

На занятті було представлено достатню кількість інтерактивних методів, адже їх спектр достатньо розлогий. Окрім інтернет-ресурсів і навчальної літератури, можна придумати власні, потрібна лише фантазія і трішки вільного часу.

Отже, це доводить, що інтерактивні методи – один з найкращих способів, щоб добре засвоїти матеріал. Вони роблять навчання більш ефективним, оскільки залучають учнів до активної участі та сприяють кращому розумінню теми. Крім того, такі методи розвивають важливі життєві навички, які виходять за межі освітнього процесу.

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USING ELECTRONIC LEARNING TOOLS IN STUDYING FOREIGN LANGUAGE GRAMMAR

Nowadays, due to the importance of foreign language learning, it is crucial that this process align with the ongoing development of the modern world. Specifically, foreign language learning should include the constant use of new information technologies that facilitate the improvement of the teaching and learning process.

The introduction of modern digital technologies into the classroom is a result of the so-called digital transformation of education, which is bringing with it fundamental changes in the learning process itself. One way to incorporate modern technologies into the teaching of any subject, including foreign languages, is through electronic learning tools (ELTs), which include such learning tools as electronic testing systems, electronic simulators, information and reference systems, educational computer games, multimedia resources, electronic teaching aids, mobile applications, etc [1, p. 57].

The application of modern information technologies, in particular electronic learning tools, is particularly relevant in teaching foreign languages. The feasibility of introducing electronic learning tools into the foreign language teaching process is confirmed by the following reasons:

1) With the help of electronic learning tools, such activities at a foreign language class as working with audio and video texts are successfully carried out, and consequently, students' speech activity is activated and their speech competence is developed;

2) Through the use of electronic learning tools it is possible to expand students' knowledge about the country of the studied language, to increase the volume of linguistic knowledge, which is achieved by familiarizing them with authentic sources and participating in electronic communication;

3) The apparent advantages of using ELTs at a foreign language class are the motivational potential of these teaching tools, ensuring the diversity of the educational process, and its modernization [2, p. 38-39].

One of the most challenging aspects of mastering any foreign language is grammar, and most professors normally use traditional training methods when teaching it. However, applying ELTs can not only simplify the process of grammar acquisition for students but also make it more interesting and even enjoyable.

When teaching grammar, the following types of electronic learning tools can be used:

1) Demonstration software. This type of ELTs can be used to present new grammar material and practice it. Specifically, a multimedia presentation (Microsoft PowerPoint, Canva, etc.) is used to introduce grammar material, simplifying the presentation of grammar diagrams, graphs, and tables.

2) Electronic textbooks and interactive materials (e.g., "Language in Use", "Grammarway", and various electronic educational and methodological kits). To ensure effective acquisition of the material, an electronic textbook should include such blocks as information, training, and assessment. Therefore, this type of electronic textbook can be used not only to introduce new grammar material but also to practice and assess it.

3) Simulator programs (game-based simulators). Various simulator software tools are used for practicing and knowledge assessment, allowing students to create their own quests or tasks that can be solved by them under ongoing or subsequent teacher supervision. These programs often provide tasks in a game-like or competitive format (e.g., "Wordwall", "Kahoot!").

4) Software for monitoring and measuring knowledge levels. This type of electronic assessment system is used to carry out ongoing or final assessments on a given grammar topic in a test or open format (e.g., Moodle, Google Forms). Such software helps optimize the monitoring and self-evaluation system, facilitates the teacher's work, and promotes students' independence.

Thus, in teaching foreign language grammar, the use of such ELTs as demonstration software, electronic textbooks and interactive materials, training programs, software for monitoring and determining the level of knowledge contributes to increasing the effectiveness of instruction through its individualization and differentiation, positively influencing the level of students' motivation to study grammar, and also contributes to the organization of new forms of interaction in the learning process and changes in the content of activities at the class.

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USING FICTION IN FOREIGN LANGUAGE LEARNING

In the context of addressing significant socioeconomic and educational challenges in the education system of Ukraine, particular importance is given to the social function of language and its practical application. A foreign language is primarily viewed as a means of adapting an individual to the environment for effective communicative activity and is therefore presented to the learner as a code that must be mastered in order to deal with native speakers of that language [1, p. 43]. Through the lens of communicative approach, the need for proficiency in a foreign language, according to the pragmatic concept of its study, is determined by its effectiveness as a means of communication, with the main goal of learning chiefly verbal communication. Thus, the communicative target of teaching a foreign language is aimed at developing the communicant's foreign-language personality; in other words, the learner is supposed to ultimately learn to exchange necessary and useful information using the language being studied. However, focusing on achieving utilitarian goals of language learning significantly limits the learning process to the scope and level of everyday situations.

Meanwhile, there is an apparent difference between daily language and literary language, which relies on its ability to evoke the highest level of activation in the reader's receptive organs and neurodynamic synapses in the brain. In this case, art influences not only the individual's