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THE INTEGRATION OF ASYNCHRONOUS COMMUNICATION TOOLS IN THE FORMATION OF STUDENTS' FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

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The main direction of the modern system education development and teaching foreign languages is the systematic integration of digital technologies into the educational process. The pandemic and war have led to significant changes in the sphere of education and put new requirements to teachers in order to ensure a high quality educational process for the students.

The university teachers are forced to look for new forms and methods of work in order to obtain positive learning results, to eliminate gaps in the knowledge of students so asynchronous method of learning is one of the best model to introduce the latest educational developments, use information and communication technologies in the process of language skills formation and development under the guidance of the teachers.

Ukrainian and foreign scientists focus on asynchronous method of communication which is defined as interaction between subjects of distance learning, during which participants interact with each other with a time delay using asynchronous communication tools for learning foreign languages. *Asynchronous communication tools* are Internet means that allow students and teachers to exchange information with a time delay. For example, MOODLE, forums, e-mail and audio mail, sites, blogs, social networks, Viber, Telegram). Students are provided with materials for studying

of topics and modules and they have to independently complete the tasks and send them to the teacher for evaluation.

A blog is a website whose main content is regularly added posts, images or multimedia. Blogs are characterized by short, temporary entries. The blog can be updated regularly and a student or even a group of students put the information there connected with the sphere of their interests, edit the blog and encourage visitors to respond to the topics. For instance, leave comments on articles, ask questions, supplement articles with new information. In this way communication takes place. In the blog, you can also place photos, audio, video, links to other sites, Internet articles. This tool improves writing and speaking skills and boost their active and passive vocabulary.

Language competence is defined in methodical teaching of foreign languages as the ability to understand and produce an unlimited number of words connected in sentences with the help of rules. As our experience shows, effective game applications help students to develop communicative competence expanding and strengthening new vocabulary. There are a lot of application to use and the most effective are the following [1,2]:

MoDic is an app which uses cards. This method of memorizing and repeating words proves its effectiveness. Students download the program to their smartphone and create their own cards. Ready-made dictionaries contain not only separate words, but also phrases. Students have a possibility to learn irregular verbs or phrasal verbs and moreover an English native speaker provides a correct pronunciation so the Internet is not needed, dictionaries are downloaded on a device with sounds.

Quizlet is a free app The developers offer two options: use ready-made cards or create your own list. Learners must register here, and can safely start using it without the risk of losing all the accumulated knowledge after a while.

Words is an exciting word game. You memorize new words, practice spelling and listening comprehension. The program is suitable for users of any level of English proficiency. The advantages of the application are that it works offline, also adapts to each user to practice problem words.

Express DigiBooks is an innovative and motivational way to teach students of all lavel. It creates a digitally friendly environment to enhance collaboration between students and teachers. Students of all language levels become more involved in the educational process through carefully designed game-based learning.

Except a great majority of applications which is used for learning words there is another option: to find a partner for communication on the network.

Tandem is an app which helps students to find a partner specifically for conversational practice. While creating a profile, you need to specify some information about yourself and your preferences: a necessary language to practice and partners` level. For example, the partner can be a native speaker or just someone who wants to improve his/her skills. To use the tool a student should set up a filter and choose a list of people who match their requirements. Chat Tandem has its advantages: if a student receives a message he/she can correct mistakes immediately and see the text. Mistakes are indicated in different colours. Students can communicate and improve their level.

Also students can send voice messages, call or chat via video link, and even arrange a personal meeting. These functions are configured in their profiles.

Interpals is a platform for practicing languages, which finds penpals and friends around the world. Students can write to anyone and anytime. They have abilities to choose English or other languages they study. It offers a lot of pals and students find suitable partners for correspondence.

All the applications provide students live communication with a native speaker both in real time and with a delay in time and helps overcome the language barrier.

One of the most effective system for students' communicative competence development is Moodle.

Moodle is a management system, also known as a learning management system or virtual learning environment. It is an abbreviation from English Modular Object-Oriented Dynamic Learning Environment. It is a free web application that allows universities to create online learning sites. On the basis of MOODL a personal learning system (PNS) was created at Semen Kuznets Economical University. It is an automated learning system with an emphasis on its personal character and focus on independent learning. The personal educational system at the university is an information environment that consists of educational, scientific, informational materials and tools developed in electronic form [3].

Due to this system teachers create and students do a wide range of activities to practice speaking, writing, reading and listening which are the main aspects of communicative competence. There are some examples of tasks to practice English with a time delay.

1. The dialogue flashcards. The Dialogue flashcards editor help teachers to create a set of cards with matching words or expressions on either side of the cards. Dialogue flashcards are often used in language learning to memorize words and expressions. Dialogue cards provide a clue on the one side of the card and the corresponding equivalent on the other one.

2. Dragging.

The drag-and-drop editor allows students to drag some words, collocations or even a piece of text to the appropriate gap. Dragging allows the student to connect two or more elements and visually create logical connections. Here are some examples:

- Group elements that are similar or have something in common;
- Place the elements in the correct order.

Drag and drop activities is used to test a student's knowledge on topics. Drag and drop activities are used as separate tasks moreover they can be included in a Quiz, Interactive Video, Interactive Presentation.

3.Fill in the gaps

Parts of words or sentences are removed from the text, and the students have to replace the missing text. The Fill in the Blank editor helps to create a set of cards with matching words or expressions on both sides of the cards. The gap editor tests students' ability to understand context, vocabulary, and grammar rules.

4.Interactive video.

The interactive video editor makes video clips interactive. New words pictures, text

comments, links, quotations, references appear as you explore the video. You can facilitate learning by adding important information such as pictures, tables, text, and links that the student can use at the same time the video plays. Teachers add video activities to boost students' creative and critical thinking. Students use all the materials, do tasks, record answers and send their videos to the teachers for evaluation.

5. Interactive presentation.

The Interactive Presentation editor creates a slide presentation of your educational material. Elements such as keywords, links, images, audio and video clips, and various types of visuals can be easily embedded directly into the presentation for further study. Presentations contain slides in which you can add various multimedia and interactive elements to engage students to study the educational material with the slides, and at the same time do tests and other interactive tasks to consolidate the material.

It is expedient to use game applications, educational digital platforms, blogs and other asynchronous communication tools for teaching students which provide foreign language communicative competence development. Words, Quizlet, Interpals, Tandem, Express DigiBooks, MoDic, PNS provide students effective English learning, develop communication skills and motivate them to work successfully. Also asynchronous communication tools provide a real unlimited audience for student works, which increases motivation and responsibility for the content. They introduce network resources that offer a lot of interesting and useful information on the topics, with the help of which the students do tasks. The integration of the latest information technologies into the educational process provides wide opportunities for students to participate in communication with native speakers both in real time and with a delay in time. Moreover, active involvement of students in the language environment helps overcome the language barrier. Students learn language etiquette, culture and traditions peculiarities, language behavior of different peoples when communicate. The Internet technologies are designed to contribute to the development of individual educational aims.

In conclusion, it should be noted that asynchronous communication technologies

- provide the implementation of a differentiated approach to foreign language learning depending on the individual characteristics of students;
- provide the opportunity to listen to the tracks in slow or original pace without time limits and suggest the possibility of audio and video recording;
- offer a great choice of up-to-date materials for teachers and students;
- organize autonomous learning thanks to the didactic integration of modern technologies;
- provide students to work with educational material at any convenient time;

So, in recent years, information and communication technologies (ICT) have become increasingly widespread in the field of education because they give learners an opportunity to get knowledge and new perspectives

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