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«THE USAGE OF MULTIMEDIA TECHNOLOGIES AT THE LESSONS OF ENGLISH IN A SECONDARY SCHOOL»

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ANNOTATION

Doroshko I.O. The use of multimedia technologies at the lessons of English in a secondary school.

Scientific work for a bachelor's degree in speciality 014.02 'Secondary education (English language and literature, psychology).' - Rivne, RDGU. - 2024

Supervisor - Veriovkina Olena Yevhenivna.

The concept and main goals of using multimedia teaching aids are considered, their advantages are determined, in particular, increasing students' motivation, improving information retention and ensuring the interactivity of the educational process. Modern approaches to the classification of multimedia, including various types of multimedia, such as audio, video, graphics, interactive applications, and their role in the educational process are analysed. The reasons for using multimedia technologies in English language lessons are investigated, in particular, how multimedia contributes to the development of various language skills, facilitates the acquisition of new vocabulary and grammatical structures, and increases the level of communicative competence of students.

The methodological aspects of using multimedia presentations as a means of developing communicative competence are analysed, effective strategies and practical approaches to their use in English language lessons are identified. The educational possibilities of open resources in the development of English communicative competence are revealed, in particular, their role in providing access to authentic materials, interactive tasks and other learning resources that help to improve students' speech skills.

Keywords: multimedia learning tools, communicative competence, English language learning, information technologies, presentations, students' creativity, open internet resources, interactive teaching methods.

АНОТАЦІЯ

Дорошко І.О. Використання мультимедійних технологій на уроках англійської мови в загальноосвітній школі.

Наукова робота на здобуття освітнього ступеня «бакалавр» за спеціальністю 014.02 «Середня освіта (англійська мова і література, психологія)». - Рівне, РДГУ. - 2024

Науковий керівник - Верьовкіна Олена Євгенівна.

Розглянуто поняття та основні цілі використання мультимедійних засобів навчання, визначено їх переваги, зокрема, підвищення мотивації студентів, покращення запам'ятовування інформації та забезпечення інтерактивності навчального процесу. Проаналізовано сучасні підходи до класифікації мультимедіа, зокрема різні види мультимедіа, такі як аудіо, відео, графіка, інтерактивні додатки, та їх роль у навчальному процесі. Досліджено причини використання мультимедійних технологій на уроках англійської мови, зокрема, як мультимедіа сприяє розвитку різних мовленнєвих навичок, полегшує засвоєння нової лексики та граматичних структур, підвищує рівень комунікативної компетенції учнів.

Проаналізовано методичні аспекти використання мультимедійних презентацій як засобу розвитку комунікативної компетенції, визначено ефективні стратегії та практичні підходи до їх використання на уроках англійської мови. Розкрито освітні можливості відкритих ресурсів у розвитку англомовної комунікативної компетенції, зокрема, їх роль у наданні доступу до автентичних матеріалів, інтерактивних завдань та інших навчальних ресурсів, що сприяють удосконаленню мовленнєвих навичок студентів.

Ключові слова: мультимедійні засоби навчання, комунікативна компетенція, вивчення англійської мови, інформаційні технології, презентації, творчість студентів, відкриті інтернет-ресурси, інтерактивні методи навчання.

CONTENT

INTRODUCTION

The 21st-century processes are all characterized by the swift advancement of information technologies. The prioritized direction of modern society's development is acquiring digital competence, as reflected in a series of normative educational documents. Specifically, digital competence is identified as one of the ten key competencies of school education within the framework of the New Ukrainian School reform. It is impossible to imagine a contemporary teenager without access to the worldwide web from any gadget, and even more challenging to envision a teenager who is not proficient in using various social networks or mobile applications. This rapid advancement is both alarming and captivating, revealing its positive and negative influences.

Such progress has led to the integration of various information technologies into the educational process. Additionally, transformational processes in the national education system signify the conversion of certain forms of learning into distance education, an integral component of which involves the application of specialized software for educational activities. The new challenge of 2020, related to the COVID-19 pandemic, once again underscored the urgent need for the implementation of distance learning technologies. Alongside this, the synergy between information technologies and foreign languages, most commonly English, is growing. Therefore, it is quite logical to actively utilize software products for students to master a foreign language.

Undoubtedly, the use of multimedia technologies in foreign language learning offers significant advantages over traditional educational methods. The clarity and accessibility of multimedia contribute to the quick and easy comprehension of language and speech material. Typically, these tools incorporate text and graphic elements, audio and video materials, animations, and more. Such features contribute to the success of digital technologies, especially considering that the current generation of students represents the so-called "Generation Z." This generation is characterized by a visual perception of reality, clip-oriented thinking, and a lack of skills in reading full texts. Therefore, the combination of different perceptual channels with vivid visualization and concise textual presentations ensures the high effectiveness of multimedia learning tools.

Researchers such as Zh. Ye. Glushchenko, V. F. Zabolotny and O. A. Mitenko focus on the utilization of multimedia tools in foreign language learning.

The research **object** is the use of multimedia learning tools at the lessons of English in a secondary school.

The research **subject** is the development of students' English language communicative competence by means of multimedia learning tools.

The **purpose** of the study is to analyze the features of utilizing multimedia learning tools and determine their effectiveness in shaping English language communicative competence. To achieve this goal, the following **tasks** need to be addressed:

1) to define the concepts, goals, and objectives of using multimedia learning tools;

2) to generalize the classification of multimedia learning tools;

3) to characterize the features of developing students' creative abilities through the implementation of multimedia technologies;

4) to illuminate the methods of using multimedia presentations as a means of developing students' communicative competence.

5) to identify effective information technologies in shaping English language communicative competence.

The specific nature of the scientific problem necessitated the selection of appropriate **methods** for pedagogical research:

- theoretical methods: theoretical-methodological analysis of scientific, psychological-pedagogical, and methodological literature on the researched problem; analysis of methodological developments of educational materials on open-source software; study, comparison, and generalization of innovative pedagogical experience.

- empirical methods: observation of teachers' work during the use of multimedia learning tools, as well as the application of digital technologies in linguodidactics during the acquisition of personal pedagogical experience within the framework of pedagogical practice.

The **material of the study** includes open informational resources created and implemented for the teaching of foreign languages, including open online resources from the British Council in Ukraine, online dictionaries, and the like.

The **theoretical basis** of the study is the scientific works by as Zh. Ye. Glushchenko, V. F. Zabolotny and O. A. Mitenko focused on the utilization of multimedia tools in foreign language learning. Additionally, the theoretical foundation draws from the works of researchers such as Sviridyuk, Vasylchenko, Matvienko, Kremen, Boyko, Vishnevskiy, Nykyporets, Hadaichuk, & Herasymenko, who have explored various aspects of multimedia technologies in language education, including their advantages, classification, implementation strategies, and the impact on modern digitally-immersed student generations. The study also incorporates research on innovative teaching methods and the role of interactive technologies in promoting learner engagement and motivation, as discussed by scholars like Skrypnyk and Tymoshchuk. Furthermore, theories on project-based learning and its integration with multimedia tools, as examined by researchers such as Sukhobok, have contributed to the theoretical underpinnings of this work.

The scientific novelty of the research lies in defining efficient multimedia learning tools for the development of students' English language communicative competence and systematizing effective information technologies for its shaping out.

Practical value: The results of our work can be utilized in developing methodological recommendations for English language teachers using multimedia learning tools, as well as in the planning of practical sessions for students studying foreign language teaching methodology.

Approbation. The main provisions of the thesis were presented at the meetings of the Department of English Language Practice and Teaching Methodogy of Rivne State University of the Humanities, at the scientific and practical conference of teachers, staff and students of Rivne State University of the Humanities (16-17 May 2024) and at the V All-Ukrainian Scientific and Practical Conference of Higher Education Applicants and Young Scientists 'Actual Problems of Modern Foreign Philology' (20 May 2024).

The content and results of the study are reflected in publication "THE USAGE OF MULTIMEDIA TECHNOLOGIES AT THE ENGLISH LESSONS IN A SECONDARY SCHOOL"

The logic of the study is determined by the **structure of the paper**: introduction, 2 chapters, conclusions, list of references and appendices. The total volume is 63 pages.

CHAPTER 1. MULTIMEDIA TECHNOLOGIES IN THE EDUCATIONAL PROCESS

1.1. Concept and objectives of using multimedia learning tools

For a better understanding of the intricacies of using multimedia learning tools in foreign language education, it is essential to consolidate and reiterate the concept and purpose of employing digital technologies in the educational process. The majority of the teaching staff in contemporary secondary education institutions have proficiency in information technologies and have access to equipped hardware with specialized software. The ongoing education reform plays a significant role in improving the material and technical infrastructure of modern schools.

The mastery of specialized programs, allowing simultaneous work with textual and graphic objects, audio and video files, etc., is a key factor in achieving successful learning outcomes across various subjects.

The concept of multimedia tools is closely related to the tools of informatization, particularly the processing and analysis of data in a more technical context. However, one of the priority directions in the current development of education is the process of informatization or "digitization" of the educational process itself. This state of affairs positively influences technological advancements and has led to the emergence of a range of corresponding software products for use in education, prompting the development of new teaching methods and technology for digitizing the educational activities of teachers.

In the modern world, the use of information and communication internet technologies in education is becoming increasingly relevant. Consequently, the informatization of the national education system has gained significant importance in recent times. The current state of education and its developmental trends require new systemic and organizational approaches to shaping the educational environment. Modernizing Ukrainian education considers the integration of information technologies into the educational process as one of its priorities.

The appropriateness of using multimedia in education can be illustrated by numerous examples. Multimedia can be applied in the context of various learning styles and perceived

differently by individuals: some prefer learning through reading, others through auditory perception, and others through watching videos, and so on.

The use of multimedia allows students to engage with educational material in diverse ways, where each student decides how to study, applies interactive features of information technology tools, and collaborates with fellow learners (Sviridyuk, 2010: p. 15).

A pressing need for contemporary educational institutions is to ensure free and fast access to information for all participants in the educational process, creating conditions for its smooth flow, and leading to a unified educational information space. Achieving such a result is possible only through the active implementation of information and communication technologies in the educational process at all levels.

In the collaborative work on educational material using computer technologies and internet resources, modern schools closely align with the realization of the "pedagogy of cooperation" concept. The utilization of computers and digital resources in the process of learning a foreign language is one of the primary directions in the work of modern foreign language teachers.

The primary source for most teachers and students is the World Wide Web, the Internet. This network provides access to educational and various other resources containing information of all types. The Internet serves as an invaluable foundation for creating an informative environment, supporting education, self-education, and fulfilling both professional and personal interests and needs (Vasylchenko, 2013: p. 27).

The main objectives during the use of multimedia tools include: enhancing intellectual and language competence through communication with native speakers, providing students with opportunities for communication and building their communicative competence, promoting the development of students' learning motivation, and designing English language lessons using modern technologies to increase students' interest, substantive content, and material accessibility.

In English language lessons, multimedia tools can address a range of didactic tasks, such as:

- Forming reading competence based on the direct use of Internet materials with varying levels of linguistic complexity.

- Improving listening skills through authentic audio texts, song lyrics, and film discourse.

- Enhancing writing competence by expanding vocabulary with lexical units from contemporary everyday discourse, reflecting a specific stage of development in the national culture, the social, economic, and political structure of a particular society.

- Enriching students' worldview with linguocultural knowledge that incorporates speech etiquette, features of communicative behavior of different nations, and cultural diversity of the country whose language is being studied.

- Fostering a sustained motivation for active cognitive activity in students during lessons.

- Cultivating critical thinking skills.

- Instilling the necessity of using the English language for real context-driven daily communication (Matvienko, 2016: p. 10).

Summarizing the advantages of teaching English through various digital technologies, it is essential to highlight the successful resolution of key educational tasks:

- Cultivating overall cultural development among students.

- Enhancing digital competence.

- Elevating proficiency levels in the English language.

- Creating a favorable psychological climate.

- Boosting learning motivation and stimulating interest in the subject.

- Facilitating the implementation of individualization and differentiation principles in teaching.

- Establishing a positive aesthetic and emotional atmosphere during lessons through the use of audio and video materials.

- Increasing the volume of completed academic work.

- Saving teachers' moral and material costs.

- Elevating the teacher's status within the class community.

Therefore, while utilizing information technologies offers numerous advantages, it is crucial not to overuse digitalization. Careful consideration is necessary when selecting materials for planning lessons that incorporate multimedia teaching tools.

Information Technology - a contemporary requirement that enables the creation of a knowledge-based society. They have rapidly infiltrated all spheres of our lives, becoming as much a reality as telephone communication or air travel, simplifying communication and collaboration. A society that cares about its future must recognize the colossal opportunities brought by new information technologies and learn to apply them skillfully, especially in education. "The implementation of information and communication technologies in education, among other things, is a prerequisite for the formation of an information society in a broad sense," as noted by Vasyl Kremen (Kremen, 2016: p.4).

For nearly two times of my work, I have utilized a huge number of course readings from different creators and distributors, but they don't meet all the prerequisites for conducting an energetic lesson nowadays so that both understudies and instructors are fulfilled after its completion. It is exceptionally great that the present-day instruction framework permits the educator of an outside dialect to openly choose teaching instruments, instead of depending on one particular reading material.

Therefore, education in Ukraine is acquiring new features: the computerization of the educational process prompts a review of traditional forms and methods of teaching foreign languages, and the emergence of new forms of lessons. Unlike traditional methods, where the teacher is accustomed to providing certain knowledge and demanding its acquisition when using interactive forms of learning, the student becomes the main figure and discovers the path to acquiring knowledge on their own. The teacher acts as an active assistant in this situation, and their main function is to organize and stimulate the learning process (Boyko, 2014).

We have to educate a new generation of children who, from birth, are surrounded by various modern technologies, love and know how to use them. Therefore, it is easier for them to immerse themselves in the learning process if the teacher speaks to them "in their language," allowing them to demonstrate their knowledge not only in our subject but also in the mastery of technical tools, as well as to showcase artistic skills (Boyko, 2016).

Practical experience in teaching the English language indicates that at the present stage of foreign language education, significant attention should be given to the use of multimedia technologies. These technologies simultaneously incorporate texts, graphics,

videos, sound effects, and animations. All of these elements constitute a combination of audio and visual effects along with interactive software that affects emotional and conceptual spheres, promoting more effective language material acquisition.

When studying a foreign language, students have the opportunity to enhance their language skills comprehensively through the use of visual representation, text, and aural accompaniment. It's common knowledge that learning is more effective when visual aids are used, and multimedia technologies combine text, audio, video, and other resources onto one platform.

Moreover, it is significant that people's lives have become increasingly entwined with the Internet, which is also one of the best ways to enliven the educational process and effectively accomplish the primary objective of foreign language instruction, which is the development of intercultural communicative competence and intercultural communication.

To achieve these objectives in our teaching practice, we utilize the following computer programs: Microsoft Word, Microsoft PowerPoint, Mozilla Firefox, and Windows Media Player.

In my classes, to provide visual support for the learning process, I mostly utilize the educational potential of multimedia presentations. These presentations differ in types of language activities (reading, writing, listening), language aspects (vocabulary, grammar, phonetics), and types of supports (content, meaningful, verbal, illustrative) (Boyko, 2016).

Multimedia presentations are used for introducing and reinforcing lexical, grammatical, and cultural material, serving as support for teaching both monologue and dialogue. The use of presentations contributes to a better assimilation of educational material. Animation allows for highlighting the most significant elements through color, font, and the addition of photos, diagrams, and tables.

English language teaching at the lyceum is based on textbooks published by Express Publishing, which include audio and video support, and we also use them in our lessons. However, these textbooks do not contain materials related to the native country. To address this, we once again utilize ICT – students create projects and presentations on various topics related to different aspects of life in Ukraine, their hometown, and also covering cultural and geographical themes.

Considering that project-based learning is one of the forms of improving teaching quality, the use of ICT in combination with the project method allows students to apply their knowledge, skills, and abilities in practice. It serves as a form of exploratory and cognitive activity, during which successful cooperative collaboration takes place, contributing to an increased motivation for learning a foreign language. At the center of such a working process is the student, with the opportunity for free expression of their thoughts (Vishnevskiy, 2011).

Furthermore, by creating and presenting their projects, students integrate all types of language activities: reading, writing, speaking, and listening. To gather the necessary material for their presentation, students have to review a considerable amount of printed material and work with linguistic and encyclopedic reference books and dictionaries. Texts from the slides are also used for reading. Thus, students develop lexical, grammatical, and phonetic skills.

Working on a presentation also includes recreational and educational components. It is fascinating to observe the development of students as they present their projects. For each child, it is an opportunity to express themselves and showcase their interests and skills. In the process of working on the project, students develop imagination, creative thinking, responsibility, and independence (Boyko, 2016). During the presentation defense, they improve their communication skills learn to respect others' opinions, show friendliness, and support. By comparing the cultures of foreign countries, students gain a better understanding of the culture, history, and traditions of their own country.

As for ICT tools, the following are most commonly used in English language lessons:
- Electronic dictionaries and reference materials;
- Simulators and testing programs;
- Educational resources on the Internet;
- DVD and CDs;
- Video and audio equipment.

The mentioned ICT tools create favorable opportunities for organizing independent work for students in English language lessons. They can apply computer technologies both for studying specific topics and for self-assessment of acquired knowledge. In this case, the

computer acts as a patient teacher who can repeat tasks as many times as necessary, seeking the correct answer, and ultimately automating certain skills. The computer reacts impartially to the diversity of students' responses, providing neither praising nor condemning comments (Nykyporets, Medvedieva, Hadaichuk, & Herasymenko, 2022). This helps develop students' independence and creates a supportive socio-psychological atmosphere in the lessons.

Therefore, when discussing the advantages of learning English with the use of ICT, it is important to note that they contribute to the successful achievement of key educational goals:

- Overall cultural development of students;

- Improvement of computer literacy skills;

- Higher proficiency in the English language;

- Creation of a favorable psychological climate;

- Increased motivation and interest in the subject;

- Possibility of implementing individualized learning;

- Enhancement of the aesthetic and emotional level of the lesson through the use of music and animation;

- Increase in the amount of work completed during the lesson;

- Saving of teaching materials;

- Enhancement of the teacher's authority.

In this way, there are many advantages to using ICT, but it is important not to overuse computerization. There are necessary "criteria of usefulness" for the application of computers in lessons. I believe that they can be defined as follows: a specific computer technology is justified if it enables the achievement of educational outcomes that cannot be obtained without the application of this technology.

1.2. Modern approaches to the classification of multimedia tools

With the development of society and computer technologies, there is a growing need to introduce multimedia into the educational process in educational institutions. An important role is played by the introduction of multimedia technologies in educational institutions for the training of security specialists. This is explained primarily by the specifics of the future profession of a security specialist, whose main task is physical and property protection.

Modern multimedia technologies require higher educational institutions to introduce new approaches to learning and to use communicative, creative, and professional knowledge that optimizes the development of the need for self-education. The use of information technologies in the educational process is a prerequisite for the transition to a new stage - the introduction of modern multimedia educational materials.

Therefore, an important condition for the introduction of multimedia technologies in the educational process for the training of future security specialists is the presence of specially equipped classrooms with a multimedia projector and computer for the teacher, a screen or multimedia board and the environment in which the educational process takes place (computer classrooms, electronic libraries, media libraries, Internet access, etc.). Updating the issue of equipping universities with multimedia educational materials, created by employees of universities or other developers.

The National Strategy for the Development of Education in Ukraine for 2012-2021 emphasizes that "the most important thing for the state is the education of a person with an innovative type of thinking and culture, the design of an acmeological educational space taking into account the innovative development of education, individual requests, the needs of society and the state" (Natsionalna stratehiia rozvytku osvity v Ukraini na 2012–2021 roky, n.d.). Therefore, it is necessary to develop an effective, high-quality system of training future security specialists of a new level, which is closely related to the improvement of the content of education and training, the introduction of media education into the pedagogical process, the updating of educational and methodological documentation, the provision of a technical base, the use of media educational technologies in the preparation of pedagogical personnel, etc. (Dukhanina, n.d.).

Multimedia - (from the English term Multum + Medium - a multi-component environment) are computer interactive integrated systems that provide work with animated computer graphics and text, language and high-quality sound, still images and video. For example, one container object (container) can contain text, audio, graphic and video information, as well as possibly a way to interact with it interactively. The term multimedia is also, most often, used to denote information carriers that allow you to store large amounts of data and provide fairly quick access to them (the first carriers of this type were CDROMs). In this case, the term multimedia means that the computer can use such media and provide information to the user through all possible types of data, such as audio, video, animation, images, and others in addition to traditional ways of providing information, such as text (Veresotska, 2013).

Today, with the advancement of information technologies, there is a wide range of modern multimedia tools that effectively present educational material in foreign language lessons. These tools include:

- Computer presentations

- Infographics

- Flash animations

- Audio and video materials

- Electronic dictionaries and reference materials

- Testing software

- Open educational internet resources

- Carriers for software

All the mentioned informational tools provide favorable conditions for organizing independent work by students in foreign language lessons. Students, using technical equipment independently, can not only study specific topics at their own pace but also apply self-control tools for mastering the educational material. Under these conditions, the computer appears to be the most patient teacher, as it lacks emotions and can repeat the same task countless times until the student masters the material.

The use of machines neutralizes the negative emotional background that may be caused by encouraging or disapproving comments from the teacher regarding the

correctness or speed of task execution. Impersonality promotes independence in students' learning activities and, to some extent, creates a favorable psychological climate in the classroom.

It is deemed appropriate to delve more deeply into some of these multimedia tools.

Infographics have gained rapid popularity today as a visual representation of extensive, diverse, and often densely packed statistical or textual information. It is worth reiterating that, when presented in a more traditional way, such a volume of information can be challenging to comprehend.

The swift adoption of infographics across various levels of social communication has necessitated its incorporation into language teaching methodologies. In Western countries, infographics have long functioned as an independent genre, occupying a prominent place in various spheres of public life, including the educational domain. In Ukrainian schools, the initial steps toward visualization were taken through tools like PowerPoint, not to mention film slides (Dubovyk, 2014: p. 14).

The use of infographic elements in the process of learning foreign languages has certain prerequisites, including:

- It aids in presenting a significant amount of information using minimal language resources, yielding positive results, especially for students with a low proficiency level in English.

- The visualization of statistical information contributes to the semantic understanding of lexical units.

- Schematic representations are much more easily perceived than long textual slides.

- It saves time on solving numerous tasks.

- Its utilization enhances students' digital literacy.

Infographics are most commonly understood as numerous graphic-symbolic materials, and it can be conventionally divided into three types:

1. Graphics, Tables, and Reproductions:

  - These require minimal graphic efforts and planning.

  - Key criteria include clear technical parameters, accuracy, and substantive content richness.

2. Diagrams, Models, and Reproductions (Static and Dynamic Video Reconstructions of Events):

- This category involves schematic representations and models.

- It includes both static and dynamic reconstructions of events.

3. Graphic Narratives:

- These are complex informational packages that can be used independently or in conjunction with printed document sets.

- The primary criterion is the artistic execution.

Among multimedia teaching tools, presentations have gained the widest popularity. Multimedia presentations can be demonstrated in education using a computer or laptop monitor, or a large screen by connecting a multimedia projector, plasma screen, etc. Students perceive the sequential alternation of slides, which can contain various graphic or textual content (charts, diagrams, drawings, photos, video fragments), accompanied by either verbal (teacher's or student's speech) or non-verbal (music) elements. Microsoft PowerPoint is the most commonly used software for creating multimedia presentations, but there are also other online platforms for their development, such as Pictochart, Canva, Google Docs, and others.

In the context of educational activities, the use of presentations is beneficial for introducing students to new, voluminous information. This tool also facilitates students in presenting the results of their research tasks, individual or group projects, independent work, etc.

Accordingly, various types of student multimedia presentations can be distinguished: individual (developed and created by a single student), group (developed and created by a small group of students), and class-wide (crafted by the entire class collectively, either individually or in small groups responsible for specific slides).

Advanced educators utilize multimedia teaching tools such as "sketchnoting" or "scribing". One of the pioneers in using sketchnoting as a productive and interactive didactic tool for conceptualizing information by both students and teachers was the American educator Paul Bogush. He was among the first to question the use of purely traditional approaches to teaching and successfully demonstrated the effectiveness of incorporating sketchnoting into the learning process (Tokar, 2015: p. 5).

Let's focus on the advantages of the sketchnoting method, which include:

- Immediate engagement and constant audience attention.

- Qualitative assimilation of educational material and memorization of important facts and data.

- Accessible and facilitated material perception.

- The possibility of continuous interaction with the audience.

For successful implementation of sketchnoting for educational purposes, educators need to master three main practical aspects of presentation creation. Firstly, visualization skills (sketchnoting transforms presentation points into words and images, and it's not crucial to have drawing abilities; the key is to understand how to effectively replace verbal information with visual representation). Secondly, the ability to manipulate diagrams (the author needs to vividly present textual materials in the form of schemes, charts, diagrams, and organize them into a structured and cohesive image). Lastly, communicative skills (the primary goal of sketchnoting is to convince the audience of the validity of one's ideas, and to achieve this, the presenter needs to involve the listeners in the argumentation of the presentation points).

Before creating a sketch presentation, a teacher should first decide on the topic and the appropriate stage of the lesson for its use. The most suitable and effective application of sketchnoting would be for the study of a new lexical or grammatical theme. Students' interest in various visual-graphic representations related to new educational material will contribute to memorization and understanding of key concepts, providing a solid foundation for acquiring new knowledge, skills, and abilities.

The sketchnoting method can also be used as homework, but for this, the teacher needs to ensure students have free access to the presentation through the internet (on the school website, the teacher's personal page, or the educational environment of the institution). The teacher can prepare a list of discussion questions related to the sketch presentation for the next lesson. With free access, students can independently review the presentation to consolidate the educational material. Group discussions can be organized for the discussion of the sketch presentation, where students, using clear images, can reproduce

key points essential for arguing their own opinions. Such tasks contribute to the development of students' creative abilities, associative memory, and creative thinking .

In the later stages of secondary school, it may be relevant for students to independently create their own sketch presentations (compose a narrative on a learned topic, talk about their hobbies, etc.).

The creation of sketchnoting involves several stages:

1. Planning: Developing an organized outline of key questions for presentation.

2. Analysis: Examining leading ideas and visual images, ensuring they are simple and easily understandable.

3. Visualization: Selecting visual elements such as drawings, audio, and video materials.

4. Timing: Determining the necessary time for presenting thoughts.

The precise definition of presentation timing is crucial since the audience should not be overloaded with information. If the presentation exceeds an appropriate duration, even its high artistic imagery may fail to maintain students' attention.

A concluding stage in creating sketchnoting undoubtedly involves internet access and the use of relevant software. Currently, various online platforms for sketch presentation creation exist, mostly paid, but free versions with certain operational limitations can be found. Typically, these platforms are in English, so students utilizing them for independent presentation creation can contribute to expanding their English vocabulary (Kirmayer, 1994).

Here is the translation into English:

1. GoAnimate:

   - Offers a significant variety of options with characters; it is also user-friendly with the help of prompts.

2. PowToon:

   - A tool where an animated sequence is created step by step from slide to slide.

   - The workspace displays a control panel, timing settings, preview, a list of pages, and a switch to choose elements.

3. Wideo:

- A service that enables the addition of graphic objects, characters, textual, and audio materials to a presentation.

4. Moovly:

- One of the simplest products for developing animated presentations; a considerable number of elements are visualized using a pen.

- This service allows the creation of an unlimited number of sketchnotes for free, with a duration of up to ten minutes.

5. Explanatory Notes:

- A software product for iPad users that allows the creation of simple sketchnotes.

- To make a presentation, record the audio accompaniment or upload a ready-made audio file, then manually illustrate each thesis. A drawback of this product is that visualization depends largely on individual drawing abilities, as it does not include ready-made templates.

6. VideoScribe:

- A service that operates on the principle of going from specific to general.

- As a result of its use, the program provides not an animated presentation but a video.

Certainly, the most powerful and widely used tool for visualization and interaction is the multimedia board. These large, touch-sensitive displays combine the functionality of a traditional whiteboard with advanced computing capabilities, allowing for seamless integration of multimedia content and real-time interaction. IWBs serve as an extension of the computer screen, enabling teachers and students to manipulate digital resources, annotate over projected materials, and engage in collaborative activities with ease.

The large surface area of IWBs facilitates simultaneous interaction and participation, making them suitable for group work and whole-class instruction. Unlike conventional whiteboards, IWBs eliminate the need for physical writing instruments, as users can control the on-screen content using their fingers, stylus pens, or other solid objects as input devices. This feature not only enhances interactivity but also promotes environmental sustainability by reducing the usage of consumable materials.

IWBs offer a wide range of functionalities, including the ability to save and share annotated notes, access online resources, and integrate various multimedia formats such as videos, simulations, and interactive applications. These capabilities provide teachers with opportunities to create dynamic and engaging learning experiences, catering to diverse learning styles and accommodating different instructional approaches (Smith, Higgins, Wall, & Miller, 2005).

The interactive board is designed for use in conjunction with a computer and multimedia projector, together forming a software-technical or program-technological educational complex. The interactive board not only displays everything happening on the computer but also facilitates the implementation of interactive teaching methods, including the direct involvement of students in operational processes, the creation of educational materials, and more (Shklyaruk, 2011: p. 2).

Thus, access to various open informational resources allows teachers to diversify types of educational activities in the classroom, promoting the formation of learning motivation among contemporary students. The fact that the majority of such resources are in English establishes a solid foundation for developing students' English communicative competence. Continuous engagement in learning activities and stimulation of discussions based on visual aids activate memorization mechanisms, contributing to the robust assimilation of acquired knowledge.

1.3. Reasons for using multimedia technologies at the English language lesson

Education is one of the most important spheres of human activity and a determining factor in the development of mankind. The modernization of Ukrainian education determines the social requirements for the school education system. A developing society needs modern educated, ethical, zealous people who can independently make responsible decisions in a choice situation, predict possible consequences, capable of cooperation, distinguished by mobility, dynamism, constructiveness, possessing a developed sense of responsibility for the fate of the country.

In today's demanding and rapidly changing environment, the level of education, its impact on the child's personal development, will largely depend on the effectiveness of the introduction of learning technologies based on new methodological principles, modern didactic principles and psycho-pedagogical theories that develop an active approach to learning. That is why training with the use of innovative technologies, which qualitatively exceeds classical education, is now being widely introduced.

Innovative pedagogical technologies are purposeful, systematic and consistent introduction into practice of original, innovative methods, methods of pedagogical actions and means covering the educational process from defining its goal to expected results.

Innovative forms of work have their own characteristics and advantages over traditional ones. They are aimed primarily at the development of personality, and not only at the formation of knowledge, abilities and skills. The interaction style is characterized by democracy, dialogue, openness and reflexivity. Problem-based, searching, heuristic and research teaching methods and group and pair forms of work are used (Skrypnyk, 2011) .

There are several groups of innovative technologies, but the most popular of them are: pedagogical technologies based on a person-oriented pedagogical process, pedagogical technologies based on the activation and intensification of student activity, pedagogical technologies based on increasing the efficiency of management and organization of the educational process, and pedagogical technologies of developmental learning.

Interactive learning is a special form of organizing cognitive activity, which consists in ensuring constant active interaction and is based on dialogue, modeling the situation of

choice, free exchange of opinions. This is co-learning, mutual learning, in which both students and the teacher are equal subjects of learning with the only difference that the teacher becomes a real leader of the children's team, the organizer of the learning process.

The organization of interactive training involves simulation of life situations, use of role-playing games, joint problem solving based on the analysis of circumstances and the relevant situation. Interactive training contributes to the formation of skills and abilities, the development of values, the creation of an atmosphere of cooperation and interaction.

In interactive methods, the learning process is combined with the communication process, and the activity of schoolchildren exceeds the activity of the teacher. Interactive learning is, first of all, dialogic learning, during which the teacher and student interact. Principles of interactive work:

- Simultaneous interaction - all students work at the same time.

- Equal participation - each student is given the same amount of time to complete the task.

- Positive interaction - the group completes the task when each student works successfully.

- Individual responsibility

- when working in a group, each student has his own task.

One of the effective means of activating and intensifying students' activities in English lessons is the use of various game forms.

The main function of the game is that it is a means of learning, development and upbringing. This is the organization of the educational process, during which learning is carried out in the process of including the student in an educational game (game modeling of phenomena, "living situations"). The game contributes to a high degree of students' motivation to speak and their involvement in a natural language situation, high-quality grammatical design of language expression, relief of anxiety, positive emotional background in the lesson, better memorization of grammatical structures and development of creative imagination.

The game takes into account the interests of the speaker and the conditions of the communicative situation, thus, in the process of the game, students practice various

language clichés, which in turn leads to communication. Different types of games should be used in the lessons: linguistic, conditional-communicative games, individual and collective games, role-playing games (Tymoshchuk, 2011).

A role-playing game is similar to a theatrical performance. Performing roles, students act in situations that require appropriate behavior and the use of certain vocabulary. The game provides a relaxed atmosphere in the lesson, increases the activity of students, develops their creative abilities. The role-playing game models relationships between people in society, teaches students how to act in certain situations in a foreign language environment.

So, the role-playing game adds a communicative orientation to educational communication, increases the motivation to learn a foreign language and contributes to improving the quality of mastering it.

One of the innovative technologies that provides person-oriented learning is the project method as a way of developing creativity, cognitive activity, and independence.

In real practice, it is often necessary to deal with mixed projects, in which there are signs of research, creative, practically-oriented and informational. Work on the project helps to expand students' communicative competences, contributes to the integration of four speech skills. The project method promotes the development of active independent thinking and guides students to joint research work.

The project method forms in students a culture of communication, the ability to formulate thoughts briefly and accessible, to be tolerant of the opinions of communication partners, to develop the ability to obtain information from various sources, to process it with the help of modern computer technologies, creates a language environment that contributes to the emergence of a natural need in communication in a foreign language (Sukhobok, 2010).

The project form of work is one of the current technologies that allow the student to apply the accumulation of knowledge on the subject. For students, foreign language interaction is a realistically reproduced communicative need, and not an artificially created language situation in the lesson. Working on a project is a creative process. The student independently or under the guidance of the teacher is engaged in finding a solution to some

problem, for this it is necessary not only to know the language, but also to possess a large amount of visual knowledge, to possess creative, communicative and intellectual skills.

The use of information and communication technologies in the learning process and in extracurricular work is one of the innovative educational technologies aimed at forming students' speaking competence.

The latest pedagogical studies show that modern computer and multimedia technologies perform the following functions:

- help to make the learning process more intensive based on students' performance of different, but equally difficult, tasks;

- make it possible to increase the number of types of tasks and include all students in the work;

- lead to a better and deeper understanding of the studied material;

- improve the process of presenting new material;

- expand the possibilities of differentiating tasks according to the level of complexity in accordance with the level of knowledge and mental abilities of students;

- increase the motivation to learn English;

- include a game element;

- contribute to the formation of independent work skills.

The possibilities of using Internet resources are huge. In English lessons, you can use the Internet to solve a number of didactic tasks: to develop reading skills and abilities using materials from the global network; to improve students' writing skills; to replenish students' vocabulary; to form students' motivation to learn English.

Thus, the introduction and use of computer and multimedia programs in English language classes is: an effective auxiliary technical visual-auditory tool; an auxiliary means of educational and cognitive activity of students; a means of increasing students' motivation and desire to learn English; quick and effective means of assessment and control of knowledge, skills and abilities; a means of increasing interactive and communicative activity.

The formation of students' competencies is facilitated not only by academic work, but also by extracurricular work on the English language.

Properly organized extracurricular work contributes to a significant expansion of the students' potential vocabulary, covers a wide range of problems and issues that go beyond the school curriculum, and deepens students' sociocultural knowledge. It has been proven that extracurricular work stimulates students to in-depth study of the language using the reserves of each individual and the entire team. Pupils who, for various reasons, could not realize themselves in class, have the opportunity to reveal their hidden abilities during extracurricular work, because this is where a special atmosphere of mutual understanding, cooperation, trust and mutual assistance is created. Non-standard forms of extracurricular work in English at the college (competitions, country studies quizzes, thematic evenings, KVK, thematic days, concerts) are built on the basis of innovative learning technologies and inspire students to self-improvement: search for data to fill the information gap, deepen the acquired knowledge, develop language and speech competence.

Extracurricular activities in the English language often have an integrated character and require students not only knowledge and skills from other disciplines, but the entire complex of knowledge and skills, general erudition, all that can be called life competence.

Modernization of the content of education in Ukraine at the current stage of the development of society is primarily related to innovative processes in the organization of learning foreign languages.

High-quality language training of schoolchildren is impossible without the use of modern educational technologies. So, modern technologies in teaching English are personal-oriented learning, project work, application of information and telecommunication technologies, work with educational computer programs, remote technologies, creation of presentations in the Microsoft PowerPoint environment, use of Internet resources.

The implementation of innovations is impossible without an innovative teacher who possesses systemic thinking, a developed ability for creativity, a formed and conscious readiness for innovations.

Therefore, the task of a modern teacher is to manage the processes of creative search, going from simple to complex: to create situations that contribute to the creative activity and orientation of the schoolchild, to develop his imagination, associative thinking, the ability

to understand patterns, the desire to constantly improve, to solve increasingly complex creative tasks .

And the single most effective means of achieving the goal is innovative learning technologies.

Conclusion for Chapter 1

As a result of addressing the research tasks in the first chapter, we clarified the concept of multimedia technologies, their purpose, and educational objectives. It was determined that the use of high-quality multimedia teaching tools makes the learning process flexible, taking into account social and cultural differences among students, their individual styles, interests, and learning paces.

We synthesized contemporary approaches to the classification of multimedia teaching tools, primarily based on the criterion of the graphic appearance of the final product. In particular, the following multimedia tools were identified: presentations, audio and video materials, infographics, interactive online dictionaries and reference materials, online platforms for creating interactive educational content, various educational software products.

CHAPTER 2. FEATURES OF APPLYING MULTIMEDIA TO ENGLISH LANGUAGE LESSONS

2.1. Development of students' creative abilities through the implementation of multimedia technologies

In traditional education, the teacher's mission involves transmitting knowledge based on a given methodology. Unlike most traditional teaching methods, multimedia contributes to the expansion of rights and opportunities for both students and teachers, altering their roles. The evolution of materials is such that it is entirely possible to teach based on mass media resources. This is not new; working on understanding the text and completing written assignments is now done with the help of computers and additional peripheral tools.

In the case of self-learning a language, a student can also effectively learn a language using multimedia tools. Furthermore, the use of multimedia tools in the classroom allows language learning without physical presence. An example is distance learning, which is widely used in global educational practices. Students can sort, summarize, and reproduce this information for accessibility. Jacques Tardif, for instance, compares a student to a director. The teacher sets the task for the student to demonstrate an 80-minute film in 45 minutes, while preserving the original content of the planned script and ensuring support and understanding from the audience. Like a director, a student cannot fully retain all the sentences, examples, texts, graphics, and exercises proposed by the teacher as learning elements due to the limits of their cognitive brain structure and knowledge characteristics. They must select the necessary elements from this ensemble to assemble and construct while preserving the entire original content of the material with an adequate understanding of reality.

The application of computer technologies and online work helps transform a lesson into an attractive, modern activity and directs the learning and presentation of material in a creative way. It should become a session where the principles of personalized learning are implemented, fostering the cognitive activity of students: intellectual activity, critical thinking, memory, imagination, attention, language, and learning motivation. Such a lesson

should open up new possibilities for the development of a well-rounded and harmoniously developed personality capable of collaboration and teamwork.

The technological support of the educational process in a modern educational institution allows foreign language teachers to expand the educational opportunities of students by using multimedia presentations, creating infographics, thematic posters for classes, and more. These tools contribute to the formation of specific skills and abilities in students:

- Competence in selective reading.

- Detailed retention of necessary information.

- Proper formulation of short oral and written messages.

- Concise and clear expression of ideas and thoughts.

- Identification of key elements, such as the theme and main idea of the text, and the ability to summarize them.

- Proper verbal expression of one's opinion on the material read.

- Compilation of simple and complex plans.

- Use of a dictionary and reference literature

- Independent search and selection of necessary information on the given topic.

Therefore, working on a specific topic, one can create visual aids for the lesson (infographics, mind maps, find relevant videos, or create a sketchnote presentation or video that motivates students for discussion). Teamwork allows educators and students to identify and demonstrate creative abilities: they constantly interact, search for necessary materials, and most importantly, collectively create its visual and graphic design. The application of cooperative pedagogy best reveals the individual characteristics of students, allowing them to express their own point of view on a particular issue and demonstrate a creative approach to problem-solving. Children prepare their own small creative presentations and learn to present them to their classmates, who act as both presenters and audience, expressing their own impressions of what they hear and see.

Students learn to interact in groups and pairs, listen to each other, select specific material, and prepare it for presentation. An important quality of a modern student is the

ability to adapt to collaborative work, listen to classmates, and not be afraid to express their own ideas and impressions.

Teachers can prepare motivational visual aids to encourage certain behaviours or tasks. Modern didactic materials facilitate teachers' work and help them develop creative tasks in the classroom. For example, the problem in grade 8 is the lack of interest in reading in general. When working on monologue topics, students realise that they cannot talk about their favourite books because they do not have any books they would like to talk or write about. Similarly, when writing a creative essay on a particular topic, students face the problem of generating interesting ideas.

A student is a viewer, collaborator, and ultimately, the actor of their own learning. Therefore, the teacher should create tasks where the student takes on the role of an actor in the learning process. While the student assumes an active role, the teacher becomes a consultant, a skilled information provider using multimedia tools. The teacher is also an organizer of learning, guiding and assessing students using available materials. The teacher needs to be aware of the student's knowledge level to avoid automatic mistakes during the learning process. The teacher should also possess strategies for language learning. Educational practices should involve familiarity with new technology and the ability to integrate it into the teaching process.

When fostering creativity in students, it is essential not to impose one's own experience. By making certain mistakes, the student comes to valuable conclusions. While shaping a creative personality, it is necessary to provide a field for creativity for each student, allowing them to self-realize and express their thoughts and feelings. During the second stage, the presentation of creative responses played a significant role, acting as auxiliary support during student presentations and vividly demonstrating their impressions of the material. This emphasizes that the use of ICT, such as creating presentations and visuals, is an interesting and necessary experience for students, making any presentation informative and visual, allowing students to creatively convey their impressions.

Using these technological resources, the teacher transforms into a lesson manager. They can develop crosswords, exercises, surveys, fill-in-the-blank exercises, or create various questionnaires with multiple-choice answers, etc. At this stage, the teacher faces a

serious challenge: the integration of multimedia technologies into the language education process, helping to develop the six levels of cognitive perception established by B. Bloom: knowledge, comprehension, application, analysis, synthesis, and evaluation. In this case, the teacher's role is that of a controller, demanding and supporting. The student's role is primarily an active information seeker, then an information analyst, and finally, a presenter of that information (Manovitska, 2020).

Project work is a key strategy for encouraging students' creativity in English language education. The project method is always focused on the students' autonomous creative work, which they carry out in teams, pairs, or small groups. A project is an application of learned competencies to address a particular issue. An album, interactive newspaper, bulletin journal, video film, video clip, anthology, or other tangible product should be the end result of the project's execution.

Project work is a very interesting creative activity, as each student can showcase their creativity and personality. Today, the project method is quite popular and engaging. Thanks to this method, all group participants are involved in collaborative activities, with each person responsible for a specific task and having their own workload.

Rapid integration processes in society, where the English language is one of the international languages of communication, lead to significant attention to foreign language lessons both from the educational community and parents. Developing students' creative abilities in foreign language classes expands the horizons of modern students, giving them opportunities to demonstrate their potential (Matviyenko, 2016: p. 9-13).

Modern life is practically an uninterrupted flow of information, mostly disorganized and chaotic. A person needs not only to perceive it but also to systematize it in a certain way. This requirement is also applied to thinking, which must be logical since thoughts without proper justification will not be convincing enough for the environment. The use of information technologies in teaching foreign languages opens up new possibilities for the creative development of both teachers and students, allowing lessons to be effective, multifunctional, modern, and vibrant.

2.2. Methodology of using multimedia presentations as a means of developing communicative competence in students

Among the variety of multimedia teaching tools, presentation emerges as the most suitable for linguodidactic purposes. It allows focusing attention on the key points of the educational material. Interpretations, schematic diagrams that students can annotate in their workbooks can be presented in it. Additionally, a printout of the presentation content can be prepared for each student, enabling the teacher to save time on note-taking and incorporate other class activities. The concise content of theoretical educational material presented in the presentation can be displayed on the classroom screen or on the screens of students' workstations if the lesson takes place in a computer class. It is not advisable to use an automatically programmed chronometer (i.e., a set time interval for displaying each slide); it's better to manually control the slide transition. This approach allows students to perceive the information presented on each slide at a pace that suits them. Let's consider the methodology of using multimedia presentations based on an English language lesson in the 11th grade.

During the implementation of project-based learning tools, students develop mechanisms of creative thinking, self-organization skills, imagination, and a sense of responsibility. In the process of defending the results of their own research presented in the presentation, students enhance their communicative skills and abilities, gain experience in respecting other opinions and statements, and demonstrate friendliness and support for their peers. Through a comparative analysis of the cultures of the countries whose language is being studied, students gain a better understanding of the cultural features and traditions of their own country, as well as the socio-political and historical factors that shaped them. An unquestionable positive aspect of using multimedia presentations in learning English is that they allow adjusting the educational material based on the individual perception characteristics of the students. In the case of independent presentations by students, it creates conditions for solidifying, summarizing, and systematizing new knowledge. Therefore, the active use of multimedia presentations in English lessons significantly enhances and strengthens the effectiveness of the learning process.

The development of digital technologies has introduced the possibility of using distance learning tools during classroom sessions. In this case, the teacher and student can independently choose the time and place for lessons. Furthermore, the application of distance learning tools allows individuals who cannot obtain traditional education due to various circumstances to receive education. Additionally, the implementation of information technologies helps to reduce educational costs to some extent. However, the constant use of distance methods diminishes the role of the teacher and significantly increases the proportion of individual learning activities for students.

Usually, electronic interactive textbooks are used to implement distance learning technologies. They have several advantages, such as dynamism, free access via an Internet connection, and compliance with modern scientific trends in the subject area. Another advantage of this format is that it solves the problem of continuous updating of educational materials, which is practically impossible for printed textbooks (Bykov, Kukharenko, Syrotenko, & Rybalko, 2008). Electronic textbooks include a large number of exercises and examples that are illustrated and explained in detail. An integral part of these textbooks are tools for self-assessment of the level of knowledge acquisition, which can be performed immediately after the completion of the topic (Semerikov, 2008).

The application of a new integrated technical device, such as a multimedia computer, is becoming more widespread - a device that vividly realizes the "face to face" model. With the help of a multimedia computer, information retrieval tasks based on hypermedia links can be carried out, which also constitutes an important component of the personally oriented educational paradigm.

Usually, a multimedia electronic textbook constitutes a complex of educational and modeling programs, along with control and corrective programs, located on digital media. The multimedia textbook reflects the scientific content of the educational subject and often serves as a specific supplement to the printed version. Its effectiveness is determined by:

- Providing instant feedback.

- Speed of searching for necessary information, which is challenging with a conventional textbook.

- Significant time savings through working with hyperlinked references.

- Visualization capabilities for textual information.

- Speed of knowledge assessment, taking into account individual learning pace.

Hypertext and hypermedia tools. Hypertext consists of individual words or text fragments linked to other documents or texts, and transition to them is possible by clicking on the highlighted fragment. Thus, students can not only read pages at their own pace but also follow hyperlinks to learn about specific terms, objects, phenomena, etc., independently managing the learning process and mastering new knowledge. To implement hypermedia links, text, graphic objects, audio, and video fragments can be used.

The application of hypertext technologies should be based on general didactic principles of organizing educational material, such as structuredness, logic, accessibility, and operability clarity. If necessary, multimedia textbooks can be made available in open access on separate resources, allowing for adjustments. However, such materials often have illogical structuring, unattractive graphic design, and so on. Today, various hypertext link formats (HTML, DHTML, PHP, etc.) are actively used.

Interactive Whiteboard. The combination of projection technologies with audio accompaniment allows teachers to visualize textual information (schemes, tables, graphs, video files) and provide instant references to reference materials (online encyclopedias, dictionaries, etc.). This approach best enables the principles of visibility, accessibility, robustness, and effectiveness of knowledge, as well as the systematic and comprehensive nature of the pedagogical process (Sviridyuk , 2010 : p. 26).

However, the presence of a computer-projector-screen combination primarily facilitates viewing. The use of a regular board for explaining specific concepts or analyzing educational material cannot be overlooked. Here, teachers often face objective obstacles: a classroom equipped with a multimedia projector, screen, or a so-called "white" board over which the screen is adjusted. Consequently, synchronous use of the board and screen seems impossible.

All these challenges led to active searches and resulted in the invention of the SMART Board interactive whiteboard. These boards allow teachers to combine traditional board work with the use of interactive multimedia functions.

SMART interactive boards have the following essential features:

1. Working with informational objects (text, graphics, images): clarification, supplementation, correction, navigation through links;

2. Translating text with establishing coherent connections between words;

3. Entering text with a virtual keyboard and viewing it in synchronous mode;

4. Not only viewing textual or graphic information but also interactive functions for task execution, testing, analysis, etc.;

5. Formatting the results of work in the form of images or texts and saving in various formats.

The technical capabilities of the interactive whiteboard can be used in the process of learning any material in any subject. They enable the creation of diverse records, incorporating texts, images, videos, etc. The software functions provide the following possibilities:

1) In working with grammatical material, the use of various highlighting tools (colorful highlighters) allows emphasizing the main points, focusing attention on complex issues.

2) The sequence of ideas, the logic of work can always be reproduced, and if necessary, return to aspects of the educational material that are difficult to perceive and understand.

3) The "drag and drop" option allows moving various objects while performing tasks such as establishing relationships, logical connections, combining words into phrases, and so on (in contrast to static presentations).

4) Multiple images can be displayed on the screen simultaneously, thus constructing a logical lesson plan.

5) All work created using the interactive whiteboard during the lesson can be saved in a convenient format, saving time and effort in planning the next lesson (Soroka, 2015: p. 6).

The significant illustrative capabilities embedded in the interactive whiteboard software enable the creation of thematic dictionaries, lexical minimums, and the implementation of various types of semanticization of lexical units. In this context, organizing and placing vocabulary by themes appears effective. Images can be reproduced

in the Notebook itself or in other editors. The Clone function allows for the quick copying of images of objects, which is quite convenient for learning English numerals. By arranging images on a specific background, one can create a context-communicative situation, contributing to the development of students' communicative competence. Illustrations from well-known fairy tales, such as "The Three Little Pigs", can also be used to enhance the effectiveness of foreign language learning in elementary school. The software capabilities for working with images in SMART Notebook allow for introducing new lexical units, practicing the formulation of questions, and composing monological and dialogical statements, forming the basis of students' communicative competence.

Therefore, the application of interactive whiteboard functionality helps facilitate continuous interaction with students, providing prompt feedback. Such organization saves both teacher and student time, stimulates creative cognitive activity for all students in the class. It is worth emphasizing again that the software enables the saving of all screen images and, if necessary, systematically arranging them, including in album format with the possibility of reviewing and commenting. If the results of tasks are saved individually by students, it becomes possible to reproduce the dynamics and sequence of mastering educational material, highlighting typical errors.

Another essential multimedia tool applicable in English language lessons is the multimedia online board Padlet. The dynamic use of the multimedia online board Padlet allows for computerized visualization of educational information, addressing the challenges of collaborative project activities and distance learning in the modern school. This innovative educational tool facilitates synergy and the utilization of various types of information (text, graphics, audio, and video files) within a single platform. Since its emergence in the 2006-07 academic years, electronic boards or walls have gained tremendous popularity in today's educational process. Currently, there is a significant number of resources available online for creating and preserving electronic boards. Modern educators conventionally classify them into four groups based on usage features:

- for creating interactive newspapers, posters, and wall displays;
- for drawing and sketches;
- for creating and storing records;

- for collaborative work between teachers and students with shared editing functions.

Let's explore its possibilities in the educational process:

1. Introduction at the beginning of the school year. Teachers can create a board to introduce themselves and ask students to create their own boards to share information about themselves. At the end of the year, another task could be to analyse and present the changes that have taken place over the past year.

2. Conduct a survey after researching a specific topic. In addition to viewing and monitoring student responses on Padlet, teachers can provide feedback by adding text, links, or multimedia files. A board like this makes it easy to review the material again later.

3. Repeat previously learned material. To do this, all the required material is placed on the board and students are asked to quickly go through it and ask questions about the topic if necessary.

4. To take notes. As students listen to a lecture or presentation, they can add important ideas or questions related to the learning material to the board together

5. A padlet can be used as a list of additional materials for a specific topic. Create a board with links to articles, photos and video tutorials and share the link. Such a board is interesting for those who want to deepen their knowledge in the subject, or for those who missed the lesson.

6. When presenting certain information, etc., you can ask students to predict what will happen next, or express their guesses about a certain question. They can post all their thoughts on the board.

7. Padle is convenient to use as a document storage system, adding materials to the board that can be downloaded at any time.

8. You can use Padlet to collectively collect materials on specific topics. Students can work as a whole class or in groups. All resources are collected in one place and never disappear.

One effective method of learning a foreign language, especially at the elementary stages, is the use of various gaming technologies (quizzes, competitions, quizzes, etc.). In this context, it is worth noting the significant potential of the free online platform Kahoot. The technical capabilities of the service allow creating interactive educational games in the

form of quizzes, quizzes, and open discussions. To get started, registration is required, which is not difficult since authentication is done through a Google account. The program offers the ability to create quizzes with a series of questions with multiple possible answer options. The educational gaming platform Kahoot is very popular among enthusiasts of engaging interactive learning, including not only educators but also representatives of various professions. Kahoot significantly enhances the quality of learning a foreign language because it helps increase students' vocabulary, practice the nuances of English grammar, and create discussions on interesting topics.

To complete translation tasks, students can use online dictionaries, among which the ReversoContext app stands out noticeably. The distinctive feature of this product is its search for cross-lingual relationships, considering the contextual use of vocabulary, unlike most similar resources that provide sequential translation of phrases, rarely providing examples of collocations. It's worth noting that the dictionary doesn't operate with long sentences or full texts, but it is a significant aid for students in working with phrasal verbs, idioms, lexical expressions, and idioms.

The use of ReversoContext capabilities will greatly facilitate the educational activities of high school students since the level of complexity of the material for their assimilation and generalization is usually quite high.

The review of the mentioned resources allows us to conclude that the application of information technologies in English language learning has significant advantages. Operating with modern software products available in the global network enhances the efficiency of organizing the learning of English language materials. In particular, gamification, the implementation of project activities in the informational space, visualization of text fragments, and the speed of feedback contribute to the formation of English language competencies for students without significant difficulties and effectively promote the development of students' English language communicative competence.

In the context of the development of the information society and the transition from a knowledge-based to a competency-based educational paradigm, modern information and communication technologies are widely utilized in the overall education system and specifically in teaching foreign languages. They serve as effective tools contributing to the

achievement of the goal of teaching foreign languages, which is the formation of future educators' foreign communicative competency.

Multimedia lessons play an important role when teaching modern foreign languages using information and communication technologies. By combining ideas, texts, images, videos, photographs, animations and sounds, they create an interactive information environment that can be a powerful way to initiate teachers' educational and intellectual activities. One way to organize language workshops is to create multimedia teaching materials that allow you to "discover real language" using Microsoft PowerPoint.

The application of multimedia presentations in foreign language teaching, as noted by N. Sorokina, enables the realization of the following objectives:

1) Communicative: optimize the ability to communicate in a foreign language, teach the creative application of acquired knowledge in new situations, develop practical skills and abilities; analyze, express opinions, and evaluate facts and processes.

2) Educational: deepen and systematize knowledge on the topic, form relevant skills and abilities of professional foreign language communication, implement interdisciplinary connections; teach independent and group work, taking into account the interests and capabilities of participants.

3) Professional: develop essential qualities for the teaching profession (memory, logic, creative activity, scientific erudition, tolerance, dynamism, competence); form objective self-assessment; develop the ability to adjust one's own activities and results; readiness for self-development and self-improvement.

4) Motivational: increase the level of educational motivation for future educators, shape value orientations (stimulate interest in the profession, academic disciplines "Foreign Language for Professional Direction", "Basics of Professional Communication in a Foreign Language"; realize learning goals, cultivate a positive attitude towards the educational process, and mastery of the future profession) (Sorokina, 2009).

Implementation of these tasks ensures the dynamism and informational richness of the process of foreign language training for future educators and contributes to the development of their foreign communicative competency.

The use of multimedia presentations allows for engaging an increasing number of students and combining a significant number of interesting tasks in one session, aimed at enhancing all components of communicative competency:

- Linguistic competencies, related to the development of lexical, phonetic, and grammatical language skills.

- Sociolinguistic competencies, involving the ability to choose and transform language forms depending on the context, considering semantic peculiarities of words and expressions with anticipation of reactions from various target audiences.

- Sociocultural competencies, focused on developing tolerance, readiness, and ability to engage in cultural dialogue, achieved through analyzing the specifics of preparing and conducting presentations in different cultures.

- Strategic competencies, the ability to effectively participate in communication by choosing the right strategy. The use of presentations in foreign language classes helps future educators develop skills in organizing speech, logical construction, structuring, setting goals, anticipating possible results, performing tasks, and presenting conclusions.

- Discursive competencies, the ability to combine individual sentences into coherent oral or written communication, discourse, using various syntactic and semantic means; knowledge and mastery of various techniques for obtaining and conveying information, compensatory skills, paralinguistic means (speech rate, voice timbre, volume, tone, etc.).

- Social competencies, which include the readiness and willingness to collaborate with others, confidence in one's abilities, as well as the ability to listen and value others' opinions, cope with conflict situations, seek compromise, engage in constructive communication, partnership, and cooperation (Celce-Murcia, 1995).

As a result, the goal of acquiring a foreign language in higher education institutions is pursued by all of the competencies listed. We wholeheartedly concur with Yu. Polikarpova's assessment that presentations foster the growth of information competency, as well as the development of reading, writing, speaking, and listening skills as well as communicative behavior skills, creative potential, and inventiveness. (Polikarpova, 2015).

Depending on the educational purpose, modern researchers identify different types of multimedia presentations: demonstration presentation, thematic presentation, and assessment presentation.

A demonstration presentation is used to present educational information of a problem-solving or reference nature within a thematic framework in the form of messages, drawings, diagrams; as a model for creative work formatting; for demonstrating the results of project activities and creative tasks. The creation of such presentations is primarily oriented towards improving the practical skills of future educators, developing their professional qualities (creative activity, competence, communicability, tolerance), and increasing motivation to learn a foreign language and pursue their future profession.

A thematic presentation seeks to impart information about the language system and strategies for employing it at the speech level, fostering proficiency in a range of speech activities by drawing on previously gained knowledge and developed abilities. Such presentations can be used at different stages of a session or throughout the entire session and are aimed at revealing the personal potential of the future educator.

A control presentation involves the inclusion of assessment tasks (multiple-choice, fill in the blanks, transformation, sentence completion) with the purpose of verifying the instructor's assessment of the level of assimilation of the studied educational material and diagnosing language preparation at the beginning of the study of a topic or educational module. It is directed towards the development of skills in self-evaluation, self-analysis, and self-regulation of learning and cognitive activities; the formation of important professional qualities such as self-criticism, independence, and dynamism.

Thus, the use of multimedia presentations in the teaching of a foreign language to future educators aims to facilitate knowledge acquisition, make learning interactive, communicatively oriented, visual, and individualized. In the context of global communicative needs, the foreign language training of future educators involves the ability not only to communicate but also to build professional relationships, position their interests, and present them.

2.3. Educational opportunities of open resources in the formation of English language communicative competence

The educational process has undergone significant changes due to the introduction of World Wide Web (www) resources and the availability of multimedia tools in language classes. We currently have classroom software, test and practice banks, email and interactive classrooms that facilitate learning both inside and outside the classroom. As mentioned before, teachers are looking for new teaching methods to involve as many students as possible in the learning process. They can encourage their students to search the Internet for information on a particular topic. This type of task is called "cybersurfing", which is defined as the ability to retrieve and then present information obtained from the Internet. This type of assignment is work with raw materials borrowed from the Internet, processed at your discretion, rethought and presented in your own way.

Cyber-surfing is a teaching method based on the principle of searching and presenting information using internet resources. It was created and designed to develop students' thinking at higher levels of analysis, synthesis, and evaluation according to Bloom's taxonomy. Cyber-surfing, consisting of six phases, was invented in 1995.

The cyber-surfing format is designed to ensure that students can acquire necessary information without wasting unnecessary time. This format has advantages, such as requiring students to read, interpret, analyze, and evaluate the content of various authentic texts. In the context of learning the English language, cyber-surfing contributes to the proper structuring of the educational process. It increases educational motivation, boosts confidence, ultimately leading to student success—the most valuable pedagogical achievement.

The ability to professionally use technical devices for cyber-surfing does not necessarily require the presence of a teacher to work on the project. This independence in the students' work promotes their autonomy. Cyber-surfing also enhances the possibility of comparing intercultural relations.

Projects built on the use of internet resources, such as cyber-surfing and other activities, allow the foreign language teacher to provide favorable interactive learning. This motivates students to learn a foreign language and culture, creating connections with other disciplines and fostering interest and creativity in solving communicative tasks. This type of activity allows flexibility in the learning process while maintaining the typical cyber-surfing format structure. It promotes student autonomy by offering various sources and a variety of foreign language discourses. The teacher's role lies in carefully selecting resources for student consultation, considering the level of complexity and avoiding overly complex sources with excessive information that may distract the student from the ultimate goal.

N.A. Savchenko believes that multimedia is a complex of hardware and software tools that allow the user to interactively work with diverse data (graphics, text, sound, video) organized into a unified informational environment.

Computer interactive integrated systems facilitate the manipulation of animated computer graphics and text, speech, and high-quality sound, static images, and moving objects. These systems are based on the principles of developing, functioning, and applying tools to process various input data. In other words, they represent a unique synthesis of three types of informational inputs, namely: digital information (animation, numerical data, texts, graphics), visualized information (pictures, photographs, drawings, videos, paintings, etc.), and the auditory component (music, speech, other sounds).

Thus, multimedia technologies refer to a range of computer technologies that collectively represent various types of input data (graphics, text, video, photography, animation, sound effects) and operate them according to specified objectives. This interpretation of multimedia educational tools is considered the most optimal for foreign language learning and prevails in practice, including in the design of multimedia educational sessions.

By methodological purpose, the following types of multimedia teaching tools are distinguished:

- Educational tools designed to facilitate effective learning of new material;

- Training tools (simulators) used for practice and automation of activities through repetition and consolidation of learned material;

- Control tools employed to assess the level of mastery of the educational program;

- Informational-reference tools for students to obtain necessary information;

- Design tools applied for modeling phenomena, processes, or individual objects for the purpose of their study and exploration;

- Simulation tools allowing manipulation of a certain aspect of reality in artificially created conditions to identify and understand its structural properties and functional features;

- Illustrative tools used for graphical visualization of educational material, illustrating researched regularities, and demonstrating relationships between objects;

- Game tools employed for modeling and "experiencing" educational situations to make optimal decisions or develop effective thinking strategies;

- Leisure tools designed to diversify extracurricular activities with the aim of developing individual psychological characteristics and creative thinking of students (Ponomarenko, 2012).

To enhance cognitive activity, it is essential to effectively utilize Internet resources. The World Wide Web allows individuals from any corner of the world to maintain intercultural connections and engage in international communication. Incorporating modern materials from the global network into education helps students acquire up-to-date knowledge about language and culture from foreign countries. Consequently, students can apply theoretical knowledge in practice, contributing to the development of communicative competence.

Using specific Internet resources that teach communication skills with peers, students can become pen pals or participate in joint projects with Ukrainian and international students. This can involve text-based communication resources as well as audio or video communication.

The Internet also provides opportunities for remote participation in educational quizzes, competitions, and student Olympiads. These opportunities are particularly relevant for students in small and geographically remote communities. Additionally, exercises for reviewing and systematizing the material are conducted through online discussions. Numerous online platforms, portals, blogs, etc., offer a wide range of exercises on various

topics. These exercises vary in difficulty, ranging from the simplest to more complex ones, allowing for differentiated learning processes.

Also, one of the effective forms of applying digital technologies in English lessons, characterized by its multidimensionality, is the use of interactive games. This form of using information technologies contributes to the activation of lexical improvement, listening, and pronunciation skills, thereby aiding speaking skills development as well. Moreover, games foster the creative and cognitive abilities of students. Through interactive games, it is possible not only to effectively teach grammar, expand vocabulary, and practice oral skills but, most importantly, to ensure that the lesson is never boring, leading to increased motivation and quality of students' knowledge.

Interactive games can be used in the classroom at different points during the instruction. For example, intellectual games like "Battleship", "Who Wants to Be a Millionaire", "Agent 007", "Jeopardy game", "Bingo" and others are used to activate or reinforce previously covered lexical-grammatical material. By using games, teachers can help students improve their application of the lexical-grammatical information they have acquired, foster the development of communicative competence in group activities, and strengthen their knowledge organization skills. The use of multimedia technologies to improve the quality of English language instruction also extends to the learning, performance, and listening of English-language music. Students view this as a recreational pastime that also helps them decompress from earlier courses and unleash their creativity. In addition to honing their language skills, students who study English-language songs also expand their vocabulary and improve their communicative competence in the language.

In the Ukrainian Law "On Higher Education" (2014), competency is defined as a dynamic combination of knowledge, skills, and practical abilities, modes of thinking, professional, worldview, and civic qualities, moral-ethical values. This combination determines an individual's ability to successfully engage in professional and further educational activities and is the result of education at a certain level of higher education (Law of Ukraine "On Higher Education", 2014).

An analysis of scientific and pedagogical works by researchers on the definition and essence of competency has revealed that competency encompasses cognitive, psychomotor,

affective, volitional, social, and behavioral components (knowledge, skills, abilities, motivation, emotions, moral and ethical values, abilities, etc.). Competency characterizes the individual and relates to a specific sphere of human activity; it can be objective (measurable) and subjective (requires subjective assessment, such as motivation, personal development, etc.).

Among the essential features of competency, researchers highlight its integrative nature, practical orientation, and the presence of value-personal characteristics. According to the above, in our opinion, an individual's competency can be represented as an integrative complex of professional knowledge, skills, abilities, relationships, personal professional qualities, and experience formed during educational activities.

The competency-based approach in foreign language teaching is associated with concepts such as "foreign language communicative competency" and "professional foreign language communicative competency". Let's delve deeper into these concepts and identify the common components of the individual's foreign communicative competency in accordance with the requirements of the information society.

Most domestic researchers see foreign communication competence as an individual's ability to communicate in a foreign language and use it according to the situation. According to them, this includes language skills (language and related skills), oral skills (listening, speaking, reading and writing) and socio-cultural skills (knowledge of countries and aspects of language culture, values, etc.).

Bidyuk N., in studying the issues of learning a foreign language in the context of lifelong education, interprets communicative competency as a combination of abilities, knowledge, skills, attitudes, values, initiatives, and communicative experience necessary for understanding others and producing one's own speech behavior programs that are appropriate to goals, spheres, and communication situations. It also involves the ability to actively interact and teach other language subjects (Bidyuk, 2012).

It is important to note the approach of Zavynichenko B., who, analyzing the content issues of communication competence, draws attention to the following components of foreign communication competence:

1. Gnostic: a knowledge system about the nature and peculiarities of communication, including professional communication; knowledge of styles of foreign communication, cross-cultural competence that allows understanding hidden meanings, associations of the interlocutor, etc.

2. Communicative: communication skills that make it possible to establish contact with the interlocutor, to manage the communication situation with the aim of external communication; language culture; expression, perception-reflex skills, which give the ability to understand the inner world of the communication partner and to understand oneself.

3. Emotional: humanistic attitude to communication, interest in other people; willingness to enter into personal, dialogic relationships, developed empathy and reflection; a high level of identification with professional and social roles; positive self-concept and psycho-emotional state (Zavinychenko, 2003: p. 47).

In addition to the approaches of domestic researchers to defining the concept of communicative competency, considering Ukraine's active European integration, it is crucial to understand and take into account foreign experience in interpreting this concept .

Conclusion for Chapter 2

In the second section, we addressed practical aspects of using multimedia tools to develop English communicative competence. Specifically, the first paragraph characterized the features of developing students' creative abilities in foreign language lessons through the application of multimedia technologies. One of the most popular means of fostering creative thinking is the use of sketch presentations, which allow transforming textual information into graphical (schematic or animated) representations.

We also highlighted the characteristics and methods of using multimedia presentations in English lessons. Their significant level of interactivity undeniably contributes to the formation of students' communicative competence. The openness and accessibility of internet resources are significant advantages. Today, there are numerous online platforms and portals that offer a variety of ready-made educational materials and opportunities for creating custom content. Certain software products enable the creation of interactive objects, the application of which greatly enhances students' learning motivation, independent work skills, and communicative abilities of modern students.

CONCLUSIONS

The relevance of the research topic is driven by the rapid development of information technologies, which inevitably influences the education system, leading to the emergence of new teaching features - informatization or digitization. Digitization prompts a reevaluation of traditional teaching methods and forms. Thanks to this, the student becomes the main focus and independently constructs their cognitive trajectory. The education of modern children, surrounded by various digital gadgets from childhood, requires communication and teaching in "their" language. The application of information technologies in education attests that a teacher possesses not only mastery of their subject but also the ability to communicate in the language of contemporary students.

The goal of our research was to analyze the features of using multimedia teaching tools and determine their effectiveness in forming English communicative competence. In the process of investigation the subject of this study the following conclusions can be made.

1. In solving the first task of the study, the concepts, goals, and objectives of using multimedia teaching tools have been identified and and systematized . It has been found out that teachers of foreign languages pay considerable attention to multimedia technologies, combining texts, infographics, video and audio materials, various types of animation. These technologies represent a combination of sound and visual effects that impact emotional and conceptual spheres, thereby contributing to more effective language material assimilation. The integration of all these factors enables the comprehensive development of language skills and language activities in students during the process of mastering a foreign language. The timeless golden rule of didactics remains visuality. Therefore, the use of its digital varieties leads to an increase in the efficiency of the educational process.

2. Based on the analysis of various scientific-pedagogical and methodological sources, modern approaches to the classification of multimedia educational tools have been generalized. In particular, the following multimedia tools can be distinguished: presentations, audio and video materials, infographics, interactive online dictionaries and reference guides, online platforms for creating interactive educational materials, various educational software products. While the list is not exhaustive, it includes the most widespread and commonly used multimedia tools.

3. By using the methods of analysis, synthesis, and generalization, the features of developing students' creative abilities through the implementation of multimedia technologies have been characterized. The use of information technologies in combination with project methodologies allows students to practically apply acquired competencies. This approach represents a form of exploratory research activity, fostering cooperative collaboration skills. Such an approach undoubtedly contributes to enhancing positive motivation for learning a foreign language. This format of organizing the educational process places the student at the forefront, providing them with the opportunity for free expression of thoughts and the development of their own pace in mastering the learning outcomes.

4. The analytical review and systematic consideration of the contemporary pedagogical experience of foreign language teachers facilitated the elucidation of the methodology for employing multimedia presentations as a means of developing students' communicative competence. It was determined that the use of multimedia presentations is effective in shaping English communicative competence. The creation and presentation of the results of students' research activities through presentation tools contribute to the development of monological expression skills, dialogical interaction, self-presentation skills, and more. Another advantage in favor of communicative competence is the ability to hold the audience's attention for a certain period and engage listeners in collectively addressing discussion questions.

5. In addressing the fifth objective of our work, we summarized and identified effective information technologies in the formation of English communicative competence. The application of various types of information educational tools (educational, training, control, informational-reference, project, simulation, illustrative, and gaming) contributes to the acquisition of phonetic and lexical-grammatical competence by students, enhances their linguistic and cultural awareness, and forms language-strategic competence. All these components constitute a complex formation known as English communicative competence.

The perspectives of further studies lies in determining new efficient multimedia tools and implementing them into practice.

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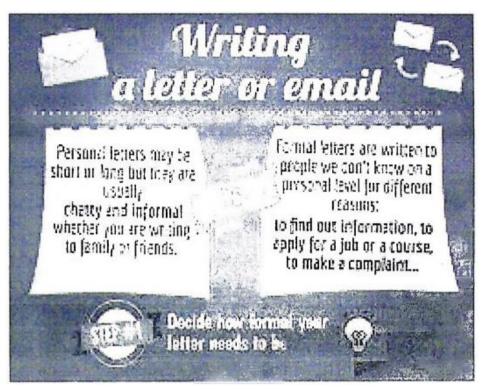
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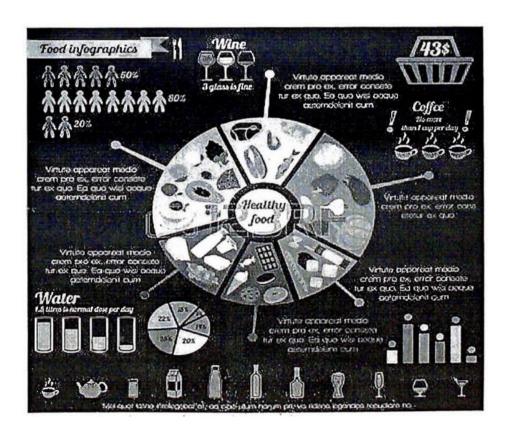
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APPENDICES

Examples of infographics in English language lessons

Methodical Development of an English Lesson Plan for 11th Grade on the Topic "Royal Family"

Objective:

Educational: To learn to express thoughts coherently on the topic "Royal Family", analyze and draw conclusions from one's work, and improve project work skills.

Developmental: To develop listening skills, monologic and dialogic speech, expand thinking, articulation, vocabulary, and phonetic hearing.

Educational: To foster an interest in traditions and customs of English-speaking countries.

Equipment:

Laptops, slideshow, multimedia presentation, project work, phone recording, cards for phonetic warm-up, board notes, crossword.

Recommendations for Conducting:

Each student has laptops with a slideshow program for each stage of the lesson. These slides are also displayed on the shared multimedia board. Multimedia presentations may include a video interview with Prince William and Kate (during the phonetic warm-up), a narrative about Princess Diana's life (during listening), and an audio recording of a phone conversation between Queen Elizabeth and students (speaking).

LESSON PLAN

I. INTRODUCTION

Greetings: Good morning, everyone,

At our respective places,

With sunny faces,

Good morning to all.

Let's look at one another,

Exchange smiles and laughter,

Enjoy the lesson, my friend,

A warm smile, let's extend.

Now, onto pair work, "Compliments" we'll explore,

Your success in life, let's not ignore,

Depends on your mood, good and bright,

Make others happy, it's a key insight.

So, to your friends, compliments share,

Spread joy around, show them you care.

II. MAIN PART OF THE LESSON

Setting the tone, let's start with cheer,

Today's lesson is special, that's clear.

With stops and comments, a summary awaits,

Your task is to guess, our theme relates.

Behold the flip-chart, a puzzle to unfold,

The Royal family, a tale to be told.

Why study this theme? Let's ponder and say,

For common development, knowledge display.

Checking homework, ensuring all's done,

Presenting projects, a chance to stun.

"The Royal family" explored in depth,

Two groups' efforts, we'll witness their breath.

The first group surveyed our school's clan,

What do they know? Share the plan.

The second, Lady Di's life they traced,

Windsor family tree, beautifully graced.

The presentations next time will shine,

Speakers, share briefly, what's in your line.

Phonetic drill, a unique endeavor,

Watch Kate and William, pronounce with fervor.

Vowels and consonants, in focus today,

After the video, practice we'll sway.

Speaking now, on Queen Elizabeth II,

What can you tell, let's hear from you?

 1. She holds the title of Queen over the United Kingdom and numerous other countries globally.

2. She serves as a symbolic leader.

3. She represents a longstanding tradition and is a symbol of the country.

T. Today, I have a surprise in store for you.

S. What's the surprise?

T. It may sound unbelievable, but it's a telephone conversation with Queen Elizabeth II.

S. Oh, that can't be true. How exciting! (Video clip about the Queen)

Telephone Conversation with Queen Elizabeth II

(Recording of the conversation on a mobile phone. Listening and responding to questions.)

Q. Good morning! Allow me to introduce myself. I am Elizabeth II, the Queen of the United Kingdom of Great Britain and Northern Ireland, born in London on April 21, 1926. I was the first child of King George and Queen Elizabeth. They baptized me with the name Elizabeth Alexander Maria in a chapel at Buckingham Palace. My early years were spent at

Piccadilly 145, London House, where I received my education alongside Princess Margaret, my younger sister. I also pursued studies in music, horseback riding, and swimming. I am delighted to connect with your school students. I'm curious about what you know regarding my sons, Edward and Andrew?

Answer: I am aware that Prince Edward briefly served in the armed forces before transitioning to work in the theater. Prince Andrew was a helicopter pilot and, following 22 years in the Navy, he currently serves as the UK Special Representative for International Investment. Thank you for your response.

Q. Next question: Can you tell me about my eldest son? What information do you have about him?

Answer: Yes, I know. Your eldest son is Charles, the Prince of Wales. He attended Cambridge Trinity College before serving in the Royal Air Force and Royal Navy.
He is recognized for his keen interest in architecture and environmental matters.

Q. My final question: Who was my son's first wife? What information do you have about her?

Answer: Your son's first wife was Diana. Formerly Diana Spencer, she married the Prince of Wales in 1981. She earned the affection of many with her modesty, shyness, and beauty. Tragically, on August 31, 1997, a car accident occurred in Paris that claimed her life.

B. Thank you for your insightful answers. I extend an invitation for you to visit the Buckingham Theater in London. Hope to see you soon. Goodbye.

T. What are your thoughts after the phone call?

Writing T. Examine the Royal Family tree. Read the sentences and complete the crossword (refer to Card 1 on page 42). Answers: 1 brothers; 2 cousin; 3 Henry; 4 parents; 5 William; 6 grandfather; 7 husband; 8 grandmother; 9 niece; 10 uncle; 11 youngest; 12 Royal Family.

Listening. Pre-listening to the text. Dear girls, you are young and beautiful. Every girl dreams of marrying a prince. However, in the Royal family, there was a woman who did not aspire to be a princess. Can you guess her name? Correct, it's Diana. Now, let's listen to information about her and afterward, determine if the sentences are true or false. (Play the recording about Diana.)

Post-listening:

1. Princess Diana was the first wife of Prince Charles.

2. She was born in 1962.

3. She was the youngest daughter.

4. She had two sisters, Sarah and Jane.

5. On August 31, 1997, she was killed in a car accident in Paris.

Reading Pre-reading: Unfortunately, one member of the royal family has passed away. This is Prince Charles's first wife, Diana. On April 9, 2005, he married Camilla Rosemary Shand. Now, let's read about this woman. (Photo of Camilla, Duchess of Cornwall.)

While reading: Camilla Rosemary Shand is Prince Charles's second wife. She was born in London on 17 July 1947 and spent her early years in Plumpton, East Sussex. She received her education at Dumbrells School in Sussex and Queen's Gate School in London. Her relationship with Prince Charles began at a polo match in 1970, before either of them was married. Her hobbies include horse riding and hunting. Camilla has two children, Tom and Laura.

Homework Assignment: Compose a piece on the "Customs and Traditions of the Royal Family" and also engage in project work.

Marking: I'm delighted to have had the chance to communicate with all of you. Your active and productive contributions made our lesson vibrant and meaningful.