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Биченко Дмитро
Вінницький державний педагогічний університет
імені Михайла Коцюбинського
науковий керівник: Лєбєдєва Н.А., к. пед. наук, доцент

THE IMPORTANCE OF USING ICT IN ENGLISH LESSONS

In the age of computers, traditional teaching and learning methods are losing their relevance. Innovative teaching methods are expected to provide more effective and efficient learning. It is time [1, p. 227] to take advantage of the tools and devices that allow students to learn at any time and in any place, namely information and communication technologies (ICT).

Information and communication technology in education is the study and ethical practice of designing, using, and managing appropriate technological processes and resources to facilitate learning and enhance productivity. We can refer to the application of modern technology, such as computers, digital devices, network digital devices, and the appropriate software and courseware with interactive exercises, worksheets, and learning scenarios [2, p.115-117].

To my mind, the use of ICT in the educational process, computer support in the teaching of English allows to bring something radically new to the usual forms of teacher's work, helps make even very complex instructional material more engaging and fuller, more thorough, and clearer to present, which helps cut down on the amount of time students need to spend in school to successfully grasp the subject.

The use of information and communication technologies in the educational process helps to intensify and individualize learning, contributes to increasing interest in the subject, makes it possible to avoid subjective assessment. I think that students can get past the psychological barrier to speaking a foreign language by using a computer and digital instructional materials when learning English.

The introduction of computer technologies into the practical activities of students in English lessons [3, p. 22-23]contributes to the development of all four language skills – reading, writing, speaking and listening; mastering spontaneous oral speech; adaptation of students to independent external testing; the development of critical thinking.

The use of ICT in the study of the English language undoubtedly has significant practical consequences, in particular: it is a useful method of visualizing educational material, which allows the teacher to realize his creative potential, helps

the teacher to implement a person-oriented approach to learning, contributes to the expansion of horizons and cultural level of students, and serves as a method of increasing motivation to study the subject.

The advantage of using a computer is that it allows to improve the professional level of teachers. Familiarity with new ICT is impressive with its capabilities, which open up for improving the learning process and the education system as a whole. New information technologies that are being introduced into education contribute to its rise to a qualitatively new level.

Specific examples of how ICT can be used in English lessons [3, p. 25]:

1) Using virtual reality and augmented reality, students can have an immersive learning experience that makes them feel like they are in a real environment. Students can use virtual reality to travel to another country or experience a historical event, for example.

2) Online simulations and games can be used to make learning fun and interesting. Students can, for example, play a game to improve their grammar or vocabulary, or take part in a simulation to learn about another culture.

3) Internet resources can provide students with access to a large amount of information and educational materials. For example, students can improve their language skills by using online dictionaries and grammar resources, or they can watch movies to learn about another culture.

In summary, I reckon the integration of ICT in English teaching can be a useful technique to improve student learning. ICT-oriented teachers can design more interactive and engaging lessons to help students learn the language.

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Біленька Марина
Вінницький державний педагогічний університет
імені Михайла Коцюбинського
науковий керівник: Глазунова Т. В., к. пед. наук, доцент

ЗАСТОСУВАННЯ СКАФФОЛДИНГУ В НАВЧАННІ УСНОГО МОВЛЕННЯ

Основна мета вивчення англійської мови у школах – це навчити дітей спілкуватися. Відповідно до навчальної програми перед вчителями англійської мови стоїть завдання – навчити учнів розмовляти, проте як показує практика,