

JEL Classification: 125, 126, Y9

DOI: <http://doi.org/10.34025/2310-8185-2023-3.91.16>

**Iryna Hnatyshena**, Candidate of Philological Sciences,  
Associate Professor,  
<https://orcid.org/0000-0001-8832-0751>  
Chernivtsi Institute of Trade and Economics of SUTE, Chernivtsi

## **THE USE OF ONLINE RESOURCES IN TEACHING GERMAN FOR SPECIFIC PURPOSES TO THE STUDENTS OF ECONOMIC SPECIALITIES**

### *Summary*

Innovative approaches to teaching foreign languages based on the use of online resources have the potential to solve this problem and prepare students for the challenges of today's competitive world. At the international level, interest in foreign languages is also growing. The importance of numerous profession-oriented language teaching is increasing and this is of course making ever higher demands foreign language (subject) teaching. The need for foreign language skills at work is rising very quickly and thus gaining adequate specialist language training in today's times is of importance. Communication skills play an important role here. A receptive specialist communicative competence in German is present, if he/she is able, on the basis of a technical text, to draw on the knowledge of his field of expertise to his information needs to be expanded accordingly. In this sense, the area of exploitation of Internet resources is of particular importance. The use of virtual reality creates an immersive learning environment that simulates real-life situations, promotes individualization, and ensures active learning. Online resources provide opportunities for targeted and practical use of the language, ensure effective student interaction, and support independent learning. These innovative methods allow teachers to create structured and dynamic lessons that keep students engaged.

The purpose of the study was to investigate the problem of using modern Internet resources in teaching a foreign language for Specific Purposes. Specific research objectives were aimed at addressing the following questions: what types of online resources are most productive for effective linguistic work; whether the analyzed sources are suitable for use in ESP classes; how to adapt existing online resources for students of economic specialties

*Keywords:* online resources, immersive learning, virtual learning platform, language competence, economic German, video and audio resources.

*Number of sources – 10; number of drawings – 3.*

**References:**

1. Lapinskyj, V. (2016). Electronic educational resources as the basis of the modern educational environment of general educational institutions. *Informazijni tehnologii v osviti [Information technologies in education]*, no. 15, pp. 30–37 (in Ukr.).
2. Masajkina, I. (2017). *Osobystisno orijentovani tehnolohii navchannia inozemnykh mov [Personally oriented foreign language learning technologies]*. Vinnytsa, 76 p. (in Ukr.).
3. Bower, M., DeWitt D., & Lai, J.W.M. (2020). Reasons associated with preservice teachers' intention to use immersive virtual reality in education. *British Journal of Educational Technology*, no. 51(6), pp. 2214–2232. DOI: <https://doi.org/10.1111/bjet.13009> (Accessed 05 October, 2023).
4. Calvert, J., & Abadia, R. (2020). Impact of immersing university and high school students in educational linear narratives using virtual reality technology. *Computers & Education*, no. 159, 104005. DOI: <https://doi.org/10.1016/j.compedu.2020.104005> (Accessed 05 October, 2023).
5. Jensen, L., & Konradsen, F. (2018). A review of the use of virtual reality head-mounted displays in education and training. *Education and Information Technologies*, no. 23, pp. 1515–1529. DOI: <https://doi.org/10.1007/s10639-017-9676-0> (Accessed 05 October, 2023).
6. York, J., Shibata, K., Tokutake, H., & Nakayama, H. (2021). Effect of SCMC on foreign language anxiety and learning experience: A comparison of voice, video, and VR-based oral interaction. *ReCALL*, no. 33(1), pp. 49-70. DOI: <https://doi.org/10.1017/S0958344020000154> (Accessed 05 October, 2023).
7. Kannan, J., & Munday, P. (2018). New Trends in Second Language Learning and Teaching through the lens of ICT, Networked Learning, and Artificial Intelligence. *Círculo de Lingüística Aplicada a La Comunicación*, no. 76(0), pp. 13–30. DOI: <https://doi.org/10.5209/CLAC.62495> (Accessed 25 October, 2023).
8. Lotze, N. (2018). Präsenzunterricht? Künstliche Intelligenz fürs Sprachenlernen? *Magazin Sprache*. DOI: <https://www.goethe.de/de/spr/mag/dsk/21290629.html> (Accessed 25 October, 2023).
9. Petersen, G. B., Petkakis G., & Makransky G. (2022). A study of how immersion and interactivity drive VR learning. *Computers & Education*, no. 179, pp. 104429. DOI: <https://doi.org/10.1016/j.compedu.2021.104429>
10. Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *Sustainability*, no. 12(2), p. 524. DOI: <https://doi.org/10.3390/su12020524> (Accessed 25 October, 2023).