

4.3. Перспектива подальшого дослідження полягає у більш детальному аналізі семантики виділених типів та проведенні словотвірного, стилістичного та дистрибутивного аналізу емпіричного корпусу.

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#### **COMBINING METHODOLOGY AND TECHNOLOGY IN FOREIGN LANGUAGE TEACHING**

The methodology of teaching English is a constantly developing area of pedagogy that can no longer exist without the use of computer and Internet technologies. The use of such technologies in teaching a foreign language has been an effective means of achieving high-quality results.

Computer and Internet learning does not solve all the problems and new technologies cannot completely replace traditional teaching methods. However, the use of at least fragments in the learning process significantly increases the effectiveness of it.

Philip Shawcross argues that they have had a profound effect on the theory and practice of language teaching even being still only very partially implemented. The advantages of using computer and Internet technologies are the following:

- making technology an indissociable component in the learning process;
- making a wider range of linguistic skill-forming activities available;
- integrating these activities into a single experience;
- providing access to an unprecedented range of authentic materials;

- supporting the cognitive and socio-cognitive theories of language teaching,
- facilitating peer learning and communication between learners;
- effectively creating a continuum between learning and the rest of social and professional experience;
- ensuring continuous learner feedback and teacher monitoring;
- leading learners and teachers to question and redefine their respective roles (Philip Shawcross, 2002).

Due to the growing need to expand the list of resources that allow for distance learning, it becomes necessary to consider various resources in terms of their usefulness and functionality.

Currently, there are many opportunities for the use of multimedia technologies in foreign language classes: multimedia textbooks and electronic dictionaries, educational programs, grammar and communication tasks on the Internet, search and research on the Internet, copyright teacher programs.

All modern textbooks on teaching a foreign language, both spoken and professional, contain elements of multimedia technologies. An integral part of the training course is a disc with audio and video materials. Thanks to this, students have the opportunity to hear the real speech of native speakers, to feel the dialects and phonetic features, to create an atmosphere of real foreign language communication in the classroom.

To create a language environment, a special place is given to the sites of international youth communication ([www.Sharedtalk.com](http://www.Sharedtalk.com), [Livemocha.com](http://Livemocha.com), etc.).

*Learning English – BBC, British Council Online Courses, Talk English, News in Levels, TED, Lyrics Training, Duolingo* – all these sites help *learn English* and improve pronunciation, grammar, and vocabulary knowledge. Teachers can successfully use the materials of these courses for classes.

There are several vocabulary game-based learning programs. They add some element of diversity to the language learning process. For example, *Quizlet* is an online service that helps you quickly memorize English vocabulary.

*ABBY Lingvo* is the computer program and family of electronic dictionaries. With the help of *ABBVV Lingvo* thematic dictionaries, created by the teacher and based on program vocabulary, students can easily learn the required number of new words.

*Reverso* specializes in machine translation and language learning assistance. The site offers online dictionaries, contextual translation, spell checking, synonym search, and grammar.

Some scientists describe the benefits of using the following programs in the process of learning a foreign language:

*Wordstock* (the program for working with a dictionary). A program for self-compiling a dictionary. The learner can write down up to 1000 words with their definitions and examples. Any time it is possible to look at the word or check one's knowledge of the vocabulary: the definition of the word is shown on the screen and a question about the word itself follows. The example with space serves as a hint.

*Matchmaster* (the program for selection of matches). The student must correctly connect the lexical units (from a word to a paragraph in three lines) of the right and left columns. The selection is made by viewing both columns using the arrow-indicators.

*Choicemaster* (the program of choice of options). A program for creating exercises for multiple choice.

*Closemaster* (the program for filling in gaps). The program allows the teacher or trainee to enter, write to disk or edit texts up to 50 lines. The student selects the text by name and, before showing it on the display, sets which word in the text should be omitted (from every fifth to every fifteenth). Then, looking through the text with numbered spaces, he fills them in. Texts in different languages with spaces can be obtained in printed form.

*Crosswordmaster* (the program for filling in a crossword puzzle). The program allows to create, record and solve crosswords on a computer, and also provides a mode of operation for two students.

*Unilex* (the program for working with a dictionary to the text). The program compiles a list of all words in the text alphabetically and indicates the frequency of use of each word. The list can be used to prepare lexical explanations for certain texts.

*Gapmaster* (the program for filling in gaps). The program allows the teacher to enter large texts and define the element to be omitted - prefixes, suffixes, words, or expressions. If necessary, he can set permission to another, also a correct answer. The trainee can fill in the gaps in any order and choose the testing or teaching mode. Each answer can be accompanied by a key that appears for any answer.

*Speed-read* (the program for high-speed reading). The text is shown on the screen in parts of 8 lines for a certain time (the student must choose the presentation time: from 1 minute to 9 seconds.. The exercise aims to train fast reading with general coverage of the content. Multiple-choice questions may be asked after each page or all of the text. (Mozharova; Ovcharenko, 2018)

*Grammarly* (the program to improve your writing and make fewer mistakes). It's highly recommended. It's much more than just a spellchecker. It also highlights grammar mistakes and explains them.

When choosing teaching technologies, you should pay attention to whether they are suitable for students with a specific level of training. It is also necessary to pay attention to the following points:

- whether the structure of the task is clear and visible;
- whether it offers teaching by native speakers of a foreign language in various aspects;
- is it possible to save completed tasks;
- are there intermediate tests to assess the learned material and reflection.

Using Internet resources, students get the opportunity to implement different types of information interaction, as well as the opportunity to work in different modes of the Internet.

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### **ОМОНІМІЯ У ФРАНЦУЗЬКІЙ МОВІ ТА ЇЇ ВПЛИВ НА ПРОЦЕС ОВОЛОДІННЯ МОВОЮ**

Подібність слів у звучанні, але різниця в їх значеннях є досить вагомою складністю для студента, який знаходиться на стадії вивчення іноземної мови. Омоніми, які притаманні будь-якій мові, часто можуть спантеличити навіть і досвідченого професіонала у сфері мовознавства.

Не зважаючи на чималу кількість напрацювань в цьому напрямі, у сучасній французькій мові ця тема все ще залишається актуальною та не повністю розкритою. Дослідження явища омонімії є відносно новим та нещодавнім, а якщо врахувати той факт, що і сама мова не