

References

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TRANSFORMATION OF ENGLISH TEACHING METHODS THROUGH THE INTEGRATION OF MODERN TECHNOLOGIES

Анотація. Розглянуто актуальність використання сучасних технологій у процесі навчання англійської мови в умовах глобалізації та цифрової трансформації освіти. Обґрунтована необхідність оновлення традиційних методів викладання відповідно до потреб сучасних здобувачів освіти, особливу увагу приділено трансформації ролі викладача. Поєднання інноваційних технологій із традиційними підходами сприяє підвищенню якості, ефективності та індивідуалізації навчання англійської мови.

Ключові слова: англійська мова, методи навчання, сучасні технології, навчальний процес, індивідуалізація навчання.

Summary. The relevance of using modern technologies in the process of teaching English in the context of globalization and the digital transformation of education is considered. The need to update traditional teaching methods in accordance with the needs of modern education seekers is substantiated, and special attention is paid to the transformation of the role of the teacher. The combination of innovative technologies with traditional approaches contributes to improving the quality, efficiency, and individualization of English language teaching.

Key words: English language, teaching methods, modern technologies, educational process, individualization of learning.

In today's conditions of globalization and the rapid development of the information society, knowledge of the English language is becoming an integral part of the professional training of specialists in various industries. English serves as a universal means of intercultural communication, which leads to increased demands for the quality of its teaching.

At the same time, traditional teaching methods, which were relevant and effective even a decade ago, no longer fully meet the needs of modern learners, who are active users of digital technologies and expect interactivity, accessibility, and personalization in the educational process.

The relevance of the research stems from the necessity to reconsider approaches to teaching English in the context of the digital transformation of national education. The integration of modern technologies opens up new opportunities for increasing the efficiency of learning, developing communication skills, and fostering learners' autonomy.

The aim of the research is to study modern technologies and identify effective ways to use them in the educational process to transform English teaching methods, with a particular focus on assessing their impact on the quality and effectiveness of learning.

Since the beginning of the COVID-19 pandemic and, later, the full-scale invasion, when distance learning was implemented, webinars and video conferences have become an integral part of the educational process, ensuring real-time communication between teachers and students. Platforms such as Zoom, Microsoft Teams, and Google Meet have made it possible to provide live communication between teachers and students regardless of their location, conduct interactive classes, organize discussions, group projects, and individual consultations, supporting communicative English practice and ensuring continuity of learning.

Learning management systems (LMS) such as Moodle and Google Classroom have become another essential component of the modern educational process. They enable the organization of courses, the administration of assessments, and the monitoring of task completion, while providing centralized access to lectures, presentations, and additional materials. In today's challenging living conditions in Ukraine, the use of LMS creates conditions for the individualization of learning and the development of students' digital

competence, contributes to increasing their activity, developing independence and communication skills. Teachers, in turn, can effectively plan and structure the educational process, automate the assessment of assignments and tests, and promptly track the progress of each student.

Mobile applications, which provide flexible and individualized mastery of the material, have become another important tool in modern English learning. Language learning apps such as Duolingo, Babbel, and LingQ allow students to practice grammar, vocabulary, and pronunciation anytime and anywhere, turning learning into an interactive and motivating process. To expand their vocabulary, students can use digital dictionaries and translators, such as Linguee, Reverso, and Google Translate, which provide quick access to word meanings, usage examples, and contextual information. In addition, the use of flashcard apps such as Quizlet and Anki promotes effective vocabulary memorization and consolidation of material through regular repetition, which is especially useful for developing language competence.

The use of multimedia resources, such as videos, audio materials, interactive presentations, and animations, is also advisable when learning English. Using platforms such as YouTube, podcasts, and TED Talks allows students to develop listening skills, improve language comprehension, and expand their vocabulary, making learning more visual, dynamic, and motivating.

The integration of modern technologies into the educational process has fundamentally transformed the role of the teacher. If previously the teacher was mostly a source of knowledge and a controlling authority, today their functions have shifted to the role of a mentor, facilitator, and learning coordinator [4]. The teacher organizes access to digital resources, creates interactive tasks, guides students in using platforms and applications, and also supports communication and the development of critical thinking skills. As a result, the learning process becomes more individualized and student-centered, and the role of the teacher is not only to transfer knowledge, but also to create conditions for independent and effective mastery of the material.

Openness to the emergence of new technologies, as well as their correct combination with traditional teaching methods, will bring the educational process to a fundamentally new level, ensuring the quality, effectiveness, and interactivity of learning,

developing students' communicative and cognitive skills, as well as their autonomy and readiness for independent knowledge acquisition in the digital society.

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ФЕНОМЕН «ІРЛАНДСЬКОГО ПРОРИВУ» В УМОВАХ РЕФОРМУВАННЯ І МОДЕРНІЗАЦІЇ ОСВІТНЬО-НАУКОВОГО КОМПЛЕКСУ УКРАЇНИ

Анотація. *Стаття присвячена аналізу феномену «Ірландського прориву» — трансформації економіки та суспільства Ірландії, значну роль у якому відіграли реформи в освіті й науці. Оцінено ключові елементи реформ і їх вплив на економічне зростання, а також можливості адаптації цього досвіду в Україні. На прикладі системних змін в освіті, стандартах якості, інвестиціях у людський капітал і наукові дослідження формуються висновки щодо можливих шляхів модернізації української освітньо-наукової сфери для стимулювання інноваційного розвитку.*

Ключові слова: *модернізація науки, європейська інтеграція, становлення, реформування, «Ірландський прорив», суспільство знань, високі і надвисокі технології.*

Summary. *This article examines the «Irish breakthrough» — Ireland's transformative economic and societal development, in which education and research reforms played a key role. It assesses core reform elements and their impact on growth, and explores the potential adaptation of these measures in Ukraine. By analyzing systemic changes in education, quality assurance, investment in human capital, and research, the article outlines pathways for modernizing Ukraine's educational and scientific ecosystem to enhance innovation-driven development.*

Key words: *European integration, education policy, reforming, «Irish break», society of knowledge, high and ultrahigh technologies.*

Наприкінці XX — початку XXI століття Ірландія здійснила значну трансформацію зробивши несподіваний рух від аграрної економіки до інноваційно-орієнтованої. Цей процес називають «Celtic Tiger» або «Ірландським проривом» — періодом високих темпів економічного росту, що значною мірою був забезпечений модернізацією людського капіталу, освіти та науки [3, с. 86].