting. This is particularly relevant during periods of crisis, epidemics, or emergencies when traditional learning may be limited.

Despite all the advantages, e-learning methods also present us with a number of challenges. Some students may feel a lack of personal contact with the instructor and fellow students, which can affect their motivation and performance.

We must consider the diverse needs of the student body [14]. Some students need extra support and assistance, which requires adapting e-learning platforms appropriately.

Despite these challenges, e-learning methods remain important in the modern higher education system. They provide students with access to knowledge and contribute to their professional development. E-learning prepares students for the modern job market. However, to ensure full effectiveness, teaching methods must be continuously adapted and improved. Changes should account for students' needs and current technological trends.

One of the key advantages of e-learning is the ability to utilize a variety of multimedia resources [9]. From video lessons to interactive exercises, from simulations to virtual labs – all these tools help students gain a more comprehensive understanding of the material.

In addition, online platforms can use analytical tools to track student progress. Information about how students engage with the material, their success in completing assignments, and their test scores enables instructors to adapt the learning process to optimize outcomes. Group projects, discussion forums, and online collaboration help students develop these skills, which are extremely important for their future careers [18].

Beyond learning, e-learning platforms also offer opportunities to build a community of students and faculty. They create an environment for sharing experiences and knowledge, for mutual support and collaboration. This can be particularly beneficial for students who feel disconnected from traditional learning or need additional support.

Ongoing research and technological innovation drive the evolution of e-learning. The integration of virtual reality, augmented reality, and artificial intelligence into educational processes opens new avenues for improving the accessibility and quality of education [12].

In a rapidly changing world, e-learning methods play a vital role in preparing future professionals. Their flexibility, efficiency, and ability to personalize learning make them an essential component of the modern higher education system. However, it is important to remember that the success of e-learning depends on the right approach, continuous improvement, and consideration of the needs of students and faculty.

The internationalization of economic processes creates a need for professionals who can communicate effectively in English in professional settings, work with digital resources, and participate in international conferences, online projects, and inter-university programs. That is why the implementation of e-learning methods in English language instruction at economic higher education institutions contributes to the development of competitive professionals ready to work in the conditions of a globalized economy and a digital society.

Our own experience in teaching the course “Foreign Language (English)” at an economics-focused higher education institution confirms the feasibility and effectiveness of integrating e-learning methods into the educational process. Throughout the academic term, interactive digital tools were systematically implemented, including the Kahoot, Quizlet, and Moodle platforms, as well as video conferencing services, which enabled both synchronous and asynchronous interaction with students. To assess the effectiveness of their use, pedagogical observation of the dynamics of students’ learning activities was conducted.

The results indicate a significant increase in students’ academic motivation, their activity, and their engagement in the educational process. The use of interactive platforms contributes to the creation of a supportive learning environment that combines elements of gamification, competition, and instant feedback, thereby stimulating interest in learning a foreign language. Students demonstrate greater initiative in completing tasks, participate more actively in discussions, and show a willingness to study the material independently.

In addition, positive trends have been observed in the development of language competencies, particularly improvements in vocabulary skills, the accuracy of grammatical expression, and the development of listening and speaking skills. The use of multimedia resources and interactive exercises facilitates better mastery of the learning material and enhances the quality of knowledge [2]. At the same time, digital platforms enable personalized learning, allowing students to work at their own pace, review challenging material, and track their own progress.

Pedagogical observation results confirm that systematic use of interactive e-learning platforms in English language instruction effectively increases student motivation, stimulates cognitive activity, and improves the quality of foreign language training.

The study found that e-learning modernizes teaching foreign languages at economics-focused universities. Theoretical synthesis clarified the meanings and relationships among “e-learning,” “distance learning,” “virtual learning,” and “online learning.” This helped define their roles in today’s education.

It has been demonstrated that the use of e-learning enhances the effectiveness of developing students’ foreign language communicative competence, particularly in reading, writing, listening, and speaking, and also ensures the individualization of the educational process and increased motivation to learn. It has been determined that the use of modern digital tools (online platforms, interactive services, multimedia resources) expands the possibilities for organizing the educational process and contributes to the development of digital literacy and soft skills among future professionals.

The findings of the study indicate that the systematic integration of e-learning tools into foreign language instruction has a positive impact on students’ academic motivation, engagement, and overall learning effectiveness. Specifically, the results demonstrate that the use of interactive platforms (e.g., Kahoot, Quizlet, Moodle) increases student participation and enables timely feedback, thereby enhancing the learning process. Furthermore, multimedia resources contribute to the development of key language skills, particularly listening and speaking, as well as vocabulary acquisition.

E-learning methods are important for training future professionals in a fast-changing world. Their flexibility, effectiveness, and personalization make them vital to higher education. Success in e-learning requires the right approach, ongoing improvement, and a focus on student and instructor needs.

The research aims to determine which e-learning methods are most effective for different student types and subject areas.

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