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ІННОВАЦІЙНІ МЕТОДИ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

У статті обґрунтовано актуальність застосування сучасних інтерактивних форм та методів при навчанні майбутніх інженерів фахових дисциплін та іноземної мови. У сучасному суспільстві існує потреба в освіті протягом усього життя. Для вирішення цих завдань використовуються нові педагогічні та інформаційні технології. Цифровізація всіх сфер людської діяльності породжує потребу в компетентних спеціалістах, які повністю володіють інформаційним підходом. Це потребує розробки та впровадження в освітню діяльність інноваційних форм і методів навчання.

Проведений аналіз міжнародного досвіду та наукових джерел, у контексті застосування інтерактивних методів в освіті, засвідчив цікавість світової освітньої спільноти до використання цих методів. На думку авторів статті, можливим дієвим засобом вирішення гострих та складних педагогічних проблем у навчанні іноземної мови, які насамперед стосуються розвитку комунікативної компетенції студентів у вищих технічних закладах освіти є активне використання інтерактивних форм та методів навчання.

Метою статті є проаналізувати переваги використання сучасних інтерактивних форм і методів навчання іноземних мов у вищих технічних університетах; визначити основні завдання інтерактивних форм навчання; надати психолого-педагогічні рекомендації, які необхідно враховувати при впровадженні інтерактивних методів навчання в процесі вивчення іноземних мов.

У статті представлено досвід використання інтерактивних методів на практичних заняттях з дисципліни «Практичний курс іноземної мови для ділової комунікації» на факультеті електроніки Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського». Було проведено опитування студентів стосовно того, який із запропонованих інтерактивних методів під час проведення практичних занять був самим ефектним для засвоєння навчального матеріалу.

Проаналізовано такі інтерактивні методи, як дискусія, творчий диспут, дебати, оскільки ці методи, згідно опитування студентів, були найефективнішими та найцікавішими. Охарактеризовано суть, переваги та можливості використання інтерактивних методів навчання. Надано психолого-педагогічні рекомендації щодо підвищення педагогічного ефекту від використання інтерактивних методів. Дослідження показало, що комплексне застосування інтерактивних методів навчання дозволяє вирішувати завдання різної спрямованості: засвоєння методичних і теоретичних знань, формування практичних навичок, удосконалення мовленнєвих навичок, розкриття творчого потенціалу – і, зрештою, сприяє формуванню компетентного фахівця з галузі технічної інженерії.

Ключові слова: *інтерактивні методи навчання; комунікативні навички; навчальне середовище; навчання іноземної мови; підготовка конкурентоспроможних спеціалістів.*

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ADVANCED METHODS IN FOREIGN LANGUAGE TEACHING

The article substantiates the relevance of the use of modern interactive forms and methods in the training of future engineers in professional disciplines and a foreign language. In modern society, there is a need for lifelong education. New pedagogical and information technologies are used to meet these challenges. Digitalization of all spheres of human activity creates a need for competent specialists who fully master the information approach. This requires the development and implementation of innovative forms and methods of teaching in educational activities.

The analysis of international experience and scientific sources in the context of the use of interactive methods in education has shown the interest of the world educational community in the use of these methods. According to the authors of the article, a possible effective means of solving acute and complex pedagogical problems, which primarily concern the development of students' communicative competence in higher technical educational institutions, is the active use of interactive forms and methods in foreign language teaching.

The purpose of the article is to analyze the benefits of using modern interactive forms and methods in foreign language teaching at higher technical universities; to determine the main objectives of interactive training forms; to provide psychological and pedagogical recommendations that should be taken into account when implementing the interactive learning methods in the process of learning foreign languages.

The article presents the experience of using some interactive methods in practical classes of the discipline 'Foreign Language Practical Course for Business Communication' at the Faculty of Electronics of the National Technical University of Ukraine 'Igor Sikorsky Kyiv Polytechnic Institute'. A survey of students was conducted to determine which of the proposed interactive methods used in practical classes was the most effective for learning the material. Interactive methods such as discussion, creative dispute, and debate are analyzed, as these methods, according to the students' survey, were the most effective and interesting. The essence, advantages and possibilities of using interactive teaching methods are described. Psychological and pedagogical recommendations on increasing the pedagogical effect of using interactive teaching methods have been provided. The study has shown that the complex application of interactive teaching methods allows solving tasks of different orientation: mastering of methodological and theoretical knowledge, formation of practical skills, improvement of speaking skills, disclosure of creative potential - and, ultimately, contributes to the formation of a competent specialist in the field of engineering.

Key words*: interactive teaching methods; communication skills; educational environment; foreign language training; training competitive specialists.*

Global changes occurring in society and caused by the scientific and technological revolution and the process of globalization have significantly influenced modern education. On the one hand, there is an increase in the amount of educational information to be learned, and on the other hand, the acquired knowledge quickly becomes outdated. In modern society, there is a need for lifelong education. New pedagogical and information technologies are used to meet these challenges.

The use of new information technologies in teaching foreign languages implies an active position of the individual in the process of acquiring knowledge. Active perception of information helps the individual in forming skills for self-directed knowledge acquisition and promotes the search and processing of a large amount of information.

It is important to note that the use of computer technologies in foreign language teaching has significantly changed approaches to the development of teaching materials. Interactive learning on the basis of multimedia programs allows to realize more fully the whole complex of didactic, pedagogical and methodical principles, turns the process of learning interesting and creative.

Statement and justification of the relevance of the problem. Digitalization of all spheres of human activity creates a need for competent specialists who fully master the information approach. This requires the development and implementation of innovative forms and methods of teaching in educational activities that take into account the digital component. Nowadays, new approaches to the organization of training are required, based on progressive information technologies, in particular, on multimedia and interactive technologies. It is impossible to meet the high demands based only on traditional methods and means of teaching. So, the main methodological innovations today are associated with the use of some advanced methods and techniques in teaching foreign languages.

The use of interactive methods in foreign

language training is aimed primarily at developing students' communicative competence. For this purpose, different types of lesson activities can be used: individual, pair and group work, research projects, role-playing games, work with documents and various sources of information, creative works and methods with the use of computer technology.

The importance of interactive learning is that this learning is based on the interaction of all students, including the teacher. The learning process is carried out in conditions of constant, active interaction of all participants in the educational process. In the learning process, interpersonal cognitive communication and interaction of all its subjects occurs. The teacher and the student are equal subjects of learning.

At the same time, interactive learning develops students' communication skills and abilities, helps establish emotional contacts between students, and provides an educational task, since it teaches them to work in a team and listen to the opinions of their comrades.

Research publications analysis. The analysis of foreign and domestic experience proved that interactive learning tools are advanced technological approaches that emphasize active communication between students and teachers throughout the learning process. They create an educational environment in which students do not just listen to lectures, but actively participate in the process themselves. This implies a high degree of interaction and cooperation between students and their teacher. Therefore, interactive learning is one of the current trends in the modern educational process. The issues related to the forms and content of interactive learning were studied by D. P. Antiushko, O. A. Komar, O. I. Pometun, L. V. Pyrozhenko, D. Johnson, R. Johnson, S. O. Sysoieva, V. V. Revenko, N. P. Volkova and others.

The book by S. O. Sysoieva [7], devoted to the problem of actual using interactive learning technologies and methods in the educational process. The author argues that interactive learning technologies have a great educational and recreational potential, ensure maximum of student's activity in the learning process, optimal training time and its effectiveness. During interactive learning, students interact with each other, exchange information, solve problems together, model situations, evaluate the actions of colleagues and their own behavior, and immerse themselves in a real atmosphere of business cooperation by connecting a number of problems in accordance with their interests, needs, and demands. At the same time, there is a constant change in the types of educational activities: games, discussions, work in small groups, a small theoretical block (mini-lecture).

Researchers O. I. Pometun, L. V. Pyrozhenko [4] investigated various interactive learning technologies: interactive technologies of cooperative learning, technologies of collective and group learning, technologies of situational modeling. It is especially noted that interactive learning is a specific type of active learning that involves modeling life situations, using role-playing games, solving problems and making decisions. One can't deny that it is the interactive learning model that promotes active and

constant interaction of all students in the learning process.

In the research of N. P. Volkova [8], the importance of using interactive technologies as means of forming the personality of competitive specialist is considered. The main task of using interactive learning technologies is to activate students' mental activity, update basic knowledge, individualize the educational process, provide the opportunity for independent understanding of the value of acquired knowledge for its use in practice, and foster a positive attitude towards the subject. The leading means of implementing interactive interaction in the educational process is ensuring the optimal combination of a variety of activities, including communicative ones, of all learning subjects, creating comfortable conditions in which everyone feels their individuality, self-sufficiency, and success.

It is also worth mentioning that researchers D. P. Antiushko, V. S. Volodavchiyk, L. I. Sienohonova et al. [1] carried out a detailed analysis of the use of the current interactive teaching methods in higher education and identified traditional and innovative approaches to the use of innovative methods stimulating the creative activity of students of higher educational establishments during the learning process.

An interesting classification of interactive technologies was proposed by V. V. Revenko [5]. The researcher considers interactive technologies as a multifaceted phenomenon. She developed a classification of interactive technologies according to five criteria:

- by forms of organization of educational activities: collective and group learning; small group learning, individual;

- by purpose: instructional and consulting, informative, motivational, cognitive, controlling;

- by nature of activity: imitative and non-imitative;

- by nature of interaction: according to the subjects of interaction (teacher, student, group of students, computer);

- by the degree of students' independence: reproductive and creative.

D. Johnson [2], an American expert on cooperative learning, identifies five basic components necessary for the effective use of cooperative learning, namely: positive interdependence, i.e. the success of the whole group and each of its members depends on the respective efforts of another group member; personal responsibility of each group member for the overall result; mutual assistance and support of group members; joint activities, everyone's responsibility for the overall success; group reflection, or, as D. Johnson puts it, "group processing of results", i.e. group members should carry out self-analysis and self-evaluation of their cooperation, find weaknesses in it and improve the organization and activities of the group.

O. I. Komar highlights that "interactive methods are focused on the realization of cognitive interests and needs of the individual; therefore, special attention is paid to the organization the process of effective communication, in which the participants of the

interaction process are more mobile, more open and active'' [3].

Ukrainian researcher M. O. Skrypnyk described and analyzed theoretical aspects related to the definition of the essence of interactive methods, their classification, identification of the most common and suitable types of these methods for solving educational problems [6].

At the same time, there is a need to further research of the possibilities of using the interactive learning technologies in the educational process.

The purpose of the article. The purpose of the study is to analyze the benefits of using modern interactive forms and methods in foreign language teaching at higher technical universities; to determine the main objectives of interactive training forms; to provide psychological and pedagogical recommendations that should be taken into account when implementing the interactive learning methods in the process of learning foreign languages.

Research methods. The following research methods were used in the study: the method of theoretical analysis of educational documents and scientific- methodological works on problematic issues of teaching pedagogy; generalization of own pedagogical experience; methods of generalization and comparison of theoretical data, which can be used to show the practical application of innovative interactive technologies; survey of students regarding the effectiveness of using the aforementioned innovations in the training of future engineers during the study of professional disciplines and a foreign language.

Presenting the main research material. Today, the Ukrainian education system is going through a number of serious and important transformations aimed at providing students with deeper scientific knowledge, through differentiation of its structure. All these innovations entail changes to the requirements of the educational process, one of which is the use of active and interactive teaching methods.

In the process of professional training of future specialists, teachers use various models of innovative technologies for teaching students. There are different teaching models depending on students' participation in educational and cognitive activities. In education, three forms of interaction between teachers and students have been developed and are widely used, and each of them has its own characteristics. One of these teaching methods is the passive method. Using the passive method of teaching, the teacher is the main actor and manager of the class, and students act as passive listeners. The teacher's communication with students in passive classes is realized by means of surveys, independent, control works, tests, etc. Many scholars believe that the use of passive teaching methods in higher education is ineffective because such teaching is mainly focused on memory rather than thinking, and does not contribute much to the development of students' creative abilities, their independence and activity.

Another teaching method, which is widely used in the educational process, is the active one. The introduction of interactive forms of teaching is one of the most important directions for improving student training. The main goal of this type of training is to create comfortable learning conditions which makes the learning process itself productive, gives knowledge and skills, and also creates a basis for problem-solving work after the training is completed.

It is important to emphasize the main objectives of interactive training forms: raising students' interest in learning; effective learning of educational material; independent searching different ways and variants of solution of educational task (choosing one of the proposed variants or finding their own variant and justification of the solution); learning to work in a team; forming students' opinions and attitudes; reaching the level of students' conscious competence; forming of students' life and professional skills.

Teaching in higher education is becoming increasingly complex. Today it is not enough for a teacher to be competent in his/her subject area. And the teacher's role in the classroom is not limited only to the transfer of a certain amount of knowledge. Modern teachers should be ready not only to share deep knowledge in their discipline, but also to teach students how to obtain information, process it, analyze it and apply it in solving specific problems. The teacher has a key role in organizing an effective educational environment that will contribute to the activation of students' work. For this purpose, the teacher should cultivate interactive teaching methods. The students become full-fledged participants of the learning process; their experience serve as the main source of learning knowledge. Moreover, educators more easily absorb, understand and memorize the educational material they have studied through active involvement in the learning process. The teacher does not give ready-made knowledge and acts as an assistant in the learning process, but encourages participants to search for their own knowledge, solve tasks together, overcome conflicts, find common ground, and make compromises.

One of the ways to improve the efficiency of training of future specialists, at the present stage, is the targeted formation of their cognitive activity and independence, since the labor market requires competitive specialists with professional mobility, knowledge, skills, abilities, and high professional competence in the chosen professional activity.

In order to activate the cognitive activity of future specialists, we use such interactive teaching methods as: problem lecture, methods of discussion, dispute and debate, business games, role-playing games, situational analysis method, case study, brainstorming method, small group work method and some others. These methods are usually referred to as "active forms of the seminar," meaning that each of these forms has specific functions, its own training methodology, organization and maintenance [7].

Let's consider examples of the use of the leading learning interactive forms that can be used in teaching foreign languages to students of higher educational establishments. One of the main tasks of teaching is to develop students' speech activity, the ability to dialogue, and understand another person. According to researchers O. I. Pometun and L. V. Pyrozhenko, discussions teach a deep understanding of the problem, independent decision-making, argumentation, critical thinking, taking into account the opinions of others,

recognizing successful arguments, and help to clarify one's own beliefs and form one's own view of the world [4].

Various interactive methods were actively used in the practical classes of the course «Foreign Language Practical Course for Business Communication» at the Faculty of Electronics of the National Technical University of Ukraine «Igor Sikorsky Kyiv Polytechnic Institute». However, according to a survey of students (2024-2025 academic year), the most effective and the most interesting methods for them were discussion, creative dispute, and debate. And this is quite obvious, because all students are involved in the discussion process, even those who, in the traditional form of conducting a lesson, avoid answering and discussing this or that issue. Through these methods, students learn to professionally express their thoughts, argue their points, justify proposed solutions, and defend their beliefs.

It is very important to teach students how to competently argue their point of view. A number of ready-made speech patterns can be suggested. During a discussion, it is easy to see whether students are able to plan their activities, make compromises, listen to each other, argue their point of view, and control themselves.

It should be noted that the effectiveness of the discussion depends on such factors as: preparation (awareness and competence) of the student on the proposed problem; semantic uniformity (all terms, definitions, concepts, etc. must be understood equally by all students); correctness of the participants' behavior; the teacher's ability to conduct the discussion. At the same time, the teacher (discussion organizer) is faced with the following tasks: to formulate the problem and goals of the discussion; to create the necessary motivation, i.e. to present the problem, to show its significance, to identify unresolved and contradictory issues in it, to determine the expected result (solution); to establish the rules of the discussion; to formulate the rules for conducting the discussion, the main one of which is that everyone must speak; to create a friendly atmosphere; to achieve unambiguous semantic understanding of terms, concepts, etc.

Another effective form of realization of dialogic educational technologies is a dispute. It is a method which involves open collective discussion of moral, scientific, professional, political, creative and other values and problems that do not have a single generally accepted and unambiguous solution. This method of conducting classes, is a type of intellectual debate, close in nature to polemics. In practical classes, during a dispute, participants do not organize themselves into specific groups, but express their own individual judgments, express their personal attitudes towards certain objects, explain their own position using previously acquired knowledge and experience. Moreover, students really like this form of classes and consider this method to be very effective in learning a foreign language, because they learn to present their views in an evidence-based and reasoned manner using appropriate vocabulary, they learn to maintain self-control and calmness, to accept criticism, and to respect their opponent's opinion.

The most important communicative skills of modern students for their further education and professional growth are public speaking skills, because throughout their further education and career they will be evaluated by the effectiveness of oral communication with others. Due to the universality of application, personal orientation of students, in particular to ensure independent learning, stimulation of public speaking and leadership skills, debates are currently considered to be one of the most effective educational technologies that allow not only to ensure the formation of thorough knowledge, but also personal and professional qualities and skills. When teaching a foreign language, debates can be used both for summarizing and consolidation of educational material, and for controlling the acquired knowledge. It is most appropriate to use debates at the final stage of teaching any material or topic.

When planning a debate in our practical foreign language classes, serious preparation of students is required. First of all, it is necessary to determine the topic and purpose of the debate, provide students with instructions on the material they need to be prepared for. Furthermore, it is important to search for the necessary information and write the main text of the public speech.

The debate process itself is clearly regulated in time. During it, participants are divided into three main teams: two of them will present arguments from opposing positions, and the third one will act as a jury. The debate process itself is clearly regulated in time. During it, the participants are divided into three main teams: two of them will present arguments for opposing positions, and the third one will act as a jury. The event has three rounds, and during each round, one representative of the teams speaks. At the end of each round, cross-communication is carried out between the participants of the competing groups in order to clarify the positions of the opponents and identify their "weak points". At the end of the debate, the judges and the teacher, as a representative of the jury, determine the winning team. The teacher's task is to analyze the students 'arguments, clarify errors and inaccuracies, and highlight the most active students.

There is no doubt that the active use of debates in foreign language teaching helps not only to develop students' communicative competencies, but also to form their speech and social skills. The ability to debate will be useful in everyone's life, will help in the development of critical thinking, will teach to look at things from different points of view and logically build arguments, and, of course, to communicate. To achieve success in both science and professional life, it is necessary to be able to present your point of view in a reasoned manner and counter opponents' arguments.

We have considered only a few examples of the effective use of interactive teaching methods in foreign language teaching. But, in fact, there are a lot of them and each has its own characteristics, advantages and application features. The teacher should understand all the specifics and distinctive features of using these methodological tools, and be able to select and implement them as productively as possible to deliver each specific type of learning material in accordance with the students' needs. To realize such a selection, it

is advisable to analyze the content of the discipline to be studied, clearly define the set of possible methodological tools that will be used in the learning process, clearly and logically understand the purpose of the training and specific tasks aimed at its fulfillment. Properly selected interactive teaching methods used in foreign language lessons contribute to the activation of students' educational and cognitive activity, increased motivation to study a foreign language, and, accordingly, improved quality of learning.

It is important to note that the effective use of interactive learning tools requires teachers to have a deep understanding of the material as well as the ability to select and apply appropriate technologies and strategies. The teachers need to be able to adapt their approach to different learning styles, as well as to different educational goals and contexts.

Summarizing, it is advisable to highlight the following advantages of using interactive learning methods in foreign language teaching:

- the application of these methods in ESP classes is effective because it makes it possible for students to successfully apply the acquired theoretical knowledge, consolidate their listening, speaking, writing and reading skills, and freely conduct dialogues and discussions within a given topic;

- the learning process in this format increases students' motivation, productivity, emotional satisfaction, personal development, i.e. it becomes more qualitative;

- the maximum proximity of the learning process, if properly organized, to real-life conditions, contributes to the development of students' personal experiences, views and opinions regarding any situation;

- the learner is much more likely to learn to take responsibility, to listen, to ask questions, to highlight problems and look for ways to solve them, to regulate interpersonal conflicts and disagreements, and to work on overcoming their complexes;

- the teacher more often acts as the organizer of the learning process, the group leader, the facilitator, the creator of conditions for students' initiative;

- visual perception is considerably improved and the process of learning is significantly simplified;

- most interactive learning methods include elements of collaboration, allowing students to develop teamwork skills and this is important not only for their studies, but also for their future careers.

Thus, the results of the students' survey, the analysis of the characteristics and features of different learning interactive methods led to the choice of using these active methods in foreign language teaching, because they are based on dialog (polylogue), interpersonal interaction, transferring students to the position of active learning subjects who are able to actively engage in cognitive activities on the basis of self-aspiration, self-expression, emotional and positive attitude and independent achievement of learning goals.

Taking into account our own practical experience, we can identify psychological and pedagogical recommendations and certain nuances that should be taken into account when implementing the interactive learning method in the educational process:

1) The teacher should contribute to the creation of a favorable atmosphere in the group, which implies trust and mutual respect. This will ensure students' openness and willingness to express their opinions without fear of being judged. Dynamic teacher's conduct of the class, emotional, intellectual, communicative, motor warm-ups are an effective aid in the process of establishing the necessary atmosphere in the group.

2) Active cooperation between the teacher and the student, as well as between students.

3) A democratic style of communication, which also implies reliance on the personal experience of the participants in the educational process.

4) Using a variety of forms and methods of presenting information, including through vivid examples, facts, images, as well as forms of students' activity, their mobility.

5) The teacher must provoke interest by touching on problems that are significant for students.

6) Creating conditions that would encourage students to think, systematize, classify and summarize new information, develop their own attitude to it and formulate problems and questions for further practical application.

7) The teacher needs to analyze and evaluate the lesson, summarize the results. To do this, it is necessary to compare the goal formulated at the beginning of the lesson with the results obtained, draw conclusions, make decisions, evaluate the results, identify their positive and negative aspects.

Therefore, the widest possible use of interactive technologies in the educational process in higher educational establishments is a necessary condition for training competitive specialists. The use of interactive forms and methods of teaching allows technical university students in practice to acquire useful experience in mastering the content of future professional activity; ensures the formation of motivational readiness for interpersonal interaction not only in educational but also in professional situations.

Based on the above, we can describe interactive technologies as those that allow creating a dynamic, flexible learning system that provides continuous, dosed, adapted to the real situation management of the interaction between the teacher and the students. Interactive technologies, due to their didactic and functional diversity, allow the teacher to build an educational trajectory as efficiently as possible to achieve the learning goal.

It is important to note that our goal was to highlight the necessity of using interactive learning methods in the process of foreign language teaching. Therefore, we believe that the set goal has been achieved. The involvement of interactive teaching methods at the present stage of education is one of the priority and promising directions in the professional training of technical university students. So, it is advisable to follow the recommendations outlined above.

Conclusions and further research prospects. The current issues of educational policy in Ukraine are the improvement of professional training of specialists, the cardinal renewal of the scientific and methodological system of education, the improvement

of forms and methods of teaching and the reduction of the gap between the actual level of specialists' training and the employers' demands.

In the era of information technology, a specialist must be a creative person who has mastered the basics of computer technology, capable of independently conducting research work and performing diagnostic analysis work. For this reason, it is especially important for the modern education system to use pedagogical innovations, effectively and correctly involve interactive methods in the educational process.

It can be confidently summarized that the using of interactive methods of teaching gives the teacher a unique opportunity to creatively approach the process, maximally diversify the course of the lesson and options for its implementation.

In addition, the interactive teaching methods promote the development of students' intelligence, independent thinking and the formation of their opinion on any issue, as well as the ability to work together in a group or in a team. With their help, students acquire a new status – the status of an active participant in the educational process. The learners have a good opportunity to interact productively not only with the teacher, but also among themselves. This contributes to the development of communication skills, forms the skills of teamwork, cooperation and co-creation, the ability to listen to others, to form and argue their own position, to jointly come to the solution of the task and, consequently, to achieve the goal.

Our observations, survey results and analysis of student learning outcomes confirmed that the complex application of interactive teaching methods allows solving tasks of different orientation: mastering of methodological and theoretical knowledge, formation of practical skills, improvement of speaking skills, disclosure of creative potential – and, ultimately, contributes to the formation of a competent specialist in the field of engineering.

It should be emphasized that the problem of activation of educational and cognitive activity, including interactive technologies, is deep and multifaceted and is not limited to the conducted research. The problem of developing new and improving existing didactic means of activating educational and cognitive activity remains relevant, as there is a constant need for creative, independent and professional specialists who can quickly adapt to new requirements in their profession, who are able to master new knowledge and skills in a short time.

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ВІДОМОСТІ ПРО АВТОРІВ
ЛОМАКІНА Лариса – старший викладач кафедри англійської мови технічного спрямування №1 Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського».
Наукові інтереси: інформаційно-комунікаційні технології в освіті, методи навчання іноземних мов на нелінгвістичних факультетах.
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