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Philological Faculty
Department of Theory and Practice of Foreign Languages and Teaching
Methodology**

Diploma research of the educational qualification level «Bachelor Degree»

«The process of studying English using principles of Developmental Psychology»

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SUMMARY

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The object of the research: the process of listening English texts at secondary schools using principles of Developmental Psychology. The subject of the research: Developmental Psychology and its paradigm for listening material evaluation, selection and adaptation in the process of studying English at secondary schools.

The purpose of the research: to study and to highlight the features of the method of conducting assessing learner's listening skills and giving feedback teaching teenagers a foreign language at secondary schools using principles of Developmental Psychology.

Objectives of the study:

- to get acquainted with the literature on this topic of studying English using principles of Developmental Psychology;
- to define the essence and tasks of listening according to the principles of Developmental Psychology;
- to provide the most effective ways of listening material evaluation, selection and adaptation in the process of auditing at the English lessons according to the principles of Developmental Psychology;
- to identify the meaning of assessing learner's listening skills;
- to define functions, types and principles of assessing learner's listening skills and giving feedback by teenagers;
- to highlight the peculiarities of assessing learner's listening skills as one of the means of controlling the study of a foreign language;
- to define and highlight the Methodology of assessing learner's listening skills according to the principles of Developmental Psychology;
- to develop test tasks for the test control of listening in the 5th form;

- to make the relevant conclusions on this topic of studying English using principles of Developmental Psychology.

Scientific and practical significance of the research:

- 1) theoretical analysis on this problem was given and the current state of the problem was considered according to the principles of Developmental Psychology;
- 2) the analysis of the Methodology of assessing learner's listening skills was given according to the principles of Developmental Psychology;
- 3) we proposed the most effective ways of listening material evaluation, selection and adaptation in the process of auditing at the English lessons using principles of Developmental Psychology;
- 4) there was created the bank of tests to check listening skills using principles of Developmental Psychology;
- 5) conditions of effective usage of assessing learner's listening skills and giving feedback by teenagers were considered;
- 6) the results of the research can be useful in the practical work of teachers of foreign languages at secondary schools.

Firstly, in this research we proposed ***psychological mechanism of sinibularity*** for explaining assessing learner's listening skills and giving feedback.

It was shown, that sinibularity (from the Latin "sinibulis" – "similar") is a mechanism that actualizes the similarity, compatibility of objects according to their individual components, details, features. It is the basis for the formation of associative chains and it is one of the factors that forms the concept. The sinibular associative chain is a mono-modal mental construction that will be created due to the identical features of different concepts of each object. The fixation of sinibular relations is based on the possibility of recognizing the object not only taking into account the pattern, but also understanding its individual details; irradiation of the significance of the object on its basic features and the peculiarities of their restructuring affects is based on some features, and the presence of form-semantic connections facilitate the connection of external features of the object with its internal qualities, properties and characteristics.

Objects which belong to different groups of concepts might have not only differentiating features that allow their distribution, but also similar characteristics that provide some analogies. As a result, there may be more than one such symptom. Therefore, based on already known knowledge, well-known objects, etc., as well as using the psychological mechanism of the sinibular analogy, the subject can obtain a sufficiently large amount of information. The evaluative meaning of sinibularity is that if a completely new object cannot be evaluated as a whole, it can be characterized by individual details, the summurization of which creates a rough idea of the significance of the educational task as a whole.

Thus, sinibular qualities are based primarily on the fact that similar features of lexical and grammatical structures that the teacher offers to pupils should have similar characteristics, according to their conceptual affiliation. At the same time, the pupil creates certain sinibular concepts, that is a kind of mental constructions which are arisen as a result of establishing the associative connections between identical features of object's concepts of different levels. This level actualizes another one, no less important feature of lexical and grammatical units, which specify these features. Thus, according to the object, the pupil distinguishes in its structure certain details and features, which, however, have quite different specifics. Specifics of each concept will be those, which, as a result of close coordination of features, allow to assign this object to join to a certain conceptual group. The specificity of this or that feature determines the degree of generalization (or a level) of the concept. Therefore, there is a simultaneous actualization of individual-specific features, which, on the one hand, will characterize only this object and will allow its identification, and, on the other hand – to provide completely non-specific features that are inherent in almost any object, such as they do not play any role in solving this problem. Thus, the specificity of these feature determines the level (a volume) of the sinibular concept that it forms.

Firstly, in this research we showed, that psychological mechanism of sinibularity provides pupils with the solution of linguistic problems and tasks at the

lessons of a foreign language by updating basic four components of ***the philological consciousness of the person***:

- the identification of features (or characteristics) of a certain lexical or grammatical structure;
- the range of variations of their significance in the paradigm of this group of linguistic units (so-called objective concept);
- the level of acceptability of this variation;
- the differentiation of this concept, etc.

Key words: Developmental Psychology, listening material evaluation, selection, adaptation, listening skills, feedback, assessing learner's listening skills, teenagers, the practical work of teachers, synibularity, sinibular qualities, synibular concepts, philological consciousness of the person.

Жолобчук Олена Вікторівна (2025). Процес вивчення англійської мови з використанням принципів психології розвитку. Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. *Рукопис*.

Об'єктом дослідження є процес аудіювання англійських текстів у загальноосвітніх школах з використанням принципів психології розвитку. Предмет дослідження: парадигма психології розвитку та в її межах оцінка навичок аудіювання учнів і надання зворотного зв'язку підлітками в процесі вивчення англійської мови в середніх школах.

Мета дослідження: вивчити та висвітлити особливості методу проведення оцінювання навичок слухання учнів та дати зворотній зв'язок навчання підлітків іноземною мовою у загальноосвітніх школах із використанням принципів психології розвитку.

Завдання дослідження:

- ознайомитися з літературою на цю тему;
- визначити сутність і завдання аудіювання з використанням принципів психології розвитку;

- визначити значення оцінювання навичок слухача з використанням принципів психології розвитку;
- визначити функції, види та принципи оцінювання навичок аудіювання та надання зворотного зв'язку підліткам з використанням принципів психології розвитку;
- висвітлити особливості оцінки вміння аудіювання як одного з засобів контролю вивчення іноземної мови;
- визначити та висвітлити методологію оцінювання навичок аудіювання з використанням принципів психології розвитку;
- розробити тестові завдання для тестового контролю аудіювання у 5-му класі;
- зробити відповідні висновки.

Наукова та практична значущість дослідження:

- 1) дано теоретичний аналіз цієї проблеми та розглянуто сучасний стан її розв'язання із використанням принципів психології розвитку;
- 2) проведено аналіз методології оцінювання навичок аудіювання підлітків із використанням принципів психології розвитку;
- 3) створено банк тестів для перевірки навичок аудіювання підлітків із використанням принципів психології розвитку;
- 4) розглянуто умови ефективного використання навичок аудіювання підлітків та окреслено особливості надання зворотного зв'язку із використанням принципів психології розвитку;
- 5) було розглянуто умови ефективного використання оцінювання навичок аудіювання учнів та надання зворотного зв'язку підлітками;
- 6) результати досліджень можуть бути корисними у практичній роботі викладачів іноземних мов у загальноосвітніх школах.

Вперше в даному дослідженні було запропоновано завдання для виконання учнями на уроках іноземної мови, які актуалізують психологічний механізм кумулятивної ознаки впізнавання, що дозволяє достатньо швидко, практично одночасно формулювати для кожного нового завдання свій ко-образ та здійснювати його впізнання вже з огляду на цю нову конструкцію. Тому саме

по собі впізнання для учня не стає проблемою, адже проблемою буде визначення значущості самого завдання. Проте, сама по собі така можливість за умов дискантного сприймання задачі є досить сумнівною, але, разом з тим, школяр виконує цю задачу. *Вперше* в даному дослідженні було сформульовано психологічний механізм *синібулярності*.

Зазначено, що синібулярність (від лат. *sinibulis* – «подібний») – це механізм, який актуалізує подібність, сумісність об'єктів з огляду на їх окремі компоненти, деталі, ознаки. Воно є основою для утворення асоціативних ланцюжків і є одним із чинників, які утворюють поняття. Синібулярний асоціативний ланцюжок являє собою моно модальну психічну конструкцію, що створюватиметься завдяки ідентичним ознакам різних об'єктних понять. Фіксація синібулярних відношень засновується на можливості впізнання об'єкта не тільки з урахуванням паттерну, але і з огляду на окремі деталі; іррадіація значущості об'єкта на його базові ознаки та значущість їхньої реструктуризації впливає на значущість рангування ознак, а наявність формо-змістових зв'язків фасилітує пов'язати зовнішні ознаки об'єкта з його внутрішніми якостями, властивостями та характеристиками.

Показано, що об'єкти, що відносяться до різних груп понять, можуть мати не лише диференціюючі ознаки, які дозволяють здійснити їхній розподіл, але й подібні характеристики, що допускають деякі аналогії.

Подібних ознак, в результаті цього, може бути більше, ніж одне. Тому, відштовхуючись від вже відомих знань, від добре знаних об'єктів тощо, а також використовуючи психологічний механізм синібулярної аналогії, суб'єкт може отримати достатньою мірою великий обсяг інформації. Оцінювальний смисл синібулярності в тому, що якщо зовсім новий об'єкт неможливо оцінити в цілому, то його можна схарактеризувати за окремими деталями, підсумовування яких створює орієнтовне уявлення щодо значущості навчального завдання в цілому.

Вперше визначено, що *синібулярні властивості* базуються, передусім, на тому, що подібні ознаки лексичних та граматичних структур, які вчитель

пропонує учням, повинні мати подібні характеристики незалежно від їхньої понятійної приналежності. При цьому у школяра створюються певні *синібулярні поняття, тобто, – своєрідна психічна конструкція*, що виникає в результаті встановлення асоціативного зв'язку між ідентичними ознаками об'єктних понять різного рівня. При цьому актуалізується інша, не меншою мірою важлива ознака лексичних та граматичних одиниць, а саме *специфічність* цих структур. Отже, впізнаючи об'єкт, учень виокремлює в його структурі певні деталі та ознаки, які, однак, мають досить-таки різну специфічність. Специфічними для даного поняття будуть ті, які, в результаті щільного узгодження ознак, дозволяють віднести даний об'єкт до певної понятійної групи. При цьому специфічність ознаки визначає ступінь узагальнення (або рівень) поняття. Тому відбувається одночасна актуалізація індивідуально-специфічних ознак, які, з одного боку, характеризуватимуть лише даний об'єкт і дозволятимуть здійснити його ідентифікацію, а, з іншого боку, – цілковито неспецифічні ознаки, які притаманні практично будь-якому об'єктові, такі, що не відіграють ніякої ролі в розв'язанні даної проблеми. Отже, специфічність ознаки визначає рівень (обсяг) *синібулярного поняття*, що він утворює.

Вперше виокремлено компоненти філологічної свідомості особистості. Зазначено, що психологічний механізм синібулярності забезпечує розв'язання учнями лінгвістичних задач та завдань на уроках іноземної мови за допомогою ***актуалізації чотирьох компонентів філологічної свідомості особистості:***

- ідентифікація ознак (чи характеристик) певної лексичної або граматичної структури;
- діапазон варіації їхньої значущості в парадигмі даної групи лінгвістичних одиниць (так званого об'єктного поняття);
- рівень прийнятності даної варіації;
- диференціація поняття тощо.

Ключові слова: психологія розвитку, оцінка, відбір, адаптація матеріалу для аудіювання, навички аудіювання, зворотній зв'язок, оцінка

навичок аудіювання, підлітки, практична робота викладачів, синібулярність, синібулярні властивості, синібулярні поняття, філологічна свідомість особистості.

CONTENTS

SUMMARY	2
INTRODUCTION	11
CHAPTER I. DEVELOPMENTAL PSYCHOLOGY AND THE METHODOLOGY OF ASSESSING LEARNER'S LISTENING SKILLS AT SECONDARY SCHOOLS	17
1.1. THE PROCEDURE OF LISTENING MATERIAL EVALUATION, SELECTION AND ADAPTATION AT THE ENGLISH LESSON USING PRINCIPLES OF DEVELOPMENTAL PSYCHOLOGY	17
1.2. THE USE OF CONTEMPORARY COMMUNICATION TECHNOLOGIES FOR ASSESSING LEARNER'S LISTENING SKILLS AND GIVING FEEDBACK USING THE PRINCIPLES OF DEVELOPMENTAL PSYCHOLOGY	30
1.3. POSSIBILITIES OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES AT DIFFERENT STAGES OF A LESSON AT SECONDARY SCHOOLS	35
Conclusions to the first Chapter	40
CHAPTER II. EXPERIMENTAL RESEARCH OF FINDING THE WAYS OF LISTENING MATERIAL EVALUATION, SELECTION AND ADAPTATION AT THE ENGLISH LESSON USING PRINCIPLES OF DEVELOPMENTAL PSYCHOLOGY	43
2.1. PAST SIMPLE (CELINE DION «BECAUSE YOU LOVED ME»)	43
2.2. PAST CONTINUOUS (JACK JOHNSON «SITTING, WAITING, WISHING»)	48
2.3. PRESENT SIMPLE TENSE (ERIC CLAPTON «WONDERFUL TONIGHT»)	49
2.4. PRESENT PERFECT (MICHAEL BUBLÉ «HAVEN'T MET YOU YET»)	52
2.5. PRESENT CONTINUOUS (AVRIL LAVIGNE «I'M WITH YOU»)	55
2.6. FUTURE CONTINUOUS (THE POLICE «EVERY BREATH YOU TAKE»)	56
2.7. MIX OF TENSES (OTIS REDDING «SITTIN' ON THE DOCK OF THE BAY»)	59
2.8. THE ANALYSES OF THE RESULTS OF OUR RESEARCH	61
Conclusions to the second Chapter	68
CONCLUSIONS	71
REFERENCES	75
APPENDIXES	80

INTRODUCTION

The actuality of the research of the process of studying English using principles of Developmental Psychology. Despite the fact, that many researches have been conducted in Pedagogy, Psychology and Methodology for controlling the success and evaluation of pupils' knowledge, the problem of assessing learner's listening skills and giving feedback remains actual nowadays.

Today learning conditions, which are changing, require teachers to use more effective techniques and methods for controlling and evaluating pupils' knowledge, skills and abilities. The issues of improving control of pupils in listening skills and giving feedback in the study of a foreign language have repeatedly been raised on the pages of the magazine "Foreign languages at school". They concerned the authors of a large number of monographs and became the subject of defense of many dissertations. Also, the problems of verification and accounting of knowledge, skills and abilities, the methods of their organization and conduct have not lost their actuality.

Recently, according to many researchers (Schneider & Laurion, 1993), methodologists and teachers, a test is one of the most effective methods of assessing learner's listening skills and giving feedback. Not surprising, that the huge number of publications in the magazines deals with this problem (Pezdek & Hartman, 1983).

In spite of the fact, that many researches have been conducted on the problem of controlling and evaluating knowledge, skills and abilities of pupils the problem of assessing learner's listening skills and giving feedback remains actual nowadays. This led us to make a general orientation of our research.

The object of the research: the process of listening English texts at secondary schools using principles of Developmental Psychology.

The subject of the research: Developmental Psychology and its paradigm for listening material evaluation, selection and adaptation in the process of studying English at secondary schools.

The purpose of the research: to study and to highlight the features of the method of conducting assessing learner's listening skills and giving feedback teaching teenagers a foreign language at secondary schools be the way of listening material evaluation, selection and adaptation using principles of Developmental Psychology.

Objectives of the study:

- to get acquainted with the literature on this topic of studying English using principles of Developmental Psychology;
- to define the essence and tasks of listening according to the principles of Developmental Psychology;
- to provide the most effective ways of listening material evaluation, selection and adaptation in the process of auding at the English lessons according to the principles of Developmental Psychology;
- to identify the meaning of assessing learner's listening skills;
- to define functions, types and principles of assessing learner's listening skills and giving feedback by teenagers;
- to highlight the peculiarities of assessing learner's listening skills as one of the means of controlling the study of a foreign language;
- to define and highlight the Methodology of assessing learner's listening skills according to the principles of Developmental Psychology;
- to develop test tasks for the test control of listening in the 5th form;
- to make the relevant conclusions on this topic of studying English using principles of Developmental Psychology.

Theoretical and Methodological Foundations of our research there are: theories which deal with the studying English using principles of Developmental Psychology (Mykhalchuk, Levchuk, Ivashkevych, Er. & Nabochuk, 2023; Tatsuki, 2000); some main scientific view about the essence and tasks of listening according to the principles of Developmental Psychology (Mykhalchuk, Bihunova, Fridrikh & Vietrova, 2021); some theories of scientists about the most effective ways of listening material evaluation, selection and adaptation in the process of auding at the

English lessons according to the principles of Developmental Psychology (Dubovyk, Mytnyk, Mykhalchuk, Rashkovska & Nabochuk, 2022); to describe the ways of the meaning of assessing learner's listening skills (Late 1990s–Early 2000s) (Mackenzie, 1998; Mykhalchuk, Bihunova, Bihunov & Ivashkevych, Er., 2023); to define functions, types and principles of assessing learner's listening skills and giving feedback by teenagers (Grimes, 1990; Lonergan, 1984).

In the process of the research, we used the following **methods**:

- 1) theoretical studying on pedagogical and methodological literature;
- 2) observation on the process of control at the English lesson;
- 3) the analysis and generalization of teachers' experience according to the problem of listening material evaluation, selection and adaptation;
- 4) experimental conducting of assessing learner's listening skills and giving feedback by teenagers.

Scientific and practical significance of the research:

- 1) theoretical analysis on this problem was given and the current state of the problem was considered according to the principles of Developmental Psychology;
- 2) the analysis of the Methodology of assessing learner's listening skills was given according to the principles of Developmental Psychology;
- 3) we proposed the most effective ways of listening material evaluation, selection and adaptation in the process of auditing at the English lessons using principles of Developmental Psychology;
- 4) there was created the bank of tests to check listening skills using principles of Developmental Psychology;
- 5) conditions of effective usage of assessing learner's listening skills and giving feedback by teenagers were considered;
- 6) the results of the research can be useful in the practical work of teachers of foreign languages at secondary schools.

Firstly, in this research we proposed ***psychological mechanism of sinibularity*** for explaining assessing learner's listening skills and giving feedback.

It was shown, that sinibularity (from the Latin “sinibulis” – “similar”) is a mechanism that actualizes the similarity, compatibility of objects according to their individual components, details, features. It is the basis for the formation of associative chains and it is one of the factors that forms the concept. The sinibular associative chain is a mono-modal mental construction that will be created due to the identical features of different concepts of each object. The fixation of sinibular relations is based on the possibility of recognizing the object not only taking into account the pattern, but also understanding its individual details; irradiation of the significance of the object on its basic features and the peculiarities of their restructuring affects is based on some features, and the presence of form-semantic connections facilitate the connection of external features of the object with its internal qualities, properties and characteristics.

Objects which belong to different groups of concepts might have not only differentiating features that allow their distribution, but also similar characteristics that provide some analogies. As a result, there may be more than one such symptom. Therefore, based on already known knowledge, well-known objects, etc., as well as using the psychological mechanism of the sinibular analogy, the subject can obtain a sufficiently large amount of information. The evaluative meaning of sinibularity is that if a completely new object cannot be evaluated as a whole, it can be characterized by individual details, the summurization of which creates a rough idea of the significance of the educational task as a whole.

Thus, sinibular qualities are based primarily on the fact that similar features of lexical and grammatical structures that the teacher offers to pupils should have similar characteristics, according to their conceptual affiliation. At the same time, the pupil creates certain sinibular concepts, that is a kind of mental constructions which are arisen as a result of establishing the associative connections between identical features of object’s concepts of different levels. This level actualizes another one, no less important feature of lexical and grammatical units, which specify these features. Thus, according to the object, the pupil distinguishes in its structure certain details and features, which, however, have quite different specifics.

Specifics of each concept will be those, which, as a result of close coordination of features, allow to assign this object to join to a certain conceptual group. The specificity of this or that feature determines the degree of generalization (or a level) of the concept. Therefore, there is a simultaneous actualization of individual-specific features, which, on the one hand, will characterize only this object and will allow its identification, and, on the other hand – to provide completely non-specific features that are inherent in almost any object, such as they do not play any role in solving this problem. Thus, the specificity of these feature determines the level (a volume) of the sinibular concept that it forms.

Firstly, in this research we showed, that psychological mechanism of sinibularity provides pupils with the solution of linguistic problems and tasks at the lessons of a foreign language by updating basic four components of ***the philological consciousness of the person***:

- the identification of features (or characteristics) of a certain lexical or grammatical structure;
- the range of variations of their significance in the paradigm of this group of linguistic units (so-called objective concept);
- the level of acceptability of this variation;
- the differentiation of this concept, etc.

The methods of the research:

- 1) theoretical analysis of the state of the problem in the pedagogical theory and practice of work at schools;
- 2) theoretical study of literature, tasks, structure of the research;
- 3) theoretical analysis of the problem;
- 4) generalization and systematization of empiric materials.

The practical value of the research is that there were developed exercises and a model of teaching listening on the basis of authentic song materials which can be used in the process of foreign language learning process in middle level of studying the English language at secondary schools. The research consists of an introduction, 2 chapters, conclusions, the list of literature.

Approbation and implementation of the research results into the practice of general secondary school was carried out through discussion at the pedagogical councils of Alternative school KrOK of t. Kropyvnytskyi, meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. **Zholobchuk Olena (2025). CHARACTERISTICS OF DIALOGICAL COMMUNICATION.** Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених *«Актуальні проблеми сучасної іноземної філології» (20 травня 2025 року)*. Рівне: РДГУ. С. 114–118.

CHAPTER I.

DEVELOPMENTAL PSYCHOLOGY AND THE METHODOLOGY OF ASSESSING LEARNER'S LISTENING SKILLS AT SECONDARY SCHOOLS

1.1. THE PROCEDURE OF LISTENING MATERIAL EVALUATION, SELECTION AND ADAPTATION AT THE ENGLISH LESSON USING PRINCIPLES OF DEVELOPMENTAL PSYCHOLOGY

First of all, we have to underline that according to the requirements of the program at the end of the 2nd form pupils have already distinguished between commonly used words, demonstrate their mutual understanding of the key words in the statement, understand and respond to questions that require “yes / no” or other simple answers, understand simple instructions, commands, perceive the main events of simple stories that the teacher tells with the help of visibility and other means. Also, pupils can understand simple statements or the basic idea of authentic audio / video recording. Usually, audio texts contain up to 4 sentences. For the next year pupils should understand the teacher's speech: short (up to 6 sentences) texts (announcements, dialogues, poems, songs) built on the learned material and sounded at normal pace. Pupils of the 4th form already have to demonstrate the understanding of short texts, the volume of which is not more than 8 sentences, which may contain a small number of unknown words about the meaning of which they can guess.

The program of the 5th form provides the formation of the pupils' ability to understand the information, both during direct communication with the speaker and indirectly (recording by the cassettes of a native speaker), presented at a normal rate of sound recording. Audio-texts can contain up to 1% of unknown words and individual grammatical phenomena understood from the context. The duration of the sound is up to 1 minute. At the end of the 6th form texts proposed for listening may

contain 2% of unknown words and individual grammatical phenomena understood from the context. The duration of the sound is up to 2 minutes (Lonergan, 1984).

There are no significant differences between the program requirements for listening for the 6th and the 7th forms. At the end of the seventh year of studying at schools pupils learning English at secondary schools should take the main points for texts' discussion, for example, they'd like to know what happens in this or that situation, provided that the speaker tells in some a way a clear normative language, which is typical for everyday conversations. Also, the pupils have the opportunity to ask, to repeat some words or expressions; to understand the main content of texts, radio announcements, interviews about the events of the day or the topics of personal or professional interests envisaged by the program, to be able to select the necessary information from the heard material (Herx, 1986). The program also provides the best opportunities for the formation of the ability to use a linguistic and contextual guess based on a storyline or visibility. Audio texts can contain up to 2% of unknown words and individual grammatical phenomena understood from the context, and up to 1% of unknown words that do not interfere with the text's understanding in the whole. The duration of the sounded speech is up to 3 minutes.

By the end of the 9th form pupils should understand the basic content of not very complex authentic texts of cognitive and ethnographic nature, highlight the main ideas, facts and arguments, differentiate between basic facts and secondary information in terms of its probability and persuasiveness, as well as to understand the content of not very complex authentic texts such as cognitive radio and television broadcasts, television and video films. Pupils should summarize the information they listened to, make on this basis their own conclusions, evaluate the information received in terms of its truthfulness. Pupils should also demonstrate the understanding of the most relevant information from authentic texts such as announcements, advertisements, reporting, they could evaluate selected facts about their usefulness, application of some possibilities and opportunities; the program provides the formation of the ability of schoolchildren to understand partners in communicative process (including the understanding of unfamiliar linguistic

means), and, if it is necessary, using recipe and requesting, repeating or explaining. In such a way audio-texts will contain up to 3% of unknown words about the meanings you can guess from the context, and 1% of unfamiliar words that do not interfere with the comprehension of the text as a whole. The duration of the sound is up to 4 minutes.

By the end of the 10th form the texts are proposed by the teacher for listening would contain up to 3% of unknown words about the meaning of which pupils can guess from the context, and 2% of words that do not interfere with the comprehension of the text as a whole. The duration of sounds is up to 5 minutes. In the 11th form, the program provides up to 4% of unknown words in audio-texts. The meaning of such words can be guessed from the context. Audio-texts can contain 2% of unknown words that do not interfere with the comprehension of the text as a whole. Text sound time is up to 6 minutes. In the last year of training pupils must understand audio that contains up to 5% of unknown words about the meaning of which can be guessed from the context, and 2% of unknown words that do not interfere with the comprehension of the text, which lasts for 6 minutes. When the teacher composes tasks for listening to, pupils should focus on software requirements. Audit comprehension testing can be done in verbal or non-verbal ways. The pupils' actions after listening to the message have to be related to the nature of the task that was put before their cognitive activity, which can provide different forms of transmission of comprehension of audio texts. These texts can be proposed for pupils in such forms: language (non-verbal actions of pupils) lifting hands, signal cards, drawings, doing the actions, production of schemes, selection of pictures according to the content, transferring, arrangement of plan items or blocks of text according to the logic of the context, making definitions of the main idea, completion of the statements, correction of incorrect statements, testing by the choice of the answer (alternative, one-element and multiple choice, cross-chain tests, classification tests, tests for the restoration of released sentence elements (cluster-tests) (Cennamo, Savenye & Smith, 1991).

There are such kinds of *means for testing of the understanding of listened audio-text*. So, *non-verbal means* are: 1) doing the actions; 2) numeral testing; 3) testing with the help of signal and accounted cards; 4) manufacturing of circuits, drawings; 5) selection of drawings.

Verbal means are: *receptive means*: 1) confirmation or refutation of the teacher's statements; 2) choice of points of the text's plan; 3) tests with some choice of the answer. *Reproductive means* are: 1) answers to questions; 2) translation of the content into a foreign or a native language; 3) translation of words, phrases, sentences; 4) making a plan; 5) the formulation of questions to the text; 6) conversation based on the content of the text.

Let's demonstrate, by the way of some examples, the main ways of organizing *training exercises for listening* (Graber, 1990).

Example 1. Listen to some words and determine whether they are the same or not. Place the "+" sign if they are the same, the "-" sign if they are different.

A phonogram:

- 1) house – mouse;
- 2) flat – flag;
- 3) room – broom;
- 4) bath – path;
- 5) wood – wool.

Pupil's card: 1; 2; 3; 4; 5.

Means for testing are: pupils fill in the card.

Example 2. Listen to the statement and determine which picture by the best way belongs to another one. In the form of providing response under the approval number pupils have to write the letter indicating the corresponding figure.

Example 3. The teacher shows two drawings of objects (A and B) and names one of them. The pupils have to determine which of them is the statement. Along with the task number the pupil has to put the letter A or B.

Example 4. Look at the picture and listen to four phrases. Write the letter under which the phrase is corresponding to the image of the picture sounded.

A phonogram:

- A. There's a statue of a lion.
- B. The line is very straight.
- C. The vine is near the window.
- D. There's a lane near the building.

Means of testing: each pupil writes the corresponding letter.

Example 5. Listen to the phrase. Determine which of the sentences on your card corresponds to the content of this phrase. Place a sign next to this sentence "V".

A phonogram:

- A. Bill has one brother and one sister, and so does Jane.
- B. Bill has one brother and one sister named Jane.
- C. Bill and Jane are brother and sister.
- D. Bill's brother and sister like to be with Jane.

Means of testing: designation of the corresponding sentence (for example: V (A)).

Example 6. You are in one of the UK airports and you are waiting for the airplane to Ottawa. Listen to the announcement and write down the gallery number where it starts your plane to land on.

A phonogram: Passengers to Ottawa on Flight BD 335 – this flight is now boarding at gate number 5. BD 335 to Ottawa boarding now at gate number 5.

Means of testing: record a pupil in a gallery number of a notebook (Гнилова, 2018).

Example 7. You will hear a short conversation. You will hear the conversation twice. There is one question for each conversation. Put a tick under a right answer.

On tape: Peter: Hurry up! We'll be late.

Ann: What time does the train go?

Peter: At six fifteen. We must leave in ten minutes.

Ann: I'm nearly ready.

Pupil's card: What time does the train go?

1) (Below are images of clocks which show different time).

- 2) Means of testing: designation of corresponding drawing (for example: C).
- 3) Exercises for testing listened material may have the following character: to listen and to repeat the word, the phrase or several phrases, to combine phrases, to determine the difference between two phrases, to fill in the gaps in the graphic of the auditioned form, to select from the listed words those ones belonging to a certain topic.

Such exercises can be used during testing the listeners in forms 5-6. In order to interest children, promote the development of their imagination. The teacher should propose the following tasks: to listen to the beginning of the story and to come up with it, or to look at the picture, to listen to its description and to suggest its development.

To monitor the listener the teacher should submit the following tasks:

- 1) listen to the text, briefly convey its contents (4-5 sentences);
- 2) listen to the story and place the pictures that you have on the desk, according to the events in the story;
- 3) listen to two stories and tell them how different they are;
- 4) listen to the story and say if there was such a sentence in it;
- 5) look at the picture and listen to the story. Tell us what differences you noticed;
- 6) listen to the teacher's story, then read the text that is close to you and emphasize the sentences that were not in the teacher's story;
- 7) listen to the text and select from several drawings one that corresponds to the content of the text;
- 8) determine which of two stories you listened to correspond to the contents of the picture;
- 9) listen to the story and select (think out) a headline for it. Explain why exactly you named the story in such a way (Hadley, 1993).

The most important role is played by the instruction that contains a specific task for orienting pupils to purposeful and conscious understanding of information. Such a task organizes the pupil's thinking process, his/her attention and stimulates memorization in the process of listening.

Psychologists say that correct and accurate instruction can increase the perceived efficiency for 25%. After listening to the pupils' audio text, the teacher has to check his/her understanding, which is a decisive step in the process of listening. The main purpose of any educational system is the development of the pupil's person. Education is the basis and the mean of mental and in general – personal development of a man. However, according to scientists (Яхнюк, 2002), learning has to be understood in relation to the subject “A foreign language”, that is a process of communicatively oriented education, the concept of which is developed by foreign and Ukrainian methods of teaching.

Analyzing the features of communicative studying a foreign language, we understand the process of learning English as the method of organizing pupil-centered approach, which predetermines the development of a pupil as a person. Among the methods of teaching the main are: the individualization of education (Плахотник, 1995), personal content of educational communication (Allan, 1991), providing moral-emotional and intellectual development of a pupil (Davis, 1998), personal autonomy of each schoolchild, the development of interpersonal relationships (Мудренко, 2002), the formation of the image of “himself/herself” as a carrier of a national culture (Бурбелю, 2000). This means that the basis of communicatively oriented learning is the humanistic approach, which creates conditions for the active and free development of the pupil in the process of learning a foreign language.

The development of the individual should be understood not only as the extension of the horizons (the educational aspect), but also the development of intelligence (memory, thinking, attention, imagination) and intellectual operations (analysis, synthesis, classification, abstraction, concretization, choice, combination, decision-making). It is the development of value orientations, self-awareness, self-assessment

of the interaction of the person within the social environment, that predominates the “socialization of the individual”, which in general takes place in the context of the future of pupils’ life.

In the educational process this aspect of personal development is emphasized by creating authentic conditions for foreign language communication, which involves not only the use of original educational materials but also their actual use. We think that it is absolutely necessary to use informative educational material, which contain knowledge about our reality and reflect the attitude towards them. Such material has to help the teacher to broaden the general outlook of the pupil, to obtain certain background knowledge for understanding the specific situations, to express his/her own thoughts according to a foreign language, to familiarize students with possible ways of speech behavior (Пашук, 2002).

The authenticity of the use of foreign language teaching material can be achieved through its implementation in conditions that simulate situations of natural communication, for example, in situations close to our life, such as “a role play”. Researchers of **communicative-oriented learning** also define such conditions of authentic use of a foreign language in different educational situations **using principles of Developmental Psychology**:

1. *Use of interactive activities.* Tasks are proposed for pairs of pupils or small groups, gradually realizing a task in the whole class. Three types of pupils’ interaction are widely known: cooperation of participants in the development of a single idea; combining information known for various participants; transferring of information from one pupil to another one.

2. *Use of tasks with “information gap”.* Particularly valuable for personal development is the task of the “opinion gap” type, when pupils have different perspectives, points of view, and one needs to reach a common idea and a “reasoning gift” when different proofs need to be compared.

3. *Use of problematic speech-minded tasks.* Such tasks are based on the assumption, guessing, classification, finding similarities / differences, ranking,

opening, interpreting, reasoning, judging, eliminating unnecessary information, sequencing of actions, causal reasoning, critical thinking.

4. *Use of situations of spontaneous communication* when the educational situation becomes a natural one.

These conditions are necessary for the development of the pupil's personality, they have to be ensured in the process of teaching and controlling such type of speech activity, as listening (Barnard, 1993).

Speech competence of upper-class pupils in listening includes the ability to understand the basic content of listened texts of different kinds, which contain a small number of unfamiliar words, on topics which are necessary in the educational program. Understanding the main content of the message is based on the ability of pupils to select the necessary information, to summarize and to compare it with their own experience, to highlight the main idea of the text, to evaluate its usefulness and probability, to predict the development of the plot, etc. The formation of these skills requires the combination of the activity of perception and comprehension of audio texts with the production of speech in oral or written form, which is natural for a two-way process of speech communication, the mechanisms of which is the reception and delivery of information.

Developing a technique for forming audiences of adolescents based on the text is necessary to adhere to three-phase activity with the audio text at the lesson. These activity includes three stages: a preparatory stage, the executive one and a final stage. It is worth noting that a final (post-text) phase includes a speech practice based on the content of the text and the production of statements which go beyond the content of the text.

The language practice actualizes the task of identifying, comprehending and reorganizing the content of the text. In such a way pupils' production is associated with the creation of their own statements to make semantic decisions which have to be spontaneous. Both textual and pre-text activity should provide the authentic use of text information in educational settings, preferably with the use of interactive modes. Therefore, from the standpoint of communicative learning audio text should

stimulate the speech-thinking activity of senior pupils: its content should reveal certain aspects and provide the necessary information each person need it to solve the problem. Post-text tasks should determine the research activities of pupils in which their readiness for speech-thinking activity is formed.

Such theoretical positions are implemented in the content of methodological tasks, which are given below. Pupils have to listen to the text “Recycling”; after that they are given the task to note which of the above statements correspond to the content of the text.

1. Americans do not usually wrap their purchases.
2. Packaging is always necessary and useful.
3. The average American discards 1,200 pounds of packaging each year.
4. “Composites” are packages containing several layers of materials and recyclable.
5. Packaging is always interesting.
6. Recycling uses the same materials again and again.
7. Much drinks come in aluminum cans.
8. Aluminum cannot be recycled.
9. The glass cannot be melted to make new bottles.

By completing this task, the pupils go to the next task (answer the questions).

1. When did recycling begin?
2. What does recycle mean?
3. What materials are easy to recycle?
4. Why are there different “composites” of this problem?
5. How long have cars been recycled?
6. How are metals, glass and paper recycled?

Then the teacher sets the task for pupils:

Can you prove that recycling is a part of conservation? Do it.

Do research. Visit a local supermarket and write the following:

1. Three products packaged in a cardboard: foil; glass; plastic; polyethylene.

2. Three products that are not packaged. They are...
3. Three fruits or vegetables that come fresh cannot be frozen. They are...
4. Products that come in aerosol cans are:...
5. Bags that the supermarket uses (paper/plastic).

Compare your answers with the responds of other colleague in small groups. Report your conclusions to the whole class.

Consequently, the tests for checking the development of listening skills make it possible not only to obtain the necessary information but also to promote the development of intellectual, creative and communicative skills.

In such a way listening is understood as a process of listening and understanding of verbal statements. The perception and understanding of speech directly depend on a number of factors that characterize the educational material and the mode of listening. According to all gradually complicated conditions of listening, which is the main content of a special program. It is, for example:

- 1) the duration of the sound of the proposed texts;
- 2) the presence in the text of new strange words or some grammatical constructions;
- 3) the method of presentation of the text;
- 4) presence (or absence) of visual supports;
- 5) one-time or multiple presentation.

Testing of listened information should take at least some period of time and include into the process of cognitive activity as many students as it is possible. And so, it is rather expedient to do in a writing form (Верещагина, 2000).

The most appropriate form of testing is providing tests for the whole form. For example, after listening to the text pupils can offer test tasks which the teacher needs:

- 1) to arrange (re-group) the statement in the correct order (to a right order pupils correspond the content with the information from the text they have read);
- 2) to choose the correct answer to the questions from several proposed variants;
- 3) to determine the conformity of the statements of the content with the text having been listened, using the conditional designations “+” and “-”, etc.;

4) to fill in the gaps in the text, in which the content of the story having been listened is presented in a concise form;

5) to continue the initiated sentences independently or to choose the correct variant from several proposed ones.

Samples of such tasks of texts have already been proposed by each separate sample when it comes for checking reading skills of pupils. Also, schoolchildren will offer tasks of the following type: to listen to the text and to fill in the letter for the answers to write the letters marked with the given pictures, in the sequence of sentences which correspond to the events having been described in the text.

After listening to the text while performing the test task pupils are also invited to formulate the main idea of the text in 2-3 short sentences and to write them in the form of answers according to the task number. Sometimes, if it is possible, after listening to the text pupils can color the picture according to the content of listened information.

These tasks, proposed by us for pupils at the lessons of a foreign language, update the psychological mechanism of the cumulative feature of recognition, which allows us quickly, almost simultaneously formulate for each person a new task and to do its co-image and recognize it in a view of this new design. Therefore, recognition itself does not become a problem for the pupil, because this problem will be determined the significance of the task itself. However, such a possibility itself in terms of tremendous perception of some task is quite questionable, but, at the same time, the pupil performs this task. This psychological mechanism is ***the mechanism of sinibularity***.

Sinibularity (from the Latin “sinibulis” – “similar”) is a mechanism that actualizes the similarity, compatibility of objects according to their individual components, details, features. It is the basis for the formation of associative chains and it is one of the factors that forms the concept. The sinibular associative chain is a mono-modal mental construction that will be created due to the identical features of different concepts of each object. The fixation of sinibular relations is based on the possibility of recognizing the object not only taking into account the pattern, but also

understanding its individual details; irradiation of the significance of the object on its basic features and the peculiarities of their restructuring affects is based on some features, and the presence of form-semantic connections facilitate the connection of external features of the object with its internal qualities, properties and characteristics.

Objects which belong to different groups of concepts might have not only differentiating features that allow their distribution, but also similar characteristics that provide some analogies. As a result, there may be more than one such symptom. Therefore, based on already known knowledge, well-known objects, etc., as well as using the psychological mechanism of the sinibular analogy, the subject can obtain a sufficiently large amount of information. The evaluative meaning of sinibularity is that if a completely new object cannot be evaluated as a whole, it can be characterized by individual details, the summurization of which creates a rough idea of the significance of the educational task as a whole.

Thus, sinibular qualities are based primarily on the fact that similar features of lexical and grammatical structures that the teacher offers to pupils should have similar characteristics, according to their conceptual affiliation. At the same time, the pupil creates certain sinibular concepts, that is a kind of mental constructions which are arisen as a result of establishing the associative connections between identical features of object's concepts of different levels. This level actualizes another one, no less important feature of lexical and grammatical units, which specify these features. Thus, according to the object, the pupil distinguishes in its structure certain details and features, which, however, have quite different specifics. Specifics of each concept will be those, which, as a result of close coordination of features, allow to assign this object to join to a certain conceptual group. The specificity of this or that feature determines the degree of generalization (or a level) of the concept. Therefore, there is a simultaneous actualization of individual-specific features, which, on the one hand, will characterize only this object and will allow its identification, and, on the other hand – to provide completely non-specific features that are inherent in almost any object, such as they do not play any role in solving

this problem. Thus, the specificity of these feature determines the level (a volume) of the sinibular concept that it forms.

Thus, the psychological mechanism of sinibularity provides pupils with the solution of linguistic problems and tasks at the lessons of a foreign language by updating basic four components of ***the philological consciousness of the person:***

- the identification of features (or characteristics) of a certain lexical or grammatical structure;
- the range of variations of their significance in the paradigm of this group of linguistic units (so-called objective concept);
- the level of acceptability of this variation;
- the differentiation of this concept, etc.

The components of the philological consciousness of the person identified by us will be analyzed and detailed in our next publications.

1.2. THE USE OF CONTEMPORARY COMMUNICATION TECHNOLOGIES FOR ASSESSING LEARNER'S LISTENING SKILLS AND GIVING FEEDBACK USING THE PRINCIPLES OF DEVELOPMENTAL PSYCHOLOGY

The use of new information technologies in teaching is one of the most important aspects of improving and optimizing the educational process, enriching the arsenal of methodological tools and techniques, allowing to diversify the forms of work and make the lesson interesting and memorable for pupils.

In modern science there are many different approaches to the definition of the term “information and communication technology”. According to the Pedagogical Applied Dictionary, information and communication technologies are a combination of tools and methods for transforming information data to obtain new quality information (information product) (Furmanovsky, 1997).

In modern sources, information and communication technologies are a wide range of digital technologies used for creating, transmitting and distributing

information and providing services (computer equipment, software, telephone lines, cellular communications, electronic mail, cellular and satellite technologies, wireless and cable networks, communications, multimedia, and the Internet).

The modern educational paradigm, which is built on computer-based teaching aids, takes as its basis not the transfer of ready-made knowledge and skills to students, but the inculcation of self-education in the student. At the same time, the work of students in a lesson is in the nature of communication with a teacher, mediated through interactive computer programs and audiovisual media.

Scientists believe that any teaching method is enriched by the integration of information technology into it. But if in the process of teaching informatics information and communication technology act both as an object of study and as a means of learning, in the process of teaching general educational disciplines they are only a means of learning.

Let us define the concept of “information and communication technology tools”. Means of information and communication technologies are software, software and hardware and technical means and devices operating on the basis of microprocessor, computing technology, as well as modern means and systems for information broadcasting, information exchange, providing operations for collecting, producing, storing, storing, processing, information transfer and the ability to access information resources of local and global computer networks (Hanson, 1992).

The most commonly used information and communication technology’s tools for assessing learner’s listening skills and giving feedback in the paradigm of Developmental Psychology there are: electronic textbooks and manuals demonstrated using a computer and multimedia projector, electronic encyclopedias and reference books, simulators and testing programs, Internet educational resources, DVD and CD discs with pictures and illustrations, video and audio equipment, research projects and projects.

Methodists distinguish several classifications of information and communication technology’s tools. In accordance with the first classification, all

information and communication technology's tools used in the education system can be divided into **two types**: hardware (computer, printer, scanner, camera, video camera, audio and video recorder, etc.) and software (electronic textbooks, simulators, test devices). environments, information sites, Internet search engines, etc.).

The breakthrough in the field of information and communication technologies, which is currently taking place, forces us to reconsider the issues of organizing information support for cognitive activity. Thus, the second classification of information and communication technology's tools allows us to consider the possibility of using information technology in educational activities (Mackenzie, 1998);

- to search for literature, in Internet using browsers like Internet Explorer, Mozilla Firefox and others, various search engines (Yandex.ru, Rambler.ru, Mail.ru, Google.ru, Yahoo.com, etc.) and work with it (referencing, note-taking, annotation, quoting, etc.);

- for work with texts, using the package of the main Microsoft Office application programs: Microsoft Word allows you to create and edit texts with graphic design; Microsoft PowerPoint allows you to create presentation slides for a more colorful demonstration of the material; Microsoft Excel to perform calculations, analyze and visualize data and work with lists in tables and on web pages; Microsoft Office Publisher allows you to create and edit booklets, brochures, etc.

- for automatic translation of texts with the help of translators (PROMTXT) and electronic dictionaries (AbbyLingvo7.0);

- for storing and accumulating information (CD-, DVD-disks, Flash-disks);

- for communication (Internet, e-mail, ICQ, Skype, MailAgent, etc.);

- for processing and playback of graphics and sound (players Microsoft Media Player, Win Amp, Win DVD, z-player, programs for viewing images ACD See, Photo-Shop, CorelDraw, programs for creating diagrams, drawings and graphs Visio).

The listed information and communication technology facilities create favorable opportunities in the English language classes for the organization of independent work of pupils. They can use computer technology both for studying individual topics and for self-control of the knowledge gained. Moreover, the computer is the most patient teacher, able to repeat as many tasks as possible, seeking the right answer and, ultimately, automating the skill being worked out.

The multi-functionality of a computer during training (or its multimedia properties) allows creating and reproducing software products, the main characteristic of which, from the point of view of educational technologies, is interactive visibility – the effect of immersion into the educational software environment and interaction with it. This is a special and supreme view at present, originally created by the author-developer of a software product, which allows the user to “enter into dialogue” with a computer due to the presence of a certain set of options, followed by animation effects – a series of successive frames displayed at a given pace. In this case, the pupil makes purposeful intellectual efforts, cognizing logical connections, the nature of the interaction between objects and phenomena, that is, he learns not individual static images, but semantic schemes, which is akin to acquiring the experience of independent research (Faltis & Hundelson, 1998).

In addition, the virtual presence of the user in the software learning environment mobilizes all the main channels of perception of new information – visual, auditory and motor, starting to work in parallel and in concert – as it usually happens in everyday reality. Information perceived in this way, which is not based on scattered, but on selective attention, is more efficiently processed as a result of speech-thinking operations, is more reliably stored in memory, and is extracted from it more quickly. But it is precisely selective attention, according to specialists in cognitive psychology, that is the basis of targeted and effective learning.

With traditional methods of conducting a lesson, the teacher is the main carrier of information for students; it requires the student to concentrate, concentrate, and strain memory. Not every student is able to work in this mode. Psychological features of character, type of perception of the child become the cause of failure. At

the same time, modern requirements for the level of education do not allow to reduce the amount of information necessary for a student to master the topic of the lesson.

However, when organizing a lesson with the use of computer programs, information is provided to students in a colorful way, using animation effects, in the form of text, diagram, graphics, drawing. All this, in the opinion of modern scientists, makes it possible to explain the teaching material more clearly than orally. It is also very important that at such lessons the student can work individually, moving forward in comprehending the new material at his own pace, returning to the incomprehensible, if required, or running ahead.

The computer is loyal to a variety of pupils' responses: it does not accompany pupils' activity with praising or negative comments, which develops their independence and creates a favorable social and psychological atmosphere in the classroom, giving them self-confidence, this is an important factor for the development of their individuality (Grimes, 1990).

Thus, *speaking of the advantages of pupils' activity with a computer*, one should call its indisputable merits (Mayer & Gallini, 1990):

- general cultural development of pupils;
- improving computer skills;
- language level improvement;
- creating a favorable psychological climate;
- increasing pupils' motivation and interest in the subject;
- self-affirmation of pupils;
- the possibility of implementing individualization of training;
- implementation of the feedback principle;
- great opportunities for visual presentation of the material;
- exclusion of time for writing material on the board;
- saving teacher's materials;
- improving the process of checking pupils' activity;
- increasing the authority of the teacher;
- a combination of control and self-control;

- objective and timely assessment of student actions;
- activation of individual skills.

The use of modern educational technology allows you to go:

- from learning as a function of memorization to learning as a process of mental development;
- from a static knowledge model to a dynamic system of mental actions;
- from orientation to the average pupil to differentiated and individual training programs;
- from external motivation of learning to internal morally volitional regulation.

Today, new methods with the use of information and communication technology's tools are opposed to the traditional teaching of foreign languages. This form of organization of lessons is the most accessible for the work of the teacher and its application in the lessons at Ukrainian school.

The use of information and communication technologies in foreign language lessons reveals the enormous possibilities of a computer as an effective means of learning. Computer-based training programs allow you to train different types of speech activity and combine them in different combinations, understand language phenomena, contribute to the formation of linguistic abilities, create communicative situations, automate language and speech actions, and also ensure the implementation of an individual approach and pupils' individual activity.

1.3. POSSIBILITIES OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES AT DIFFERENT STAGES OF A LESSON AT SECONDARY SCHOOLS

After analyzing the theoretical sources, it can be concluded that the importance of using information technologies in a contemporary school cannot be overestimated. The effectiveness of their use in the classroom, including in a foreign language class, is no longer in doubt. Information and communication technologies

create a new environment in which future generations have to not only communicate, but also build professional and personal relationships, demonstrate their interests and represent themselves, so teachers must apply information and communication technology's tools in the classroom.

Scientists note that the more perception systems are involved in learning, the better and stronger the material is absorbed. The active introduction of new technical means into the educational process increases the didactic possibilities, providing visibility, audio and video support and control, which, in general, contributes to an increase in the level of teaching. Possessing elementary computer literacy, the teacher is able to create original learning materials that enthrall, motivate and target pupils for successful results.

The specificity of a foreign language is in the development of communicative competence in the totality of its components: speech, language, socio-cultural / intercultural, compensatory and educational and cognitive competencies and the development of the personality of students.

Thus, ***it is possible to distinguish the activity with a multimedia presentation, which is built by using principles of Developmental Psychology:***

- the use of multimedia presentations as one of the information and communication technology's tools for teaching various types of speech activity;
- use of presentations to increase the motivation of pupils;
- formation of socio-cultural and educational competence with the help of presentation material;
- development of creative activity and independence.

There are options for the use of multimedia presentations in the educational process: slides, cartoons, films, excerpts from stories, fairy tales, songs, background words and phrases. When learning to write, students learn to work with text editors, improve their computer skills, learn to use electronic versions of English-Ukrainian and Ukrainian-English dictionaries. Students have the practical opportunity to use the knowledge and skills gained in computer science lessons. They correspond with peers from other countries, send their work to the teacher to check.

When learning grammar, the use of information and communication technologies is possible when studying almost any topic. It is more interesting to check the level of formation of grammatical skills on the basis of test programs and the provision of reference information (Mykhalchuk, Bihunova, Bihunov & Ivashkevych Er., 2023). When learning vocabulary, it is possible to use information and communication technologies on the basis of test and gaming computer programs using visual clarity; expansion of passive and potential trainee dictionaries; providing reference information.

When learning to read, information and communication technologies allows the improvement of reading technique skills through the use of such techniques as varying the field of perception and rate of presentation, changing the location of the text, etc.; providing reference information through the provision of linguistic or extra-linguistic information. When learning to listen, use information and communication technologies' capabilities to form phonetic listening skills; control of the understanding of the text heard; ability to understand authentic speech.

When learning to speak using information and communication technologies, phonetic speaking skills are formed; organization of communication in pairs and small groups using role-playing games based on simulation-modeling programs. The ability to communicate, explain, approve, convince, congratulate, give a description, etc. When learning to translate, lexical and grammatical translation skills are formed; control of the correctness of the translation; mastering the ability to edit text translations using text editors and machine translation systems; providing reference information.

To create presentations the teacher can attract their students. For example, the study of a topic or section traditionally ends with repetition, consolidation and generalization. All these elements can be combined by inviting students at the final stage of each topic to create a multimedia project instead of a traditional essay. Creating a presentation, students are given an excellent opportunity to systematize the acquired knowledge and skills, their practical application, as well as the possibility of realizing their intellectual potential and abilities. It is very important

for students to feel an interest in independent creative work, to feel the significance of the results of their work, because Presentation is a ready methodical material for a lesson, and also to feel own success.

Let us show ***the use of information and communication technologies in teaching Phonetics according to the principles of Developmental Psychology.***

When teaching phonetics using information and communication technologies, pronunciation visualization is often used. Multimedia features allow you to listen to the speech in the target language, adapting it in accordance with your level of perception, and the regulation of the speed of sound allows you to split the phrases into separate words, simultaneously matching the pronunciation and spelling of words.

At the initial stage of learning a foreign language, it is very important to correctly and correctly learn how to pronounce sounds. It is the phonetic side of language proficiency that will affect the correct perception of linguistic units and the formation of a general culture of speech. With the correct formation of the phonetic side of speech, the child will not only correctly pronounce the lexical units, but also easily perceive the material in a foreign language by ear, which is an integral part of competent mastery of oral speech (Pezdek & Stevens, 1984).

What can we use at this stage? When working out the phonetic side, I use presentations with audio and video materials, vocabulary articles voiced by native speakers. It is also very important to take into account age features and level of language proficiency.

When practicing sounds, you can use simulators that control the pronunciation of the word and the child will not be able to move to a new stage without uttering previous lexical units correctly.

Let us show ***the use of information and communication technologies in teaching reading according to the principles of Developmental Psychology.***

At this stage, hyper-texts help a lot. Hyper-text is an opportunity not only to read the text, but also to study in more detail those phenomena that occur in the text. At the initial stage, you can use different simulators with exercises like “insert the

missing letter, find the same letter, divide the words according to the rules of reading, etc.” E-testing has proven itself very well. The child reads the text and performs tests of a training or controlling nature. Usually, children are not afraid of such tests, because there is no psychological discomfort in front of the computer, as in front of a notebook for tests.

Let us show ***the use of information and communication technologies in teaching Grammar according to the principles of Developmental Psychology.***

Using information and communication technologies in class while practicing grammar, I concluded that children learn the information obtained much more clearly by visualization than simply using charts and tables. When a child sees a situation, he lives it and finds himself in it. Children also like working with songs, when you need to insert a missing word when listening (at the initial stage, you can give a choice of words), grammatical structure.

And again, the system of exercises and tests in the electronic version really saves time due to the lack of the need to rewrite the exercise, which will give more time for the actual working out of grammatical structures and phenomena. When learning Grammar, we often encounter the fact that there are not enough exercises in the textbook. Well, when the textbook developed a separate collection of exercises on grammar. And if not? The teacher has to use additional textbooks, find suitable exercises in them, make a copy of them. All this takes a lot of time. Using this site, we can save both our time and our efforts. The grammar section of this site contains a lot of information on each rule of English grammar. We just have to select the section we need and save the file we need to our computer. If in the mass of all files you do not immediately see what you need, then you can use the search. You just need to write the name of the rule, and the system will give you a complete list of suitable materials.

Let us show ***the use of information and communication technologies in teaching Speech and Listening according to the principles of Developmental Psychology.***

When teaching oral speech, you can use tasks like “write a sound letter to your friend”, “record an interview with a star”, “voice a cartoon, film”. Pupils are always

happy to accept such tasks, because each of them wants to be on the site of a famous artist, actor, director. When learning to listen, you can use authentic adapted and unadapted texts, radio broadcasts from the Internet, carry out individual control using both electronic tests and online tests.

Currently there are a huge number of Internet resources that contain materials for teachers and pupils. Consider some of them.

In this section, you can find worksheets for films and cartoons for different levels of language (the level must be indicated). All worksheets can be downloaded. Unfortunately, the video for such materials cannot be downloaded. But a huge plus is that all movies or cartoons can be downloaded from other Internet resources, since all videos are modern and thus interesting for schoolchildren. What is contained in the worksheets? Clarifying questions on the scanned episode. These can be either general questions or clarification of details, or please explain individual words and phrases.

Conclusions to the first Chapter

Researchers of **communicative-oriented learning** also define such conditions of authentic use of a foreign language in different educational situations **using principles of Developmental Psychology**:

1. *Use of interactive activities.* Tasks are proposed for pairs of pupils or small groups, gradually realizing a task in the whole class. Three types of pupils' interaction are widely known: cooperation of participants in the development of a single idea; combining information known for various participants; transferring of information from one pupil to another one.

2. *Use of tasks with "information gap".* Particularly valuable for personal development is the task of the "opinion gap" type, when pupils have different perspectives, points of view, and one needs to reach a common idea and a "reasoning gift" when different proofs need to be compared.

3. *Use of problematic speech-minded tasks.* Such tasks are based on the assumption, guessing, classification, finding similarities / differences, ranking,

opening, interpreting, reasoning, judging, eliminating unnecessary information, sequencing of actions, causal reasoning, critical thinking.

4. *Use of situations of spontaneous communication* when the educational situation becomes a natural one.

These conditions are necessary for the development of the pupil's personality, they have to be ensured in the process of teaching and controlling such type of speech activity, as listening.

The most commonly used information and communication technology's tools for assessing learner's listening skills and giving feedback in the paradigm of Developmental Psychology there are: electronic textbooks and manuals demonstrated using a computer and multimedia projector, electronic encyclopedias and reference books, simulators and testing programs, Internet educational resources, DVD and CD discs with pictures and illustrations, video and audio equipment, research projects and projects.

Thus, ***it is possible to distinguish the activity with a multimedia presentation, which is built by using principles of Developmental Psychology:***

- the use of multimedia presentations as one of the information and communication technology's tools for teaching various types of speech activity;
- use of presentations to increase the motivation of pupils;
- formation of socio-cultural and educational competence with the help of presentation material;
- development of creative activity and independence.

There are options for the use of multimedia presentations in the educational process: slides, cartoons, films, excerpts from stories, fairy tales, songs, background words and phrases.

To create presentations the teacher can attract their students. For example, the study of a topic or section traditionally ends with repetition, consolidation and generalization. All these elements can be combined by inviting students at the final stage of each topic to create a multimedia project instead of a traditional essay. Creating a presentation, students are given an excellent opportunity to systematize

the acquired knowledge and skills, their practical application, as well as the possibility of realizing their intellectual potential and abilities. It is very important for students to feel an interest in independent creative work, to feel the significance of the results of their work, because Presentation is a ready methodical material for a lesson, and also to feel own success.

CHAPTER II.

EXPERIMENTAL RESEARCH OF FINDING THE WAYS OF LISTENING MATERIAL EVALUATION, SELECTION AND ADAPTATION AT THE ENGLISH LESSON USING PRINCIPLES OF DEVELOPMENTAL PSYCHOLOGY

Our experiment was organized at Alternative school KrOK of t. Kropyvnytskyi in February-March, 2025. The experimental class was the 5th-B, a control one was 5th-C. In the experimental class we proposed song for listening and the author's exercises for finding the ways of assessing learner's listening skills and giving feedback not only about the content of these songs, but also according to Grammar rules have been studied before.

2.1. PAST SIMPLE (CELINE DION «BECAUSE YOU LOVED ME», Appendix A)

Language Function: listening, talking about the life, love, relationship

Grammar Focus: Past Simple

ACTIVITIES

1. Try to find the answers by using the Internet.

- a) Who is the singer of the song "Because you loved me"? (Celine Dion)
- b) Can you give some of her other famous songs. (My heart will go on, All by myself, Think twice,...)
- c) "My heart will go on" is the song of a famous film. Which one? (Titanic)

2. Match the word with the meaning. Fill this in, in the grid.

- 1) to believe

- 2) strength
 - 3) faith
 - 4) wings
 - 5) to bless
 - 6) tender (wind)
 - 7) inspiration
 - 8) to reach
- a) the flat part of the body which a bird, insect or bat uses for flying, or one of the flat horizontal structures that stick out from the side of an aircraft and support it when it is flying.
 - b) to ask for God's help and protection for someone or something, or to call or make someone or something holy.
 - c) gentle, caring or sympathetic.
 - d) great trust or confidence in something or someone.
 - e) someone or something that gives you ideas for doing something, a sudden good idea.
 - f) the ability to do things that need a lot of physical or mental effort.
 - g) to think that something is true, correct or real.
 - h) to get to a particular, especially high level, etc, to arrive at a place.

1	2	3	4	5	6	7	8

3. Listen carefully to the song: Fill in the missing words in the lyrics.

Because you (to love) me.

For all those times you (to stand) by me

For all the truth that you (to make) me see

For all the joy you brought to my life

For all the wrong that you(to make) right

For every dream you (to make) come true

For all the love I found in you

I'll be forever thankful baby

You're the one who me (to hold up)

Never let me fall

You're the one who saw me through, through it all

You (to be) my strength when I was (to be) weak

You (to be) my voice when I couldn't speak

You (to be) my eyes when I couldn't see

You (to see) the best there was in me

..... me (to lift up) when I couldn't reach

You gave me faith cause you (to believe)

I'm everything I am

Because you (to love) me

You (to give) me wings and (to make) me fly

You (to touch) my hand I could touch the sky

I (to lose) my faith, you (to give) it back to me

You (to say) no star was out of reach

You (to stand) by me and I stood tall

I (to have) your love I (to have) it all

I'm grateful for each day you (to give) me

Maybe I don't know that much

But I know this much is true

I was blessed because I was loved by you

You (to be) my strength when I was weak
You (to be) my voice when I couldn't speak
You (to be) my eyes when I couldn't see
You (to see) the best there was in me
..... me (to lift up) when I couldn't reach
You (to give) me faith cause you believed
I'm everything I am
Because you (to love) me

You (to be) always there for me
The tender wind that (to carry) me
A light in the dark shining your love into my life
You've been my inspiration
Through the lies you (to be) the truth
My world is a better place because of you
I'm everything I am
Because you (to love) me.

4. Use the verbs in the grid to fill in the gaps.

For all those times you by me.
You..... me faith cause you
You my strength when I weak.
..... me when I couldn't reach.
Because you me.

were	Up	loved	lifted	stood	saw	believed	gave
------	----	-------	--------	-------	-----	----------	------

5. Grammar

Which tense is used in the title of the song? (Simple Past)

How do we form this tense? (regular verbs, irregular verbs...)

When do we use this tense?

Can you give me some signal words of this tense? (Yesterday, last week, a month ago, in 2002)

6. Put these verbs in the Simple Past:

Infinitive	Simple past
to work	Yesterday, I on my relationship
to listen	She..... to a love song when she was feeling very sad.
to help	He..... helped his girlfriend with a very hard task for English
to spell	Last week we the word “love” in class.
to play	Youhide-and-seek with your best friends.
to talk	They..... about the feelings they have for each other.
to walk	I..... on the beach.
to learn	He that he had to pay attention when she was talking.

7. Exercise on the Simple Past (You can use your list of the irregular verbs). Put the verb in the simple past and underline the signal words of the simple past.

The Titanic in 1912 (to sink).

I the movie Titanic three times. I’m going to see it again tonight. (to see)

He the question last night (to answer).

You a question yesterday(to ask).

You me faith (to give).

Last summer they us (to call).

Celine in Canada (to live).

He to the concert of Celine Dion last year (to go).

We her the CD “Because you loved me” for her birthday (to give).

Celine the piano when she was a child (to play).

8. Forming a negative. Try to make the sentence in the left-hand column, a negative one in the right-hand column.

Example: You loved me.	You didn't love me.
You saw the best there was.	You
You gave me wings.	You
The tender wind that carried me.	The tender
You touched my hand.	You
For all those times you stood by me.	For all those times.....

How do we form a negative in English?

(You mustn't negate a full verb in English. Always use the auxiliary did (Simple Past of to do) for negation + inf!!!.)

2.2. PAST CONTINUOUS (JACK JOHNSON «SITTING, WAITING, WISHING», Appendix B)

Language Function: listening, talking about the God, love

Grammar Focus: Past Continuous

ACTIVITIES

1. Listen to the song and complete the gaps with these words:

down - having - cruel - please – believed – songs - mystery - friends

2. Find a word or phrase in the song that means:

God: _____

Pretend that somebody is not there: _

Silly: _____

Give an opportunity: _____

Tolerate: _____

3. Underline all the sentences in the Simple Past

4. Color all the sentences in the Past Continuous

5. Answer the questions

1. What is the song about?
2. Do you think the singer is in love with a girl? Why?
3. Do you think the girl is in love with him?
4. Do you think that love is worth waiting? Why?

2.3. PRESENT SIMPLE TENSE (ERIC CLAPTON «WONDERFUL TONIGHT», Appendix C)

Language Function: listening, talking about the party, love

Grammar Focus: Present Simple

ACTIVITIES

1. Draw attention to the picture.

Where are they? (At a party)

What are they doing? (They are drinking champagne; they're smiling, they're holding hands)

What's their relationship? (Boyfriend and girlfriend, husband and wife, mother and son...)



2. Put the expressions in a logical order. Negotiate with your partner.

Example: "I think that she tries on her clothes first, then she puts on her make-up, because she has to match her makeup to the clothes."

- () asking "Do I look all right?"
- () going to the party
- () going to sleep
- () putting on clothes
- () driving home
- () putting makeup on
- () brushing hair
- () people admiring the woman

3. Now fill in the blanks with the Simple Present form of the verbs in parenthesis.

It _____ (to be) late in the evening

She's wondering what clothes to wear

She _____ (to put on) her make-up

And _____ (to brush) her long blonde hair

And then she _____ (to ask) me

"Do I look all right?"

And I say yes, you look wonderful tonight

We go to a party
And everyone _____ (to turn) to see
This beautiful lady
That's walking around with me
And then she _____ (to ask) me
“_____ you _____ all right?” (to feel, interrogative)

And I say yes, I feel wonderful tonight I feel wonderful
Because I see the love light in your eyes
And the wonder of it all Is that you just
_____ (to realize, negative)
How much I love you
It _____ (to be) time to go home now
And I've got an aching head
So I give her the car keys
She _____ (to help) me to bed
And then I tell her As I turn out the light
I say my darling, you were wonderful tonight
Oh my darling, you were wonderful tonight

4. Read the lyrics and discuss the questions in groups.

- a) Why does she ask the first question? *(She wants his opinion on her outfit)*
- b) What happens in the second stanza? Why does she ask the second question? *(She thinks he might be jealous because everybody at the party looked at her.)*
- c) Does he feel jealous? How does he feel? Why? *(No, he feels wonderful, because she loves him).*
- d) Why doesn't he drive? *(He's got a headache, he probably drank too much of that champagne)*

2.4. PRESENT PERFECT (MICHAEL BUBLÉ «HAVEN'T MET YOU YET», Appendix D)

Language Function: listening, talking about the future, love, chance, hope

Grammar Focus: Present Perfect

ACTIVITIES

1. Listen to the song and complete

I'm not, not everything

I've broken my so many times, I keeping track

Talk myself, I talk myself

I get all worked, then I let myself

I tried so very not to lose it

I up with a million excuses

I, I of every possibility

And Isomeday that it'll all turn out

You'll me work, so we can work to work it out

And I you, kid, that I so much more than I get

I just haven't met you yet

2. Listen and match

1) I might have to wait,	a) we can be so amazing
2) I guess it's half timing,	b) can see every possibility
3) Wherever you are,	c) and the other half's luck
4) You'll come out of nowhere	d) I'll never give up
5) And I know that	e) and into my life

6) And, baby, your love	f) can see every possibility
7) And now I	g) whenever it's right

3. Listen and put the sentences in the correct order

- a) In love and war
- b) They say all's fair
- c) And now I can see every single possibility
- d) And Being In Your Life Is Gonna Change Me
- e) But I won't need to fight it
- f) We'll get it right and we'll be united
- g) And I know that we can be so amazing

Listen to the whole song and check your answers

4. Underline all the present perfect forms in the song.

5. Explain the following phrases with your own words.

Not Everything Lasts

I Stopped Keeping Track.

Talk Myself In, I Talk Myself Out

It's Half Timing, And The Other Half's Luck

Wherever You Are, Whenever It's Right

They Say All's Fair In Love And War

We'll Get It Right

6. Phrasal Verbs

Match the phrasal verbs with their definitions. Read the song again understand their meaning

To Work Up sth
To Let someone Down.
To Come Up With
To Turn Out
To Work sth Out
To Give Up
To Come Out

1) to make yourself or another person feel upset or strong emotions

2) to stop doing something before you have finished it

3) to appear and surprisingly

4) to develop well

5) to suggest or think of an idea or plan

6) to result well

7) to disappoint someone

7. Complete the sentences with the correct phrasal verb

1. Luisana and Michael's relationship has really well. They got married on March 31st 2011.
2. Apparently, Michael had..... trying to find the love of his life before he met Luisana.
3. Whenever Michael and Luisana have a problem they try tothem.....
4. Loveunexpectedly for Michael Bubble.
5. Michael hasthe brilliant idea of writing this song for his beloved .
6. Michael was afraid ofLuisana.....so he bought a 100,000 dollar engagement ring for her.
7. It would haveMichaelif Luisana had refused his proposal of marrying him.

2.5. PRESENT CONTINUOUS (AVRIL LAVIGNE «I'M WITH YOU», Appendix E)

Language Function: listening, talking about the life, love, death

Grammar Focus: Present Continuous

ACTIVITIES

1. Write the -ing forms of these verbs

- Do you know the meaning of all of them?

♥ wait

♥ look

♥ search

♥ listen

♥ go

♥ try

♥ stand

- Do you know how to form the present continuous?

Remember you need: **Subject+Present Simple of the verb «to be»+verb in the -ing form**

Now, give the present continuous of the verbs above, but just for the first person (I).

2. Listen to the song.

The first time **fill in the gaps marked as (.....)** with the -ing forms of the verbs above.

3. Now, you'll listen to the song a second time and you'll have to **fill in the gaps marked as (_____)**. Before listening, read the help provided next to each gap and try to predict the word.

I'm on the _____ (it's over a river and starts with b)

I'm in the dark

I thought that you'd be here by now

There's nothing but the _____ (you don't go to the beach in this weather)

No footsteps on the ground

I'm, but there's no sound

CHORUS

Isn't anyone..... to find me?

Won't somebody come take me _____(your house)

It's a damn _____ night (the opposite of hot)

..... figure out this life

Won't you, take me by the _____ (a part of your body),

take me somewhere _____ (the opposite of old)

I don't know who you are but I, I'm with you

I'm with you I'm.....for a place

I'mfor a face

Is anybody here I know

Cos nothing's going right and

Everything's a mess

And no-one likes to be alone

CHORUS

Oh, _____ is everything so confusing (an interrogative pronoun)

Maybe I'm just out of my mind

Yeah Yeah Yeah It's a damn.....

2.6. FUTURE CONTINUOUS (THE POLICE «EVERY BREATH YOU TAKE», Appendix F)

Language Function: listening, talking about the future life

Grammar Focus: Future Continuous

Vocabulary/Topic common verb collocations

ACTIVITIES

1. Listen to the song. What is the song about?

- a nurse taking care of a patient
- man's obsession with a lost lover
- father watching his son taking his first steps

2. Complete the lyrics with missing verbs. You will need to use some verbs more than once. Then, listen to the song and check if you were right. **Focus on Grammar** **break fake make play say stake stay**

Every breath you take and every move you _____ (1)

Every bond you _____ (2)

Every step you take, I'll be watching you

Every single day and every word you _____ (3)

Every game you _____ (4)

Every night you _____ (5),

I'll be watching you

Oh can't you see you belong to me?

How my poor heart aches with every step you take

Every move you _____ (6)

and every vow you _____ (7)

Every smile you _____ (8)

Every claim you _____ (9), I'll be watching you

Since you've gone I've been lost without a trace

I dream at night I can only see your face

I look around but it's you I can't replace

I feel so cold and I long for your embrace

I keep crying baby, baby please

Oh can't you see you belong to me?

How my poor heart aches with every step you _____ (10)

Every move you ...

3. Choose appropriate ending for each rule.

- We use Future Continuous to say that something ...

a) ... will be going on at a certain time in the future.

b) ... will be completed at a certain time in the future.

- We use Future Continuous to talk about ...

a) ... our intentions for the future.

b) ... planned or expected future events.

4. Put the verbs in brackets into the future continuous tense.

1. Please fasten your seatbelt. We (take off) in a few minutes.

2. This time next week I (sunbathe) on a beach in Egypt.

3. She (have) her piano lesson at 5 pm tomorrow.

4. We (leave) at 7.30 am, so go to bed early.

5. I (see) you again.

6. Don't call her at 9am – she (have) her breakfast then.

7. When you arrive I (work).

8. He (enjoy) his holidays this time next month.

9. When you next see me I (wear) my new red dress.

10. My boss (give) his presentation at 11am.

11. Victor (play) on his computer when his father comes home.

12. They (arrive) in Munich just about now.

13. This time tomorrow I (fly) to Barcelona.

14. In a few hundred years' time people (go) to Mars for their holidays.

15. It (rain) when we reach Toronto.

16. We need to hurry to get to the top of the hill. The sun (rise) in a minute.

17. I can't borrow my father's car. He (use) it this afternoon

2.7. MIX OF TENSES (OTIS REDDING «SITTIN' ON THE DOCK OF THE BAY», Appendix G)

Language Function: listening, talking about the future

Grammar Focus: Present Simple, Present Continuous, Future Simple, Future Continuous, «be going to + infinitive», Past Simple, Present Perfect

ACTIVITIES

1. Present continuous (progressive) tense tells what someone IS DOING RIGHT NOW.

verb BE (am, is, are) + ING

Right now, I am sitting in the morning sun.

Can you find any other present progressive tense verb in the song?

- a. _____
- b. _____
- c. _____
- d. _____

Now you write a sentence using the present progressive tense.

- e. _____

2. Future continuous (progressive) tense tells what someone WILL BE DOING in the verb WILL BE + ING FUTURE

I'll be sitting here when the sun sets.

I will be sitting here when the evening comes.

Now you write a sentence using the future progressive tense.

a. _____

3. verb BE GOING TO + infinitive (base form of the verb) = FUTURE

I'm going to eat at 5:00.

Can you find any other FUTURE BE GOING TO verbs in the song?

a. _____

b. _____

c. _____

Now you write a sentence using a FUTURE BE GOING TO verbs.

d. _____

4. future tense = WILL + base for of the verb

I will eat at 5:00.

Can you find any other FUTURE verbs in the song?

a. _____

Now you write a sentence using a FUTURE verb.

b. _____

5. HAVE + Past Participle = Present Perfect Tense (is a PAST Tense)

I have eaten already.

She has not seen that movie yet.

Can you find any other present perfect verbs in the song?

a. _____

b. _____

Now you write a sentence using a verb in the present perfect tense.

c. _____

6. The PAST TENSE tells about something that happened in a past time.

I ate a hamburger for lunch yesterday.

Can you find any other PAST TENSE verbs in the song?

- a. _____
- b. _____
- Now you write a sentence using a PAST TENSE verb.*
- c. _____

7. Find 6 Present Tense verbs.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

8. What words rhyme (or almost rhyme)?

- a. _____ rhymes with _____
- b. _____ rhymes with _____
- c. _____ rhymes with _____
- d. _____ rhymes with _____
- e. _____ rhymes with _____
- f. _____ rhymes with _____
- g. _____ rhymes with _____

2.8. THE ANALYSES OF THE RESULTS OF OUR RESEARCH

To analyze the results of our experiment we have developed a system of criteria (Table 2.1).

Table 2.1

Indicators of the development of lexical and grammatical skills of pupils

Criteria	Indicators
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Proper use of the lexical phenomenon	- the number of mistakes in the language; - the ability to explain the choice of grammatical phenomenon
Knowledge of the form of the grammatical phenomenon	- correct construction of the grammatical form; - the ability to determine the grammatical form in the context

On the basis of the criteria there were developed levels of the development of lexical-grammar skills.

“A High level” – the pupil correctly builds a grammar form, correctly uses lexical phenomenon, can explain his/her choice.

“Above average level” – the pupil uses correctly the grammar form, but it can not always explain its choice, he/she has a good vocabulary.

“A Middle level” – the pupil feels some difficulties in the construction and use of grammar phenomena, admits minor mistakes in the language.

“A Low level” – the pupil cannot build a grammar form, does not know the cases of the use of a grammar phenomenon, admits a large number of mistakes in the language.

To analyze pupils’ Grammar knowledge we proposed them Grammar Test № 1.

Grammar Test № 1 «The Past Simple and the Past Continuous Tenses».

Choose the correct variant

1. I ____ to be a pilot when I was young.
a) wanted b) was wanting
2. The train ____ on time yesterday.
a) was arriving b) arrived
3. Where ____ when I met you yesterday?
a) were you going b) did you go
4. Titanic ____ in the Atlantic many years ago.
a) sank b) was sinking

5. My grandma ____ apple trees while she lived in the country.

- a) was planting b) planted

6. I ____ at home all day.

- a) was staying b) stayed

7. When my parents came, I ____ with my friends online

- a) was chatting b) chatted

8. It ____ all night.

- a) rained b) was raining

The keys: 1.A, 2.B, 3.A, 4.A, 5.A, 6.A, 7.A, 8.B.

Write the most suitable words in each gap (ago, yesterday, last, while, when, as, in, at)

1. Tommy's father worked in that office 2 years ____

2. The plane was flying ____ 8 p.m. ____

3. My best friend went to London ____ month

4. ____ I was having dinner, my sister was having a shower

5. ____ did the supermarket close?

6. Your aunt studied German ____ 2001

7. Jason was swimming ____ his girlfriend was drinking a coke

The keys: 1. ago, 2. at, yesterday, 3. last, 4. As, 5. When, 6. in, 7. While.

Which sentence is the correct one?

1. a) The men were studying on the new project all day yesterday

b) The men was studying on the new project all day yesterday

c) The men studied on the new project all day yesterday

2. a) When were you finishing your project?

b) When did you finish your project?

c) When were you finish your project?

3. a) You didn't be in the party yesterday

- b) you didn't were in the party yesterday
- c) You weren't in the party yesterday
- 4. a) My sister watched TV while his husband was playing with the children
- b) My sister was watching TV while his husband was playing with the children
- c) My sister was watching TV while his husband played with the children

The keys: 1. a, c; 2. b; 3. c; 4. b.

Also, we proposed to the pupils Grammar Test № 2 «Future Forms, Future Continuous».

Grammar Test № 2 «Future Forms, Future Continuous».

1. Future Continuous

- 1) This time next week I _____ (lie) on a beach in Miami.
- 2) When I get home from work tonight, my children _____ (play) video games.
- 3) Don't phone between 8 and 9. They _____ (have) dinner then.
- 4) _____ you _____ (use) the laptop this afternoon. I'm going to need it.
- 5) She _____ (leave) school this time next year.
- 6) This time tomorrow we _____ (fly) to Nice.

2. Rewrite the underlined verb forms and use future simple or continuous

- 1) Don't call me at 10 o'clock. I am going to fly to Spain.
- 2) I suppose we are going to stay at a hotel next summer.
- 3) Come to see me in the afternoon. I work in the garden.
- 4) Do you think it is snowing at the weekend?
- 5) Is the coat O.K.? – Yes, I am taking it.
- 6) This time on Sunday we are going to ski in France.
- 7) I don't know if I will stay here. Perhaps I move to a big city one day.
- 8) Every pupil is using a computer in the future.

3. Fill in with: Present Simple, Future Simple, Present Continuous, Future Continuous.

- 1) The course _____ (begin) in November.
- 2) You can't come with me. Mom _____ (not let) you.
- 3) This time next week I _____ (have) breakfast with my sister in Paris.
- 4) Do you have any plans for tonight? Actually, I do. I _____ (go) out with Tom.

4. Answer the question in writing form. What tense did you use?

- 1) Imagine yourself being now on the other planet. What are you doing there?
- 2) What do children usually do in the street?
- 3) What were you doing yesterday from 4 p.m. to 6 p.m?

The results of pupils of control class in the beginning and at the end of the experiment there are in Table 2.1, 2.2.

Table 2.1

The results of pupils of control class in the beginning of the experiment

A criteria Pupils	The correct use of the grammar phenomenon	Knowledge of the form of the grammar phenomenon	Levels
A. Vlad	☺	☺	High
B. Taisia	☹	☹	Average
B. Iryna	☹	☺	Above average
C. Julia	◆	☹	Middle
B. Tetiana	☹	◆	Middle
C. Yevhen	◆	☹	Middle
B. Anastasia	☹	☹	Middle
A. Jaroslav	☺	☺	High
B. Olesia	☹	☺	Above High

Conditional marks:

- ☺ – excellent;
- ☹ – good;
- ◆ – satisfactorily.

The results of pupils of control class at the end of the experiment there are in Table 2.2.

Table 2.2

The results of pupils of control class at the end of the experiment

A criteria Pupils	The 1-st criteria: The correct use of the grammar phenomenon			Total mark	The 2-d criteria: Knowledge of the form of the grammar phenomenon			Total mark
	1	2	4		1	2	4	
A. Vlad	😊	😊	😊	😊	☹	😊	😊	😊
C. Taisia	♦	☹	☹	☹	☹	☹	😊	☹
B. Iryna	☹	😊	😊	😊	☹	😊	😊	😊
C. Julia	♦	☹	☹	☹	☹	☹	😊	☹
C. Tetiana	♦	☹	😊	☹	☹	☹	😊	☹
C. Yevhen	♦	♦	☹	♦	♦	♦	☹	☹
C. Anastasia	♦	♦	☹	♦	♦	♦	☹	☹
A. Jaroslav	😊	😊	😊	😊	😊	😊	😊	😊
B. Olesia	☹	☹	😊	☹	☹	😊	😊	😊

Conditional marks:

😊 – excellent;

☹ – good;

♦ – satisfactorily.

The results of pupils of experimental class at the beginning of the experiment there are in Table 2.3.

Table 2.3

The results of pupils of experimental class at the beginning of the experiment

A criteria Pupils	The correct use of the grammar phenomenon	Knowledge of the form of the grammar phenomenon	Levels
A. Ivan	😊	😊	High
B. Nataliia	☹	☹	Middle

A. Iryna	😊	😊	High
B. Julia	☺	☺	Middle
A. Tetiana	😊	☺	Above Middle
C. Yevhen	◆	☺	Middle
B. Anastasia	☺	☺	Middle
A. Jaroslav	😊	😊	High
B. Nazar	☺	😊	Above Middle

Conditional marks:

😊 – excellent;

☺ – good;

◆ – satisfactorily.

The results of pupils of experimental class at the end of the experiment there are in Table 2.4.

Table 2.4

The results of pupils of experimental class at the end of the experiment

A criteria Pupils	The correct use of the grammar phenomenon		Knowledge of the form of the grammar phenomenon		Levels
	The 1-st stage	The 2-nd stage	The 1-st stage	The 2-nd stage	
A. Ivan	😊	😊	😊	😊	High
B. Nataliia	☺	☺	☺	☺	Middle
A. Iryna	😊	😊	😊	😊	High
C. Julia	◆	☺	☺	☺	Middle
B. Tetiana	☺	😊	◆	☺	Middle
C. Yevhen	◆	◆	☺	☺	Middle
B. Anastasia	☺	☺	☺	☺	Above Middle
A. Jaroslav	😊	😊	😊	😊	High
B. Nazar	☺	☺	😊	😊	High

Conditional marks:

😊 – excellent;

☺ – good;

◆ – satisfactorily.

The analysis carried out within the research of theoretical and methodological tasks of studying a foreign language at school revealed that one of the topical problems is the ability to communicate with pupils of the middle level of learning with native speakers and the use of already learned skills of spoken language at school. Modern technologies allow us to expand the scope of the lesson, which requires the use of new forms of learning.

The expediency of using songs in the lesson of a foreign language is that the lyric text material stimulates motivation, which contributes to the better assimilation of the linguistic material due to the action of involuntary memorization mechanisms that allow increasing the volume and durability of memorization.

So, the use of song material provides phonological knowledge and the development of phonetic abilities while listening to a song, revealing to students the culture of another country, and is an entertaining element in the learning process, which guarantees the full mastery of a foreign language. In the songs there is a large number of proper names, geographical names, realities of the country whose language is studied. With the help of songs, the grammatical constructions are better assimilated and activated.

Conclusions to the second Chapter

We showed ***the use of information and communication technologies in teaching Phonetics according to the principles of Developmental Psychology.***

When teaching phonetics using information and communication technologies, pronunciation visualization is often used. Multimedia features allow you to listen to the speech in the target language, adapting it in accordance with your level of perception, and the regulation of the speed of sound allows you to split the phrases into separate words, simultaneously matching the pronunciation and spelling of words.

At the initial stage of learning a foreign language, it is very important to correctly and correctly learn how to pronounce sounds. It is the phonetic side of

language proficiency that will affect the correct perception of linguistic units and the formation of a general culture of speech. With the correct formation of the phonetic side of speech, the child will not only correctly pronounce the lexical units, but also easily perceive the material in a foreign language by ear, which is an integral part of competent mastery of oral speech.

What can we use at this stage? When working out the phonetic side, I use presentations with audio and video materials, vocabulary articles voiced by native speakers. It is also very important to take into account age features and level of language proficiency.

When practicing sounds, you can use simulators that control the pronunciation of the word and the child will not be able to move to a new stage without uttering previous lexical units correctly.

We showed ***the use of information and communication technologies in teaching reading according to the principles of Developmental Psychology.***

At this stage, hyper-texts help a lot. Hyper-text is an opportunity not only to read the text, but also to study in more detail those phenomena that occur in the text. At the initial stage, you can use different simulators with exercises like “insert the missing letter, find the same letter, divide the words according to the rules of reading, etc.” E-testing has proven itself very well. The child reads the text and performs tests of a training or controlling nature. Usually, children are not afraid of such tests, because there is no psychological discomfort in front of the computer, as in front of a notebook for tests.

We showed ***the use of information and communication technologies in teaching Grammar according to the principles of Developmental Psychology.***

Using information and communication technologies in class while practicing grammar, I concluded that children learn the information obtained much more clearly by visualization than simply using charts and tables. When a child sees a situation, he lives it and finds himself in it. Children also like working with songs, when you need to insert a missing word when listening (at the initial stage, you can give a choice of words), grammatical structure.

And again, the system of exercises and tests in the electronic version really saves time due to the lack of the need to rewrite the exercise, which will give more time for the actual working out of grammatical structures and phenomena.

We showed ***the use of information and communication technologies in teaching Speech and Listening according to the principles of Developmental Psychology.***

When teaching oral speech, you can use tasks like “write a sound letter to your friend”, “record an interview with a star”, “voice a cartoon, film”. Pupils are always happy to accept such tasks, because each of them wants to be on the site of a famous artist, actor, director. When learning to listen, you can use authentic adapted and unadapted texts, radio broadcasts from the Internet, carry out individual control using both electronic tests and online tests.

CONCLUSIONS

Researchers of **communicative-oriented learning** also define such conditions of authentic use of a foreign language in different educational situations **using principles of Developmental Psychology**:

1. *Use of interactive activities.* Tasks are proposed for pairs of pupils or small groups, gradually realizing a task in the whole class. Three types of pupils' interaction are widely known: cooperation of participants in the development of a single idea; combining information known for various participants; transferring of information from one pupil to another one.

2. *Use of tasks with "information gap".* Particularly valuable for personal development is the task of the "opinion gap" type, when pupils have different perspectives, points of view, and one needs to reach a common idea and a "reasoning gift" when different proofs need to be compared.

3. *Use of problematic speech-minded tasks.* Such tasks are based on the assumption, guessing, classification, finding similarities / differences, ranking, opening, interpreting, reasoning, judging, eliminating unnecessary information, sequencing of actions, causal reasoning, critical thinking.

4. *Use of situations of spontaneous communication* when the educational situation becomes a natural one.

These conditions are necessary for the development of the pupil's personality, they have to be ensured in the process of teaching and controlling such type of speech activity, as listening.

The most commonly used information and communication technology's tools for assessing learner's listening skills and giving feedback in the paradigm of Developmental Psychology there are: electronic textbooks and manuals demonstrated using a computer and multimedia projector, electronic encyclopedias and reference books, simulators and testing programs, Internet educational

resources, DVD and CD discs with pictures and illustrations, video and audio equipment, research projects and projects.

Thus, ***it is possible to distinguish the activity with a multimedia presentation, which is built by using principles of Developmental Psychology:***

- the use of multimedia presentations as one of the information and communication technology's tools for teaching various types of speech activity;
- use of presentations to increase the motivation of pupils;
- formation of socio-cultural and educational competence with the help of presentation material;
- development of creative activity and independence.

There are options for the use of multimedia presentations in the educational process: slides, cartoons, films, excerpts from stories, fairy tales, songs, background words and phrases.

To create presentations the teacher can attract their students. For example, the study of a topic or section traditionally ends with repetition, consolidation and generalization. All these elements can be combined by inviting students at the final stage of each topic to create a multimedia project instead of a traditional essay. Creating a presentation, students are given an excellent opportunity to systematize the acquired knowledge and skills, their practical application, as well as the possibility of realizing their intellectual potential and abilities. It is very important for students to feel an interest in independent creative work, to feel the significance of the results of their work, because Presentation is a ready methodical material for a lesson, and also to feel own success.

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into separate words, simultaneously matching the pronunciation and spelling of words.

At the initial stage of learning a foreign language, it is very important to correctly and correctly learn how to pronounce sounds. It is the phonetic side of language proficiency that will affect the correct perception of linguistic units and the formation of a general culture of speech. With the correct formation of the phonetic side of speech, the child will not only correctly pronounce the lexical units, but also easily perceive the material in a foreign language by ear, which is an integral part of competent mastery of oral speech.

What can we use at this stage? When working out the phonetic side, I use presentations with audio and video materials, vocabulary articles voiced by native speakers. It is also very important to take into account age features and level of language proficiency.

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Firstly, in this research we showed, that psychological mechanism of sinibularity provides pupils with the solution of linguistic problems and tasks at the lessons of a foreign language by updating basic four components of ***the philological consciousness of the person***:

- the identification of features (or characteristics) of a certain lexical or grammatical structure;
- the range of variations of their significance in the paradigm of this group of linguistic units (so-called objective concept);
- the level of acceptability of this variation;
- the differentiation of this concept, etc.

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APPENDIXES

Appendix A

CELINE DION «BECAUSE YOU LOVED ME»

For all those times you stood by me
For all the truth that you made me see
For all the joy you brought to my life
For all the wrong that you made right
For every dream you made come true
For all the love I found in you
I'll be forever thankful baby
You're the one who held me up
Never let me fall
You're the one who saw me through through it all

You were my strength when I was weak
You were my voice when I couldn't speak
You were my eyes when I couldn't see
You saw the best there was in me
Lifted me up when I couldn't reach
You gave me faith 'cause you believed
I'm everything I am
Because you loved me

You gave me wings and made me fly

You touched my hand I could touch the sky
I lost my faith, you gave it back to me
You said no star was out of reach
You stood by me and I stood tall
I had your love I had it all
Maybe I don't know that much

But I know this much is true
I was blessed because I was loved by you

You were my strength when I was weak
You were my voice when I couldn't speak
You were my eyes when I couldn't see
You saw the best there was in me
Lifted me up when I couldn't reach
You gave me faith 'cause you believed
I'm everything I am
Because you loved me

You were always there for me
The tender wind that carried me
A light in the dark shining your love into my life
You've been my inspiration
Through the lies you were the truth
My world is a better place because of you

You were my strength when I was weak
You were my voice when I couldn't speak
You were my eyes when I couldn't see
You saw the best there was in me
Lifted me up when I couldn't reach
You gave me faith 'cause you believed
I'm everything I am
Because you loved me

I'm everything I am
Because you loved me

TRANSLATION

За весь час, що ти підтримував мене
За всю правду,
що ти змусив мене побачити
За всю радість, що ти приніс в моє життя
За всі помилки, що ти виправив
За кожну мрію, яку ти здійснив
За всю любов, яку я знайшла в тобі
Я завжди буду вдячна, малюк
Ти – той, хто підтримав мене
Ніколи не дозволяв мені впасти
Ти – той, хто пройшов зі мною крізь все це

Ти був моєю силою, коли я була слабка
Ти був моїм голосом, коли я не могла говорити
Ти був моїми очима, коли я не могла бачити
Ти бачив краще, що було в мені
Піднімав мене, коли я не могла встати
Ти подарував мені віру, адже ти вірив
Я така
Тому що ти любив мене

Ти дав мені крила і змусив полетіти
Ти торкнувся моєї руки, я змогла торкнутися неба
Я втратила свою віру, ти повернув її мені

Ти сказав, що немає зірок, яких не можна дістати
Ти підтримував мене, і я знайшла відвагу
У мене була твоя любов, у мене було все це
Я вдячна за кожен день,
який ти подарував мені
Можливо, я не знаю, що багато
Але я знаю, що багато це вірно
Мене благословили,
тому що я була кохана тобою

Ти був моєю силою, коли я була слабка
Ти був моїм голосом, коли я не могла говорити
Ти був моїми очима, коли я не могла бачити
Ти бачив краще, що було в мені
Піднімав мене, коли я не могла встати
Ти подарував мені віру, адже ти вірив
Я така
Тому що ти любив мене
Ти завжди був для мене
Ніжним вітром, який ніс мене
Світлом у темряві, сяючим твоєю любов'ю в моєму житті
Ти був моїм натхненням
Пройшовши брехню, ти був правдою
Мій світ найкраще місце завдяки тобі

Ти був моєю силою, коли я була слабка
Ти був моїм голосом, коли я не могла говорити
Ти був моїми очима, коли я не могла бачити
Ти бачив краще, що було в мені
Піднімав мене, коли я не могла встати
Ти подарував мені віру, адже ти вірив
Я така
Тому що ти любив мене

Appendix B

JACK JOHNSON «SITTING, WAITING, WISHING»

Well I was sitting, waiting, wishing
You _____ in superstitions
Then maybe you'd see the signs

Lord knows that this world is cruel
And I ain't the Lord no I'm just a fool
Learning loving somebody don't make
them love you

Must I always be waiting, waiting on you?
Must I always be playing, playing your fool?

I sang your _____ , I danced your dance
I gave your _____ all a chance
Putting up with them wasn't worth never _____ you

Aw, maybe you've been through this before
But it's my first time so _____ ignore
The next few lines cause they're directed at you

I can't always be waiting, waiting on you
I can't always be playing, playing your fool

I keep playing your part
But it's not my scene
Want this plot to twist
I've had enough _____

Keep building it up
But then you're shooting me down
But I'm already
Just wait a minute
Just sitting, waiting
Just wait a minute
Just sitting, waiting

Well if I was in your position
I'd put down all my ammunition
I'd wonder why it had taken me so long

But Lord knows that I'm not you
And if I was I wouldn't be so _____
Because waiting on love ain't so easy to do

Must I always be waiting, waiting on you?
Must I always be playing, playing your fool?

No, I can't always be waiting, waiting on you
I can't always be playing, playing your fool, fool

TRANSLATION

Я сидів, чекав і мріяв,
Щоб ти піддалася забобонам

І тоді, можливо, помітила б знаки.
Але бачить Бог, цей світ жорстокий,
А я не Бог, ні, просто дурень,
Тільки дізнався, що, люблячи когось,
Не можна змусити його любити тебе.

Невже я вічно повинен чекати,
Чекати твоєї взаємності?
Невже я вічно повинен бути,
Бути зачарованим тобою дурнем?

Я співав і танцював під твою дудку,
Дав шанс кожному з твоїх друзів,

Не міг же я терпіти їх лише для того,
Щоб у підсумку ніколи не бути з тобою?
І можливо,
Для тебе це звичайна справа,
Але зі мною таке вперше,
Так що, будь ласка, проігноруй
Наступні пару рядків, тому що
Вони звернені прямо до тебе.

Я не можу вічно чекати,
Чекати твоєї взаємності,
Я не можу вічно бути,
Бути зачарованим тобою дурнем.

Я все ще граю роль у твоїй п'єсі,
Але я не актор
І хочу різкого повороту сюжету,
З мене досить таємниць,
Ти доводиш напругу до межі,
А потім стріляєш, і я падаю,
Але куди вже нижче?
Просто почекаю ще хвилинку,
Просто сиджу і чекаю,
Просто почекаю ще хвилинку,
Просто сиджу і чекаю.

Знаєш, на твоєму місці я
Склав би всю зброю
І ще дивувався б,
Чому не зробив цього раніше.
Але бачить Бог, я не ти,

А будучи тобою, не був би такий жорстокий,
Адже чекати взаємності
Не так вже легко.

Невже я вічно повинен чекати,
Чекати твоєї взаємності?
Невже я вічно повинен бути,

Бути зачарованим тобою дурнем?
Ні, я не можу вічно чекати,
Чекати твоєї взаємності,
Я не можу вічно бути,
Бути зачарованим тобою дурнем, дурнем.

Appendix C

ERIC CLAPTON, «WONDERFUL TONIGHT»

It's late in the evening;
She's wondering what clothes to wear. She puts on her make-up
and brushes her long blonde hair.
And then she asks me,
“Do I look all right?”
And I say, “Yes, you look wonderful
tonight”.

We go to a party
and everyone turns to see
This beautiful lady
That's walking around with me.
And then she asks me,
“Do you feel all right?”
And I say, “Yes, I feel wonderful
tonight”.

I feel wonderful
because I see The love light in your eyes.

And the wonder of it all
Is that you just don't realize
how much I love you.

It's time to go home now and
I've got an aching head,

So I give her the car keys
and she helps me to bed.
And then I tell her,
as I turn out the light,
I say, "My darling, you were wonderful tonight.
Oh my darling, you were wonderful
tonight".

TRANSLATION

Пізно ввечері
Вона задається питанням, що їй надіти,
Вона наносить макіяж
І розчісує свої довге світле волосся.
Потім вона запитує мене:
«Як я виглядаю?»
І я відповідаю: «Ти виглядаєш чудово сьогодні ввечері».

Ми йдемо на вечірку,
І всі обертаються, щоб побачити
Цю красиву жінку,
Яка йде зі мною поруч.
А потім вона питає мене:
«Ти добре себе почуваєш?»
І я відповідаю: «Так, я відчуваю себе чудово
сьогодні ввечері».

Я відчуваю себе чудово,
Тому що я бачу Світло любові в твоїх очах,
І саме чудове те,
Що тільки ти не уявляєш,
Як сильно я люблю тебе.

Настав час повернутися додому,
І у мене розболілася голова,
Тому я віддаю їй ключі від машини,
І вона допомагає мені дійти до ліжка.
І потім я кажу їй,
Коли вимикаю світло.

Я кажу: «Моя дорога, ти була чудесна сьогодні ввечері.
О, моя дорога, ти була чудова
сьогодні ввечері».

Appendix D

MICHAEL BUBLÉ «HAVEN'T MET YOU YET»

I'm not surprised
Not everything lasts.
I've broken my heart so many times
I stopped keeping track.
I talk myself in
I talk myself out
I get all worked up then I let myself down.

I tried so very hard not to lose it,
I came up with a million excuses,
I thought I thought of every possibility.

And I know someday that it'll all turn out
You'll make me work so we can work to work it out
And I promise you kid that I'll give so much more than I get
I just haven't met you yet

Mmmm

I might have to wait
I'll never give up
I guess it's half timing
And the other's half's luck
Wherever you are
Whenever it's right
You'll come out of nowhere and into my life

And I know that we can be so amazing
And baby your love is gonna change me
And now I can see every possibility

Mmmm

And I know someday that it'll all turn out
You'll make me work so we can work to work it out
And I promise you kid I'll give so much more than I get
I just haven't met you yet

They say all's fair
In love and war
But I won't need to fight it
We'll get it right
We'll be united

And I know that we can be so amazing
And being in your life is gonna change me
And now I can see every single possibility

Mmmm

And someday I know it'll all turn out
And I'll work to work it out
Promise you kid I'll give more than I get
Than I get
Than I get
Than I get

Oh you know that will all turn out
And you'll make me work so we can work to work it out
And I promise you kid to give so much more than I get
Yeah I just haven't met you yet

I just haven't met you yet
Oh promise you kid
To give so much more than I get

I said love love love love love love love
I just haven't met you yet
Love love love
I just haven't met you yet

TRANSLATION

Я не здивований,
Не все триває вічно.
Я стільки разів розбивав серце,
Що вже збився з рахунку.
Я говорю з собою,
Я знаходжу рішення,
Я доводжу все до кінця, а лише потім опускаю руки.
Я так старався не упустити це,
Я приносив тисячі вибачень,
Я думав, думав про будь-якої можливості...

Я знаю, все якось закінчиться,
Ти змусиш мене працювати, і ми зможемо, зможемо
се вирішити.
Я обіцяю тобі, що буду віддавати більше, ніж у мене є,
Я просто досі тебе не зустрів...

Мммм...

Бути може, мені потрібно почекати,
Я ніколи не здамся.
Я вважаю, потрібні час і удача
У рівних частинах.
Де б ти не перебувала,
Коли б не прийшов час,
Ти вийдеш з нізвідки і прийдеш в моє життя.
І я знаю, у нас все може бути просто неймовірно,
Дитинко, твоя любов змінить мене,
І тепер я бачу кожную можливість.

Мммм...

Я знаю, все якось закінчиться,
Ти змусиш мене працювати, і ми зможемо, зможемо
все вирішити.
Я обіцяю тобі, що буду віддавати більше, ніж у мене є,
Я просто досі тебе не зустрів...
Кажуть, всі засоби хороші

У любові і на війні,
Але мені не потрібно буде з цим боротися,
У нас все буде добре,
Ми будемо жити в злагоді.
І я знаю, у нас все може бути просто неймовірно,
Дитинко, твоя любов змінить мене,
І тепер я бачу кожную можливість.

Мммм...

Я знаю, все якось закінчиться,
Ти змусиш мене працювати, і ми зможемо, зможемо все вирішити.
Я обіцяю тобі, що буду віддавати більше, ніж у мене є,
Чим я отримую,
Чим я отримую,
Чим я отримую...

О, я знаю, всі одного разу закінчиться,
Ти змусиш мене працювати, і ми зможемо, зможемо
все вирішити.
Я обіцяю тобі, що буду віддавати більше, ніж у мене є,
Так, я просто досі тебе не зустрів...

Я просто досі тебе не зустрів,
О, я обіцяю тобі,
Я віддам набагато більше, ніж у мене є...

Я кажу: «Любов, любов, любов, любов...
Я просто досі не зустрів тебе...
Любов, любов, любов...
Я просто досі не зустрів тебе...

Appendix E

AVRIL LAVIGNE «I'M WITH YOU»

I'm standing on a bridge
I'm waitin in the dark
I thought that you'd be here by now
There's nothing but the rain
No footsteps on the ground
I'm listening but there's no sound

Isn't anyone tryin to find me?
Won't somebody come take me home

It's a damn cold night
Trying to figure out this life
Wont you take me by the hand, take me somewhere new
I don't know who you are but I...
I'm with you, I'm with you.
I'm looking for a place
I'm searching for a face
Is anybody here I know
cause nothings going right
and everything's a mess
and no one likes to be alone

Isn't anyone tryin to find me?
Won't somebody come take me home
It's a damn cold night
Trying to figure out this life
Wont you take me by the hand, take me somewhere new
I don't know who you are but I...
I'm with you, I'm with you

Oh why is everything so confusing
Maybe I'm just out of my mind

It's a damn cold night
Trying to figure out this life
Wont you take me by the hand, take me somewhere new
I don't know who you are but I...

I'm with you, I'm with you
Take me by the hand, take me somewhere new
I don't know who you are but I...
I'm with you, I'm with you
Take me by the hand, take me somewhere new
I don't know who you are but I...
I'm with you, I'm with you
I'm with you...

TRANSLATION

Стою я на мосту,
І чекаю в таку пізню годину,
Я думала, ти тут.
Але тут є тільки дощ,
Я не чую кроків,
Стою в цілковитій тиші.

Невже ти мене не шукаєш ?
Забери мене ти додому!

Як же холодно!
Я намагаюся зрозуміти життя.
Хіба ти не забереш мене далеко,
Я не знаю хто ти, але я...
Я з тобою, я з тобою.

А я шукаю свій будинок,
Рідну душу в ньому,
І чи знаю тебе? Скажи.
Адже все неправильно,
Як чорна діра.
Навколо мене лише міражі .

Невже мене ти не шукаєш?
Той, хто даний мені долею!
Ніч так холодна!
Я намагаюся життя зрозуміти.
Хіба ти не забереш мене далеко,

Я не знаю хто ти, але я...
Я з тобою, я з тобою.

Все заплуталося, закрутилося,
Може бути, зійшла я з розуму ?

Як же холодно ...
Я намагаюся життя зрозуміти.
Хіба ти не забереши мене далеко?
Я не знаю хто ти, але я...

Я з тобою, я з тобою!
За руку візьми, відвези мене,
Я не знаю хто ти, але я...
Я з тобою, я з тобою!
За руку візьми, відвези мене,
Я не знаю хто ти, але я...
Я з тобою, я з тобою,
Я з тобою...

Appendix F

THE POLICE «EVERY BREATH YOU TAKE»

Every breath you take
Every move you make
Every bond you break
Every step you take
I'll be watching you.

Every single day
Every word you say
Every game you play
Every night you stay
I'll be watching you.

Oh can't you see
You belong to me?
How my poor heart aches with every step you take.

Every move you make
Every vow you break
Every smile you fake
Every claim you stake
I'll be watching you.

Since you've gone I've been lost without a trace.
I dream at night, I can only see your face.
I look around but it's you I can't replace.
I feel so cold and I long for your embrace
I keep crying baby, baby please

Every move you make
Every vow you break
Every smile you fake
Every claim you stake
I'll be watching you.

Every move you make
Every vow you break
Every smile you fake
Every claim you stake
I'll be watching you

TRANSLATION

За кожним твоїм вдихом,
За кожним твоїм рухом,
За кожним порушенням тобою обіцянкою,
За кожним твоїм кроком
Я буду спостерігати.

Кожен день
За кожним твоїм словом,
За кожною твоєю інтрижкою,
За кожної проведеної тобою вночі
Я буду спостерігати.

Хіба ти не бачиш,
Що ти моя
І як моє зранене серце болить з кожним твоїм кроком?

За кожним твоїм рухом,
За кожною порушеною тобою клятвою,
За кожною твоєю фальшивою посмішкою,
За кожним твоїм капризом
Я буду спостерігати.
З тих пір як ти пішла, я був втрачений безповоротно.
Я щочас мріяв лише про те, щоб знову побачити твоє
обличчя.
Я шукав всюди, але так і не зміг тебе знайти,

Мені так холодно, я спрагу твоїх обіймів
І продовжую благоді: “Дитинко, дитинко, будь ласка ...”

За кожним твоїм рухом,
За кожною порушеною тобою клятвою,
За кожною твоєю фальшивою посмішкою,
За кожним твоїм капризом
Я буду спостерігати.

За кожним твоїм рухом,
За кожною порушеною тобою клятвою,
За кожною твоєю фальшивою посмішкою,
За кожним твоїм капризом
Я буду спостерігати.

Appendix G

OTIS REDDING «SITTIN' ON THE DOCK OF THE BAY»

Sittin' in the mornin' sun
I'll be sittin' when the evenin' come [comes]
Watching the ships roll in
And then I watch 'em roll away again, yeah.

I'm sittin' on the dock of the bay
Watching the tide roll away
Ooo, I'm just sittin' on the dock of the bay
Wastin' time.

I left my home in Georgia
Headed for the 'Frisco bay
'Cause I've had nothing to live for
look like nothin's gonna come my way. [It looks like/ going to come]

So I'm just gonna sit on the dock of the bay
Watching the tide roll away
Ooo, I'm sittin' on the dock of the bay
Wastin' time.

Look like nothing's gonna change. [It looks like/going to change]
Everything still remains the same.
I can't do what ten people tell me to do,
So I guess I'll remain the same, yes.

Sittin' here resting my bones
And this loneliness won't leave me alone.
It's two thousand miles I've roamed
Just to make this dock my home.

Now, I'm just gonna sit at the dock of the bay [going to sit]
Watching the tide roll away
Oooo-wee, sittin' on the dock of the bay.
Wastin' time. (whistle)

TRANSLATION

Я сиджу під ранковим сонцем,
поки не настане вечір
спостерігаючи як пришвартовуються,
а потім знову відпливають кораблі

Я сиджу на пристані затоки,
спостерігаючи як погойдуються хвилі
Я сиджу на пристані затоки,
марнуючи час

Я залишив свій будинок у Джорджії,
відправився до затоки Фріско,
тому що мене ніщо не тримало
і все здавалося чужим

Я просто буду сидіти на пристані затоки,
спостерігаючи як погойдуються хвилі
Я сиджу на пристані затоки,
марнуючи час

Схоже, ніщо не збирається змінюватися
Все як і раніше по старому
Я не можу робити те, що мені говорять десятки людей
Так що, я вважаю, що залишуся таким же як і є
Сиджу тут, даю відпочинок своїм кісткам
І ця самотність не хоче залишати мене в спокої
2000 миль, що я пройшов
Потрібні були для того, щоб ця пристань стала моїм будинком

Я просто буду сидіти на пристані затоки,
спостерігаючи як погойдуються хвилі
Я сиджу на пристані затоки,
марнуючи час

Appendix H

SONG SUGGESTIONS

Songs for teaching the Present Simple	Eric Clapton / <i>Wonderful Tonight</i> The Beatles / <i>She Loves You</i> Bette Middler / <i>From A Distance</i> Right Said Fred / <i>I'm too sexy</i>
Songs for teaching the Present Continuous	Fool's Garden / <i>Lemon Tree</i> Rod Stewart / <i>Sailing</i> Suzanne Vega / <i>Tom's Diner</i> Otis Reading / <i>Sitting on the dock of the bay</i> The Rasmus / <i>Falling</i>
Songs for teaching the Past Simple	The Beatles / <i>Yellow Submarine</i> Gloria Gaynor / <i>I Will Survive</i> Celine Dion / <i>Because You Loved Me</i>
Songs for teaching the Past Continuous	John Lennon / <i>Jealous Guy</i> Oasis / <i>Champagne Supernova</i> Aerosmith / <i>Cryin'</i> Nancy Sinatra / <i>Bang Bang (My Baby Shot me Down)</i> Nick Cave / <i>Where the wild roses grow</i> David Bowie / <i>The man Who sold the World</i> The Beatles / <i>Day in the life</i>
Songs for teaching the Present Perfect	Michael Buble / <i>Haven't Met You Yet</i> U2 / <i>Still Haven't Found What I'm Looking For</i> Chris de Burgh / <i>Lady In Red</i> Sinead O'Connor / <i>Nothing Compares To You</i> Queen / <i>We Are The Champions</i> Creedence Clearwater Revival / <i>Have you ever seen the rain?</i>
Songs for teaching	Anastacia / <i>Left Outside Alone</i> Led Zeppelin / <i>Since I've Been</i>

the Present Perfect Continuous	<i>Loving You</i> Foreigner / <i>Waiting For A Girl Like You</i> U2 / <i>I still haven't found what I'm looking for</i>
Songs for teaching the Past Perfect	James Blunt / <i>Goodbye My Lover</i> Maddness / <i>My Girl</i> Simon & Garfunkel / <i>I Had The Strangest Dream</i> Mike & The Mechanics / <i>Can you hear me running</i>
Songs for teaching used to	Erik Hassle / <i>Hurtful</i> Madonna / <i>This Used To Be My Playground</i> Dandy Warhols / <i>We Used To Be Friends</i> Bruce Springsteen / <i>The River</i> Pet Shop Boys / <i>The Way It Used To Be</i> Lauren Hill / <i>I used to love him</i>
Songs for teaching going to future	Jamie Cullum / <i>Next Year Baby</i> Jack Johnson / <i>We're Going To Be Friends</i> The Beatles / <i>You're going to lose that girl</i>
Songs for teaching will/shall future	Savage Garden / <i>Truly Madly Deeply</i> James Blunt / <i>You're Beautiful</i> Gloria Gaynor / <i>I Will Survive</i> The Rembrandts / <i>I'll Be There For You</i> Whitney Houston / <i>I'll Always Love You</i> The Shirelles / <i>Will you still love me tomorrow?</i>
Songs for teaching the Future Continuous	The Police / <i>Every Breath You Take</i> Ottis Redding / <i>Sitting On The Dock Of The Bay</i>
Songs for teaching the Future Perfect	Faith Hill / <i>You Will Be Mine</i> Sheryl Crowe / <i>It's Only Love</i>

Songs for teaching the 1st conditional	Frank Sinatra / <i>If You Go Away</i> Simply Red / <i>If You Don't Know Me By Now</i> Cyndi Lauper / <i>Time After Time</i> Beautiful South / <i>I'll Sail This Ship Alone</i>
Songs for teaching the 2nd conditional	Red Hot Chili Peppers / <i>If</i> Eric Clapton / <i>Tears In Heaven</i> Enrique Iglesias / <i>Hero</i> The Beatles / <i>If I fell</i> The Beatles / <i>With A Little Help From My Friends</i> Beyonce Knowles / <i>If I Were A Boy</i> Gwen Stefani / <i>Rich Girl</i> Barenaked Ladies / <i>If I Had \$1,000,000</i> Hoobastank / <i>If I Were You</i> Joan Osborne / <i>One Of Us</i> Norah Jones / <i>Painter Song</i> ABBA / <i>Money Money Money</i> Johnny Cash / <i>If I Were A Carpenter</i>
Songs for teaching the 3rd conditional	Lisa Stansfield / <i>Change</i> Gloria Gaynor / <i>I Will Survive</i>
Songs for teaching “wish”	Pearl Jam / <i>Wishlist</i>
Songs for teaching the Passive Voice	Westlife / <i>Written In The Stars</i> Offspring / <i>Kirsty Are You Doing Okay?</i> Gloria Gaynor / <i>Let's Mend What's Been Broken</i>
Songs for teaching the Reported Speech	The Beatles / <i>Norwegian Wood</i> Stereophonics / <i>Mama Told Me Not To Come</i> The Killers / <i>Somebody Told Me</i>

My place in the world	Dolly Parton / <i>Nine to five</i> Shania Twain / <i>Not Just A Pretty Face</i> The Beatles / <i>Penny Lane</i> Anastacia / <i>Love Is A Crime</i> Bryan Adams / <i>Everything I do I do it for you</i> Don McLean / <i>Vincent (Starry Starry Night)</i> Jennifer Lopez / <i>Jenny From The Block</i> Lily Allen / <i>The Fear</i> Norah Jones / <i>Painter Song</i> Pink / <i>Family Portrait</i> Robbie Williams & Nicole Kidman / <i>Something Stupid</i> The Who / <i>My Generation</i>
Human and the environment	Hurts / <i>Mother Nature</i> Great Band / <i>Mother Earth Needs Us</i> Counting Crows / <i>Big Yellow Taxi</i> Michael Jackson / <i>Earth Song</i> Michael Jackson / <i>Heal The World</i> Sharon Jones & The Dap / <i>Kings / This Land Is Your Land</i> Savage Garden / <i>The Animal</i>
The Art	Michael Jackson / <i>Breaking News</i> The Buggies / <i>Video Killed The Radio Star</i>
School Life	Nizlopi / <i>JCB Song</i> Pink Floyd / <i>We don't Need No Education</i> Superchick / <i>Hero</i> Busted / <i>What I Go To School For</i> Alice Cooper / <i>School's Out</i>
Science & technical progress	The Killers / <i>Spaceman</i> The Buggies / <i>Killed The Radio Star</i> Ronan Keating / <i>I Believe I Can Fly</i> No Doubt / <i>Don't Speak</i> James Brown / <i>I Feel Good</i> Roxette / <i>Listen to Your Heart</i> Eurythmics / <i>Sweet Dreams</i>

	Bon Jovi / <i>Bad Medicine</i> Cold Turkey / <i>John Lennon</i> Lady Gaga and Beyonce / <i>Telephone</i> Billie Piper / <i>Party On The Phone</i>
My family, my friends & me	Cat Stevens / <i>Father and Son</i> Joe Cocker / <i>My Father's Son</i> Pink / <i>Family Portrait</i> Christina Aguilera / <i>Oh, Mother</i> ABBA / <i>Does your mother know</i> The Rolling Stones / <i>Mother's Little Helper</i> Kesha / <i>Tik Tok</i>
Free time	Boney-M / <i>One way ticket</i> Lucy Hale / <i>Run This Town</i> F.R.David / <i>Green Eyed Taxi</i> Lenny Kravitz / <i>Fly Away</i> Savage Garden / <i>To the Moon and Back</i>
The world around us	Beyonce / <i>Hello</i> Beyonce / <i>Honesty</i> Holly Dolly / <i>Don't worry, be happy</i> Bruno Mars / <i>The Lazy Song</i> Louis Armstrong / <i>What a beautiful world</i> Joe Cocker / <i>Jealous Guy</i> James Brown / <i>I Feel Good</i> Roxette / <i>Listen to Your Heart</i> Muse / <i>Feeling Good</i> Fool's Garden / <i>Lemon Tree</i> Joe Cocker / <i>Jealous Guy</i> JJ Cale / <i>Sensitive kind</i> Shakira / <i>Pure Intuition</i>