та масштабно мислити, шукати нестандартні рішення проблемних ситуацій. За допомогою таких методів формуються учні, які здатні йти в ногу з часом, відповідати вимогам сучасного суспільства, з легкістю опановувати нові професії та не боятися труднощів, що виникають.

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## INTERACTIVE TECHNOLOGIES IN EDUCATION: THE KEY TO THE SUCCESSFUL FORMATION OF GRAMMATICAL COMPETENCE IN THE ERA OF DISTANCE LEARNING

The modern development of information technologies contributes to rapid changes in the educational environment. The Internet and digital technologies gradually became the basic need of our daily lives, particularly in wartime conditions, when distance learning became an integral part of obtaining an education for Ukrainians. An essential tool for ensuring the effectiveness of distance learning is interactive technology, which promotes the active participation of students in the educational process and enables teachers to adapt it to the individual needs of each student, thereby helping them to form grammatical competence more easily and interestingly. Determining the role and capabilities of interactive whiteboards, online platforms, and virtual classrooms is essential to understanding their impact on education in today's world.

Before considering information technologies and Internet resources that can contribute to forming grammatical competence, it is necessary to introduce this concept.

Having analysed different interpretations of grammatical competence by various scientists such as E. Krotevych, T. Stechenko, O. Vovk, O. Parshykova and others, we can conclude that grammatical competence is a component of language competence, which is part of the structure of foreign language communicative competence. Grammatical competence includes knowledge of the grammatical elements of the language, the ability to adequately use grammatical phenomena in speech activity in various communication situations and understanding and expressing specific content by formulating it in the form of statements built according to the rules of a particular language.

First, due to the pandemic, and later due to the beginning of a full-scale invasion of our country, we were forced to make significant changes to the national education policy, which is now focused primarily on meeting the unique needs of Ukrainians. Because distance learning has become almost the only opportunity for some children to get an education, teachers have to increasingly abandon traditional methods and forms of learning in favour of new Internet resources and information technologies to improve the quality of the educational process.

Foreign and Ukrainian scholars investigated questions regarding the use of various modern technologies during the teaching of a foreign language. O. Pasichnyk proved in his work that the quality of education directly depends on the organisation of the educational process, the chosen methods and forms. The increase in the volume and availability of information leads to the higher intensity of the educational process, its acceleration and rapid changes in educational material and approaches. This requires flexibility in teaching, particularly foreign languages. The advantage of innovative information technologies compared to other educational tools is that they are primarily designed to actively assimilate knowledge by education seekers and improve their skills and abilities [5, p. 162].

T. Kalinichenko noted that in today's globalised world, mastering foreign languages is essential for those who want to succeed in their future professional life. The use of digital technologies is quite valuable in the educational space [3, p. 110].

V. Kovalenko and L. Pylypiuk found that using Internet resources, as one of the modern technologies for teaching foreign languages, makes it possible to effectively organise the educational process and expand the communicative capabilities of students. Such resources also make it possible to organise learning a foreign language based on the principles of openness, adequacy and authenticity. Computer software products are considered a means of objectifying the level of learning foreign languages [4, p. 182].

L. Dovgan also devoted her work to improving the teaching of foreign languages with the help of the latest technologies. She considered a student-centred approach to education, in which students actively study the material before class. During the class, discussions and practical use of acquired knowledge and skills occur. She analysed the "flipped classroom" technique, which is based on the education of students both in and outside it, using a complex of innovative tools and information and communication technologies [2, p. 106]. We will analyse some interactive resources, indispensable tools for the teacher to build grammatical competence during online education.

For centuries, the blackboard has been an invariable attribute of the educational process, but now, teachers need to look for alternatives in distance education. Interactive whiteboards like *Miro*, *Figjam*, and others are excellent substitutes for this device and open endless possibilities for educators. They allow teachers and students to create visually attractive content, such as graphs, charts, tables, etc., that help them learn the material more easily. These boards have various interactive tools, such as stickers, notes, and drawings, which students actively use. They significantly improve the perception of the material and help students better absorb information through visual aids, which is especially important for learning complex concepts. Students are actively involved in the learning process, increasing their interest and motivation. In addition, one of the advantages of such boards is the opportunity for students to work together in real-time on group projects and exchange ideas and comments. Collaboration allows students to discuss grammar rules or complex constructions collectively. It helps to explain and analyse grammar interactively while developing communication skills and understanding of language structures.

Individualisation of education is an essential aspect of the modern world. S. Alekseeva revealed the essence of individualisation of education as a process of formation and development of personal values of education seekers, provision of mechanisms of self-realisation, and self-development. The phenomenon of individualisation is gaining relevance with the widespread of digital technologies [1, p. 292–293]. Interactive whiteboards allow teachers to adapt learning to students' individual needs; everyone can work at their own pace, receiving feedback from the teacher.

In addition to interactive whiteboards, many popular online educational platforms allow students and teachers to use various tools to master new knowledge. Platforms like *Duolingo, Memrise, and LingQ* are excellent tools for learning foreign languages. They offer exercises in the form of mini-games, where students receive instant feedback on their mistakes, which contributes to better memorisation of grammatical structures. Performing grammar exercises in this form or using visual elements allows students to learn the rules and structures more efficiently.

In addition, many platforms for creating automated tests facilitate assessing students' knowledge and add interactivity to learning. Popular options include *Google Forms* and *Microsoft Forms* for simple, self-graded quizzes, *Quizlet* and Kahoot! for game quizzes and flashcards, and *ClassMarker* and *ProProfs Quiz Maker* for creating professional tests with different questions. *Moodle* can be used for systematic courses and progress tracking, while *Socrative* provides real-time testing with instant feedback. These tools allow teachers to diversify the learning process and make assessment more convenient and effective, especially in the distance learning format.

In conclusion, integrating interactive technologies into distance learning has become essential in modern education, especially for Ukrainian students and teachers adapting to new educational demands. Digital tools such as interactive whiteboards and online learning platforms enable a more engaging, flexible, and individualised approach, which is crucial for enhancing grammatical competence and overall language skills. These technologies allow students to engage actively with the material through visual aids, collaborative projects, and personalised learning experiences,

pivotal in distance learning contexts. Moreover, automated testing platforms streamline the assessment process, providing teachers with practical methods to evaluate students' progress while maintaining interactivity in online classrooms. Altogether, these resources enrich the educational process and prepare students for successful communication in a globalised, digital world, making the formation of grammatical competence both achievable and stimulating.

**RESOURCES**

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## ОСОБЛИВОСТІ ВИКОРИСТАННЯ ШТУЧНОГО ІНТЕЛЕКТУ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ

Поняття "штучний інтелект" досі не має загальноприйнятого визначення у наукових колах, а його трактування суттєво відрізняється залежно від сфери застосування. Для фахівців технічних галузей це слово часто є частиною професійного жаргону. Ідеї, що колись здавалися фантастичними, тепер реалізуються завдяки сучасним інформаційним технологіям, які спираються на високу обчислювальну потужність, обробку великих масивів даних і мережеві засоби.

У "Концепції розвитку штучного інтелекту в Україні" штучний інтелект визначається як здатність системи точно сприймати зовнішню інформацію відповідно до поставлених цілей, навчатися на основі наявних даних та застосовувати отримані знання для виконання конкретних завдань, а також інтегрувати нову інформацію через взаємодію з довкіллям [4]. З цієї точки зору, освіта має на меті підготовку фахівців, які зможуть створювати і застосовувати такі системи.