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THE USE OF DIGITAL LEARNING TECHNOLOGIES IN THE DISCIPLINES OF THE PHILOLOGICAL CYCLE

Abstract. The question of the effectiveness of using digital technologies in teaching languages in higher education is very important for modern education. On the one hand, learning a language traditionally involves the use of special exercises to consolidate skills, written assignments, and work on developing students' speech. On the other hand, without the use of information and communication technologies, the modern educational process is impossible.

The article discusses the use of digital technologies in teaching Russian and English languages and analyzes the impact of such technologies on language learning. Particular attention is paid to modern methods of integrating information and communication technologies into the educational process, including online platforms, interactive applications, virtual classrooms, and bots. The advantages of using digital tools to develop reading, writing, speaking, and listening skills are analyzed. Examples of successful implementation of digital technologies in language teaching are given, and pedagogical approaches that help increase students' motivation and academic performance are discussed.

Digital technologies represent a promising means for improving the effectiveness of language teaching, provided that they are used rationally. The study and its results clearly show that the educational process of philological disciplines should keep up with the times.

Keywords: digital technologies, philological disciplines, Russian language, English language, information and communication technologies.

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Филологиялық цикл пәндеріндегі оқытудың цифрлық технологияларын қолдану

Аңдатпа. Жоғары оқу орындарында тілдерді оқытуда цифрлық технологияларды қолданудың тиімділігі мәселесі заманауи білім беру үшін өте маңызды. Бір жағынан, тілді үйрену дәстүрлі түрде дағдыларды, жазбаша тапсырмаларды және оқушылардың сөйлеуін дамыту үшін жұмысты бекіту үшін арнайы жаттығуларды қолдануды қамтиды. Екінші жағынан, ақпараттық-коммуникациялық технологияларды қолданбай, заманауи білім беру үдерісін жүзеге асыру мүмкін емес.

Мақалада орыс және ағылшын тілдерін оқытуда цифрлық технологияларды қолдану қарастырылып, мұндай технологиялардың тіл үйренуге әсері талданады. Білім беру үдерісіне ақпараттық-коммуникациялық технологияларды, оның ішінде онлайн платформаларды, интерактивті қосымшаларды, виртуалды сыныптарды, боттарды енгізудің заманауи әдістеріне ерекше назар аударылады. Оқу, жазу, сөйлеу және тыңдау дағдыларын дамыту үшін цифрлық құралдарды пайдаланудың артықшылықтары талданады. Тілдерді оқытуда цифрлық технологияларды сәтті енгізу мысалдары келтіріліп, оқушылардың ынтасы мен үлгерімін арттыруға көмектесетін педагогикалық тәсілдер талқыланады.

Цифрлық технологиялар ұтымды пайдаланылған жағдайда тілді оқытудың тиімділігін арттырудың перспективті құралы болып табылады. Жүргізілген зерттеулер мен оның нәтижелері филология пәндерінің оқу үрдісі заман талабына сай болуы керектігін айқын көрсетеді.

Кілт сөздер: цифрлық технологиялар, филологиялық пәндер, орыс тілі, ағылшын тілі, ақпараттық-коммуникациялық технологиялар.

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Использование цифровых технологий обучения в дисциплинах филологического цикла

Аннотация. Вопрос об эффективности использования цифровых технологий при обучении языкам в высшей школе очень важен для современного образования. С одной стороны, изучение языка традиционно предполагает использование специальных упражнений для закрепления навыков, письменные задания и работу по развитию речи студентов. С другой стороны, без использования информационно-коммуникативных технологий современный образовательный процесс невозможен.

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В статье рассматривается использование цифровых технологий в обучении русскому и английскому языкам, анализируется влияние таких технологий на изучение языков. Особое внимание уделяется современным методам интеграции информационно-коммуникационных технологий в образовательный процесс, включая онлайн-платформы, интерактивные приложения, виртуальные классы, боты. Анализируются преимущества использования цифровых инструментов для развития навыков чтения, письма, говорения и аудирования. Приводятся примеры успешной реализации цифровых технологий в языковом обучении, а также обсуждаются педагогические подходы, способствующие повышению мотивации и успеваемости учащихся.

Цифровые технологии представляют собой перспективное средство для повышения эффективности обучения языкам при условии их рационального применения. Проведенное исследование и его результаты наглядно показывают, что учебный процесс филологических дисциплин должен идти в ногу со временем.

Ключевые слова: цифровые технологии, филологические дисциплины, русский язык, английский язык, информационно-коммуникационные технологии.

Introduction

A distinctive feature of the pedagogy of the last 10–15 years can be called the active replenishment of new teaching methods and approaches, the emphasis was on the introduction of computer tools in the learning process. As technology develops, teaching methods using technical innovations are being introduced, and creative approaches to learning are developing. Today it is impossible to teach students only from a textbook and a workbook, reinforcing the material covered with the same type of exercises.

Teaching Russian and English languages as special subjects using only a textbook and a collection of exercises, and dictations has lost its relevance. The relevance of using the achievements of technology and science in teaching the disciplines of the philological cycle, in particular, Russian and English languages as a special subject, is due to the fact that the use of a computer, the Internet, and various applications open up new opportunities for the teacher in organizing the educational process, increase the percentage and quality of assimilation of the material, diversify the course classes. Students are more interested in studying the subject using modern technology, and their motivation increases. The gap in the development of technology and lifestyle with education is also closing: we use in education everything that is the same as in life, which is close and familiar to us.

The topic of the use of digital technologies in higher education has been sufficiently studied: a large number of studies have been devoted to it. For example, Evdokimova O.V., Kolobov A.N., Kulagina Yu.A. considered the issue of using digital technologies for teaching the disciplines of the humanitarian cycle in vocational education [1, p.43]. Many authors studied the problems of introducing digital and information and communication technologies into the educational process, such as Burtsev D.S. [2, p.124], Kirilova D.A., Maslov N.S., Astakhova T.N. [3, p.32]. Tazhigulova A.I., Artykbayeva E.A., Arystanova A.Zh. [4, p.118] studied the problems of using distance educational technologies in higher education in Kazakhstan, but nevertheless, the problem of introducing digital technologies into the process of teaching the disciplines of the philological cycle has not been studied enough and requires a practical solution.

Today, every linguist teacher is concerned with the question of how to effectively integrate computer technologies into the course of the lesson, develop a system of classes with them, and how this will affect the effectiveness of the lesson. In this regard, it became necessary to analyze the impact of digital technologies on the study of Russian and English languages in higher education.

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The objectives of this scientific article are to analyze the impact of digital technologies on the study of languages as a special subject and to assess the effectiveness of using digital technologies in teaching Russian and English languages at the university, with a focus on the development of different language skills.

We consider a hypothesis about the positive impact of digital technologies on the teaching of philological cycle subjects and their contribution to the more effective development of all language skills (speaking, reading, writing, listening) compared to traditional methods.

Research methods and materials

To achieve the objectives of this study, it was necessary to use an integrated approach covering various scientific methods. At the initial stage of the study, a review of domestic and foreign scientific publications devoted to the use of information and communication technologies and digital tools in teaching philological disciplines was conducted. Methods, examples of successful applications, and possible limitations of technologies in teaching languages were studied.

Experimental study: we conducted a pedagogical experiment in 2 groups of 1st year students. In group “A” English classes were held in the traditional format using standard textbooks, paper materials, and handouts. In the second group "B" digital technologies were integrated into the educational process: multimedia presentations, online platforms (Kahoot, Quizlet), language learning applications (Duolingo, LingQ), as well as conversational situation simulators and bots.

In the 3rd stage, a comparative analysis of the academic performance of students from two groups for each language skill (speaking, reading, writing, listening) was conducted based on the entrance and final testing.

At the next stage of the study, a questionnaire was applied: students filled out questionnaires that allowed them to assess how the use of traditional and digital teaching methods affects the perception of the material, the convenience of the process, and the motivation to learn languages.

Results and discussion

In the Western countries, the introduction of digital technologies in education began earlier than in the CIS countries. In this regard, the degree of study of this problem in foreign literature is much wider.

The introduction of digital technologies in education and public life will reduce the gap between science and education, expand the possibilities of the management process, and contribute to the development of science and production. Particular attention should be paid to the management of the educational process, as it is complex and time-consuming [5, p.74].

Informatization of education can be described by the introduction of the following processes:

- equipping educational organizations with computer technologies and appropriate software;
- obligatory connection to the Internet with access to available databases of both regional, national and international importance;
- placement of educational resources in free access on the Internet, providing free access to them for students and teachers;
- promoting the formation of an information culture among all participants in the pedagogical process.

For this, special courses, seminars, and conferences can be held. Parents of students should also be involved in improving ICT skills [6, p. 98].

There are difficulties in the informatization of education, the main ones are:

- high-quality software is not always installed in universities, it is often outdated, as well as the equipment that the educational institution has been equipped with. This problem is especially typical for small regional educational institutions;
- often there are technical difficulties in the organization of education using ICT, because of which teachers practically do not use computer technology in the classroom;

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- there is no unified software standard that can be used in the educational process in higher education [7, p.121];
- lack of professional staff to maintain hardware and software in educational institutions. In many educational institutions, these functions are performed by computer science teachers;
- a unified information culture has not been formed;
- teachers' inability to use modern computer technology. This applies mainly to the older generation;
- teachers cannot fully use digital technology in the classroom. This can be caused by various reasons: the inability to use technology, the teacher cannot compose tasks using ICT, which will be aimed at developing professional competencies and creative potential of students [8, p.43].

It is necessary to resolve the described contradictions, and to find ways to solve them so that the informatization of education takes place at an accelerated pace.

There are different ways to introduce digital technologies into the classes of philological subjects. One of the simplest and most common is the use of electronic textbooks. They will help students to find and study new material on their own or to consolidate what they have learned, to pass testing. Multi-level tasks will help students not only to consolidate knowledge but also to reach a new level, as the student will try to complete more tasks, and cope with more complex tasks. The assessment of the teacher is often subjective, while the computer will evaluate it as objectively as possible. Electronic textbooks and computer programs are more visual and attractive to students than paper textbooks [9, p.66].

A huge number of Internet resources can be used in Russian language classes: sites with assignments, testing, online conferences, students get access to participation in foreign conferences, which are not always possible to attend for full-time participation. Different competitions are regularly held in the online educational space: the best story, a work on a given topic, language olympiads and competitions, etc. Thanks to the introduction of digital technologies, students can take part in them [10, p.14].

The use of different sources of information: textbooks, Internet resources, electronic textbooks help students to search for information from different sources, develop their cognitive and search interest. Also, students begin to analyze the information received, to critically perceive what they read [11, p.112].

Lectures, explanations of a new topic should be carried out in the form of a multimedia lesson. It is a type of ICT that allows you to combine text, sound, video, graphics, and animation in a computer system. In other words, these are video lectures, video and audio seminars [12, p.213].

Digital technologies involve the use of game elements. This will help relieve stress, and change the type of activity with the protection of benefits. One such application is “Play Kahoot!”. With it, you can create small simple quizzes in the form of "question-answer options". The question-and-answer options are displayed on the screen using a projector, students answer using their mobile phones. Very little time is allotted for the answer, so students should be as focused as possible. This quiz can be carried out to check homework, to establish the level of assimilation of the material and prepare homework, to consolidate the material covered, didactic games. Smartphones with an Internet connection are required to use this Internet resource [13, p.278].

Such quizzes do not require much preparation from the teacher: creating a quiz takes several minutes. Its implementation also does not require a large amount of study time: 5-10 minutes are enough to play and discuss the results. A longer quiz will bother the students, and they will get tired since a person cannot be in a state of strong concentration and tension for a long time.

The introduction of digital technologies in Russian and English language classes helps to implement problematic, search methods of teaching. For example, webquest. It can be individual or group work, it depends on the purpose and technical equipment of the office. The teacher gives the task and a list of Internet resources that can help in its implementation. The following task options

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can be offered: to recognize the main and secondary information, to systematize the information, to interpret the author's position, to summarize the information, and to predict the development of events. This type of task will help to form professional language competencies.

Another effective way of using digital technologies, which is not very common in modern Kazakhstani linguistic education, is the Web-portfolio. It can be used in teaching languages. Students create their resumes on the specified portal, where they indicate not only their level of language proficiency, but also achievements, and work experience (if any), set development goals, and plan their development. This task helps in self-development and self-knowledge of the students. If the study of a foreign language is a core discipline for senior students, then such a portfolio or resume will help the student find a job as a tutor for schoolchildren or students of 1-2 courses, for foreigners studying Russian.

While learning a foreign language, the use of digital technologies is also relevant, because they take the educational process to the next level. One of the most effective methods of learning a foreign language is dialogue. Within the classroom, students communicate only with each other and teachers, but the use of Internet resources changes this. Some special language platforms can be used: Conversation Exchange, My Language Exchange, Global Penfriends, Compatipal:

- *Conversion Exchange.* A popular site for learning different languages with a simple interface.
- *My Language Exchange.* This portal has 2 features: you can design a profile completely to your taste, add photos and information about yourself; and you can find an interlocutor who knows a certain variety of the language being studied.
- *Global Penfriends* - a site for learning a foreign language and communicating with users from different countries.
- *Compatipal* differs from similar communication platforms: it is focused on short correspondence: communication “here and now” with users who are online. For this reason, the site is convenient to use for practicing language topics in class: students communicate with interlocutors on a given topic for a short time [14, p.1644].

Firstly, communication with strangers develops students' communication skills, they will learn to cope with the fear of communicating in a foreign language. Secondly, communication with the carrier is very different from communication with a classmate. This is “real” communication in the language being studied, the students see that they can use knowledge in life, outside of the classroom. Thirdly, users of the platform have different levels of language proficiency, the students can choose interlocutors by their interests, and their level of language proficiency. It often happens that there are 1-2 students in the group with a high level of language proficiency, and the rest lag behind. These students do not have the opportunity to improve using the traditional teaching method, but using the platform will allow them to communicate with users of their level. Students with a low level have an incentive to improve the quality of foreign language proficiency so that it is easier for them to communicate [15, p. 299].

The use of such platforms and messengers is very different from textbooks, group dialogues, and other traditional methods. Students get acquainted with living speech and not the literary style of the textbook and learn to speak a living, slang language. In domestic English textbooks, classical language constructions are given, they are compiled by Kazakh teachers, not by native speakers. For this reason, many of them are already outdated. In live communication, students meet abbreviations, slang expressions, neologisms, etc.

Artificial intelligence is being introduced into various areas of our lives. Most often it is used on the Internet, social networks, and medicine, attempts to introduce it into education have already been made. For example, various bots have been created that can act as a virtual interlocutor for students when learning English:

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- *Edwin, AndyRobot* and *Cleverbot* help to develop the communicative competence of students, communication is oriented while maintaining the norms of intercultural communication, and behave like carriers. These bots are for students with an upper-intermediate level of language proficiency;
- *Englex, Hal, Johnlennon;*
- *Telegram bots* (English Short Stories, English language, Slang Bang, English for Life, Hot Chicks, English Radio). These bots help in the study of grammar and vocabulary, suitable for students with any level of language;
- *Mitsuku, Existor, Learnenglish, Rosettastone* help in the development of lexical and grammatical competence without taking into account the socio-cultural aspect. They are aimed at the development of grammar and vocabulary and are most optimal for students with a low level of language proficiency [16, p.426].

It is much easier for students to build a dialogue with bots, since this is a machine, not a person. Elements of constraint, fear of making a mistake will not put pressure on students. The introduction of artificial intelligence has a positive effect on the image of a teacher. It characterizes him as a modern teacher, keeping up with the times. Students are more motivated with such teacher and the highest results in mastering the curriculum will be shown [17, p.13].

Thus, the problem of introducing digital technologies in the classes of philological language subjects seems to be quite promising for study. Despite the wide coverage of the topic, interesting scientists do not fade away: new studies regularly appear on the impact and possibility of using digital technologies in the classroom in higher education, including in the disciplines of the philological cycle.

Almost all known interactive and computer-based teaching methods can be adapted to language disciplines. The possibilities of using digital technologies depend on the equipment of the university and the personal desire of the teacher, his abilities and skills to use them. It is important to understand that students not only learn the language, but also learn how to use ICT in the classroom. If classes are built without their use, then students do not develop skills in working with computer technology. Conversely, the active use of digital technologies clearly shows students how to use them in the educational process.

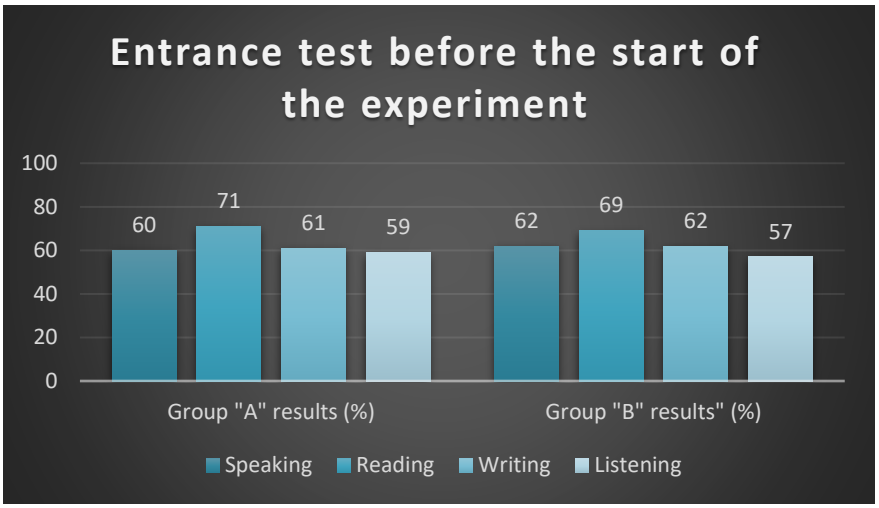

Figure 1 – Results of the entrance test befor the pedagogical experiment

Our pedagogical experiment was conducted in 3 stages. At the 1st stage, students were tested in order to identify the basic level of knowledge of students in both groups. Educational materials

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corresponding to the selected teaching methods were developed. Technical means (laptops, tablets, access to online platforms) were prepared. At the 2nd stage, which lasted 8 weeks, traditional classes (group "A") and classes with the introduction of digital technologies (group "B") were held. The traditional classes were conducted by means of textbooks, grammar and listening exersices, dialogues between students, reading texts whereas videos, electronic textbooks, Internet resources, language platforms for communication with foreigners were applied in group "B".

As the diagram (Figure 1**)** shows, the primary results of language level in both groups are approximately equal.

During the main phase of the study, students were taught using the following methods to acquire different skills (Table 1):

Table 1 - Comparison of teaching methods in two groups

Skill	Group "A" (Traditional methods)	Group "B" (Digital technologies)
Speaking	Practice of dialogues and oral presentations in the classroom under the guidance of the teacher.	Use of programs for speaking practice (e.g. ELSA Speak), recording of speech tasks with subsequent automated feedback. Online conversation clubs with native speakers via platforms such as Tandem, Cleverbot, AndyRobot).
Reading	Reading texts from textbooks and subsequent discussion.	Working with interactive texts on educational platforms. Use of digital dictionaries and text analyzers (e.g. Reverso, Grammarly), interactive tasks with automatic checking.
Writing	Completing written tasks (compositions, essays) on paper with subsequent checking by the teacher.	Using text editors with automatic error correction (Grammarly, Microsoft Editor). Completing tasks on platforms where the system provides instant feedback on the structure and style of the text. My Language Exchange anf Global Penfriends platforms were used by students to develop their writing skills by means of communication with foreigners.
Listening	Listening to audio recordings in classes with discussion of the content, answering tasks (True/False) and filling in the missing words.	Working with multimedia content: video lessons, podcasts, interactive audio tasks on platforms such as TED-Ed, LingQ or BBC Learning English. Using automated systems to assess understanding (post-listening questions).

However, after the experiment when the final test wast taken, there is a positive trend in both groups. In group "A", where only traditional teaching methods were used positive changes are taking place, although not so obvious. These changes are due to the fact that the study of new material, its consolidation and development provide knowledge and contribute to the growth of communication skills. In group "B" the results are noticeably higher (Figure 2).

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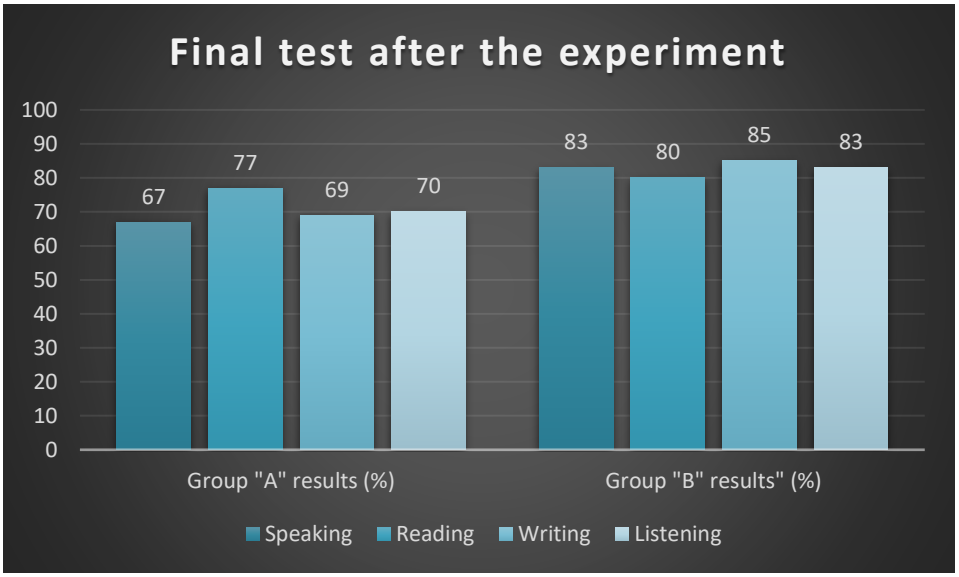

Figure 2 – Results of the final test after the experiment

The number of students with a low level of knowledge has decreased, and the average score of speaking, writing, listening, and reading skills was increased. As the diagram above shows (Figure 2) there was a significant increase in the scores in skills such as writing and speaking. This is explained by the fact that students' motivation in group "B" was increased by means of digital technologies which made language learning more engaging, relevant, and personalized. Moreover, they had experience with the usage of digital platforms to communicate with native speakers which helps to improve their listening and speaking skills in natural situations. Also, writing practice through chats and bots improves grammar, spelling, and sentence structure, and develops written communication skills in real contexts. Ultimately, this approach makes learning more dynamic and motivating, which speeds up the process of language acquisition. Table 2 clearly shows the comparison of the performance results of both groups before and after the experiment on four skills.

Table 2 - Comparison of the results before and after the experiment

Skill	**Group "A": average score (entrance test)**	**Group "A": average score (final test)**	**Group "B": average score (entrance test)**	**Group "B": average score (final test)**
Speaking	60%	67%	62%	83%
Reading	71%	77%	69%	80%
Writing	61%	69%	62%	85%
Listening	59%	70%	57%	83%

During the experiment it was noticed that students' confidence has grown, they have become less shy to speak English, and they have become more liberated, which is very important while learning foreign languages. This shows that the use of digital technologies has a positive effect on the process of studying languages. There was also an increase in interest and motivation among students: they performed tasks, both homework and in the classroom with great desire. This was also confirmed by the questionnaire that 54 students filled out after the experiment. The questionnaire contains the following questions:

1) How do you understand the term "Digitalization" in education?
2) What do you understand by the term "digital technologies" in the educational process?

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3) How often are digital technologies used in your language classes?

4) What digital technologies are used in your language (English, Russian) classes?

5) Do you have experience using digital textbooks in language classes?

6) To what extent, in your opinion, does the use of digital technologies in language classes increase interest in the subject? (Answer options: to a large extent; to some extent; does not affect; rather reduces; reduces).

7) To what extent, in your opinion, does the use of digital technologies in language classes improve the assimilation of the material? (Answer options: to a large extent; to some extent; does not affect; rather reduces; reduces).

8) To what extent, in your opinion, does the use of digital technologies in language classes develop skills in working with information? (Answer options: to a large extent; to some extent; does not affect; rather reduces; reduces).

9) What advantages do you see in using digital technologies in language classes? Select all that apply and also indicate your own. (Answer options: make classes more interesting; help to learn the material better and faster; allow you to work on your own; provide access to a large amount of information; develop skills for working with information).

10) What difficulties do you experience when using digital technologies in language classes? Select all that apply and also indicate your own. (Answer options: lack of technical skills; lack of time; no access to the Internet; no access to the necessary equipment; it is difficult to navigate a large amount of information).

11) Do you think digital technologies should be used in language classes and how often? Why? Explain your answer.

12) What digital technologies do you think would be useful to use in language classes and why?

Regarding the question of the role of digital technologies in language classes in increasing interest in the subject, 53,7% of students answered that digital technologies increase interest to a large extent, 33,3% - to some extent and 13% believe that it does not affect (Figure 3).

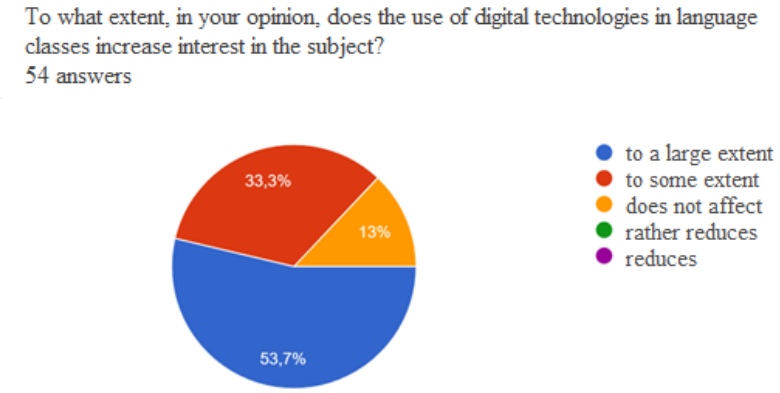

Figure 3 – Increasing interest in the subject

Figure 4 shows that 40,7% of students consider that the usage of digital technologies in language classes improve the assimilation of the material to a large extent, 48,1% - to some extent and 9,3% think that it does not affect.

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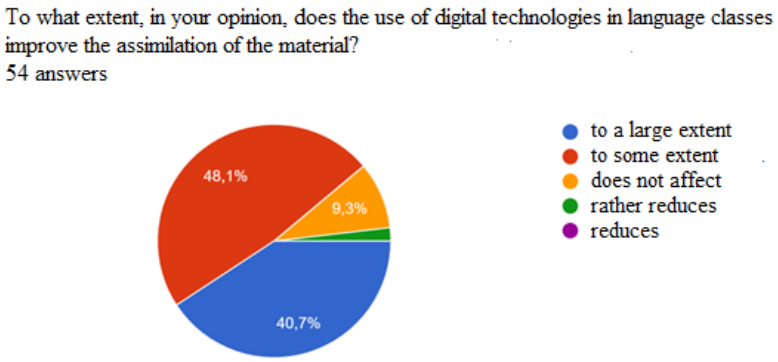

Figure 4 – Knoweledge acquisition

Working with large amounts of information is also an integral and important component in learning languages, with 51.9% of students noting that the use of digital technologies to a large extent and 38.9% to some extent develops and improves their information skills (Figure 5).

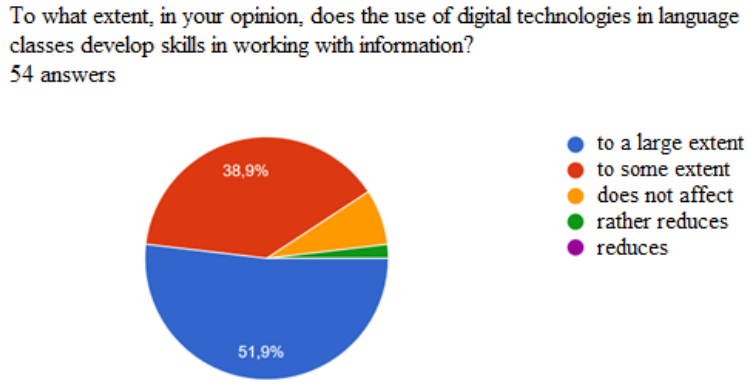

Figure 5 – The impact of digital technologies on skills of information analyzing

Among the advantages of using digital technologies in language disciplines 72,2% of students noted that these tools make classes more interesting; 55,6% chose the option that they help to learn the material better and faster, 44,4 mentioned that these technologies allow them to work at their own; 59,3% believe that ICT provide access to a large amount of information and 40,7% consider that digital technologies develop skills for working with information (Figure 6).

According to conducted analysis and experiment, we note that in modern pedagogy of higher education it is necessary to use digital technologies, since they are not only our present, but also our future. They diversify the course of the lesson, complement traditional teaching methods, expand the possibilities of the educational process, contribute to a better consolidation of students' knowledge and mastery of professional and language competencies. Teaching the disciplines of the philological cycle using digital technologies and media education shows better results in comparison with the traditional one.

The use of ICT teaches to work independently with different sources of information, forms creative thinking, develops different personality skills of students and broadens their horizons. It is important to correctly introduce digital technologies into the process of teaching languages without

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turning the language course into a lesson in informatics and entertainment. The teacher must find the line between traditional teaching and the use of innovative methods.

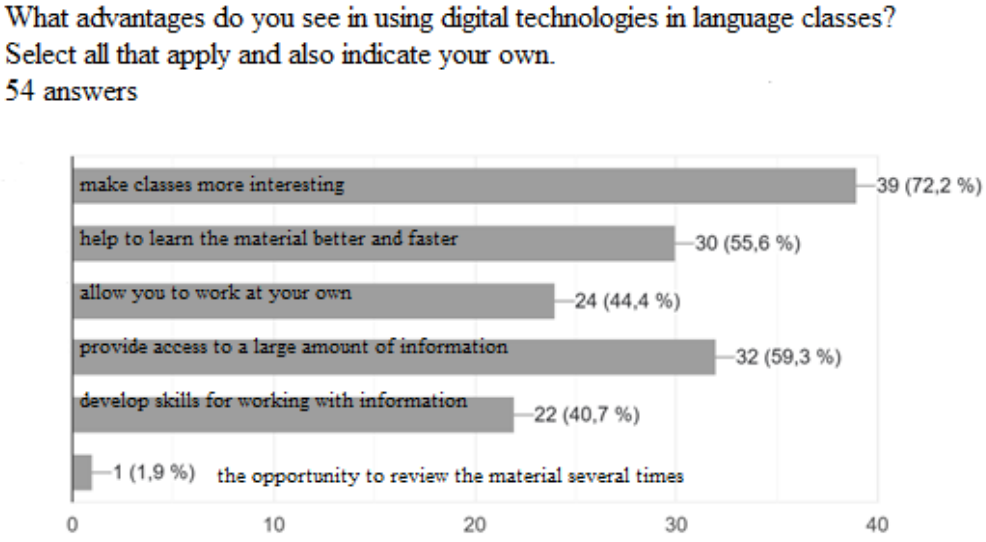

Figure 6 – Advantages of digital technologies

As the study showed, digital technologies have a positive effect on the assimilation of knowledge by students. The quality of the learned material is improving, language skills are fixed faster, and interest in learning is growing. Students also develop different skills: the ability to use computer technology, communication skills, the ability to search and analyze information, and critical and creative thinking. At the same time, the skill of the teacher is growing, she is learning to use digital technologies, thinking through the system of tasks and their organic entry into the course of the lesson. The teacher tries to come up with new, interesting tasks, which positively affect the learning process as a whole.

Computerization of education has more pluses than minuses. Our life is closely connected with computer technologies and gadgets. They are indispensable in the professional activities of any specialist. In this regard, they should be actively introduced into the educational process. Today, education lags far behind real life, it is cut off. Students who do not know how to use computer technology will become teachers who will not be able to apply modern digital technologies in the education process in the future.

Conclusion

In the modern world, digital learning technologies have become increasingly prevalent and valuable tools in the disciplines of the philological cycle. These technologies offer numerous benefits, including increased accessibility, flexibility, and interactivity in language learning, literature analysis, and other philological subjects. Digital learning technologies also allow for personalized and adaptive learning experiences, fostering individualized progress and engagement among learners. Additionally, they enable collaborative and interactive learning environments, promoting critical thinking, creativity, and communication skills. However, the effective use of digital learning technologies in the philological cycle requires careful consideration of pedagogical principles, instructional design, and technological integration to ensure optimal learning outcomes. Further research and experimentation are needed to explore the full potential of digital learning technologies in enhancing philological education and shaping the future of language and literary studies. Overall, the integration of digital learning technologies in the philological cycle holds great

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promise for transforming traditional approaches to teaching and learning in these disciplines, and educators and institutions should continue to explore and embrace these technologies to enhance the quality of philological education.

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