взаємодіяти з усіма учасниками освітннього процесу, усвідомлюючи взаємозалежність людей і систем у глобальному світі [2, с. 20].

Перспективами подальших досліджень ми вбачаємо у створенні методики формування в учнів базової школи англійськомовної комунікативної компетентності з урахуванням положень соціально-емоційного підходу до навчання ІМ.

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MULTIMEDIA TECHNOLOGIES IN DEVELOPING YOUNG LEARNERS'LEXICAL COMPETENCE

Both language competencies are vital for communication and language acquisition, but teaching grammar has been a core part of teaching for a long time. Almost all learning syllabuses were based mainly on teaching grammar. While grammar was considered a stable system of rules, lexis was considered a system of items. According to S.Thornbury, a great starting point for teaching vocabulary was introducing and developing corpus linguistics, recognising the importance of word chunks, and creating a lexical syllabus [6, p. 14]. Since then, teaching lexical competence has becomepart and parcel of language acquisition.

The development and growth of corpus linguistics marked a substantial shift in teaching vocabulary [6, p. 15]. Rather than considering lexicon as individual elements to be learned, it demonstrated how words are used in context, how frequently they appear, and where collocations or phrases are typically found. This data-driven strategy enabled teachers to focus on introducing the most relevant and valuable language to students. As a result, vocabulary teaching and learning switched from memorising definitions to comprehending words regarding their pragmatic usage, frequency, and interactions with other words.

Nowadays, textbooks provide lead-in sections, varioustasks, crosswords, riddles, discussions, group and pair work, and interactive projects. However,more is needed to involve students in the learning process. They do not want to spend their time watching

and working with books. Students have a short attention span, so it is only possible to keep their attention for part of the lesson with just a book.

Тернопіль, 2024

The digital age dictates new rules. According to research, the use of multimedia technology in education can lead to significant increases in both attention and memory retention. It has been discovered that interactive and visual learning materials can boost students' attention spans by up to 30%, as they are more engaging than traditional text-based resources [4]. Similarly, a report by the University of California found that students learning with multimedia resources had memory recall rates 20–25% higher than those using conventional textbooks [2, p. 22].

V. Chernysh argues that using multimedia recourses and tools facilitates creating and managing the content of foreign language classes,increasing and activating the cognitive activity of students and teachers;individualisation and differentiation of learning and teaching foreign languages, taking into account the learners' characteristics;the organisation of independent work on language learning;motivation to operate with large volumes of information, complex impact on perception; performance of unlimited number of tasks of various types and providing feedback [7, p. 8].

One of the essentialadvantages of using multimedia resourcesis the transformation of learning from a purely accumulative process to one that emphasises acquiring, processing, and using knowledge effectively [5, p. 9; 7, p. 8]. This shift allows students to move beyond rote memorisation and engage in active, meaningful learning as multimedia includes visuals, video, audio, animations, text and graphics, digital tools and quizzes.

Visual aids and animations, such as videos, animations, and graphics, can help English language learners understand and acquire new words more easily.Students can form stronger mental associations by presenting visual representations of words, allowingthem to remember concepts more effectively. Also, by providing videos, students can learn the word's pronunciation. In such a way, according to the main principles of teaching lexical competence, they can learn words not in isolation but in context and chunks. This contextual learning encourages deeper comprehension and vocabulary application in speaking and writing. Furthermore, integrating visuals that depict synonymic and antonymic associations might help expand one's vocabulary. Students may quickly discover similar terms and comprehend how they connect by graphically grouping words into synonyms and antonym rows. This method broadens their vocabulary and improves their capacity to express ideas accurately[3, p. 122].

Teachers can use online tools and platforms to employ multimedia aids. *Canva* allows educators to create infographics highlighting synonyms and antonyms alongside visuals, making the learning experience more engaging and informative.*Quizlet* is another unique and helpful tool for expanding students' vocabulary. Teachers can create online flashcards with translation, definition, pronunciation and different pictures to help students acquire words. Students can interactively practise words by grouping, taking tests, and matching. *TED-Ed* is a platform that creates educational videos. Teachers can use these to present some words from the topic in context or to explain some difficult terms. These videos frequently use storytelling strategies, animations, and expert insights to explain complex topics in a manner that is easy to comprehend. For example, when teaching new terminology linked to science, literature, or social issues, teachers can use *TED-Ed* videos to give context and

examples, allowing students to see how these terms connect with more significant topics.*iSLCollective* provides a rich resource for teachers looking to enhance their vocabulary instruction through engaging video content tailored to language learning. Teachers can use video fragments from famous films, cartoons and video clips to create tasks. It can be gap-filling or multiple-choice tasks.

Presentation is an effective multimedia tool that enables teachers to easily incorporate a variety of content types – including text, graphics, audio, video, and animations – into a cohesive and interactive learning experiencemaking it simpler to convey information in a way that supports diverse learning styles and keeps students interested. With platforms like *Microsoft PowerPoint*, *Google Slides*, and *Prezi*, teachers can embed text to outline critical concepts, images to provide visual context, and videos to illustrate real-life applications or examples. Teachers may add a brief video to improve listening abilities, accompanied by graphics of vocabulary items from the video. This multifaceted approach not only enhances understanding but also reinforces learning objectives through a variety of sensory channels.*Canva* produces visually appealing presentations without requiring considerable design expertise. Another advantage of applying *Canva* is enabling users to incorporate multimedia elements into presentations. Educators may use *YouTube* videos, audio fragments, and animations to create dynamic and exciting presentations that appeal to various learning styles.

The sense of gaining victory or the sense of competition can motivate students to study. Platforms like *Kahoot*, *Wordwall*, *Blooket*, and *Bamboozle*can add fun to learning while effectively supporting vocabulary building and comprehension checks.*Kahoot* is well-known for its dynamic and competitive quiz style, which enables teachers to build unique quizzes that students can participate in using their smartphones or tablets. The ability to include visuals and sound effects makes vocabulary learning more engaging and pleasant.*Wordwall* offers various interactive activities and games, from matching exercises to multiple-choice quizzes. Teachers can create tailored vocabulary exercises that fit their lesson themes. Gamification task *Blooket* combines trivia and game mechanics to create an engaging learning environment. The platform's flexibility encourages students to explore vocabulary in a collaborative environment, which promotes cooperation and communication skills.

It is worth noting that technology helps teachers conduct classes during online studying. Using video conferencing tools like *Zoom* or *Microsoft Teams*, educators can share their screens to show multimedia-rich materials, allowing for real-time interaction and collaboration with students.These video conferencing technologies frequently incorporate breakout rooms, which would enable students to work in small groups on collaborative projects.This promotes peer interaction and helps students to practice their language abilities in a less formal context. Teachers may monitor these groups and provide guidance and help, improving the learning experience.

Integrating multimedia technology into vocabulary teaching and learning is essential for increasing student engagement and attention span.Educators might transform learning experiences using interactive and visually appealing tools, which capture students' attention more successfully than standard text-based techniques.

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INTERACTIVITY IN THE TEACHING OF FOREIGN LANGUAGES

Interactive teaching methods are gaining popularity in education, especially in studying of foreign languages. Traditional methods give way to new approaches where students actively participant in the learning. Interactive methods, such as group work, role-playing, and Internet technologies, make the learning process engaging and compelling, promoting a deeper understanding and practical application of the language. The study of the effectiveness of interactive methods is relevant because they affect success in learning foreign languages. By helping students better absorb material, develop language skills and maintain interest, interactive methods can significantly improve the overall learning experience.

Initially introduced by H. Fritz in 1975, the term "interactive pedagogy" or "interactive learning" refers to educational methods encouraging active participation [1, p. 47]. Meanwhile, "interactive" itself implies the ability to engage in conversation or dialogue. So, ***interactive learning*** is a unique form of organising cognitive activity that involves creating comfortable learning conditions in which the students feel their success and intellectual capability. The core of interactive learning is the continuous engagement of all participants in the educational process, where no one remains passive. Each participant is involved in active knowledge acquisition through collaboration [5, p. 13].

The learning process unfolds through continuous interactions between teacher and student, student and student, lecturer and student, and so on. The teacher takes on various roles in an interactive learning environment to foster active involvement. As