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activities (including lexical and stylistic analysis of slogans or texts, interpretation of cultural allusions, and comparison with equivalents in the learners' native language); and post-text activities (such as the creation of original slogans, participation in discussions, and engagement in game-based tasks).

In conclusion, the integration of advertising texts into the educational process significantly enhances the development of students' sociocultural and intercultural competences.

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INTEGRATING COMPUTER GAMES INTO FOREIGN LANGUAGE INSTRUCTION: A TEACHING AID PERSPECTIVE

Vigorous development of information technology, publicly known as IT, converted it into an essential part of modern society's life posing a logical question regarding its proper application in foreign language teaching and learning.

Courses, systems, games, and teaching patterns are being constantly designed and actively used in Electronic learning (further: E-learning). Methods and results and of their utilization are being regularly studied and analyzed. At all times scientists and teachers are coming up and implementing more advanced means and techniques which can result in significant improvement of the outcomes and a boost of the learning process due to an increase in students' cognitive activity, motivation, and stimulation of their successful work and activities to achieve higher scores.

Out of the variety of divergent techniques it is most important to put an emphasis on the most controversial one. And that is integration of computer games into teaching and learning processes.

Among each group of students, no matter how big or small, certainly are going to be ones who play video games in their spare time. Most of teachers and parents are led to believe that such pattern is a complete waste and is a serious obstacle in a learning process. But if computer games consume the person's attention, time and motivation to do studying, there may be a slim chance of making more profit out of trying to implement such behavior into education procedure, instead of putting a ban onto something children have come to cherish.

In theory, the result of noticing the thing a child is into the most at the certain period of time and putting it to a good use, in this case studying, may lead to appreciation, shared attention and more often presence during the lessons from their side. Proving and obtaining these theoretical results were carried by the following scientists: T. O. Kovaleva [1], G. V. Khladonik [2], J. M. Sykes [3], E. M. Richard [4], etc.

On the basis of compiled information from the researchers' shared results it is safe to say that the data on learning a certain language through usage of computer games turned out to be contradictory. Following what T. O. Kovaleva writes in her research "*On the use of computer games at English lessons*" [1], some students have improved their English reading skills. Yet another study noted that students could not concentrate simultaneously on the instructions given in English and on what they had to do during the game. They either did not listen to the instructions and just played, or vice versa, concentrated on the language and did not have time to follow the rules of the game.

Still, the integration of computer games had more positive results than negative ones. "The answers to the questionnaire evidently show that English language learners prefer playing video games and this form of relaxation is beneficial for their language skill development in diverse ways. The number of participants who didn't feel so was 5,6% only. A direction could be seen in the greater number of the answers leading to the fact that there is a strong connection in acquiring a language and playing video games." – writes G.V. Hladonik [2, p. 144–145].

The aim of our current research is to test the same theory, adopting the mentioned technique and putting it into practice at a high school through the development of video-game-based exercises and activities, and analyzing the impact on a formation of students' English receptive skills. A computer game chosen to be utilized is "Fallout: New Vegas".

In conclusion, we are going to review the use of video games as a tool for learning a second language and observe the positive and negative effects due to students' exposure to video games during the development of skills in language proficiency. The data obtained will be used to confirm or refute the hypothesis

that certain types of video games can have a positive impact on the development of foreign language skills.

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THE USE OF DIGITAL TECHNOLOGIES IN TEACHING ENGLISH

In recent years, the use of digital technologies in teaching English has become an object of interest for methodologists, teachers, and tutors, as the digital transformation of education has led to changes in the methodology of teaching foreign languages. The use of digital tools in teaching English has been studied by M. Warschauer, G. Beatty, C. Dudeney, N. Hockly, R. Godwin-Jones and others, drawing attention to the interdisciplinary nature of this problem. The use of platforms such as Zoom, Kahoot, Quizlet, and Grammarly is studied not only in the context of English language teaching, but also in the context of pedagogical innovations, learning psychology, and the development of information competence. The issues of digitalization of education in the context of teaching foreign languages are highlighted by the works of Ukrainian researchers A. Ageicheva [2], O. Bazeliuk [5], S. Bolotnikov [1, 2], O. Buynitska [4], O. Korotun [6], N. Morse [4, 5], Y. Safonov [6], who analyze the digital competencies of teachers and students, as well as the role of digital tools in the formation of students' methodological competencies.

One of the main components of the organization of the educational process is the use of digital technologies that contribute to the personalization of the educational process, the development of student autonomy and the improvement of the level of English language acquisition. Online platforms, such as Zoom,