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FEATURES OF NON-TRADITIONAL FORMS OF FOREIGN LANGUAGE LESSONS

This article deals with the organizing of non-traditional lessons in English in higher education institutions, its specific, innovative features, and the correct conduct of open lessons, taking into account students' interests. Proper allocation of time for the task and the issues of individual approach to each of them, based on the intellectual characteristics of students with different areas of knowledge during the lesson. There are also examples of available classes for students, knowledge, skills and experiences.

The article is devoted to the search for innovative methods of learning English in a higher technical school. The relevance of the study is due to the lack of evidence-based approaches and methods of teaching English to students of a higher technical school. The theoretical significance of the study is determined by the substantiation of the principles of interdisciplinary professionally oriented teaching of the English language as a component of professional training at a higher school. The object of the research is the process of teaching English in a higher technical school. The subject of the study is the content of the methodology and the organization of teaching students of technical specialties as a component of professional training. The purpose of the study is to theoretically substantiate the model for optimizing the teaching of English to students. The article proves that teaching English to students will be more professionally significant and effective if it is organized taking into account interdisciplinary knowledge of a linguistic, extralinguistic nature.

Today, more and more attention is paid to a man as a person – his consciousness, spirituality, culture, morality, as well as highly developed intellect and intellectual potential. Accordingly, there is no doubt that it is extremely important, the urgent need for such training of the younger generation, in which the educated intellectuals who have a basic knowledge of the sciences, a common culture, the skills to independently and flexibly think, initiative, creatively solve vital and professional issues would complete their high school. In universities, there should be a constant search, the goal of which is to find new forms and methods that allow the work on education, development and education of students to be merged into a single process at all stages of education. A team of university teachers needs to implement a concept that involves the need to provide students with a solid knowledge of the program material while simultaneously implementing a multidimensional development and the formation of the personality of each trainee, taking into account his individual abilities and capabilities. The ways and means of implementing these principles should be to a significant extent creative, non-traditional and at the same time effective. Unconventional forms of the English lesson are implemented, usually after studying a topic or several topics, performing the functions of training control. Such lessons take place in an unusual, unconventional setting. Such a change in the habitual situation is advisable, since it creates a holiday atmosphere when summing up the results of the work done, removes the psychic barrier that arises in traditional conditions due to fear of making a mistake. Unconventional forms of the lesson of a foreign language are carried out with the obligatory participation of all students of the group / class, and also implemented with the indispensable use of auditory and visual aids. In such lessons, it is possible to achieve a variety of goals of a methodological, pedagogical and psychological nature, which can be summarized as follows:

- the knowledge, skills and abilities of students on a particular topic are monitored;*
- provides a business, working atmosphere, a serious attitude of students to the lesson.*

An important role in maintaining and preserving the interest in the subject, the development of cognitive activity, the transfer of instruction from teaching to the management of independent educational and cognitive activity of students

belongs to non-standard forms of the lesson. The non-standard lesson includes the most diverse, emotionally bright, non-traditional methods and methods of teaching that not only increase the motivation for teaching students, but also serve to develop certain abilities: the ability to recite poems, developing pronunciation skills, to stage a situation, like literary, and to sing in a foreign language, the ability to respond and give their assessment in a conversation, to report information on events and facts, to observe speech etiquette, to get acquainted with traditions, customs and cultural heritage of English-speaking countries. All the activities of students in the lesson are subordinated to the main communicative goal of teaching English.

Key words: *interactive methods, multimedia, multimedia competence, educational standards, motivation.*

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ОСОБЛИВОСТІ НЕТРАДИЦІЙНИХ ФОРМ УРОКІВ ІНОЗЕМНОЇ МОВИ

Ця стаття стосується організації нетрадиційних занять англійською мовою у вищих навчальних закладах, його специфічні, інноваційні особливості, правильне проведення уроків з урахуванням інтересів студентів. Належний розподіл часу на виконання завдання та питання індивідуального підходу до кожного з них, виходячи з інтелектуальних особливостей студентів з різними галузями знань під час уроку. Також є приклади доступних занять для студентів, знання, навички та досвід.

Статтю присвячено пошуку інноваційних методів вивчення англійської мови у вищій школі. Актуальність дослідження зумовлена відсутністю науково обґрунтованих підходів та методик навчання англійської мови студентів вищої школи. Теоретична значущість дослідження визначається обґрунтуванням принципів міждисциплінарного професійно-орієнтованого навчання англійської мови як компонента професійної підготовки у вищій школі. Об'єктом дослідження є процес навчання англійської мови у вищій технічній школі. Як предмет дослідження розглядається зміст методики та організація навчання студентів технічних спеціальностей як компонента професійної підготовки. Мета дослідження полягає у теоретичному обґрунтуванні моделі оптимізації навчання англійської мови студентів. Доведено, що навчання англійської мови студентів спеціальностей стане більш професійно-значущим та дієвим, якщо його організувати з урахуванням міждисциплінарних знань лінгвістичного, екстралінгвістичного характеру.

Сьогодні все більше уваги приділяється людині як особистості – її свідомості, духовності, культурі, моральності, а також високорозвиненому інтелекту та інтелектуальному потенціалу. Відповідно, безсумнівно, надзвичайно важлива, нагальна потреба в такій підготовці підростаючого покоління, в якій освічені інтелектуали, що володіють елементарними знаннями в науках, спільною культурою, навичками самостійного й гнучкого мислення, ініціативою, навичками вирішувати життєві та професійні питання здобули б вищу освіту. У вищих навчальних закладах має йти постійний пошук, метою якого є пошук нових форм і методів, що дозволяють об'єднати роботу з розвитку та виховання студентів у єдиний процес на всіх етапах навчання. Команда викладачів університету має реалізувати концепцію, яка передбачає необхідність надати студентам міцні знання програмного матеріалу з одночасним здійсненням багатогранного розвитку та формування особистості кожного слухача з урахуванням його індивідуальних здібностей і можливостей. Шляхи і засоби реалізації цих принципів мають бути значною мірою креативними, нетрадиційними і водночас ефективними. Нетрадиційні форми уроку англійської мови реалізуються, як правило, після вивчення теми або кількох тем,

виконуючи функції контролю навчання. Такі уроки проходять у незвичній, нетрадиційній обстановці. Така зміна звичної обстановки є доцільною, оскільки створює атмосферу свята при підведенні підсумків виконаної роботи, знімає психологічний бар'єр, який виникає в традиційних умовах через страх помилитися. Нетрадиційні форми уроку іноземної мови проводяться за обов'язкової участі всіх учнів групи/класу, а також реалізуються з обов'язковим використанням засобів аудіювання та наочності. На таких уроках можливе досягнення різноманітних цілей методичного, педагогічного та психологічного характеру, які можна підсумувати так:

- здійснюється контроль знань, умінь і навичок учнів з певної теми;
- забезпечує ділову, робочу атмосферу, серйозне ставлення учнів до уроку.

Важлива роль у підтримці та збереженні інтересу до предмета, розвитку пізнавальної активності, переведенні інструктажу від навчання до керівництва самостійною навчально-пізнавальною діяльністю учнів належить нестандартним формам уроку. Нестандартний урок включає найрізноманітніші, емоційно яскраві, нетрадиційні прийоми і прийоми навчання, які не тільки підвищують мотивацію до навчання дітей, а й служать розвитку певних здібностей: уміння декламувати вірші, розвивати вимовні навички, інсценувати ситуацію, як літературну, так і співати іноземною мовою, вміння відповідати та давати свою оцінку в розмові, повідомляти інформацію про події та факти, дотримуватись мовленнєвого етикету, знайомитися з традиціями, звичаями та культурною спадщиною англомовних країн. Вся діяльність студентів на уроці підпорядкована основній комунікативній меті навчання англійської мови.

Ключові слова: інтерактивні методи, мультимедіа, мультимедійна компетентність, освітні стандарти, мотивація.

Introduction. Why are some learners successful at language studying while others are not? If we knew the answer to that question the work of teaching and studying a language would be easy. We don't, of course, but we can point to a number of factors that seem to get a strong effect on a student's success or failure. Harmer (1991) said that people involved in language teaching say that learners who reentirey want to learn will succeed whatever the circumstance in which they study. Entire teachers can think of situation in which certain «motivated» learners do significantly better than their peers; learners frequently succeed in what appear to be unfavourable conditions; they succeed despite using methods which experts consider unsatisfactory (Harmer, 1991, P. 67). In the face of such phenomena it seems reasonable to suggest that the motivation that learners bring to class is the biggest single factor affecting their success (Harmer, 1991, P. 67). Probably single of the most helpful aspects of any plan is that it reminds us of what to do and when to do it. Without a plan, motivation too often becomes a trial-and-error lacking cohesion and continuity during instruction. As for the motivation in foreign language studying we can say that motive is a factor or circumstance that induces a person press to act in a particular way (Chambers, G., 2000, P. 15). The word motivation: The impetus to create and sustain intentions and goal-seeking acts. Furthermore, most psychologists concerned with studying and education use the word motivation to describe those processes that can arouses and instigate behavior, give direction or purpose to behavior, continue to entireow behavior to persist, and lead to choosing or preferring a particular behaviour. In order to achieve this goal, namely the development and improvement of the communicative skills of junior students, in the lessons it is necessary

to apply the game reception. As we know, the game is a specially organized activity requiring emotional and mental strength. The game always involves deciding – how to act, what to say, how to win. The desire to resolve these issues aggravates mental activity. And if the child at the same time speaks a foreign language, it opens up rich teaching opportunities. Students over this do not think. For them the game, first of all – fun. The game is all the same. It is feasible, even weak students. Moreover, weak language training student can become the first in the game: resourcefulness and ingenuity here are sometimes more important than the knowledge of the subject. The sense of equality, passion and joy atmosphere, a sense of affordability jobs – all this gives the opportunity to the students to overcome shyness, interfere with the free use in speech words of a foreign language, and a beneficial effect on learning outcomes. Gradually assimilated language material, and with it the feeling of satisfaction – «it turns out, I can speak on equal terms with everyone». Thus, games in the educational process have great potential for further formation and activation of students' skills and creative thinking, cognitive activity. Along with the gaming experience in the classroom, most teachers use the «Images» technique, which encourages students to develop speaking skills, creative initiative, recreating the imagination of language skills, which is given special attention here – the ability to transmit images using English means using forms of verbal and nonverbal communications. The vocabulary of students is activated, an emotional-intellectual attitude is established to use knowledge in an unconventional communicative situation. The «Describe and Draw» reception is one of the ways to involve students in the communication process using their own vocabulary in a foreign language. This method is universal, it

can be used to consolidate vocabulary and grammar (Cheng, H., 2008, P. 28).

For the development of communicative abilities songs are used. Songs are interesting for students about what they are talking about and in what musical form they are presented. Songs motivate the activity of students about something to inform, to ask, that is, the factor of communication should take first place. When learning a song, students receive new information, which stimulates cognitive activity. For example, when learning a song, students learn how parts of the body and olfactory organs are called in English. It is impossible not to mention the aesthetic motivation. It influences the formation of positive feelings, emotions, develops imagination. All this is possible, when students with pleasure intone a favorite song in a foreign language. Using songs can contribute:

- Improving pronunciation skills;
- Allows you to achieve accuracy in articulation, rhythm and intonation;
- Deepens knowledge of English;
- Enriches the vocabulary;
- Develops skills of reading and listening;
- Stimulates monological and dialogical utterance;
- Develops both prepared and spontaneous speech.

Moreover, the song introduces an element of celebration, not tradition, into the process of learning the language, which has a significant impact on the emotional sphere of the trainees. It has been observed that the activity of a foreign language on the background music helps to not only memorize the material, but also reduces fatigue during training. When selecting content, it is necessary that the educational material be emotionally saturated, remembered. The material of the lessons should include clear, specific images. If students do not see the pictures of public life, cultures, countries, people, they learn only verbal formulations devoid of vital content, which are quickly forgotten. In working with students, in addition to the text of the training manual and the teacher, there is a rich opportunity to use video lessons.

Discussion. The greatest interest among learners is caused by communicative tasks related to foreign-language communication. Students better remember words, if you have to use them in speech. Dialogue in the English lesson serves as a motive for learning new words. The results show that communicative techniques are a favorite activity of students in the lesson. Despite all the variety of methods and techniques in teaching English to junior schoolstudents, some difficulties arose. Teaching students based on their age and

psychological characteristics, namely: fatigue, involuntary attention, remembering the subconscious level. Simultaneously, the main difficulties in the development of communicative abilities should be addressed and motivational problems such as: students do not have enough linguistic and speech tools to solve the task, students are not involved in a collective discussion of the subject of the lesson for one reason or another, students do not withstand the required length of communication in a foreign language. This is especially true for weakly-performing students. Therefore, one should take into account the physiological and psychological characteristics of students and provide for such types of work that relieve tension and fatigue. At the initial stage of teaching, English is included in the lesson by charging using various kinds of movements and dances. But at its carrying out the pupils' aim is to memorize the language material. The use of poems and rhyming allows you to firmly memorize the basic grammatical models and use them in everyday practice. In addition, the learning process turns into an exciting game that supports interest in this subject.

In practice, information and communication technologies are used directly at different stages of preparation and giving the English language lesson.

The effectiveness of the impact of educational material on students largely depends on the degree and level of illustrative material. Visual saturation of the educational material makes it vivid, convincing and contributes to the intensification of the process of its learning. Computer presentations allow to focus students' attention on the important moments of the information being taught and to create vivid spectacular images in the form of illustrations, diagrams, schemes, graphic compositions, etc. The presentation allows directly affecting the several types of memory: visual, aural, emotional and in some cases motor (2, P. 31).

Modeling a real authentic environment with the help of Internet resources contributes not only to the more successful mastery of language, but also allows comprehending the deep law of unity and diversity of culture. However, the problem of the selection of information that we encounter in the student's independent work, should be remembered, because the sites that students can use at home are not censored and almost all of them are adult-oriented. The instructor cannot forbid the use of gadgets as well as this or that site, but can set a search framework and recommend specific sites, and at the same time, he can direct a modern childhood "gadget-addiction" in favor of the educational process (Zhaldak M. I., Shut M. I., 2012, P. 110)

Since multimedia means can be represented in different formats, their use makes it easier to perceive information by the consumer. Using multimedia makes it possible to present information not only in textual form, but also to accompany it with audio data or video clip.

The use of multimedia in order to repeat, generalize and systematize knowledge not only helps to create a concrete, visual representation of the subject, phenomenon or event that is being studied, but also to supplement the known with new data. There is not only a process of knowledge, reproduction and clarification of the already known, but also the deepening of knowledge. While working with the curriculum it is important to focus on the most difficult part for learning, to intensify the independent search activity of students.

Methodically highly effective, realizing non-traditional forms of teaching, development and education of students are a lesson—a performance, a lesson—a holiday, a video “Young Scientist” lesson, a lesson – an excursion, a lesson – interviews and other forms of study (Zhaldak M. I., 2012, P. 110).

The Internet has tremendous information capabilities and no less than impressionable services. It is not surprising that the teachers of a foreign language appreciated the potential of the global Internet network. But first of all, it is necessary to remember the didactic tasks, the peculiarities of cognitive activity of students, conditioned by certain goals of education. The Internet with all its resources is a means of realizing these goals and objectives (2, P. 56). Therefore, first of all, it is necessary to determine, for the decision of what didactic tasks in the practice of teaching a foreign language, the resources and services that represent the worldwide network can be useful. The Internet creates unique opportunities for learning a foreign language, using authentic texts, to communicate with native speakers, i.e. It creates a natural language environment. First, let us recall the features of the subject «foreign language». The main goal – the formation of communicative competence, which provides for the formation of the ability to intercultural interaction. In our time, this goal is the most demanded students. One should keep in mind one more feature of the subject «foreign language». To teach speech activity is possible only in communication, live communication. In preparing for the next lesson, it is important for the teacher to keep in mind the didactic properties and functions of each of the selected training aids, clearly imagining which method of teaching can prove most effective for solving a methodological task. If we bear in mind the subject of our discussion—the Internet, it

is also important to determine for what purposes we are going to use its capabilities and resources. For example:

- to include network materials in the content of the lesson;
- for independent search of information of students in the framework of work on the project;
- to fill gaps in knowledge;
- using the information resources of the Internet, it is possible, by integrating them into the educational process, more effectively to solve a number of didactic tasks in the lesson;
- improve the ability to listen on the basis of authentic sound texts on the Internet;
- replenish the vocabulary, both active and passive vocabulary of the modern language;
- to form a stable motivation for foreign-language activity.

The inclusion of network materials in the content of the lesson allows students to better understand life on our planet, participate in joint research Scientific, scientific and creative projects, develop curiosity and mastery (Chambers, G., 2000, P. 15)

– Video lesson. To master the communicative competence in English, not being in the country of the studied language, the matter is very difficult. Therefore, an important task of the teacher is to create real and imagined situations of communication in a foreign language lesson using different methods of work. Less important is the involvement of schoolstudents in the cultural values of the people – the native speaker. To this end, authentic materials, including video films, are of great importance. Their use contributes to the realization of the most important requirement of the communicative methodology – to present the process of mastering the language as comprehension of a living culture that is foreign to another culture; individualization of teaching and development and motivation of speech activity of trainees. Another advantage of the video is its emotional impact on students. Therefore, attention should be directed to the formation of the schoolstudents’s personal relationship to what they saw. The use of video helps also the development of various aspects of students’ mental activity, and above all, attention and memory. During the viewing in the classroom there is an atmosphere of joint cognitive activity. In these conditions, even an inattentive student becomes attentive. In order to understand the content of the film, students need to make some efforts.

Thus, involuntary attention becomes arbitrary; its intensity affects the memorization process. The use of various information input channels (auditory,

visual, motor perception) positively influences the strength of the recording of regional and linguistic material. Thus, the psychological features of the impact of educational videos on students contribute to the intensification of the educational process and create favorable conditions for the formation of communicative competence of students. Those video lessons are an effective form of learning (Chambers, G., 2000, P. 15).

– Lesson-excursion. In our time, when the ties between different countries and peoples are developing more and more widely, acquaintance with national culture becomes an indispensable element of the learning process of a foreign language. The student should be able to conduct a tour of the city, tell foreign guests about the identity of culture, etc. The principle of dialogue of cultures assumes the use of cultural material about the native country, which allows to develop the culture of representation of the native country, and also to form representations about culture of the countries of the studied language. The teacher, being aware of the stimulating force of regional and cultural motivation, strive to develop cognitive needs for students through non-traditional conduct of the lesson (Cheng, H., 2007, P. 14).

– Lesson-performance. An effective and productive form of learning is a lesson-performance. The use of artistic works of foreign literature in foreign language lessons improves the pronunciation skills of students, ensures the creation of communicative, cognitive and aesthetic motivation. The preparation of the play is a creative work that promotes the development of the language skills of students and the disclosure of their individual creative abilities. This kind of work activates the students' thinking and speech activity, develops their interest in literature, serves to better assimilate the culture of the country of the language, because this process takes place memorizing vocabulary. Along with the formation of an active vocabulary of schoolstudents, a so-called passive-potential dictionary is formed. And it is important that students get satisfaction from this kind of work (Vasyanovych G. P., 2015, P. 156).

– Lesson-holiday. A very interesting and fruitful form of conducting lessons is a lesson-holiday. This form of the lesson expands the knowledge of students about the traditions and customs existing in English-speaking countries and develops the ability of students to communicate in other languages that allow them to participate in various situations of intercultural communication (Vasyanovych G. P., 2015, P. 120).

– Lesson-interview. It is hardly worth proving that the most reliable evidence of the learning of the language being studied is the ability of students to

conduct a conversation on a particular topic. In this case, it is advisable to conduct a lesson-interview. The lesson-interview is a kind of dialogue on the exchange of information. In this lesson, as a rule, students acquire a certain number of frequency clichés and use them automatically. The optimal combination of structural repeatability ensures the strength and meaningfulness of assimilation. Depending on the tasks assigned, the topic of the lesson may include separate subtopics. For example: free time, Plans for the future, Biography, etc. In all these cases, we are dealing with the exchange of meaningful information. However, when working with topics such as «My university» or «My city», an unbiased dialogue becomes meaningless, as there is no need for partners to exchange information. Communication takes on a purely formal character. In this situation it is logical to resort to elements of a role dialogue. At the same time one of the partners continues to be himself, that is, a student, while the second must play the role of his foreign peer. This form of the lesson requires careful preparation. Students independently work on the assignment for the country-specific literature recommended by the teacher; prepare questions for which they want answers. Preparing and conducting a lesson of this type stimulates students to further study a foreign language, helps to deepen their knowledge as a result of working with various sources, and broadens their horizons.

– Essay lesson. A modern approach to learning English implies not only getting some amount of knowledge on the subject, but also developing one's own position, one's own «The dictionary of short literary terms interprets the concept of» essay «as a kind of essay in which the main role is played not by the reproduction of the fact, but by the image of impressions, meditations, and associations. In the lessons of English Language students analyze the selected problem, defend their position. Students should be able to critically evaluate the works they read, write their thoughts according to the problem posed, learn to defend their point of view and make their own decision consciously. This form of the lesson develops the students' mental functions, logical and analytical thinking, and, importantly, the ability to think in a foreign language (2, P. 3–10).

– Integrated lesson. In modern conditions of teaching a foreign language in secondary school, the formulation and solution of important general, pedagogical and methodical tasks, aimed at broadening the general outlook of students, and instilling in them the desire to learn more widely than compulsory programs. One of the ways to solve these problems is the integration

of academic disciplines in the learning process of a foreign language. Interdisciplinary integration makes it possible to systematize and generalize the knowledge of students in related subjects. Studies show that raising the educational level of education through interdisciplinary integration enhances its educational functions. This is especially evident in the field of humanitarian subjects. In addition, the sciences of the humanitarian cycle put the subject for conversation, an occasion for communication. Literature plays an important role in the aesthetic development of students. Texts of works of art are the most important means of involving students in the culture of the country of the studied language. The subjects of the humanitarian cycle are addressed to the person's personality, to his spiritual and moral values. The use of integration forms the artistic tastes of students, the ability to correctly understand and appreciate works of art. The main objectives of the integration of a foreign language with humanitarian disciplines are: to improve communicative and cognitive skills aimed at systematizing and deepening knowledge and sharing this knowledge in foreign-language speech communication; further development and improvement of aesthetic taste of students (2, P. 41–46).

The result. The use of multimedia technologies positively reflects on several aspects of the learning process:

- stimulates cognitive aspects of learning, such as perception and awareness of information;

- increases motivation to study;
- develops skills of teamwork and collective cognition;
- forms a deeper understanding of the investigated material due to the complex influence of different types of information.

The basis of the learning process is communication in a foreign language, which serves simultaneously as the purpose of learning, the main means and conditions for its achievement. Communication in a foreign language runs through the whole learning process.

The modern model of learning is difficult to imagine without the use of the latest technologies of teaching English, that is, without the use of multimedia learning means and multimedia learning technologies (Vasyanovych G. P., 2015, P. 197).

Consequently, there are many advantages in the use of ICT, but one cannot make an excessive use of computerization. The “criteria of utility” of computer use in the classroom are necessary. Some computer technology is appropriate if it allows obtaining such learning outcomes that cannot be obtained without the use of this technology. The skill and ease of using it by teacher in classroom allows making multimedia an interesting and informationally rich tool, which is appropriate to be used during individual projects, search activities and the use of the knowledge, which was got during the lesson, outside the educational institution and after graduation.

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