

професіонала.

Вивчення іноземних мов відіграє важливу роль у поглибленні зазначених компетентностей, зокрема сприяє розвитку міжкультурної чутливості (усвідомлення й прийняття культурного розмаїття), підвищує рівень міжособистісної комунікації та формує глобальне мислення — здатність аналізувати ситуації у міжнародному контексті та приймати стратегічні рішення у межах мультикультурних команд.

Таким чином, підготовка універсального фахівця в межах програм *Liberal Arts* сприяє формуванню всебічно розвиненої, етично відповідальної та ефективної лідерської особистості, здатної до гнучкої адаптації у швидкоплинному соціокультурному й професійному середовищі.

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ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ ДЛЯ РОЗВИТКУ НАВИЧОК АНГЛІЙСЬКОЇ МОВИ СТАРШОКЛАСНИКІВ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ

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VII МІЖНАРОДНА НАУКОВО-ПРАКТИЧНА КОНФЕРЕНЦІЯ

The development of information technologies has significantly influenced foreign language teaching methods, becoming a powerful tool in the process of educational digitalization. The emergence of the Internet, with its unlimited access to resources, marked a turning point, enabling the integration of innovative technologies into foreign language instruction. The application of these technologies has provided new opportunities for communication, learning, and information exchange that were previously inaccessible. As noted by M. Warschauer and P. F. Whittaker, the Internet fosters language learning due to its inherent characteristics, as electronic discourse is more complex in lexical and syntactic terms compared to spoken language. It also creates an authentic audience for written communication, increases high school students' motivation, and supports professional development by mastering Internet-based working methods [4, p. 27].

Modern digital technologies are recognized as an essential component in developing foreign language competence, as emphasized by both Ukrainian and international educators. In particular, A. Chernenko asserts that the implementation of digital technologies allows educators to reduce the time gap between introducing new phenomena and assessing results, address the issue of insufficient differentiation in teaching, consider individual characteristics of high school students, and establish an effective process of independent work [3, p. 54]. According to her, Internet resources not only facilitate access to information but also become indispensable for accomplishing educational tasks in a distance learning format.

In wartime conditions, English language learning is actively facilitated through the Zoom platform, which offers a wide range of features for organizing an interactive educational process. The most useful tools include chat, an online whiteboard, screen sharing, and breakout rooms. For instance, the "Screen Sharing" feature allows synchronous viewing of audio and video materials, illustrations, presentations, or interactive assignments. This feature also provides the ability to pause the demonstration, enhancing teaching flexibility. The "Breakout Rooms" tool enables the organization of pair or group work for composing dialogues, conducting discussions, or implementing projects. Teachers can assign participants to rooms, switch between sessions, provide additional instructions, or correct errors. However, the time limitation for conferences in the free version of Zoom remains a drawback of the platform.

Alongside Zoom, services such as Skype and Viber are actively utilized. These tools facilitate the rapid exchange of text and multimedia files, links to online resources, and communication between high school students and teachers. Viber, in particular, is convenient for creating groups for extracurricular communication, serving not only educational but also psychological functions. Informal communication helps reduce tension and improve the moral well-being of high school students, which is especially important during wartime. In such groups, students can share educational materials, current news, jokes, video clips, or movie excerpts that complement topics studied in class. Teachers can also send links to high-quality authentic resources, including new learning materials, blogs, TV shows, or excerpts from feature and documentary films, thereby increasing students' motivation to learn English.

Special attention should be given to English-language correspondence in Viber

groups, as it allows high school students to further practice their written communication skills. Using elements characteristic of online communication, such as abbreviations or slang, helps students immerse themselves in an authentic language environment and improve their conversational fluency.

Thus, integrating digital technologies into English language learning creates an effective distance learning environment that promotes the development of communication skills, enhances high school students' motivation, and ensures access to authentic resources. Interactive platforms such as Zoom, Skype, and Viber play a key role in achieving these goals, providing opportunities for combining individual, group, and interactive learning activities [2, p. 50].

Interactive technologies are essential tools for developing English language skills in high school students, particularly in a distance learning environment. One of the most effective platforms for such instruction is Google Classroom, which supports both synchronous and asynchronous modes of learning. Its primary advantage lies in the seamless integration of text, audio, and video materials, facilitating the development of all types of language activities. The platform also offers a task commenting feature, enabling efficient feedback, the establishment of clear deadlines, and the selection of grading systems tailored to the needs of the educational process. This makes the learning process highly flexible and objective.

Among online resources recommended for integration into the educational process, the British Council's Learn English website holds a prominent position. It provides materials for improving phonetics, vocabulary, grammar, reading, writing, listening, and speaking skills. The tasks are structured according to language proficiency levels, ensuring a differentiated approach to learning. Another valuable resource is British Council Learn English Teens, which features interactive videos, games, quizzes, and exam preparation materials that enhance language skills while familiarizing students with cultural aspects of English-speaking countries.

The British Council's Teaching English resource offers a variety of materials for teachers' professional development, including methodological recommendations, e-books, lesson planning resources, and opportunities to participate in webinars and conferences. This significantly broadens the scope for teachers to implement innovative approaches in English language instruction.

Another noteworthy resource is the News in Levels website, which provides adapted news articles for various language proficiency levels. This allows high school students to improve their listening skills and expand their vocabulary by working with texts that match their current language abilities. Additionally, Randal's ESL Cyber Listening Lab offers listening tasks through podcasts, tests, and interactive exercises. Such an approach fosters the development of integrated language competencies, which are critical for high school students preparing for standardized external assessments or international language proficiency exams [1, p. 438].

The experience of utilizing these tools highlights several advantages of distance learning in English. Firstly, it provides access to authentic resources, allowing high school students to become familiar with contemporary language used in real-life communicative situations. Secondly, interactive technologies promote the development

of media literacy, as students acquire skills in critical information analysis, the use of digital tools, and online communication. Thirdly, distance learning diversifies the educational process through multimedia materials such as videos by English-speaking bloggers, educational podcasts, and interactive web quests.

However, along with its advantages, distance learning also has certain drawbacks. For instance, limited access to high-quality technical equipment can reduce the effectiveness of the educational process, particularly in remote regions. Additionally, the significant flow of information may lead to cognitive overload among participants in the educational process. Technical disruptions or poor internet connectivity also pose challenges, especially when working with large volumes of multimedia materials.

To minimize these difficulties, teachers are advised to carefully plan the structure of lessons while considering the specific features of the online environment. For example, during listening exercises, it is advisable to use videos with high-quality subtitles and well-designed tasks. It is also important to maintain a balance between reproductive and creative assignments, which help develop cognitive abilities and provide a more objective evaluation of students' knowledge. Furthermore, teachers should encourage high school students to participate in discussions and write comments on articles and video blogs, fostering their engagement and enhancing their communicative competence.

In conclusion, the use of interactive technologies represents a promising approach for developing English language skills among high school students in a distance learning environment. Digital resources make the learning process more effective, engaging, and tailored to the individual needs of students. However, to further improve this practice, it is necessary to design methodologies that take into account both the advantages and limitations of distance learning, aiming to integrate innovative technologies into traditional educational processes.

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