

виринув, наче блискавка, мов той далекий грім з її незабутньої юності; розчахнув її навпіл, як ту яблуньку в грозовий полудень» [7, с. 48].

Отже, цій новелі шипшиновий куц можна характеризувати як *наскрізну* художню деталь, яка у тексті має матеріально виражену уявну сутність, а у підтексті є символом збереження рідного дому, кохання, роду, викликаючи цілий ряд теплих, щемких емоцій та асоціацій, замінюючи собою цілу гаму почуттів, рис характеристики героїні, щось глибоке й вічне, що важко передати словами. Будучи за обсягом *мікрообразом*, така деталь у конкретному творі за смисловим навантаженням являє собою *мегаобраз*. Таких вагомих художніх деталей у текстах творів Ірини досить багато. Завдяки їм її проза має своє неповторне «обличчя».

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GAMING TECHNOLOGIES: A TOOL FOR CULTIVATING COGNITIVE ENGAGEMENT IN ENGLISH LANGUAGE LESSONS

Budz I. F.

*Candidate of Pedagogical Sciences, Associate Professor,
Head of Romano-Germanic Philology Department
Private Higher Education Establishment "Academician Stepan Demianchuk
International University of Economics and Humanities"*

Popovych K. O.

*2-d year Master Degree Student,
History and Philology Faculty
Private Higher Education Establishment "Academician Stepan Demianchuk
International University of Economics and Humanities"*

In recent years, significant changes have taken place in the methodology of teaching foreign languages, primarily concerning the overall strategy of communicative orientation and understanding the practical purpose of learning. Specifically, graduates should possess the ability to communicate orally and in writing in a foreign language and to engage in tasks of interpersonal and intercultural interaction at the B2 level.

Regardless of the innovative technologies implemented in practice, success can only be achieved when the student's interest is engaged during the lesson, fostering skill development and satisfying cognitive needs. Interactive gaming technologies play a role in this, as students consistently feel the need for communication, with games offering opportunities for self-expression, personal revelation, and self-affirmation. Simultaneously, gaming fosters students' self-development and self-education.

By incorporating elements of gaming into English language lessons, the potential for creative activity is heightened, enthusiasm and interest in learning the subject matter are invigorated, accumulated knowledge, skills, and abilities are brought to the forefront, and memory and imagination are developed. Game-based activities during lessons serve various functions, including motivational, communicative, self-realization, diagnostic, corrective, and entertaining purposes.

In the methodology of foreign language teaching, a classification of games has been developed, outlining the role and possibilities of games in the process of teaching various forms of speech activities. However, it is worth noting that didactic (educational) games have gained the most traction in the educational process as a means of developing students' competencies. Researchers highlight the conditions for conducting didactic games in lessons [1, p. 35], as maintaining a balance between play, learning, and conversational activities is crucial.

A balanced approach to using didactic games contributes to the development of cognitive activity in senior students, including fostering activity, interests, needs, motivation, creative skills, physical, and moral qualities [2, p. 12].

Gaming technologies can be applied at any stage of the lesson: at the beginning, to create a comfortable atmosphere and review previously learned material; in the middle or at the end of the lesson, to alleviate tension and fatigue, or when only a few minutes remain before the bell, making it impractical to introduce new material. The pedagogical potential of each game primarily lies in generating students' interest, stimulating their cognitive and linguistic activity focused on reinforcing new lexical material, and fostering a sense of unity.

One of the challenges for students in learning a foreign language is the difficulty in memorizing new words. Language/lexical games help overcome this issue. Such games allow the expansion of vocabulary in a playful manner, avoiding rote memorization. Working with foreign words through gaming technologies addresses several objectives, including enhancing language competence, facilitating faster and deeper material absorption, building a rich and active vocabulary, reducing instances of failing to internalize new vocabulary, and motivating students [3, p. 45].

In ensuring gaming activities during foreign language learning, knowledge from psychology plays a vital role, explaining the mechanism through which games influence

personality development and enabling the selection of appropriate pedagogical methods [1, p. 36].

In conclusion, the use of gaming technologies in foreign language education promotes the cultivation of cognitive activity among students in English language lessons, enhances students' motivation to learn a foreign language, and nurtures leadership qualities.

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SOME ASPECTS OF USING ARTIFICIAL INTELLIGENCE IN A LANGUAGE TEACHING PROCESS

Hanna Brdyś

*PhD in Philology, Senior Lecturer and
Associate Professor at the Foreign Languages Centre
Silesian University of Technology*

Natalia Nisanoglu

*PhD in Philology, Associate Professor of
the Department of Romano-Germanic Philology,
Private Higher Education Establishment
“Academician Stepan Demianchuk International
University of Economics and Humanities”*

Teaching methods have undergone major changes over the last several decades. Traditionally, students would use books or dictionaries to translate text or they would ask a teacher about the meanings of words, phrases, and expressions. When computers entered a class, the machines revolutionized the processes of working with a text, facilitated its understanding, and allowed students to work more efficiently. Recently, a great deal of emphasis has been laid on Artificial Intelligence (AI) applications that are used by educators with the aim “to explore the potential pedagogical opportunities” [2, p. 2]. Moreover, some researchers claim that without integrating AI into language education it will not maintain competitiveness [1]. The main focus of this short study is to point to a few basic issues that arise from the use of AI in the future classroom.

Common ways to do grammar exercises, translate texts, and prepare a speech on a topic require a lot of work. Furthermore, they are time-consuming tasks. Unless students have the keys to grammar exercises, or consult their teacher later, they are uncertain