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ONLINE PLATFORMS IN LEARNING ENGLISH BY STUDENTS OF INSTITUTIONS OF HIGHER EDUCATION

Teaching English in a blended learning environment takes place through the use of modern information and interactive technologies. For creative learning of English in modern conditions, the following modern online tools [1] are used:

1) online dictionaries, including Cambridge online dictionary, Oxford online dictionary, ABBYY, Reverso Context online dictionary, and Lingvo Live dictionary, which are quite effective (with this interactive tool, students get in- formation about the pronunciation of a word in the British and American versions of English pronunciation. These dictionaries also provide information about how each word is interpreted and what context it used in; interpreting the meaning of a word in English considerably expands the vocabulary, so students learn even more words);

2) online news, viewing which the student gets the opportunity to develop listening skills and substantially expand their vocabulary;

3) chat, where the teacher and students participate (the main focus of this tool is aimed at developing students' writing skills);

4) conduct conversations and conferences using various interactive applications, such as Skype or Viber, or interactive platforms, such as Zoom and Google Meet;

5) social networks, among which the use of Facebook, Instagram and Twitter, etc. is especially popular; for example, when learning English, the posts of famous people in English become interesting to students and students try to understand their meaning, sometimes commenting on these posts also in the language of the author of such posts;

6) mobile applications, the use of which allows students to learn additional practical material, which eventually becomes an essential tool for consolidating the acquired knowledge.

In accordance with the above, it is advisable to consider the following online platforms:

1) online platform Quizlet, based on there are specially designed modules for testing students' knowledge of English (apart from standard modules, the platform also allows developing individual modules for individual specialities of students; based on the platform, one can also listen to the correct pronunciation of words that are new to students, this, for its part, is a good tool for correcting mistakes that students make when learning English);

2) online platform Freerice, based on which in the process of learning English, users, that is, both students and teachers, have the opportunity to learn about the meaning of words that they do not understand (this substantially increases the level of vocabulary because, learning the meaning of words, students and teachers also remember synonyms of unknown words; students can use this platform with any level of English proficiency);

3) online platform Learn English from the British Council, based on which there are a numerous developed flash exercises that can be performed by a student who speaks any level of English, since these exercises are specially grouped by the English proficiency level;

4) online platform Vocabulary.com which provides students with the opportunity to learn new words in their speciality, since the process of learning words is based on associations and illustrations [3].

Among other online tools that also have positive teacher recommendations and are used quite efficiently in a blended learning environment is the Microsoft Teams online platform. At the same time, to facilitate the process of mastering the English language, it is advisable to use the Flipgrid application. The use of this application for the user, especially for students, is free of charge. The main purpose of using the app is to develop communication skills because students can create short video responses and take part in video conversations according to the topic of the lesson. The popularity of using this application has increased especially now, when all institutions of higher education, considering the conditions of pandemic restrictions, provide training for students in distance learning mode.

The advantages of online platforms in learning English by students of institutions of higher education [2] are as follows:

1) mobility, which is expressed in the availability of educational material for each student and its processing, regardless of the place of residence and time (but a special basis for this should be the presence of an internet connection);

2) systematic, which indicates that the assimilation of educational material by students is gradual, since the curriculum provided by the platform is specially designed for the needs and level of knowledge of each student; students must gradually assimilate the educational material provided by the platform programme;

3) interactivity, since the educational process developed based on interactive platforms requires the use of modern innovative technologies;

4) controllability of knowledge, that is, the teacher, even without communicating with the student live, has the opportunity to evaluate the level of knowledge acquired by the student and the acquired competencies.

Thanks to modern interactive tools, teachers get the opportunity to remotely monitor the educational and cognitive activities of students because this does not require face-to-face contact with each student to determine what level of knowledge they have gained while learning English.

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THE APPLICATION OF FILM FRAGMENTS TO ENHANCE INTERCULTURAL COMMUNICATION LEARNING

Introduction

As global interconnectedness increases, intercultural communication competence (ICC) has become essential in education, especially within language and cultural studies. The goal of developing ICC is to equip students with the ability to interact effectively across cultural boundaries, fostering a deeper understanding of different social norms, behaviors, and values. Traditional teaching methods often struggle to convey the nuances of intercultural interactions in ways that are engaging and impactful for students. Film fragments, however, present an innovative pedagogical tool, allowing students to explore intercultural scenarios in authentic, context-rich settings that extend beyond textbook theory [2, p. 45].

1. Theoretical Background

Intercultural communication competence encompasses various dimensions, including knowledge of cultural norms, emotional awareness, adaptability, and language skills. Michael Byram's model, one of the foundational frameworks in ICC, emphasizes the need for students to develop both linguistic and cultural competences to engage meaningfully with diverse groups. Byram identifies five key aspects: intercultural attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness [1, p. 38]. Educators use these principles as a basis for developing learning outcomes that are centered on real-life cultural interaction.

In educational settings, films offer an accessible way to present students with complex cultural scenarios in a way that is visually engaging. Through observing characters' language use, behaviors, and attitudes within specific cultural contexts, students gain insights into cultural dynamics that might otherwise remain abstract. Films capture the nuances of speech, non-verbal cues, and social settings, providing an immersive experience that helps students relate theory to practice. For example, by analyzing culturally laden dialogues, students can observe pragmatic language use, humor, and politeness conventions, which vary across cultures [2, p. 46].

2. Pedagogical Value of Film Fragments

Using film fragments in the classroom allows educators to focus on concise, manageable scenes that illustrate specific intercultural themes without overwhelming students. Rather than requiring students to watch an entire film, fragments make it possible to concentrate on moments of high cultural significance, facilitating analysis and discussion around those scenes. This approach not only streamlines the learning