

de base pour évaluer la mesure dans laquelle celle-là se révèle lors de la réalisation d'activités formatrices. On a également consulté et pris en considération le matériel des sources telles que *APA Dictionary of Psychology* et *The Cambridge Dictionary of Psychology* afin de nuancer certains descripteurs, par exemple : “ L'autoprésentation est la capacité de transmettre une certaine image ou des informations spécifiques sur soi-même aux autres” [1, p. 957]. Il est à noter que de telles formulations ne constituent qu'un guide didactique, pouvant être complétées au cas où les conditions d'enseignement d'une discipline académique l'exigeraient.

Un autre élément du cadre de descripteurs qui mérite d'être mentionné est le nombre maximum de points proposés pour évaluer chaque compétence. Le nombre de points indiqué dans le tableau correspond théoriquement à la complexité de la description d'une compétence, mais il peut être corrigé selon l'activité choisie, compte tenu de la possibilité d'élargir le champ des descripteurs. La méthode donnée de systématiser les descripteurs présente également cet avantage qu'elle peut s'intégrer de manière globale dans les programmes académiques à titre d'un bloc à part, selon lequel des points pour l'acquisition réussie des compétences douces sont prévus.

Somme toute, les cadres d'évaluation de compétences douces s'avèrent utiles et pratiques, permettant aux professeurs de faire part de leur réaction ainsi que d'exposer leur jugement concernant la qualité d'acquisition de ces traits personnels par les étudiants en FLE. Il s'ensuit que ce problème devrait s'inscrire dans un contexte didactique plus large, relevant de la nécessité objective de renforcer le lien entre l'éducation et la préparation pour le travail dans un établissement d'enseignement secondaire.

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USING LLMS FOR VOCABULARY SKILLS DEVELOPMENT OF PRE-SERVICE ENGLISH TEACHERS

Large language models (LLM) are gradually being integrated into education. They make learning more personalised, interactive and effective [2, p. 8]. Artificial intelligence (AI) has many advantages that can optimise the work of all participants in the educational process. This includes personalisation of the student's educational process, the possibility of modelling individual plans, an adaptation of materials to the

needs and level of each student, and instant feedback that helps monitor students' educational progress. [1, p. 5–6]. All of the above factors will contribute to better academic results for students.

However, there are also concerns, including the deterioration of students' critical and evaluative thinking, the risk of plagiarism, the decline of learning quality, and the potential threat of artificial intelligence replacing teachers [2, p. 11; 4]. Improper use of intelligent systems increases the possibility of using someone else's work without proper citation or passing AI-generated text as one's own [5, p. 95–97]. Moreover, AI will never be able to completely replace the teacher because in the learning process, "human-human" interaction can play a crucial role because to form foreign language competence, particularly lexical competence, students must be able to communicate freely in society in various life situations.

Having analysed all the positive and negative sides, we concluded that the use of LLMs in forming students' lexical competence can significantly improve the results and make the educational process more exciting for students of the 21st century. To confirm our opinion, we will give an example from pedagogical practice and show an example of using LLMs in a class for greater involvement of students in the active use of vocabulary.

During the pedagogical practice, we worked with the 3rd-year students of the Faculty of Foreign Languages of Ternopil Volodymyr Hnatiuk National Pedagogical University. We taught a Practical Course of the English Language. The group met 3 times a week. The students used the coursebook *Upstream Proficiency C1* by Virginia Evans and Lynda Edwards and supplementary materials.

Throughout our teaching practice, we used a variety of AI- and LLM-based digital applications during lesson preparation. We encouraged students to use them critically, correctly and skillfully for specific tasks. We found that these applications positively affected the formation of the students' lexical competence.

New vocabulary is best learned in context [3]. LLMs such as ChatGPT, Gemini, and Copilot are indispensable for providing new lexical units in a particular context. We used these models to create thematic texts by providing the prompt vocabulary that should be incorporated into the text, enabling students to understand the meaning and use of certain words and phrases better. In addition, we used LLMs to create activities and questions for in-class discussions based on lexical material.

An important element of every foreign language lesson is the activation phase of acquired knowledge, and it is usually here that students are encouraged to speak and use the learned material. At this stage, the use of LLMs will also be appropriate. For example, in one of our lessons on the topic *Our Changing World*, we prepared a group research activity for students while working on the coursebook reading task The Search for AI. The students worked in three small groups. Each group had to act as developers of one of the LLMs, *ChatGPT*, *Gemini* and *Copilot*, and present their chosen AI, including its development, features, strengths and weaknesses, and any known applications. To do this, the students had to do Internet research about their chosen LLM and write down the key points. After that, their task was to ask the same AI to write a persuasive speech on behalf of its developers, providing in the prompt the

results of their Internet research and a list of vocabulary covered in the lesson. The students then had to re-read the AI-generated speech, take the main ideas and revise it, adding their views and suggestions. At the end of this activity, students gave their speeches in groups and asked questions to learn more about all three LLMs. Based on the outcomes of this and other activities and the students' feedback, we can conclude that incorporating AI and LLMs in foreign language lessons develops students' understanding of the language, enhances their lexical competence, and fosters an interactive and dynamic learning environment.

In summary, with conscious, thoughtful and appropriate use of AI and LLMs, correctly formulated tasks and a controlled process, LLMs will not bring any harm but will help to improve the teaching and learning of foreign languages and take it to a new level.

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ВИКОРИСТАННЯ ГАДЖЕТІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

XXI століття характеризується стрімким розвитком сучасних мобільних технологій і їх впровадженням в іншомовну освіту, створенням інноваційних форм навчання. Мобільне вивчення іноземних мов – це система навчання і контролю, що формується на основі навичок використання різних мобільних пристроїв, а саме смартфонів, ноутбуків, планшетів тощо.

Цифрові технології в сучасному світі є не тільки технічним засобом навчання, а й життєвим середовищем, яке пропонує нові можливості для