Section 2

"Methods and technologies of teaching foreign languages"

✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳✳

PROFESSIONAL - ORIENTED FOREIGN LANGUAGE LEARNING USING INTERACTIVE TECHNOLOGIES, THE INTERNET AND SOCIAL NETWORKS

Vira CHORNOBAI
Senior lecturer of Philology Department,
Dnipro State Agrarian and Economics University, Ukraine

Abstract. *Teaching is one of the main components in educational planning which is a key factor in conducting educational plans. Despite the importance of good teaching, the outcomes are far from ideal. The present qualitative study aimed to investigate effective teaching in higher education. Teaching is successful only to the extent to which students are able to grasp it fully. In this age of science and technology, the process of teaching has reached new dimensions. Teaching is not a one sided affair. In the context of modern developments, teaching is a tripolar process. The traditional teaching 30 or 40 students is no longer effective. Information explosion and propulsion explosion are bringing about changes in both developed and developing countries. The teaching practices in our universities continue to be the same. The method of teaching links the teacher and his students into an organic relationship with constant mutual interaction. The new requirements for student's education, which assume that they have relevant professional competencies, including foreign language communicative competence, actualize research attention to different approaches, technologies and conditions aimed at improving the quality of higher education. The article considers some innovative methods of teaching a foreign language at a non-linguistic university as practical value. On the basis of the conducted research, the author proves the need for innovative pedagogical technologies that would be effective and contribute to the progressive development of pedagogical science and prepare students for future professional activities. The methods that could be followed for different levels of students discussed in this article are: play way method, Dalton's plan, project method, Heuristic method, seminar method, demonstration method and others. The research paper examines current tendencies in implementing e-learning as an integral part of the educational process, particularly in foreign language learning in higher education. The scholar attempts to answer the following question: How can e-learning contribute to effective foreign language learning? We have identified how e-learning is applied, the different existing e-learning strategies students prefer to learn with, and the extent to which learners are satisfied with the support offered by e-learning to assist the process of foreign language learning. The novelty of studying is significant because understanding the learners' preferences and support of these updated methods would help to find effective teaching practices within e-learning, fostering student-centered approaches. The contribution of this research is to estimate the new experiences of university students due to e-learning implementation. The research goal is to analyze the existing and most frequently used methods and competency-based approaches to distance learning of a*

foreign language. The tasks are formulated to achieve the goal. They involve classifying the methods of foreign language teaching based on the competency approach and identifying the effective methods. The methodological basis of this research includes methods of analyzing the practical experience of foreign language teaching based on a competency-based approach, synthesis of national and international experience, comparison of national models of the language environment, and generalization of sociological data. As a result of the conducted research, it has been revealed that among various methods, approaches related to information and communication technologies [ICT] are utilized most often. We believe that when teachers conduct courses using synchronous computer-mediated communication [SCMC] tools or platforms, students should be given opportunities to express their opinions. Most teachers recognize the creation of instructional videos as the most effective. According to the students, this type of activity also has the greatest learning effect and stimulates creativity. The scientific novelty of the research is the study of foreign language teaching methods based on a competency-based approach within the framework of online distance learning and the relationship of all interested parties, in other words, teachers, students, and educational institutions.

***Key words:** modern methods, teaching methods for students of non-linguistic universities, employability skills, intercultural communication competence, e-learning*

Introduction. Teaching is a process which usually takes places in the class room situation. It is more of a formal process, the teacher takes all efforts to make the students understand his teaching is successful only if the students are able to grasp it fully. Teaching in the class depends upon how the teacher performs his duty of teaching. In this age of science and technology, when there is explosion of knowledge, the process of teaching has reached new dimensions.

Foreign languages have been taught without computers and the Internet worldwide for ages. Teachers have been actively using chalk, boards, and markers, and their physical presence at the lesson has been inseparable from the notion of education. However, growth and technological progress have drastically affected teaching methods. The role of digital resources and interactive techniques in teaching has increased recently. Implementation of up-to-date educational digital forms and electronic didactic tools make the learning far more effective. The Internet has become one of the most important sources for obtaining and distributing information for teachers and learners. Today, online teaching is necessary because the deadly disease Covid-19 has shaken the entire world. Lots of students study online; blended learning is also widely used.

Traditional education has been replaced by the so-called digital one utilizing the convenience and popularity of the Internet. Both in the formal and informal sectors,

expect university graduates to have acquired specific qualifications, competences and skills. These particular skills include excellent written and verbal communication skills, such as the ability to present, train and coach others, speak and write effectively and compellingly, to resolve different communication problems and to be proficient in a foreign language.

The purpose of the research. The tasks of the pedagogical community are to create conditions for building up the information technology base of educational institutions, developing, and implementing adapted teaching methods based on the potential of information technologies. The Bologna Declaration led to the intensification of intercultural communication and significantly increased the importance of foreign languages for specialists in various fields, like in agriculture. This influenced and changed the value of the discipline "Foreign Language(for speciality)" for Bachelor in DSAEU, since knowledge of a foreign language allows students to operate with information obtained from foreign-language sources, expands the professional range of a specialist of any profile. An understanding came that a modern student of a non-linguistic university (future engineer, economist, lawyer, and other specialists) needs to master a foreign language communicative competence that allows him to carry out professional activities in new conditions. Mastering a foreign language in a non-linguistic university is currently considered as an obligatory component of the professional training of a specialist of any profile, and possession of a foreign language communicative competence is one of the components of professional competence. The changing realities of the modern world require the same changes in educational systems.

The research methodology. Each of the teaching methods has its own advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training. In recent years, the role of a foreign language as a means of communication has significantly increased, which should be taken into account when teaching a language. The specificity of a foreign language is that we teach, not the basics of science, but skills and abilities, and this requires sufficient speech practice. E-learning as an instrument used in higher education to

foreign language learning evolved from an optional technique to an indispensable tool. The higher education system in Ukraine is experiencing some constructive changes since its traditional model does not meet the current needs of society. As the global marketplace and language service industries rapidly expand, there is a growing demand and need in multicultural working environments and in different areas of specialization, for effective communicators who are proficient in foreign languages. In other words, it is essential for the global economy to have culturally sensitive stakeholders who are mindful of the fact that subtle communication breakdowns can distort one's message to potential employers and, also, that differences in cultural values and customs influence business practices both in local and global contexts. It can be argued that language, like any other commodity, can be bought and sold. When treated like an investment, language is a potential asset whose outcome can be compared with other outcomes in a business venture. When treated as a consumer good, the decision to buy (a language) will depend on whether the benefits reaped from buying (that particular language) – whether for purposes of pleasure or tourism, promotion or additional qualification, among others – outweigh the costs in terms of tuition expenses, study materials, and time invested and whether the expectations of the foreign language learner are satisfied.

A university is a place where new ideas germinate; roots strike and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge. To be able to do all this, getting help from experienced teachers can be very useful and effective. Given the education quality, attention to students' education as a main product that is expected from education quality system is of much greater demand in comparison to the past. There has always been emphasis on equal attention to research and teaching quality and establishing a bond between these two before making any decision; however, studies show that the already given attention to research in universities does not meet the educational quality requirements. Attention to this task in higher education is considered as a major one,

so in their instruction, educators must pay attention to learners and learning approach; along with these two factors, the educators should move forward to attain new teaching approaches. In the traditional system, instruction was teacher-centered and the students' needs and interests were not considered. This is when students' instruction must change into a method in which their needs are considered and as a result of the mentioned method active behavior change occurs in them. Moreover, a large number of graduated students especially bachelor holders do not feel ready enough to work in their related fields. Being dissatisfied with the status quo at any academic institution and then making decision to improve it require much research and assistance from the experts and pioneers of that institute. Giving the aforementioned are necessary, especially in present community of Ukraine; it seems that no qualitative study has ever been carried out in this area drawing on in depth reports of recognized university faculties; therefore, in the present study the new global student-centered methods are firstly studied and to explore the ideas of experienced university faculties, some class observations and interviews were done. Then, efficient teaching method and its barriers and requirements were investigated because the faculty ideas about teaching method could be itemized just through a qualitative study. Research problem. At the current stage, there is an increasing trend attention to the quality of foreign language teaching in institutions of higher education. This is due to the integration of Ukraine into the European educational space, the intensification of the international activities of higher education institutions, the need to ensure the competitiveness of graduates of Ukrainian higher education institutions on the European and worldwide labor market. Relevance of research. The study was conducted with a qualitative method using content analysis approach. The design is appropriate for this study because it allows the participants to describe their experiences focusing on factors that may improve the quality of teaching in their own words. Key participants in purposeful sampling consist of three nationally recognized professors introduced based on the criteria of Ministry of Science, Research and Technology (based on education, research, executive and cultural qualifications). The purposive sampling continued until the saturation was

reached, i.e. no further information was obtained for the given concept. In the process of the study, informed consent was obtained from all the participants and they were ensured of the anonymity of their responses and that the audio files will be removed after use; then, after obtaining permission from the participants, the interview was recorded and transcribed verbatim immediately. The interviews were conducted in a private and quiet place and in convenient time. Then, verification of documents and coordination for subsequent interviews were done. The interviews lasted for one hour on average and each interview was conducted in one session with the interviewer's notes or memos and field notes. Another method of data collection in this study was an unstructured observation in the educational setting. The investigator observed the method of interactions among faculty members and students. The transformation of foreign language teaching methods based on a competency-based approach within the framework of online distance learning has affected all interested parties, for example, teachers, students, and educational institutions. Therefore, the research on these relationships is scientifically significant. The research aim is to analyze the existing and most frequently used methods and competency-based approaches to teaching a foreign language remotely (online). The following tasks have been actualized to achieve the aim:

1. Classifying the methods of teaching a foreign language based on the competency approach;

2. Identifying the most effective methods according to teachers and students. Combining creativity and new technologies in teaching and learning a foreign language achieves these tasks.

The basis for the current research is the scientific work of specialists from different countries; it covers the issues of teaching foreign languages and the results of a survey of teachers and students of bachelor's and master's degrees. The analytical methods of this work include the study and analysis of the work of some scientists and teachers. This choice is justified by methodological limitations, namely the use of relevant literature over the past 5years in the field of effective methods of teaching a foreign language to university students in the framework of online distance

learning, mainly in Europe and Asia. All literature is freely available (Springer Nature Switzerland AG.) and allows determining the development trends of foreign language online education today. Besides, we used the method of interviewing teachers and students in the form of an anonymous questionnaire. The methodological basis includes methods of analyzing the practical experience of teaching foreign languages based on the competency approach, synthesis of national and international teaching experience, comparison of national models of the language environment, and generalization of sociological data in the distance segment.

Analysis of publications. The Modern Digital Educational Environment (MDEE) was created as part of the project, uniting more than 50 universities and 70 different educational platforms. Currently, MDEE offers 1,560 courses on various subjects where students can improve their knowledge, skills, and abilities in their major value. The quality of teaching, in our opinion, plays a key role in ensuring a high level and quality of training of graduates of higher education. The analysis of modern publications showed that the scientific community mainly pays attention to researching the quality of professional training of future specialists (pedagogical profile – V. Snagoshchenko, O. Chepka, A. Stareva, T. Osadcha, L. Breskina, etc.; economic profile - E. Benkovich, L. Pukhanova, M. Artyushina, etc.), activities of scientific and pedagogical workers (I. Annekova, A. Pashkov, L. Napadovska, T. Vasylieva, etc.).

However, the problem of teaching quality is not developed enough and needs further work study and clarification. especially at the methodological level. In the works of domestic and foreign scientists (I. Secret, O. Khomenko, O. Chorna, K. Yakushko, N. Osipchuk, A. Andrienko, E. Bibikova, N. Izoria, G. Pendyukhova, etc.), devoted to the justification of the principles of foreign language communicative competence of non-language specialties students, problems of ensuring the quality of foreign language teaching in universities is also insufficiently covered. However, despite a fairly large number of studies, it should be noted that modern teaching a foreign language at a university, and in particular in a technical one, needs a comprehensive improvement of the methods and means of professionally oriented

teaching aimed at organizing practice-oriented educational activities, taking into account constantly updated requirements, achievements of pedagogical and psychological sciences. To solve the problems posed in accordance with the purpose of the study, and experimental verification of the hypothesis, a set of methods were used: theoretical methods — analysis of scientific and methodological, psychological and pedagogical literature, study of regulatory and program documentation on the research topic; empirical methods — questioning, testing, conversation, pedagogical experiment, self-assessment, expert assessment, observation.

The essence of the concept of communication, its varieties, the social dimension were studied at different times by O. Baryshpolets, K. Degtyarova, S. Denisyuk, E. Dmytrenko, O. Zernetska, Yu. Kostenko, G. Matsyuk, G. Pocheptsov, O. Kholod. The linguistic aspect of communication on the Internet and innovative units used in social networks were considered by F. Bacevich and J. Vzhets. The issue of media linguistics became the object of scientific research by such researchers as H. Pocheptsov, A. Sokolov, B. Gasparov, and V. Karasyk. Among the foreign researchers, it is worth mentioning the following: M. Bakhtin, S. Berkowitz, K. Burke, G. Valinska de Huckbeil, T. Goban-Klas, F. Dance, P. Marsdea, J. Moreno, J. Austin, J. Sörl , L. Freeman, R. Jacobson, and others. Their scientific views were aimed at understanding various aspects of electronic social networks. Fundamental studies of network communication are presented in the works of Ukrainian authors, in particular "Social Internet networks as a means of meeting information needs" by T. Fisenko [1, C.10-16], "Social aspects of communication on the Internet: a phenomenological analysis" by S. Konoplytskyi [2,154 c.]. The interest of scientists in various aspects of Internet communication proves the relevance of the outlined issues. On the other hand, it is accentuated by the realities of today, when in the conditions of the pandemic, the communication of people with different goals has moved to the virtual plane. The language of social networks is called the "new language" today. Some scientists call this new language the third form of speech along with oral and written, which proves the emergence of a virtual language personality [3, p.4].

The aim of the article. Teaching may occur formally or informally. In both the cases it meets the desired ends by and large. The society, its values, ideals go on changing with the passage of time and hence, teaching also undergoes some changes. Teaching also varies from place to place. Teaching is an art which is the favourite of the selected few. For all others, who are misfits and unfits, teaching is an alternative occupation. Also, to analyze written communication in social networks from the point of view of personal self-expression of users, establishing communication between them and taking into account linguistic features.

Objectives of the study. In this age of science and technology when there is explosion of knowledge, the process of teaching has reached new dimensions. It is now tending to become a technology by itself. Instructional television, computer assisted instruction, teaching on machines. According to the "Challenge of Education" (1985) the teaching practices in our universities continue to be the same as in forties and methodologies in the teaching and learning process should lay emphasis on learning and developing analytical, critical and conceptual abilities rather than on memorization and reproduction. The National policy on Education 1986 (NPF 1986 .P.14) has aptly enunciated that higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, and moral and spiritual issues facing humanity. These objectives are reflected in the curriculum and syllabus which are again transacted through instructional materials.

Scientific novelty. Problems of learning a foreign language for special students goals are growing today also in connection with the fact that changes in the nature of higher professional education increasingly focus students on "free personality development", on the manifestation of creative initiative, independence of students, competitiveness and mobility of future specialists. Many students of non-linguistic majors, proficiency level whose English varies from beginner level (A1) to below-intermediate level (A2), used an online translator to translate the entire text in general, without translating individual words and sentences. So, as a result, their vocabulary remained practically unchanged. Internet technologies provide for the use of network means of communication to provide students with educational and

methodical materials and their interactive interaction with the teacher, other students or with the electronic means of learning on the Internet. So, further researching about difficulties for students and teachers in internet communication and studying process will be in worldwide scientific society.

Research material. As you know, the methodology of any science has a multi-level structure. Usually, such levels of methodology are distinguished as philosophical, general scientific, specifically scientific and disciplinary. At the specific scientific level, modern definitions and characteristics of pedagogical categories, concepts, phenomena, and processes directly related to the subject of research have methodological significance [4, p. 10-11]. That is why it is necessary to determine the essence of teaching a foreign language as a pedagogical process and explain a number of concepts and terms that reflect its quality assurance. According to the pedagogical dictionary of S. Goncharenko, teaching is the activity of a teacher in the learning process, which consists in setting a cognitive task for students, communicating new knowledge, organizing observations, laboratory and practical classes, guiding the work of students for independent assimilation of knowledge, checking the quality of knowledge and skills [5, p.340-360]. Professionally oriented learning of a foreign language is learning, the focus of which is on the needs of students in learning a foreign language with an orientation to the specifics of the future profession, specialty. This approach combines the processes of mastering a professionally oriented foreign language with the development of personal qualities of students, knowledge of the culture of the country of the language being studied. The main requirement of professionally oriented foreign language learning is the need to bring the content and methods of its teaching closer to the practical and future professional needs of students. Based on this, it is necessary to study the tasks and goals facing students of non-language majors, their interests and motivations. First of all, this refers to the selection of material, its understanding taking into account the specifics of students and their level of motivation. The teacher's task is to organize such an impact of educational information on students that professional needs are transformed into a source of their activity and force them to work to meet the needs.

The basis of the realization of the goal of professionally oriented foreign language learning is the content, which involves a combination of general and professional components. The general component is designed to provide general educational language training, and the professional component is focused on practical professional activity. The content of foreign language learning is determined on the basis of activity-oriented, competence-based, plural-lingual and intercultural approaches. Activity-oriented approach in professionally-oriented learning a foreign language allows you to identify the field of industry activity, specifies the types of speech tasks and distinguishes the types of speech activity that are necessary for the successful professional activity of a future specialist, ensures the formation of general and communicative speech competences of a professional nature in students. According to the plural linguistic approach, knowledge of languages and their subsequent mastery by students is considered as their language experience, within which all language knowledge and abilities are interconnected and interact. Intercultural approach involves fostering tolerance in the student, promoting understanding, establishing cooperation and providing opportunities for mobility in Europe and the world.

With the help of these approaches, the formation of general and communicative speech competences, a holistic personality is developed, which is able to function in life and professional activities in the conditions of a multilingual environment. To the structural elements of professionally oriented training foreign language includes: 1. Communicative skills by types of speech activity (speaking, listening, reading, writing). The ultimate goal of professionally oriented training in dialogic speech is the development of the ability to conduct a conversation, to exchange information of a professional nature on a certain topic. Teaching monologue speech consists in the formation to create different genres monologue texts: reporting information of a professional nature, delivering a report, creating presentations, extended statements during the discussion. The goal of professionally oriented listening training is the formation of the skills of perception and understanding of the interlocutor's speech in a foreign language in monologue form or in the process of dialogue. The result of

professionally oriented reading training is the formation of the ability to master all types of reading texts of various styles and genres. The goal of professionally oriented writing training is the development of communicative competence, which manifests itself in the ability to abstract, annotate, as well as translate text from a foreign language into Ukrainian and from Ukrainian into a foreign language. 2. Language knowledge and skills, including knowledge of phonetics, grammar, word formation rules, lexical units, terminology. 3. Sociocultural knowledge aimed at familiarizing students not only with a new way of language communication, but also with the culture of the people of the language being studied.

Calculators and computers are great learning tools today. By bringing technology into the class room and by doing complex and realistic problems, we can make our classes more lively and relevant. Relying completely on chalk, talk and chalkboard for mundane work does not add any spice to mathematics and science classes. Using tables for numeric computations is obsolete and less accurate. Hand held calculators and graphing calculators yield for greater accuracies in seconds, speed up the learning process, and make learning an enjoyable experience. Although educational technology means little more than the use of sophisticated hardware in teaching, including overhead projectors, tape-recorders, televised film cassettes, video-discs etc in a broad way it may be interpreted to mean the use of any new technique or methods of teaching, technology of education would include the entire process of setting the goal, the continuous renewal of curriculum, and use of new methods. It is also often identified with various devices and means or recording, storage, manipulation, retrieval, transmission and display of information with high efficiency and speed. Innovative technologies in the training of students of non-language majors are implemented through a number of educational reforms, in particular, in foreign practice, professional training is based on the dialogue of various pedagogical systems and learning technologies, testing in practice new forms - additional and alternatives to the state education system, the use in modern conditions of integral pedagogical systems of the past. It is worth noting that the reforms carried out in the field of education should also have a positive effect on the

training of teaching staff, providing for the improvement of the goals, tasks and content of professional pedagogical education, its organization, terms of study and the technology of training future students of non-linguistic specialties. Since the main goal of learning foreign languages is formation and development of students' communicative abilities and skills, teaching practical mastery of a foreign language, the teacher must create favorable conditions for each student, choose such educational techniques and teaching methods that would allow everyone, without exception, to reveal their active and creative position. Recently, it is interactive technologies that have been given considerable attention in the process of learning English, because they contribute to the constant active interaction of all participants in the educational process. "Interactive learning" can be defined as the interaction of a teacher and a student in the process communication and learning for the purpose of solving linguistic and communicative tasks. Interactive activity involves the organization and development of dialogic speech, aimed at mutual understanding, solving problems that are important for each of the participants in the educational process.

Innovative technologies in the training of non-native students specialties in the conditions of multi-level education provide for the improvement of the competences of the teacher (pedagogue) in certain branches of science, the deepening of skills and abilities in teaching certain disciplines (school subjects), the study of pedagogical practice, and the theory of the development of educational planning and administration; formation of pedagogical interests, improvement of curricula, problems and requests of school professional practice; introduction of new achievements of pedagogical science.

During the period of study, students must master a whole set of speech skills and abilities as a basis communicative level. Considering the above, the method of teaching foreign languages needs to be diversified and updated, namely: the involvement of various methods in order to develop students' speaking and communication skills. Interactive learning of foreign languages involves, first of all, dialogue training, during which there is interaction between the subjects of the

educational process. It can be organized using interactive learning technologies. The essence of interactive learning of foreign languages is that the learning process takes place under the conditions of constant, active interaction of all learning subjects (teachers and students). This is mutual learning (collective, group, cooperative learning), where the student and teacher are equal, equal subjects of learning.

The most effective from the point of view of assimilation of language material and students' interest in the learning process at non-language faculties are the project method, the "brainstorming" method, the Case Study method, and the method of business role-playing games. In *project work*, students are involved in the work created by the teacher search educational and cognitive activity. The use of project technologies makes possible the formation and development of search-research, communicative, technological, informational competences, forms creativity, stimulates intellectual activity, develops communication skills, helps to form interdisciplinary connections, teaches to use information and telecommunication technologies when learning a foreign language, helps to master the skills of working in a group, forms social mobility.

The method of "brain attack" ("brainstorming") is used when the team faces the problem of finding new solutions, new approaches to the situation. Its main task is to find a number of solutions to one problem in a short period of time. The "brainstorming" method encourages students to propose new and original ideas thanks to the ban on critical remarks from the teacher or other group members at the idea generation stage. *The Case study* method consists in the use of specific cases (situations, stories, texts, which are called "cases") for joint analysis, discussion or development of decisions by students from a certain section of the study of the discipline. Work on the problem situation takes place in groups of students, and it can be conventionally divided into the following phases: - analysis of the presented material, formulation of the problem; – search and collection of additional information (if necessary); - discussion of various options for solving the problem; – selection of the best decision option based on a comparison of all proposed options; - presentation and defense of the decision. An important component of interactive

foreign language learning technologies is the form of learning. Today, the issue of distance education is relevant. Analysis of the domestic and foreign theory and practice of distance learning as a form of organization of the educational process allows us to determine its characteristic features regarding the implementation of interactive foreign language learning, including:

1) free access to educational information located in information and computer educational environment;

2) flexibility of the knowledge presentation structure, i.e. providing students with the right to choose educational material of different levels of complexity;

3) asynchrony of learning. Students of higher education institutions study, and the teacher communicates with them at a convenient time, in a convenient place and at a convenient pace;

4) communicativeness of learning. Permanent or episodic subject-subject dialogue in the educational process of using Internet services (Email, Mailing list, Internet Relay Chat, IP-telephony, etc.);

5) internationality of education. Distance learning provides a convenient opportunity to export and import educational services;

6) the new role of the teacher. It is about the new role and functions of the teacher as a consultant and coordinator of the educational process;

7) the new role of the student. He becomes an "autonomous" student, he himself determines the means of study, the time and place of studying the educational material, consultations with the teacher. Although distance learning has advantages over other forms of organization of the educational process regarding the implementation of interactive education, it should be noted that it simultaneously has certain specific requirements for both the teacher and the student, increasing the labor costs of both.

O.I. Pometun is defined as a conditional employee classification of interactive technologies by forms of learning (models) in which interactive methods are implemented.

They are divided into four groups depending on the purpose of the lesson and the forms of organization of students' activities:

interactive technologies of cooperative learning, interactive technologies of collective and group learning, technologies of situational modeling, technologies of processing discussion issues [6, p. 49].

All four are based on the communicative interaction of the teacher and students and students among themselves within the group. Thanks to group work, prerequisites are created for individual self-expression within the group, the ability of the participants of educational activities to work as a whole, the spirit of rivalry develops, which contributes to students' desire to master knowledge and consolidate their own positions in their verbal environment. Interactive learning technologies can be implemented both during classroom classes and extracurricular activities.

The methodology is active, that is, no participant in the educational process is remains aloof, therefore even passive students strive to be active interlocutors in their group [7, p.7–10.].

Techniques of teaching vary according to the size of learners. For instance, lecture or seminar method is followed effectively in a big class of 40 to 50 or above and role playing or brain storming techniques can be adopted with profit in a small group of 15 to 20. There are some age old methods like lecture, discussion etc. which are followed in variably in most of the class rooms particularly at the stage of higher education. A few methods of teaching become popular as per the needs and requirements of the time. A few methods of off-line teaching discussed below are:

1. Play way Method

2. Dalton Plan

3. The Project Method

4. Heuristic Method

5. Seminar Method

6. Demonstration Method

Play Way Method: Play is an activity in which natural urges of the child find spontaneous expression. It contributes to the physical, social and mental development

of the child. The child does not experience the strain of the activity. Creative faculties of the child are developed here. The basis of play way is an activity combined with happiness and satisfaction. This system was first introduced by H.Caldwell Cook. The underlying principles of play-way method are: learning by doing, activities are related to life, sympathetic attitude, free expression and importance to individuals. Methods of teaching based on the play way principles are: Kindergarden, Montessori Method, Project Method, Dalton Plan Heuristic Method, Basic Education and extra curricular activities like scouting NCC and school functions. Dalton Plan: To break away with the traditional classroom teaching, one praise worthy effort was made by miss. Helen Parkhurse in 1920. She evolved a new technique called Dalton Plan or Laboratory Plan. She applied her scheme in the school at Dalton in Massachusetts in USA. So the scheme has been named as Dalton Plan. The underlying principles of Dalton Plan are:

1. Principle of Individual work

2. Principle of Freedom

3. Principle of Self-effort

4. Principle of gestalt view of work

5. Principle of Co-operation

Merits of Dalton Plan are:

- Individual differences are recognized

- Children learn by self efforts

- The contract makes the activities of the child purposeful

- Since there is no failure according to this plan, every child has success and sense of achievements.

- Home-work is not necessary

- Individual work avoids the problem of discipline in the classroom

- Children develop the habit of shouldering responsibility and self help

- The progress of child is keenly observed.

It is suggested that this system can be profitably introduced in Indian schools. Children should be divided into small group to their interest ant abilities. They should be able to study some special topic or discuss some common problems and take help from each other. Children develop according to their potential in social environments. <u>Project Method</u>: Project method is based on John Dewey's Philosophy of Pragmatism. John Dewey was of the opinion that education should be not only for life throughout life. To him life is a continuous series of experiments with materials as well as non-materials instruments John Dewey Keenly felt the gap between the life in the school. Thus, for instance, the students should learn Engineering through actual workshops Practice. A good Project must be socially useful and provide opportunities for maximum activities. A good project does not waste too much energy of children. It leads to valuable experiences and the child learns to work in co-operation with others. A practical project is one for which resources are readily available. The project method is based upon sound psychological principles. In Ukraine we are still following traditional methods and therefore, the real aims of education are not being achieved. Hence, there is an urgent need that we introduce new methods of teaching. Project method is one of the most sustainable methods that may be adapted. Project method as a way of organizing independent activities for achieving the specified results is one of the ways to improve the competencies (communicative, informational, social, etc.) of an individual during foreign language learning. Design creativity involves: selective identification, understanding and awareness of a problem situation, which is a prerequisite for creating a project; selection of the main problem and separation from secondary problems; setting the design goal; choosing a design solution strategy; development of an ideal model of implementation of the chosen strategy; logical justification of an acceptable ideal project model; implementation of the created project in practice. When studying a foreign language course, the project method can be used as part of the program material on any topic. Design activities in foreign language classes include the following stages: preparatory stage, organizational and motivating stage, project work stage, project defense stage, evaluation and self-evaluation stage. The joint work of the group on the project is

inseparable from the active one communicative interaction. The completed project can be presented in various forms: articles, recommendations, video clip, multimedia presentation, report, conference and others. The main result of the work on the project will be the actualization of existing and acquired new knowledge, skills and abilities and their creative application in new conditions.

Project work performs two main functions - educational and controlling: not only contributes to the development of communication skills and demonstrates the level of preparedness for communication, which occurs during the implementation of various types of educational work within the project, but also makes it possible to control experience in the field of social and communicative interaction, identify difficulties of both speech and social nature and determine ways to overcome them.

Heuristic Method: The term Heuristic is derived from the Greek word "Heuristic" which means "I find out" in this method the children find out things for themselves. They are left out to their own resources and intelligence. The hard fact about this method is that the children are put in the position of discoveries. They learn by self-efforts, firsthand experience and experimentations. Real knowledge comes through the discovery of principles by first-hand experience. In this method, in the beginning the teacher may be required to give proper start to the students but after some practices, the students can dispense with too much reliance on the teacher.

Seminar Method: The English author Francis Bacon rightly said that, "Reading makes full man", writing the exact man and conference the ready man". The skills of reading, writing and speaking are essential for development of the personality. These skills are well combined and well developed through the seminar method. Seminar may be either in the form of an essay or a paper presentation. The audience critically examines the paper and discuss the content or finding of the paper. The seminar method is very much suitable for higher education or professional discussion.

Demonstration Method: Demonstration method lays emphasis on demonstrating experiments for teaching a particular topic usually in science subjects. The teacher performs all kinds of experiments in the class rooms or science laboratories and explains the use of apparatus and chemicals and operations. Demonstration method

proved to be one of the best methods in explaining new concepts and anecdotes. But the demonstrations are to be well-planned and rehearsed by the teacher. Once all experiments are well conducted, demonstration becomes successful and teaching becomes effective for achieving the objectives.

The development of society takes place under the influence of globalization processes, including the emphasis on the role of information technologies. As a result of this, virtual communication acquires great importance, which changes the consciousness of the individual, forms a new network image of thinking and existence. Therefore, the study of the specifics of online communication, its various forms, types, etc., becomes relevant. The Internet is a dynamic environment in which changes occur at various levels. Danah M. Boyd, Nicole B. Ellison consider the Internet and electronic resources as a special sphere of virtual space that promotes interaction and adds communication opportunities. The author notes that the network has become an intermediary with special properties, a kind of world formed by Internet communication with its specific qualities [8, P. 210–230.].

In the network, the human personality acquires a unique ability - to exist in a mutually exclusive and at the same time mutually conditioned combination of its individual sovereignty and creative dissolution in the world space. This positioning also determines a new linguistic self-expression, in the process of which the linguistic individual realizes his desire for publicity, remaining anonymous, and the game improvisational style becomes the determinant of his speech self-realization.

Particular interest from a linguistic point of view is the combination of the collective stream of consciousness of the entire Internet community with the individual personal thinking of each of its participants. Due to the variety of active interests of the virtual personality, a new level of its real intellectuality is formed. All these features of network thinking are also manifested at the language level in the form of special qualities of textual Internet constructions.

The peculiarity of communication in social networks is that the written texts created by bloggers and contributors have features of oral communication. For example, abbreviations are used at the lexical and syntactic levels such as: info,

comp, feedback, insta. Intonational expressions and non-verbal means of communication, paralinguistic means of communication (tone of voice, accentuation of certain components in utterances, diction, gestures, facial expressions) are not available. Instead, to ensure the persuasiveness of the text, graphic counterparts are used (for example, an address or politeness formula is written in capital letters), emoticons:)) - laughter, ((- sadness, :-) - positive, animated stickers, etc. Syntactic structures, characteristic for oral speech, colloquial (including colloquial) words and word forms, slang. Numerous deviations, spelling and punctuation errors - these and other signs are systematically traced in the virtual environment. In our opinion, this is due to the decline of Ukrainian-language culture and the introduction of foreign languages (English loanwords), with a low level of speech culture of a large part of the population, including those who create content for social networks and write texts that are later posted on various pages. In pursuit of the site's popularity, texts are written at great speed, which negatively affects their quality. In the process of creating messages, authors can specifically simplify texts or deviate from the norm in order to be closer to the average recipient. It should also be noted that the great popularity of social networks leads to the liberalization of the norms of the literary language. Norms themselves not only expand their boundaries, but gradually become optional for compliance. Lexical deviations are the most common in Internet communication. Lexical norms, as you know, determine the correctness of the choice of a word and the appropriateness of its use in one or another meaning, combination in the appropriate context. It is difficult to achieve mutual understanding between people without observing lexical norms. However, Internet resources contribute to expanding the range of language contacts, developing cognitive interests, erudition with the help of a large number of communities, interesting pages, news feed. Communication in social networks can be considered as a process of uniting educated people into communities for personal development. For example, chats, groups, interest-based pages are created where users of a certain social network come together to discuss the intricacies of language legislation, changes to language and literature VET, in particular task analysis, joint solving of complex issues online.

Another example of effective use of resources for the development of linguistic personality is artistic communities. These are groups in social networks that organize fruitful cooperation of writers, in particular beginners, provide an opportunity to present their works, communicate with readers, critics and subscribers. Users have the opportunity to read interesting works, chat with authors or other readers.

The use of Internet resources rises to a qualitatively new level preparing and conducting lessons, opens up wide opportunities. One of the tasks of improving education is to equip students with knowledge and skills in using modern technology. Computer technologies and, first of all everything, the Internet, is not just another technical means of learning, but a qualitatively new technology. The specificity of Internet technologies is that they provide enormous opportunities for choosing information sources, and the main advantage is the ability to quickly find the necessary information. The possibilities of using the Internet in English classes are extremely large. The global Internet creates conditions for students and teachers to receive any information from different parts of the world:

· access to articles, newspapers, magazines, books, audio and video materials of various nature;

· country studies material;

· news from the life of young people and countries, famous people from all over the world. Speech process in social networks is based on language norms (lexical, orthographic, grammatical, syntactical), which speech is alive. The linguistic aspect of communication in social networks is represented at different levels. So, at the lexical level, they mostly use everyday vocabulary and jargon: ban, hack. Abbreviation as one of the ways of word formation is a characteristic feature of communication in social networks. For example, IMHO (English In My Humble Opinion) - in my opinion... as in my opinion. lOl – (English Laughing Out Loud) – I laugh out loud, 4u – (English For You) – for you. The mentioned language tools function not only in the network, but also pass into everyday spoken speech. Every day we hear "googling", "googling", etc., which means to search for certain information on the Internet through Google - a search service (one of the most

widespread and popular among Ukrainian users); a post is a message on social networks. Like - like on Facebook. A selfie is a type of photo, a self-portrait, taken with the help of a smartphone camera, a camera or a web camera. A follower is a person, a user of a social network, who follows status updates or the news feed of another user. Ukrainian-language variants: to like is the same as "to like", formed by a combination of the Ukrainian "to like" and the borrowed "to like". Self-portrait, self-portrait (from sam + light(ina) + suffix -ik-), self-portrait, self-portrait, self-portrait, self-portrait, self-portrait - the same as selfie. Subscriber, follower, follower, observer - Internet contributor. Abbreviation of words and bases is another of the most common ways of creating slang units in social networks.

For example: computer, info, internet, computer. Neologisms, anglicisms, borrowed words are a common and popular way of communication between people in social networks. A social network is an information and communication environment with a high mode of communication, expressiveness and dialogue. Language is the main tool used in the development and functioning of web content. Social networks have a high level of dynamism. They give an opportunity to create something new. Social networks are a means of contacting and communicating with people regardless of their location. Social networks are characterized by the lack of a clear structure. Every person who communicates in social networks has the right to write what he wants.

The lexico-semantic interpretation of a word has several mandatory and interconnected components: denotation, concept and form. The appearance of new denotations (objects or concepts) is one of the non-linguistic reasons for the semantic change of words. Scientific and technological progress provides an opportunity for the appearance of new phenomena and events that have an impact on the semantics of the words that name them. Language contacts are the main reason for the modification of semantics. The languages of social networks that were used earlier lead to a change in the semantic structure of the word. Lexical-semantic changes consist in the splitting of a polysemous word, which provides an opportunity for the emergence of new word homonyms that are the same in spelling, but differ lexically.

For example: Bank (bank) – bank (shore); Light (light) – light (easy); nail (nail) – nail (whistle).

Slang is an emotionally colored vocabulary, which includes elements of evaluation and a language game. These tools are most often used in the language of social networks. The following are the most common ways of creating slang units in social networks: 1) borrowing (fake, use, subject, like, friend, rebut); 2) abbreviation (spam); 3) abbreviations (bro, admin, internet, info, comp, percent). Foreign language borrowings are the most popular among slang expressions in social networks. Slang neologisms are newly created slang words that have a connotation of novelty. After all, this word is new, and it is still only at the stage of socialization. Slang neologisms of social networks have the following components: expressive, emotional and evaluative [3, p.4]. The emotional and evaluative component was analyzed in the structure of slang neologisms of the relevant thematic groups. There are different expressions of emotional evaluation: positive, neutral and emotional. According to statistical data, the share of negative emotional evaluation is the largest in the language of social networks.

The reason lies in the following: lexical units of social networks belong to the group of passive vocabulary. Slang neologisms used in social networks are not prone to ambiguity. The linguistic aspect of communication in social networks is presented at different levels. For example, at the lexical level, household vocabulary and jargon are mostly used: ban, hack [9, pp. 658–663]. Today, slang words and expressions in social networks tend to create and use various abbreviations [10, pp. 218–222].

Abbreviation as one of the ways of word formation is a characteristic feature of communication in social networks. N-d, IMHO (eng. In My Humble Opinion) - in my opinion... as in my opinion. lOl (English Laughing Out Loud) - I laugh out loud, roar at the top of my lungs; 4u (English For You) — for you.

The mentioned means of speech function not only on the Internet, but also pass into everyday spoken speech.

Borrowings from other languages can be singled out, as well as actually Ukrainian words adapted to a foreign language version. Every day we hear

"googling", "googling", etc., which means to search for certain information on the Internet through Google - one of the search services; a post is a message on social networks. Like - like on Facebook. A selfie is a type of photo, a self-portrait, taken with the help of a smartphone camera, a camera or a web camera. A follower is a person, a user of a social network, who follows status updates or the news feed of another user. Ukrainian-language variants: to like is the same as "to like", formed by a combination of the Ukrainian "to like" and the borrowed "to like". Self-portrait, self-portrait (from sam + light(ina) + suffix -ik-), self-portrait, self-portrait, self-portrait, self-portrait, self-portrait - the same as selfie. Subscriber, follower, follower, observer - Internet contributor.

Users position themselves on the Internet precisely with the help of language, posting their statements, participating in discussions. Their communication is implemented mostly through written texts: private messages, comments, communication in groups and "wall" posts, images, audio and video files, as well as in an indirect, passive way: in the form of shares and "likes".

Communication in social networks is characterized by written text and images. Written text is much more common, since it is in this form that users provide 95% of information [11, pp. 43–46].

The growing popularity of the social network Facebook led to the fact that in 2009 the lexical unit unfriend was recognized as the word of the year by the New Oxford American Dictionary. The word of the year 2012 according to the version of the same dictionary was the verb to GIF, which means "to create a .gif file" [12].

Multimedia software allows the teacher to combine text, graphics, animation, video and audio information. The simultaneous use of several channels of perception of educational information allows to increase the level of assimilation of educational material [13, pp.24-31]. Verbal language in social networks is replaced by sign language. People comment less and less and like more and more. "Like" is a concise way to express your attitude, thoughts, views or sympathy. Users comment less and less, instead more and more reposts and "likes" appear. In general, the syntactic level is based on spontaneous speech and imitation of oral speech: simple sentences, not

complicated by secondary members, writing proper names with a lowercase letter, parcellation, ellipses [14, pp.43–46]. Social networks use technical symbols.

- extra punctuation marks (who???, what's up!!!!!!!, where are you????, you know…) - does not use capital letters in personal names when necessary, or write all words in capital letters (I WILL GO TO KYIV, HE IS IN AMERICA!!!!!!, polina was not there today)

- accents, writing them (please, sorry, that's why)

- capital letters to express your emotional state (AAAAAAAA!!!! UUUuuuu! OOOOOooh! HIiiii BYYYYYEEEEEE).

The style of network communication is also ambiguous. Mass cyber communication in the network is essentially a written record of spontaneous oral conversational practice, which, in turn, is adapted to written expression: shortening of words and phrases that also express emotions to save time, moreover, some of them have long received independent analogues : LOL: Laughing Out Loud, DR (birthday), NG (New Year), NNNCH (don't like, don't read), DB (Database), SPS (Thank you), KPP (Rolling on the floor), X3 (Hall knows him).

The analysis of the scientific texts and articles of Internet forums reveal some regular phenomena in the stylistic set of linguistic means and repeated structural elements. The problem of freedom of speech receives a somewhat new interpretation on the Internet. The virtual society turned out to be quite pragmatic and began to actively displace colloquial vocabulary from Internet communication. Moreover, the written form of expression affects the subconscious desire of the author to avoid grammatical, punctuation or stylistic errors in his speech.

Linguistic personality is fully manifested through the texts he creates. Such requirements for them as brevity, literacy, informativeness, attractiveness, etc. in the conditions of network implementation become even more directive. Research, where the subject of analysis is the text, already by setting tasks (processes of understanding and construction of the text, issues of its attribution, definition of lexical language formations, etc.) is connected with individual features of text perception and text generation. The structure of the text depends on the field of language communication.

The network text is built according to the laws of the internal language, which uses a special language system based on abbreviation, truncation and coding of the language we are used to. Here, each word, designed as a link, can be a large layer of meanings. It is not by chance that a very stable computer-network "dialect" appears, understandable to regular Internet users.

The process of teacher interaction with students is complex and is divided into several stages: pre-communicative, communicative, and post-communicative. At the stage of the pre-communicative phase, the goals of the activity are formed and the needs for information exchange are determined, and methods are clearly outlined and constructed information interaction. The organizational and didactic measures of the stage of pre-communicative interaction are the basis for the implementation of the II stage.

The specified stage includes the transmission of educational information by the communicator (teacher) and its transfer to the field of knowledge acquisition by the communicator (student) through the information transmission channel (educational process) with the use of communication tools developed at the previous stage, which ensure the formation of the readiness and ability of communication subjects (both the teacher and the student) to mobilize the acquired knowledge, skills, experience and methods of activity and behavior for effective solving tasks that arise in the course of their life activities. The procedural nature of the mentioned interaction requires the use of forms and methods of the educational process aimed at activating students' work with educational information in the classroom or the lecturehall and outside the classroom.

The use of computer technologies in the study of the English language has significantly changed approaches to the development of educational materials in this discipline. In contrast to traditional, interactive training based on multimedia programs allows for a more complete implementation of the entire complex methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative. Thus, the ability to take into account the language training levels of students and to develop tasks of varying degrees of

complexity within the framework of one program serve as a good basis for the implementation of the principle of individualization and a differentiated approach in education.

The use of the Internet makes it possible to increase the effectiveness of learning English or other foreign language for non-linguistic future specialists by increasing the motivation of students, mastering the skills of critical understanding of authentic texts and conducting research work on the network, in general, immersion in the language space. Innovative technologies for teaching English at non-linguistic specialties consist of a combination of traditional and intensive teaching methods based on the functional-communicative language-didactic model of language, and the development of a holistic system of teaching linguistic communication students on professional topics.

We will present a general algorithm for introducing forms of information presentation in the educational process of a higher school with a focus on teaching a foreign language for students of non-mathematical faculties (physico-mathematical, socio-psychological, historical). One of the most important problems is the development of a toolkit of practical didactics, which enables the teacher to learn how to model the pedagogical process and project the results of his activity.

Teacher must imagine both the entire process of studying an educational discipline and its separate links, starting from a specific topic and ending with each lesson. Each separate link of the presentation of educational information should have its own logic regarding the structure. For didactic purposes, we propose to divide classes into the following types: study of new material, complex application, generalization and systematization of knowledge, combined class, control and accounting, class of repetition of new material. Such a classification contributes to the awareness and comprehension of a block of new educational information and its consolidation. These classes types reflect the main stages of the learning process.

The construction of practical classes (on-line or off-line), or local technology, is a system of tasks for independent group or collective work and the level of interaction between the teacher and students. Under such conditions, the "basic

structure" – the idea of the main forms of organization of the educational process – remains unchanged, but constantly supplemented by certain "frameworks" of methods depending on the goal the teacher sets for himself.

Accordingly, the process of forming design activities based on educational information by a higher school teacher requires the use of theoretical and practical methods for the acquisition and practical application of knowledge, abilities and skills and the formation of professional knowledge in students based on them. Methods of designing educational information will be called methods of consistent interaction of those who study and those who teach, aimed at organizing the learning of the content of education. [15, pp. 124-267].

Nowadays, there are fundamental changes in the approach to teaching foreign languages in non-linguistic universities, because with the minimized number of hours in the curricula, it is necessary to prepare a future specialist with a sufficient level of foreign language skills in a short period of time. This is possible through the development of students' necessary communicative competence in the field of professional oral and written communication, namely through the development of communicative abilities and skills.

Communicative speech competence gives the student the ability to communicate using certain speech means. Therefore, teachers strive to find fundamentally new approaches to the intensification of foreign language learning activities of students of non-language higher education institutions. In the methodology of teaching foreign languages, the term "Internet technologies" is understood as a set of forms, methods, ways, techniques of teaching foreign languages using the resources of the Internet. Internet technologies provide ample opportunities for increasing the effectiveness of foreign language learning: access to the latest authentic materials, socio-cultural information; direct communication with native speakers of the language being studied; participation in joint international projects, conferences, etc. For this purpose, the most diverse resources of the Internet are used, which are at the disposal of the teacher and students, namely: e-mail, chat, virtual electronic libraries, online magazines, databases and data banks, a website, a web magazine, a forum, a virtual

audience of announcements, network multimedia training courses. At the current stage of education development using the latest information technologies and the constant improvement of forms, methods and means of education, the issue of finding the necessary information and its implementation is acute. On the one hand, this is explained by a person's desire for self-improvement and development thanks to the acquisition of new knowledge, on the other hand, it brings pleasure, forms experience, and adapts to life. Within this approach, conditions are created to ensure the competitiveness of future specialists of various fields in the labor market, arming them with the methodology of creative activity. The process of teacher interaction with students is complex and is divided into several stages: pre-communicative, communicative, and post-communicative. At the stage of the pre-communicative phase, the goals of the activity are formed and the needs for information exchange are determined, as well as the methods of information interaction are clearly outlined and constructed.

Conclusions.

The success or failure of teaching depends on the methods of teaching. Every good teaching is able to establish his own model of teaching in the course of his life-span of teaching. Good teaching sometimes gives rise to a good model of teaching. Teaching with teaching aids and scientific appliances will make students more attentive in the classroom.

A virtual linguistic personality of the 21st century is a personality that is open not only to its (native) culture, but also to the cultures of other peoples; a person who is focused on advanced achievements in the modern world. And it is the Internet that contributes to the improvement of the individual and his professional skills, and the development of the so-called Internet style successfully finds both educational and methodological and practical conditions. The study of a foreign language should continue throughout the entire period of undergraduate studies and include a standard foreign language course at an appropriate level and an advanced foreign language course at a communicatively sufficient level.

The study of domestic and foreign sources, as well as the experience of practical activities, allow us to conclude that at the current stage there is an active search for ways to improve and modernize the process of teaching foreign languages in higher education. An increase in the number of hours for studying a foreign language, increased requirements for graduates of higher educational institutions and the realities of life challenge teachers to study and implement the most effective methods and technologies in educational practice, to combine traditional and innovative methods in education, to creatively develop the acquired practical and theoretical experience of teaching the discipline. Foreign language communicative competence will provide a university graduate with the opportunity to fully work with foreign information sources, get acquainted with new global technologies in a certain field, establish contacts with foreign partners in the process of professional activity.

Prospects for further research.

The formation of a linguistic personality capable of adequate intercultural and monocultural communication is one of the most important and urgent tasks at the current stage of the development of civilization. The basis of foreign language education should be the interdisciplinary interaction of teachers and the close relationship of general professional, special disciplines and foreign language disciplines of professional direction.

References

1. Fisenko T. V. (2010). *Sotsialni internet-merezhi yak zasib zadovolennia informatsiinykh potreb* [Social Internet networks as a means of satisfying informational needs]. Scientific notes of the Institute of Journalism: scientific collection. Kyiv. T. 41. P. 190-194

2. Konoplytskyi S. M.(2006) *Sotsialni aspekty komunikatsii v merezhi Internet: fenomenolohichnyi analiz*[Social aspects of communication on the Internet: phenomenological analysis]. Dissertation. Ph.D. sociol. Sciences: 22.00.01 / NAS of Ukraine; Institute of Sociology. Kyiv. - 154 p. (in Ukrainian)

3. Leontovych O. A.(2000) *Problemy virtualnoho spilkuvannia* [Problems of virtual communication. Polemika]. No. 7. P.4(in Ukrainian)

4.	Vakhovskyi L.Ts.(2005) *Metodolohiia doslidzhennia istoryko-pedahohichnoho protsesu: postanovka problemy* [Research methodology of the historical-pedagogical process: problem statement]. Path of education. - No. 2. - P. 10-11. (in Ukrainian)

5. Honcharenko S.U. (1997) *Ukrainskyi pedahohichnyi slovnyk [Ukrainian pedagogical dictionary].* Goal. ed. S. Golovko. - Kyiv: Lybid. - 373 p. (in Ukrainian)

6. Pometun O.I., Pyrozhenko L.V.(2004) *Suchasnyi urok. Interaktyvni metody navchannia : naukovo-metodychnyi posibnyk* [A modern lesson. Interactive teaching methods: a scientific and methodological manual]. K. : [b. in.]. - 192 p. (in Ukrainian)

7. Kramarenko S.H. (2002) *Interaktyvni tekhniky navchannia yak zasib rozvytku tvorchoho potentsialu uchniv* [Interactive learning techniques as a means of developing students' creative potential]. Open lesson. – No. 5-6. – P.7–10.

8. Danah M. Boyd, Nicole B. Ellison. (2014) Social Network Sites: Definition, History, and Scholarship. Journal of Computer-Mediated Communication, Volume 13, Issue 1. – P. 210–230 (in English)

9. Makovetska-Hudz Yu. A. (2014) *Ukrainska mova v sotsialnykh merezhakh* [Ukrainian language in social networks]. Linguistic and conceptual pictures of the world. No. 1 (47). P. 658–663. (in Ukrainian)

10. Dziubina O. I. (2016) *Komunikatyvnyi aspekt sotsialnykh merezh Facebook i Twitter* [Communicative aspect of social networks Facebook and Twitter]. Bulletin of the Dnipropetrovsk University named after Alfred Nobel. Series "Philological Sciences". No. 2 (12). P. 218–222 (in Ukrainian)

11. Yelnikova N. I. (2017) *Movnyi aspekt komunikatsii v ukrainskykh versiiakh sotsialnykh merezh.*[Linguistic aspect of communication in Ukrainian versions of social networks]. Modern problems of legal, economic and social development of the state. Kharkiv. P. 43–46 (in Ukrainian)

12. Oxford Dictionaries USA Word of the Year 2012 is 'to GIF' [Електронний ресурс]. – Режим доступу: http://blog.oxforddictionaries.com/2012/11/us-word-of-the-year-2012

13. Betsko O. S. (2011) *Avtonomizuiucha ta motyvatsiina rol veb-blohiv u formuvanni ta rozvytku navychok pysemnoho movlennia v konteksti pidvyshchennia efektyvnosti movnoho navchannia studentiv vyshchykh navchalnykh zakladiv* [The autonomous and motivational role of web blogs in the formation and development of written communication skills in the context of increasing the effectiveness of language learning of students of higher educational institutions]. Luhansk: Pedagogical Sciences. - No. 2. – pp. 24-31(in Ukrainian)

14. Kademiia M. Yu., Shakhina I. Yu. (2011) *Informatsiino-komunikatsiini tekhnolohii v navchalnomu protsesi: Navchalnyi posibnyk* [nformation and communication technologies in the educational process: Study guide]. Vinnytsia, LLC "Planer". – 220 p. (in Ukrainian)

15. Hurevych R. S. (2012) *Informatsiino-komunikatsiini tekhnolohii v profesiinii osviti : monohrafiia* [Information and communication technologies in professional education: a monograph]. R. S. Gurevich, M. Yu. Kademiya, M. M. Kozyar; under the editorship member-cor. R. S. Gurevich National Academy of Sciences of Ukraine - Lviv: Lviv State University of Life Safety. - 506 p. (in Ukrainian)