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USING ONLINE RESOURCES IN ENGLISH LANGUAGE LEARNING

Abstract. The article examines the possibilities of using online resources in the process of learning English. It identifies the main types of digital tools that can be used to develop reading, listening, writing, and speaking skills. Particular attention is paid to interactive learning platforms, video materials, and authentic digital content. The study analyzes the advantages of using online resources, in particular the accessibility of learning materials, the opportunity for independent work, and increased learner engagement. At the same time, it outlines the problems associated with the reliability of information, distraction, and the need for critical selection of materials. It is argued that the effectiveness of digital learning depends not only on the chosen tools but also on how purposefully they are integrated into the educational process.
Keywords: English language, online resources, digital technologies, interactive learning, online platforms, language competences.

Relevance of the Research

Contemporary English language teaching takes place amid the rapid development of digital technologies. The Internet provides access to videos, electronic texts, interactive exercises, online dictionaries, and other materials that can be used both in class and for independent study. As a result, learners can engage with the language not only through a textbook but also in the context of real everyday and professional communication. Recent international reviews indicate that the systematic use of emerging technologies in higher education substantially modernizes approaches to teaching English for specific purposes, expanding students' autonomy and motivation [5].

The relevance of the topic stems from the need to combine traditional teaching methods with digital tools in a rational way. The mere use of the Internet does not guarantee better learning outcomes: it is important that each resource corresponds to the learning objective and helps develop specific language skills.

Aim and Objectives of the Research

The aim of the article is to analyze the possibilities of using online resources in the process of learning English and to determine the conditions for their appropriate use.

To achieve this aim, the following objectives are set:

– to characterize the main types of online resources;
– to examine the ways in which they can be used to develop language skills;
– to identify the advantages and limitations of digital learning;
– to formulate recommendations for selecting online materials.

Presentation of the Main Material

Online resources have become one of the key means of diversifying English language teaching. Scholarly publications discuss interactive platforms as well as electronic texts, online courses, blogs, and specialized websites. In particular, M. Kiriienko and Ya. Sichkar analyze the use of web resources for developing reading skills [1], while V. Smelikova provides examples of using educational platforms and

online services in teaching English for specific purposes [2]. Researchers also emphasize the benefits of organizing collaborative work in a digital classroom and the effectiveness of interactive technologies in distance and blended learning [3; 6].

Depending on the learning objective, online resources can be conventionally divided into several groups.

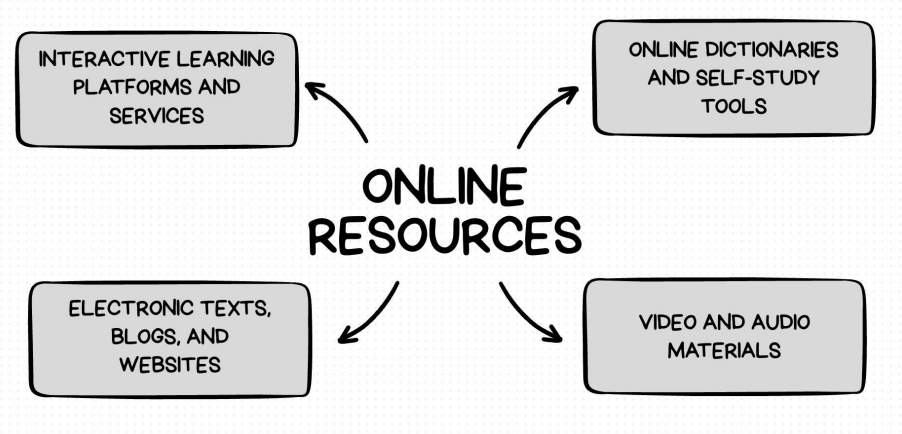


Fig. 1. Online resources by learning objective

1. **Interactive learning platforms and services.** Such tools allow learners to complete tasks, check their answers, and receive feedback. For example, LearningApps can be used for vocabulary and grammar exercises, and Kahoot for reviewing material in a quiz format. V. Smelikova considers these services among the tools used in teaching English for specific purposes [2].

2. **Video and audio materials.** Videos, podcasts, interviews, and educational recordings help learners process spoken English, pay attention to pronunciation and intonation, and see how words are used in context. After watching or listening, learners can be asked to answer questions, write a brief summary, or discuss the main idea of the material. It is important that the difficulty of the content matches the learners' proficiency level.

3. **Electronic texts, blogs, and websites.** Reading online articles, news, blogs, and short informational messages allows learners to work with different styles of English. According to the findings of M. Kiriienko and Ya. Sichkar, web resources can be used to develop reading competence, in particular through e-books, interactive platforms, and blogs [1].

4. **Online dictionaries and self-study tools.** Electronic dictionaries and reference resources help learners check word meanings, pronunciation, grammatical forms, and usage examples. As Klimova et al. emphasize, emerging mobile applications and digital vocabulary tools are an effective factor in supporting students' autonomous learning [5]. At the same time, it is important for learners to pay attention to context: a word may have several meanings, and a literal translation does not always convey the meaning of a statement.

Methodological Features of Using Online Resources in English Classes

The effectiveness of using online resources in English language learning depends not so much on the number of digital tools involved as on how well they match the aim of the lesson and the students' level of preparation. If online material is used merely to add variety to a lesson, its educational potential may remain unrealized. By contrast, a clearly formulated task helps turn work with digital content into a purposeful process of developing language skills.

First of all, it should be taken into account that different types of online resources can perform different didactic functions:

– Short videos and podcasts are best used to develop listening skills, familiarize learners with pronunciation and intonation, and expand vocabulary;

– Online articles, news, and thematic blogs make it possible to work with authentic texts, identify the main idea, find specific information, and analyze vocabulary use in context;

– Interactive exercises are useful for consolidating grammatical structures and checking the acquisition of new words;

– Online discussions, video meetings, and work in shared digital documents create conditions for the practical use of English in group interaction, which is a characteristic feature of the modern digital collaborative classroom [6].

An important aspect is the sequence of work with the selected resource:

Stage	Description
Preparatory stage	The teacher defines the learning objective and selects material of appropriate difficulty. Students are given pre-viewing or pre-reading tasks that activate their background knowledge.
Processing and practice stage	Students perform communicative exercises directly (discussion, summarizing, analysis of the author's position, producing their own statements).
Final stage	Assessment, feedback, and reflection on the results of the interaction.

Special attention should be paid to authentic materials. Their use familiarizes students with natural language structures, contemporary slang, business vocabulary, and cultural realities. However, if the language of the content is excessively complex, learners may lose motivation. Therefore, selection should be guided strictly by the principle of feasibility (the zone of proximal development) and accompanied by explanations of terminology.

The use of online resources fosters students' independence but requires a high level of information literacy from them. V. V. Lankina's study shows that the use of Internet technologies becomes an effective tool for developing the research competence of young learners, teaching them to think critically, verify sources, and structure the data they find [4].

Advantages and Limitations of Using Online Resources

A. Dimitrova et al. emphasize that the use of interactive resources in distance and online formats opens broad prospects for personalizing learning, increasing learner engagement, and intensifying communication in a foreign language [3]. However, interactivity should not be an end in itself: mechanical clicking through tests without producing speech does not ensure the development of communicative competence.

Among the significant challenges of the digital environment are information overload, external distractions (social media, notifications), and the risk of using

linguistically unreliable or methodologically unadapted materials. Moreover, an analysis of the implementation of emerging technologies shows that artificial intelligence tools and digital services require prior methodological preparation of the teacher and clear assessment criteria [5; 6].

To reduce these risks, it is advisable to check the content and quality of materials in advance, give students clear instructions, and provide an alternative way of completing the task in case of technical limitations. It is also important to assess not the mere fact of using a digital tool but the learning outcome: whether the student has understood the material, whether they have been able to apply new vocabulary, and whether they have achieved the intended communicative goal.

Thus, online resources have the greatest educational value when their selection and use are subordinated to a specific purpose, correspond to the students' level, and involve active work with language material. Combining digital tools with well-designed tasks, discussion, and feedback makes English language learning more practice-oriented and better connected to the needs of future professional activity.

Conclusions

Thus, online resources expand the possibilities of English language learning by providing access to a variety of texts, audio and video materials, interactive exercises, and self-study tools. Their use can contribute to the development of reading, listening, writing, and speaking skills, as well as increase learner engagement.

At the same time, the effectiveness of digital tools depends on the proper selection of materials, a clear learning objective, and the combination of online activities with other teaching methods. For students of advertising, the use of authentic English-language content, such as advertising messages, brand texts, and digital campaigns, is a promising approach. It allows them to develop language skills in the context of their future professional activity. Prospects for further research are related to the development of practical tasks based on digital advertising materials and the evaluation of their usefulness for learning professional English.

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