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

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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

about the correct answers. With the aid of AI, learners can instantly verify their answers and receive a prompt explanation of why they are incorrect. Translating words and idiomatic expressions usually requires consulting dictionaries, apart from diligence and imagination. Nowadays, there are programs designed to translate texts which allow for quick conversion and make the texts easily understandable for the students.

It is worth noting that a method of discussion or dialogue on particular subjects has also undergone a significant transformation. Students in a standard classroom had to work hard to gather information from paper sources. They had to prepare for a class ahead of time using material from books or magazines. Very often it was an exhaustive and tedious job. Students now find it easier to collect the necessary information and data. By checking World Wide Web pages on computers, tablets, and Smartphones, they can receive instant answers to their queries. Artificial Intelligence is even more advantageous in this regard and offers more sophisticated prospects. AI programs can deliver ideas, and answers, instantly correct errors in statements, and provide straightaway clues on how to proceed during the discussion. Currently, there are a variety of language learning applications that were developed on Artificial Intelligence and can be used in an English classroom or for doing assignments at home efficiently. For instance, Google Translate can be a great service for translating words or texts in written form and verbally. However, it is not the best option for students who learn languages including English professionally since the tool does not produce an accurate translation, and does not convey nuances or implicit meaning.

Another tool that can be used in education is GPTchat. It is considered to be a powerful tool for both educators and students. For example, creating different types of grammatical and lexical tasks, and helping with correcting students' written works can be beneficial for teachers. The last function mentioned above can be advantageous for English learners, too. Using the tool as a so-called artificial interlocutor, you can provide a piece of information depending on an inquiry. In terms of learning, one can receive detailed answers or explanations on any aspect of knowledge. Moreover, students can improve their English grammar or writing skills with the help of GPTchat and the results can be checked and analyzed by a virtual instructor.

To sum up, there are a few questions that we should answer before fully implementing AI tools in the process of language teaching. In a standard class, a teacher has always been the most important person, entirely in charge of the educational process. What will happen in case an artificial intelligence machine in the form of an android replaces a human? Are we going to lose control over teaching procedures and activities? Moreover, will students become dependent on the new tools and will they completely rely on them, refusing to think or create? We must now decide on the course of action to ensure that students will play an active role in the class. Otherwise, they will become dependent on the machine programs and algorithms.

Given the obvious advantages of using AI in an English language classroom, there are still ethical implications and challenges we will face soon. These are serious issues that open up a fascinating area for further discussion of how we fully benefit from AI.

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FEATURES OF SECONDARY SCHOOL STUDENTS' VOCABULARY ENRICHMENT IN ENGLISH LESSONS

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The search for effective ways of learning foreign vocabulary remains relevant, since the process of mastering verbal material is burdened with certain difficulties. As a result, the majority of secondary school graduates master a small number of words and make a large number of lexical errors in speech, the analysis of which suggests that the main reason for their occurrence is the insufficient level of formation of automatisms for learning vocabulary. Students concentrate on how to say, not what to say.

When considering the content of forming students' lexical competence, one should not forget about the pedagogical and developmental value of studying foreign language lexical material. Considering this provision, the study of lexical material should be organically connected with the development of students' effective learning skills (both at the linguistic and sociocultural level), as well as the development of students' heuristic skills, the importance of which is emphasized by the experts of the European Council on Language Education [1, c. 59]. We mean the development of the student's ability to apply other competencies for actions in a particular educational situation (based on observations, assumptions about the meaning of the observed, analysis, generalization, memorization, etc.).

Unfortunately, too little attention is paid to the stage of teaching lexical knowledge in modern schools. Lexical units are usually semanticized by means of translation, as this is the most economical way of conveying the meaning of words. Thus, not having received the appropriate result at the level of lexical knowledge, teachers immediately begin to form skills and even develop speaking skills [1, c. 154].