development, transparency, and ethical oversight will be essential to maximize AI's benefits.

MICROLEARNING IN TEACHING FOREIGN LANGUAGES

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Microlearning is gaining popularity among both foreign language learners and teachers. This approach meets the needs of students and reflects the latest trends in education. The necessity to obtain information, process it and learn how to use it appropriately within a short period of time makes this approach an efficient asset for learners and teachers in terms of developing their communicative competence skills.

Speaking about the use of microlearning in higher education institutions it is considered to be "*an effective complement to traditional learning, as it extends the learning process beyond the classroom on the basis of information technology, allows consolidating virtually and deepening the knowledge gained during practical classes, and provokes students to daily communication outside the establishment through social network". [1, p.388],* making its application possible for face-to-face communication, as well as distance and e-learning.

Although microlearning is not a new idea (it was first proposed by Hector Correa in 1963), its potential for language teaching is immense. It has often been incorporated into the classroom activities, such as in the creation of blended learning [2, p.47]. The current development of information technologies has also influenced its popularity.

Microlearning offers bite-sized information that is easy to perceive. It is definitely a student-cantered methodological approach that allows for interactivity, as well as develops critical skills, breaks the language barrier and promotes creativity in the classroom.

Microlearning can incorporate tools such as gamification, infographics, videos, songs, specialized apps, and social media in order to meet the needs of particular student or group of students, taking into account their overall level, learning goals and available

time. Breaking down lessons into smaller chunks increases students' engagement in the learning process, offers enough space to ask additional questions and highlights the material that needs additional explanation. On the other hand, teachers are free to modify and update their lesson plans quickly and easily, since changing a *bite-sized piece of information is not a time-consuming procedure.*

The benefits of microlearning in language teaching and learning are, but not limited to the following:

1) providing small and manageable study units makes the leaning content more memorable, reducing cognitive overload and emotional fatigue;

2) educational materials can be designed to expand the knowledge of grammar, lexis and phonetics;

3) the ability to tailor tasks to develop students' listening, reading, speaking and writing skills;

4) exposure to the language of native speakers through authentic video and audio materials;

5) the 5-15 minute duration of the activity, is not tiring for students;

6) increasing interactivity in the classroom;

7) the ability to use the learning content in a group or individually;

8) cross-platform use;

9) relatively low cost of preparing materials;

10) the use of instructional videos, educational videos, audio, infographics, podcasts, applications, quizzes, games, etc. to present the material and achieve the learning objectives.

11) mandatory evaluation and teacher's feedback after each microlearning session allows both students and instructors to monitor progress in learning the material;

12) thanks to the highly developed learning management systems microlearning is easy to plan and adapt to the educational process of different language learning institutions.

At the same time, this approach has its limitations and requires thorough planning and consideration during its implementation in the educational process. [3, p. 131]. It is not suitable for presenting complex phenomena that require detailed explanation, since there is a risk of providing fragmented information on the subject covered. Moreover, the division of a complex material into several parts accompanied by a thorough analysis of the problem may ultimately lead to an increase in learning time.

As a result, a teacher's experience in this area is extremely important. First, teachers must be able to demonstrate the interrelationship of different parts of the lesson. Second, monitoring student comprehension and selecting the appropriate learning resources are the key to a successful microlearning session. Finally, both teachers and learners need to have a high level of computer literacy to prepare and access corresponding learning materials.

In conclusion, microlearning is a growing trend in language learning. The variety of learning materials and media, the flexibility and relative universality of this approach make it a useful tool for both teachers and students. Nevertheless, we are convinced that the advantages definitely outweigh the possible shortcomings and limitations in the time

of rapid technological development, information flow and limited time to master a foreign language.

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ЦИФРОВА ТРАНСФОРМАЦІЯ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ В УМОВАХ СУЧАСНОЇ ОСВІТИ

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Неможливо уявити сучасні заклади освіти без інноваційних технологій, які й далі стрімко розвиваються. Їх використання сприяє покращенню методики навчання і вивчення іноземної мови та відповідає вимогам суспільства. Іншомовна орієнтація формує інтелектуальну освічену особистість, яка здатна і бажає брати участь в міжкультурній комунікації, для чого і потребує інноваційні моделі підтримки її розвитку.

Використання технологій покращує якість таких способів запам'ятовування, як: емоційний та образний, тоді інформація стає яскравішою, динамічнішою, легше сприймається та фіксується в пам'яті. Головною перевагою користування