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### **USAGE APPLICATIONS IN DISTANCE TEACHING OF FOREIGN LANGUAGES DURING WAR TIME**

The latest technologies affect the modern educational context, as new technologies have given teachers the opportunity to improve their knowledge, skills, and therefore to raise the level of education.

One of the many problems are faced by scientific and pedagogical workers is how to increase student engagement to ensure better educational

results. The innovative pedagogical models are used to engage students is becoming increasingly important [1].

The implementing the applications in practice of higher education is currently quite relevant, due to two trends:

The informatization of education are recorded in the current educational and regulatory documentation as the Decree of the President of Ukraine «On the National Doctrine of Education Development» [2]. The constant increase in the global potential of modern techniques as applications determines the relevance of this publication.

The purpose of research is to explore the possibilities of using a number of web applications during teaching foreign languages in a war time and also have the ability to behave optimally in different situations, to be systematic and effective in crisis.

Ukraine's education system has been devastated by war, but teachers are helping to provide stability for their students, along with other forms of emergency support, such as evacuation and humanitarian aid. In this research endeavor seeks to discover the impact applications as a new method of teaching while traditional subject matter activities were not always possible, teachers utilized what was around them in an effort to build educational experiences like presentations, projects, and current event studies. Constant interruption, building changes, and billeting issues made the context in which these teachers found themselves less than ideal. Yet we made the most of their time for the sake of their students' learning.

Today there are apps can help enrich the learning experience for ESL students of all ages and levels. We'll be looking at several different apps, but they fall into two main categories. There are apps that can help with aspects of actually teaching the language, as producing quizzes and making flashcards. Examples of this applications: Class Dojo can connects teachers with students and parents to build classroom communities, Study Flash cards App – This assistant simultaneously views flash cards and creates flash card tutorials using various options like text, audio, images and in-app content sharing. This program has been used as a support tool for those who need to remember factual information to learn new vocabulary that is difficult to learn in concrete settings. FluentU give my students such privileges as slow it down, watch it a few times over and it completed with bilingual subtitles, hover dictionary and integrated SRS flashcards. It was helped for you classified up by level (beginner, intermediate, advanced etc.) classified by genre (movies, songs, TV) and have bilingual subtitles for everything, all the foreign language videos have been painstakingly transcribed, translated and subtitled. This applications help build bridges before teachers and their students to cross safely from the agony of war to the comfort of peace and stability.

Teachers and students have collaborated despite the distance that physically separated them. As such, this study can also be seen as an example of the viability among educators in an increasingly globalized world.

You can also find apps that are skill-focused. Some apps are designed to help with listening comprehension and speaking, for example, while others focus on grammar. Examples of applications: Memrise – a learning technology that helps students focus on the words they need to learn. Teachers make up courses that are made up of sets of related language elements. When learning is started, it's possible to see, hear, and begin to recognize the first language items in the set, then going answer multiple-choice questions, and finally, you begin to write in the language. If there are too many words to learn at once, you can change the study pace in your profile and you will regulate number of words in your courses. One of the advantages of this application that teacher can see statistics on how much time learners have spent studying, words learned and course progress, and you and your learners will be able to see a leader board of results; see which words learners are finding difficult if you want to prepare some additional classwork to help with these. Learners can easily see their progress as the seed icon in the corner of each item grows and eventually blooms when they have mastered that word.

Kahoot is engaged student-friendly teaching and learning tool with a mobile and tablet friendly, The host shares questions on a screen and the players log their answers using individual devices such as their phones or laptops. Teacher can check up results by individually bring engagement and competitiveness to all students even not active students.

Culips – application of podcasts on a current topic, such as the war in Ukraine, consist of analyzes by experts that interested students.

As with the fast changing educational diversity we are in nowadays, it is paramount to give the best learning experiences they can get as period serves as their training ground for the future. Teachers need to ensure that the learners are competent enough with optimum armour that will guarantee their skills can withstand the challenges and demands of 21st century. At times like this we need to remind ourselves that teaching is a collective enterprise. We need each other's stories of how we are bringing the world into our classrooms and applications can help with this aim. . We need to create conversations – in our schools, our school districts, our professional organizations.

Learners' communicative in English language has been unsatisfactory due to the factors that affect their self-confidence and motivation to speak. However, the problem persisted even though ways were used to overcome the lack of communicative ability among learners in Ukraine.

Therefore, this study was conducted to address learners' perceptions of interactive language learning activities in improving English-speaking ability.

The study aimed to analyze the effectiveness of the interactive language learning activities in motivating learners to speak in the language classroom.

The finding from the online class and results of assignments showed that modern digital gadgets that are used by students all time and tasks from applications that teacher can regulate have positive affect the learners' English language speaking ability and the results indicated that interactive language learning activities are able to overcome problems pertaining to communicative in language classroom. In conclusion, interactive language learning activities improved the learners' English language speaking ability.

As educators, we seek to nurture our students' empathy; encourage them to surface questions and help them gain a broader historical context within which to locate this war; reflect on ways we can express solidarity with those resisting invasion and occupation, as well as those fleeing the war; and find ways to care for our students and for each other during this frightening time.

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## **МОТИВАЦІЯ – ВАЖЛИВИЙ ФАКТОР У ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ**

Інтеграція України в європейську спільноту вимагає появу нових якостей українського суспільства. Освічених, висококваліфікованих спеціалістів із знанням двох і більше мов. Тому питання мотивації у вивченні іноземних мов стає актуальним та необхідним.

Психологи стверджують, що однією з найактуальніших проблем сучасної педагогіки є розвиток і постійна підтримка навчальної діяльності, забезпечення сприятливого емоційного клімату на заняттях . Особливу складність у вивченні іноземних мов дотепер представляє недостатність мотивації. Іноземна мова– це не просто «ще один предмет програми» освіти, – це нова система мислення, новий образ світу, тому що мова – не набір знаків, а засіб сприйняття; говорити й розуміти мову – це не питання перекладу, це питання бачення світу. Без серйозного стимулу таку задачу не вирішити.[3, с. 78].