Зазвичай інтерактивні технології доповнюють традиційні методи навчання, але специфіку курсу «Українська мова (за професійним спрямуванням» становить те, що тематика окремих занять передбачає використання інтерактивів упродовж усього навчального заняття.

Досвід викладання української мови за професійним спрямуванням засобом інтерактивних технологій доводить, що інтерактивне навчання сприяє інтенсифікації та оптимізації освітнього процесу, розвиває інтерес і мотивацію до навчання, збагачує досвідом, формує м'які навички (soft skills), сприяє реалізації ідеї співробітництва, розвиває комунікативні компетентності здобувачів освіти.

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USE OF MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES: CHALLENGES AND PROSPECTS

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Processes of integration, the expansion of diversity to multicultural changes and the rapid development of modern digital technologies influence the development of

the education system. Increasingly, before the adoption of foreign languages, we are creating new voices to transform the methods of their reporting. Integration processes, public openness to multicultural changes and the rapid development of modern digital technologies influence the development of the education system. Tightening requirements for the study of foreign languages creates new challenges for the transformation of teaching methods.

Effective teaching of foreign languages requires a perfect command of the language from the teacher, as well as professional skill in organizing the educational activities of students to master foreign language activities. The learning process is implemented thanks to the efforts of its two participants - a teacher and a student. As for managing this process, defining its strategy and tactics, the main role here belongs to the teacher.

Modern technologies make it easier to transfer from STEM to STEAM-oriented educational process [2], which involves in-depth study of foreign languages, among other things. Such a combination of educational activities allows for an individual approach and development of an individual educational trajectory for students within the framework of understanding the general idea for each level of education.

The specificity of learning a foreign language, unlike other subjects, is that the teacher needs to form a new stereotype of speech communication in the student in addition to the native language that already exists. So, the foundations of theoretical knowledge of the modern methodology of teaching foreign languages consist of some components.

First of all, it's general theoretical information of the main methodological concepts (methodology as a science is connected with other sciences and the achievements of foreign language teaching methods are reflected in the achievements in the field of linguistics, psychology, sociology, etc.).

Then, there are issues of organization of teaching foreign language phonetics, vocabulary, grammar and types of speech activity (speaking, listening, reading, writing). Issues of training organization include consideration of methodical concepts, explanation of features of language material, stages of training, training methods for mastering speaking skills.

Last, but not least, is the problem of control in teaching foreign languages; control functions and objects of control and criteria for assessing the level of mastery of foreign language speech activity [2].

Analysts of Gartne, the world's leading research and consulting company in the field of information technologies [3], single out the five most effective proposals for the introduction of artificial intelligence into the educational process of higher education institutions regarding foreign language learning.

1. Additional intelligence (these are automation tools that contribute increasing the productivity of a person's mental work. They help to organize a "partnership" between the learner and artificial intelligence, in which the primacy is given to the human factor. The use of artificial intelligence helps to reduce the number of errors in the process of performing tasks. At the same time, the use of ICT for the presentation and processing of educational

material, case methods, game modeling in the study of foreign languages is effective.

2. Chat bots (virtual assistant; automatic communication with the use of chatbots is conducted using a text or voice message).

3. Use of multimedia learning technologies. Principle action of these pedagogical technologies consists in the organization of the process training based on the formation of foreign language competence through the activation of modular educational blocks during language learning according to an individual educational trajectory (conducting practices, webinars, didactic games, implementation of educational program projects).

4. Gamification. Game elements are used for students with the aim of acquiring gaming practices in a non-gaming context to engage users in problem solving.

A vivid example of the use of artificial intelligence for effective learning of a foreign language is the use of specially developed programs and applications (for example, the interactive MyEnglishLab platform from Pearson) [4].

One of the biggest challenges is limited access to technology for some groups of students. In low-income regions, rural areas, or countries with poor internet infrastructure, students may not have consistent access to the internet and devices needed to use language apps. This digital divide poses a significant barrier, as many language learning platforms require high-speed internet and modern devices.

The introduction of modern technologies requires training on the part of teachers. Not all teachers have the skills to use interactive and digital tools, and the lack of digital literacy among teachers can become an obstacle to the successful integration of technologies into the educational process. Therefore, it is necessary to provide training for teachers and create advanced training courses aimed at mastering digital resources.

Technology can offer automated corrections and recommendations, but it cannot always take into account individual student needs, especially when it comes to cultural backgrounds or personal difficulties with certain aspects of the language. AI platforms can provide useful recommendations, but only a teacher can fully take into account the motivations, interests, and difficulties of a particular student.

The use of modern technology in language learning opens up many opportunities for students and teachers. It offers great potential for language learning by offering interactive platforms, AI applications, virtual reality and other innovative tools that make learning accessible and fun. However, despite these benefits, the use of technology in language teaching faces a number of challenges and limitations and can create a number of issues that require attention. For example, it offers great potential for personalized learning, increased engagement and expanded access. However, to achieve the full benefits of technology, challenges such as digital accessibility, quality control and privacy issues need to be addressed.

To integrate technology into teaching as effectively as possible, it is important to consider factors such as accessibility, the balance between digital tools and face-to-face communication, content quality and data privacy. Educators, policymakers and technology developers must collaborate to ensure that these tools empower learners rather than exacerbate existing inequalities. Technology can be a powerful tool in

language learning, but only if it is used meaningfully and responsibly, in combination with traditional teaching methods.

Addressing these challenges requires a collaborative effort among educators, technology developers, and policymakers to ensure equitable and high-quality access to modern educational resources. As technology continues to evolve, the prospect of integrating it with traditional teaching methods provides a balanced, holistic approach to language education. When implemented thoughtfully and continually evaluated, technology can help create inclusive, effective, and engaging language learning experiences for students around the world.

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METHODOLOGICAL POTENTIAL OF CHARACTER.AI WEB-APPLICATION

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Nowadays, our world is experiencing a powerful rise of artificial intelligence characterized by using its algorithms and AI-powered tools in various spheres of social life, and foremost in education. Multiple researchers and teachers [see: 1; 3; 5] stress the inevitability of applying artificial intelligence in education, hence its abilities are great and methodological potential immeasurable. While recognizing these prospects in studying different subjects, we would like to focus on possible merits of AI-powered platforms in the language training, particularly on the use of the chat-bot known as *Character.ai* (also *c.ai* and *character AI)* in ESL teaching and learning.

Web-application *Character.ai* is a site that uses a neuro-linguistic model to read vast amounts of text and respond to prompts using that information. The principle of its operation is not complicated. Anyone who is 13 or older can create a character on