

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДЗ «ПІВДЕННОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ  
УНІВЕРСИТЕТ ІМЕНІ К. Д. УШИНСЬКОГО»  
ІСТОРИКО-ФІЛОЛОГІЧНИЙ ФАКУЛЬТЕТ  
КАФЕДРА УКРАЇНСЬКОЇ ФІЛОЛОГІЇ І  
МЕТОДИКИ НАВЧАННЯ ФАХОВИХ ДИСЦИПЛІН**



**ЛІНГВІСТИКА Й ЛІНГВОДИДАКТИКА: ЗДОБУТКИ  
І ПЕРСПЕКТИВИ РОЗВИТКУ**

**01–02 грудня 2023 року**

**МАТЕРІАЛИ  
ВСЕУКРАЇНСЬКОЇ НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ  
МОЛОДИХ НАУКОВЦІВ**



**Одеса – 2023**

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДЗ «ПІВДЕННОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ  
УНІВЕРСИТЕТ ІМЕНІ К. Д. УШИНСЬКОГО»  
ІСТОРИКО-ФІЛОЛОГІЧНИЙ ФАКУЛЬТЕТ  
КАФЕДРА УКРАЇНСЬКОЇ ФІЛОЛОГІЇ І  
МЕТОДИКИ НАВЧАННЯ ФАХОВИХ ДИСЦИПЛІН**

**ЛІНГВІСТИКА Й ЛІНГВОДИДАКТИКА: ЗДОБУТКИ І  
ПЕРСПЕКТИВИ РОЗВИТКУ**

**01–02 грудня 2023 року**

**МАТЕРІАЛИ  
ВСЕУКРАЇНСЬКОЇ НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ  
МОЛОДИХ НАУКОВЦІВ**

**Одеса – 2023**

**Prokopenko Liliana**

*Ph.D., Associate Professor*

*South Ukrainian National Pedagogical University  
named after Kostiantyn Ushynskyi*

**Kurtov Mykhailo**

*Master's degree candidate*

*South Ukrainian National Pedagogical University  
named after Kostiantyn Ushynskyi*

### **ENHANCING STUDENTS' MOTIVATION AND ACADEMIC ACHIEVEMENT IN LEARNING ENGLISH THROUGH THE USAGE OF COMPUTER TRAINING PROGRAMS IN ENGLISH LESSONS**

*Анотація. У статті представлена експериментальна модель процесу навчання іноземної мови старшокласників засобами інформаційно-комунікаційного середовища для стимуляції мотивації до вивчення англійської мови та підвищення навчальних показників.*

*Ключові слова: мотивація, інформаційно-комунікаційне освітнє середовище, комп'ютерні навчальні програми, урок англійської мови*

*Abstract. The article presents an experimental model of the foreign language learning process of high school students using an information and communication environment to stimulate motivation to learn English and increase academic performance.*

*Keywords: motivation, information and communication educational environment, computer training programs, English language lesson.*

Computer support in a foreign language educational environment has the potential to stimulate the motivational and cognitive spheres of modern students, providing them with the opportunity to choose an individual way of learning English based on both their strengths and weaknesses, and enabling progress tracking. The teacher's task is to select the most effective multimedia computer tools from a variety of options, determining their appropriate place in the lesson. Simultaneously, a limited grasp of the capabilities of computer training programs leads to uniformity in the methods of working with them or an ill-conceived approach to their utilization by students. Consequently, poorly executed lessons contribute to the futile expenditure of effort by both the teacher and the students.

The aim of our research is to provide a theoretical justification and validation of the effectiveness of the developed educational model that utilizes computer-based programs to stimulate motivation for learning English and enhance academic performance at the upper school.

Various methods were applied, including a critical analysis of literature related to the research problem, synthesis of insights from scholars and personal pedagogical experience in addressing the issue, as well as the application of modeling and empirical

methods (diagnostics, trial training, pedagogical observation, questionnaires, surveys, expert evaluations, and mathematical processing of the results obtained from experimental training). 45 respondents of Chornomorsk Lyceum No. 4 participated in the experiment.

A computer training program is defined as a computer tool comprising a set of interconnected multimedia exercises and tasks designed to cover all aspects of foreign language speech and develop skills in the four types of foreign language speech activities (Levy, 2006, p. 19). Consistent with other analyzed works, it is characterized as follows: 1) author's educational program that empowers teachers to independently develop the content of computerized lessons using a ready-made template in line with established educational goals (КОВАЛЬ, Т. І., 2011, p. 26); 2) a specialized computer training program that accompanies textbooks as appendices or function as an independent methodological complex; 3) a game training program developed as part of a fun-based learning approach (Білоус, 2022, p. 172). Thus, a computer training program is an effective language didactic tool, often serving as a supplement to contemporary traditional English textbooks.

Teachers have the opportunity to utilize ready-to-download training programs developed by programmers. However, a drawback may arise when not all elements of the computer training program align with the curriculum's requirements, preventing the flexibility to «skip» and continue at the appropriate time. Alternatively, teachers with a high level of digital literacy can independently create a curriculum according to the goals and tasks of the lesson, either from scratch or by using templates.

During the integration of computer training programs into the English language lesson, the teacher is recommended to guide by the following main aspects in the organization of work training: the psychological aspect (motivational field of learning, cognitive activity), pedagogical aspect (compliance with the requirements and content of the curriculum, achievement of expected results of the lesson), methodological aspect (rationality of the implementation of techniques offered by the computer training program), and organizational aspect (correctly planned structure of the lesson with the use of computer information technologies) (Hung, 2015, p. 89).

In order to select computer training programs for their implementation in the experimental teaching of upper school, an analysis of the capabilities of the existing English language teaching software was carried out and grouped by methodical purpose. The use of their various technological capabilities is substantiated. The obtained results are not exhaustive, but are an attempt to facilitate the teacher's selection of computer training programs. Programs have been identified that improve sound-pronunciation and rhythmic-intonation skills of speech (Sanako Media Assistance, Nativox, Speak English Pro, etc.); form lexical knowledge and skills (Lexiconer, MemorizeIt, Anki, Babbel, Ginger, etc.) that being based on the achievements of psychology and didactics (interval repetition method, passive method, Forced Memory Activation method, association method, etc.); for developing a whole set of speech skills (Wida's Authoring Suite, Rosetta Stone Advantage,

EssayJack).

The developed experimental model for teaching English to upper school students visually represents the educational process of implementing computer training programs, aiming to achieve the planned results in English lessons. It comprises components that unveil the internal organization of the process of forming speaking and writing skills in upper school students through the use of computer training programs. These components include informative-preparatory, predictive-targeted, theoretical, training, interactive-active, and evaluation-resultative stages, each serving a distinct purpose and function in the educational process. For convenience, the entire organizational aspect of working with a set of educational programs at various stages is integrated into the «Moodle» program, enabling teachers to monitor lesson progress and task completion. Various forms of work are offered at each stage.

When working with the ChatGPT program, we recommend the following methods for utilizing the neural network in education: 1) composing dialogues supplementary to the main textbook for conversational practice based on instructions relevant to the subject matter; 2) conducting a virtual dialogue with a chatbot that assumes the role of a described character; 3) providing a wide range of vocabulary contexts tailored to the specified knowledge level of the student; 4) checking grammar, spelling, punctuation, and sentence structure in essays or statements; 5) explaining jokes, memes, slang words etc., commonly used by native speakers; 6) creating tasks for video materials to develop listening skills, highlighting key points for planning subsequent oral reproduction etc.

Based on the quantitative and qualitative data obtained from the conducted experiment, we can assert that the motivational levels and educational success indicators of the Experimental Group students have undergone qualitative changes. The dynamics of changes in the results within the Experimental Group, when compared to the Control Group, highlight the advantages of using computer training programs in teaching English over the traditional approach. This is evident in the process of developing the constituent components of foreign language competence.

#### REFERENCE

1. Білоус, А. А. (2022). Використання інформаційних комп'ютерних технологій як засобу навчання іноземної мови учнів старшої школи. Інноваційні тенденції підготовки фахівців в умовах полікультурного та мультилінгвального глобалізованого світу. Київський національний університет технологій та дизайну, 172–177. 2. Коваль, Т. І. (2011). Інтерактивні технології навчання іноземних мов. Наукові записки НДУ ім. М. Гоголя. Психолого-педагогічні науки. № 7, 25–37. 3. Levy, M., Stockwell, G. (2006). CALL Dimensions: Options and Issues in Computer-Assisted Language Learning. Mahwah, NY: Routledge, 17–23. 4. Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. Computer Assisted Language Learning, 28(1), 81–96.