Висновки. На основі проведеного наукового дослідження в даній науковій статті, нами було визначено, що Повість Джека Лондона «Біле Ікло» вчить нас любові до тварин, вірності, справедливості. Про те, що добро завжди перемагає зло, в будь-якому випадку чи ситуації, все це є лише питаням часу, оскільки добро є найвищим почуттям в житті та найнеобхіднішим. У повісті Джека Лондона «Біле Ікло» розповідається історія про вовка, який бився з собаками на рингу, розважаючи людей. Біле Ікло – а саме так і звали вовка, був відважним і нещадним воїном, сильним, жорстоким і спритним. У нього були великі, міцні і гострі ікла, навички боротьби і виживання. Крім того, він був набагато розумніший за всіх собак. Білому Іклу не пощастило з господарем.

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Krasnova O. Reflection of the concepts of "good" and "evil" in translations of Jack London's novel "White Fan".

Along with the concepts of good and evil common in the literature, their existential interpretation is proposed, which is associated with human existence and touches on the question of the authenticity or falsity of human existence.

Key words: *good, evil, ethics, ontology, existentialism, concept.*

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TYPOLOGY OF INFORMATION AND COMMUNICATION TECHNOLOGIES AS MODERN MEANS OF ENGLISH LANGUAGE GRAMMAR COMPETENCE FORMATION OF 10-11 FORM STUDENTS IN A SECONDARY SCHOOL

The article overviews the problem of information and communication technologies typology as modern means of forming English language grammar competence of 10-11 form students in a secondary school. The essence of the concepts "information and communication technologies", "English language grammar competence" is specified. The review of the main means

of information and communication technologies for the formation of English language grammar competence is fulfilled and the significance of its formation is justified.

*   **Key words:** information and communication technologies, English language grammar competence, 10-11 form students, secondary school.*

Introduction. Nowadays it is important to implement up-to-date technical means and technologies in the studying process. The state of modern education, in particular during the period of the COVID-19 quarantine and process of distant learning, requires new ways of presenting information, new approaches to studying from technical and technological point of view and new methods of educational process monitoring. While there is a tendency for the active development of information and communication technologies (ICT), the process of studies is accompanied by vivid clarity and is colorful and representative. It is possible to involve such technologies in foreign language lessons. They make it possible to do educational process more organized: lessons can be given more representatively by multimedia means, in synchronized and non-synchronized distant mode, and material for self-studying can be given as well as automatization of checking the given tasks is possible due to such technologies. In English language classrooms it is important to form English language grammar competence (EGC) which provides the knowledge of grammatical concepts, as well as means of expression of grammatical categories; skills and abilities to adequately use grammatical phenomena. Thus, the research of using ICT for the formation of EGC of 10-11 form students in a secondary school is actual.

Analysis of research and publications. The problem of using ICT in educational process is given attention in the works of the scientists, in particular V. Kremen [8, P. 4-18], K. L. Krutiy [9, P. 67-70] and others along with the legislative acts [4], [5], [6], [7], [14]. The problem of forming the EGC of 10-11 form students in a secondary school is paid attention to by many methodologists, including T. V. Babenko [1, p. 112-116], O. B. Bigich [3, p. 210-235], M. Z. Biboletova [2, p. 145-178], O. Kolominova [13, p. 2], K. L. Krutiy [9, p. 67-70], V. G. Kulish [10, p. 190-202], S. V. Logunova [13, p. 3] and others. Although the issue of ICT implementation in the process of EGC formation in a secondary school while mastering the English language is given considerable attention by scientists and methodologists, but the particularities of its formation by means of ICT require further studies from the point of view of society informatization and globalization.

The purpose of the article is to study the typology of ICT as modern means of EGC forming of 10-11 form students in a secondary school.

The main objectives of the article are:

– to specify the essence of ICT and EGC;
– to review the ICT typology in the formation of EGC of 10-11 form students in a secondary school.

Results. According to V. Kremen [8, p. 4], information and communication technologies (ICT) are a set of methods, tools and techniques used for the selection, processing, storage, presentation, transmission of various data and materials necessary to improve the efficiency of various activities. O. Kolominova claims [13, p. 2] that English language grammar competence (EGC) is the ability to construct phrases and sentences competently, to use and coordinate tenses correctly, as well as the knowledge of parts of speech and the way of constructing sentences of different types.

S. V. Logunova [13, p. 3] suggests that the main components of acquired grammar competence are the following: the ability to understand and express meanings, to produce and recognize correctly designed, in accordance with these principles, phrases and sentences; unconscious use of grammar forms of native and foreign language, in accordance with the laws and norms of grammar (gender, number, cases, etc.); sense of grammar form, the presence of corrective skills in the correct use of grammar forms: internal nonverbal knowledge of grammar language, knowledge of morphological and syntactic system (typology of forms), as well as a set of rules.

So, the term "grammar competence" means that a person has readiness and the ability not only to understand, but also to independently express a certain meaning, formalizing it in the form of phrases and sentences, using the system of grammatical rules of a given language.

The processes of globalization and integration into the European space determine the informatization of Ukrainian education, the introduction of ICT in the educational process, that is reflected in a list of documents [4], [5], [6], [7], [14].

According to V. Kremin [8, p. 6-18], the typology of ICT as modern means of EGC forming of 10-11 form students can be presented as follows (Fig. 1) [12, p. 3].

Nowadays at foreign language lessons there widely used:

– educational programms;
– simulators and testing programs;
– multimedia presentations;
– CDs;
– video and audio equipment;
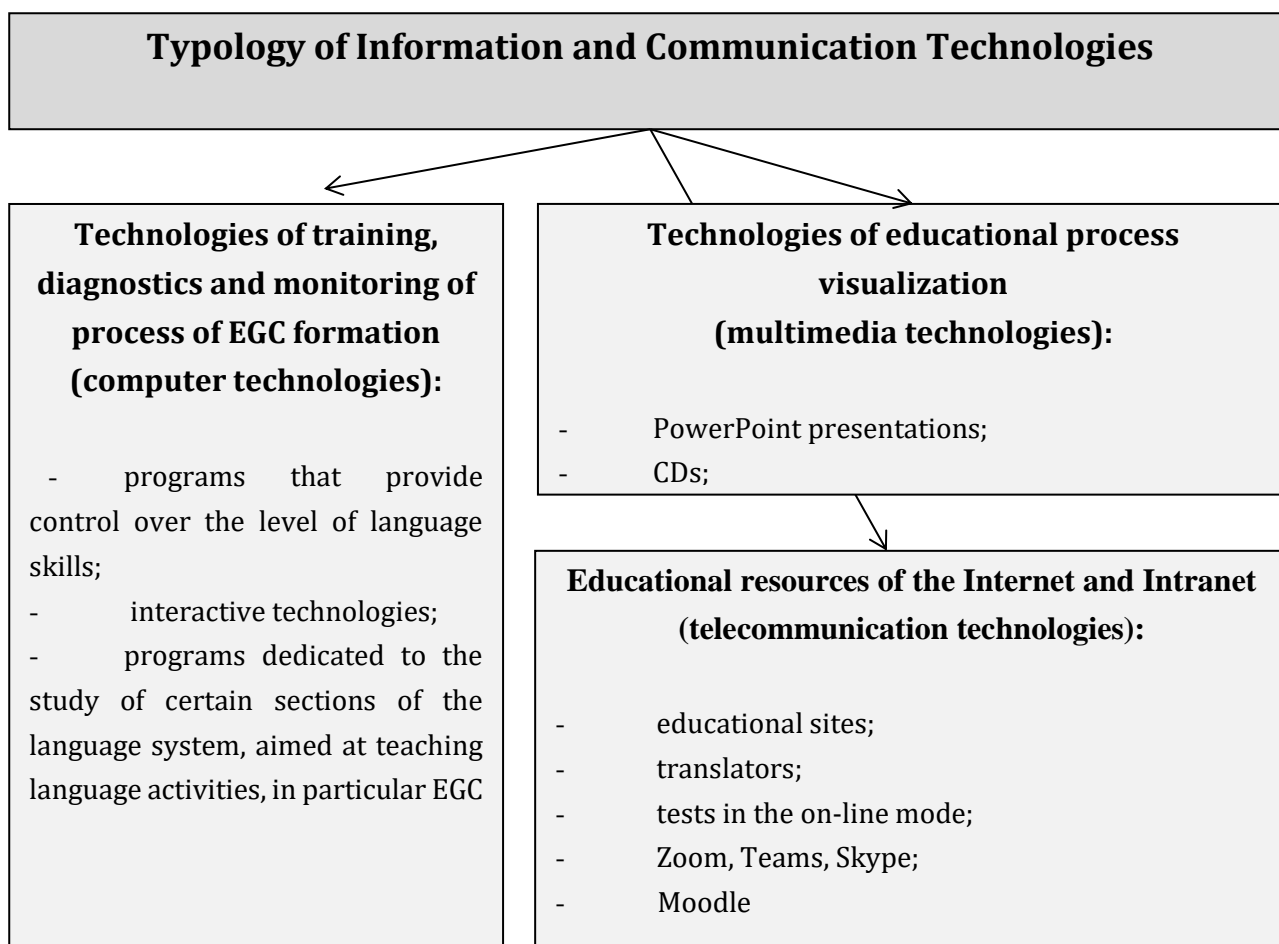– educational resources of the Internet.

Let's consider them in detail.

Typology of Information and Communication Technologies		
Technologies of training, diagnostics and monitoring of process of EGC formation (computer technologies): - programs that provide control over the level of language skills; - interactive technologies; - programs dedicated to the study of certain sections of the language system, aimed at teaching language activities, in particular EGC	**Technologies of educational process visualization (multimedia technologies):** - PowerPoint presentations; - CDs;	
	Educational resources of the Internet and Intranet (telecommunication technologies): - educational sites; - translators; - tests in the on-line mode; - Zoom, Teams, Skype; - Moodle	

Figure 1 – Typology of information and communication technologies as modern means of forming English language grammar competence of 10-11 form students in a secondary school

Out of computer courses, interactive and testing programs in English, the most valuable for the formation of EGC are "kahoot", "padlet", "jamboard", "English Platinum", etc. [8, p. 4-18].

Kahoot! is an on-line service for creating interactive tasks. It allows you to create tests, surveys, and quizzes. The platform can be used for working with any age group (Fig. 2) [8, p. 7].

For a teacher Kahoot is a design platform on which one can quickly create an educational game using ready-made templates and send this game to students. With Kahoot the teacher can create:

– quiz: for each question are proposed 4 answer options, one of which is correct;

– test (True or False): each question has 2 possible answers, it is necessary to choose the correct one.

Kahoot can be used for free, but with a paid tariff you can use additional forms of questions: open-ended questions, surveys, etc. However, the free version is enough to make lessons interactive.

The teacher can create a test and send it as homework, as a task to consolidate the material passed, or use it to explain new materials to interrupt a lesson and hold the students' attention.

Interactive foreign language tests will make Kahoot grammar exercises interesting and automated. Students will be more interested in completing the task, and they will immediately see the correctness of their answer.

Figure 2 – Example of using Kahoot technology

After explaining or completing a large topic, the teacher can give students an additional test with Kahoot instead of the usual written testing. This will speed up and automate the verification process necessary in the formation of EGC. Students can take quizzes individually, but the teacher can also create a competition where participants receive points for the speed and accuracy of the answers. A small competition will always help to make the lesson more interesting. The development of such a format will allow to automate the studying, diagnosis and monitoring of the process of the formation of EGC in learning English.

Padlet is a multimedia resource for creating, co-editing and storing information. This is a virtual wall to which one can attach photos, files, links to Internet pages, notes (Fig. 3) [8, p. 10].

Figure 3 – Example of using Padlet technology

This technology is a way to develop students' EGC, which increases their motivation and makes the lesson interesting.

Jamboard allows the teacher to visualize lesson ideas, add images, create notes, draw materials from the Internet or Google Drive. With its help the teacher can make the lesson more interesting, simplify complex material, presenting it in a creative way. This is an interactive whiteboard for brainstorming, collaboration, and synchronous or asynchronous feedback. One can quickly write down ideas or solutions on the Jamboard. It is available for work on-line from a computer, tablet or smartphone [8, p. 14].
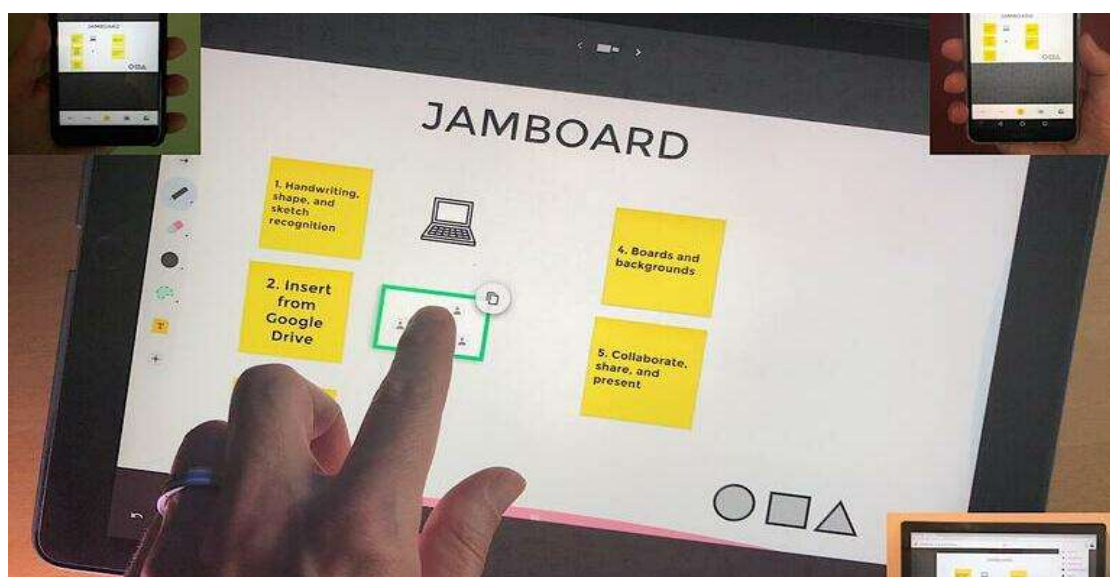
Figure 4 – Example of using Jamboard technology

The use of ICT also involves the use of a variety of computer programs and training courses.

Let's consider some of them.

«English Platinum» is a multimedia software package that can be effectively used at all stages of learning. Among other things, it also contains grammar simulators (Fig. 5) [11, p. 3].

Figure 5 – English Platinum simulator

As training is a component of studies, computer simulators are widely needed. The simulator immediately responds to errors and provides an opportunity to correct them, indicates how to perform tasks correctly, summarizes the work with the program. The program is extremely convenient for learning the language, in particular in the formation of EGC.

The using of multimedia technologies, which simultaneously use texts, graphics, videos, sound effects and animation, is relevant. All this is a set of audio and visual effects together with an interactive software that affect the emotional and conceptual areas, contribute to more effective learning of language material in the formation of EGC.

PowerPoint – well-known, familiar and favorite application that allows you to quickly and easily create, edit, view and show presentations (Fig. 6).
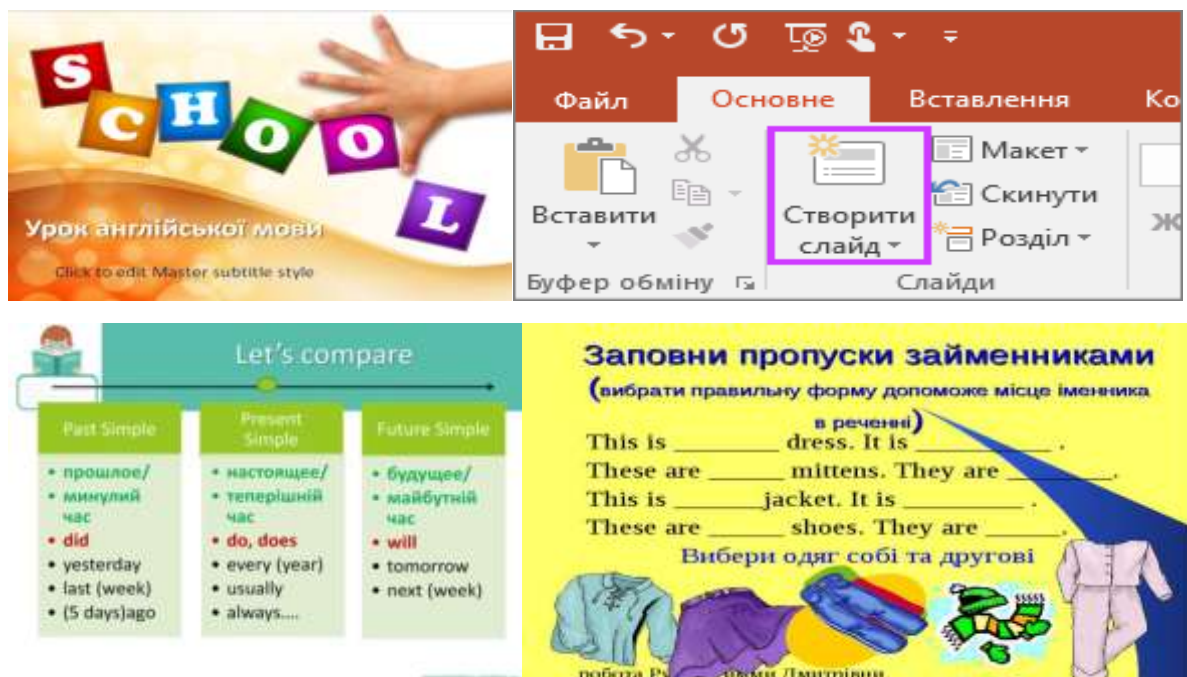

Figure 6 – The use of PowerPoint technology in the formation of EGC

PowerPoint provides all the opportunities to visually impress the audience of secondary school students when presenting the lesson material for the formation of EGC.

Also in the formation of EGC educational resources of the Internet and Intranet are widely used (telecommunication technologies): training sites, translators and tests on-line.

While people spend more time at home and schools are moving to on-line studies, people are looking for tools and sites to learn English on-line. All these resources are free [11, p. 4].

Let's consider some of them.

Facebook page *American English at State* (Fig. 7).

Figure 7 – American English at State training site

This US Department of State Facebook page is dedicated to learning American English and offers a wealth of learning materials for both students and teachers. In addition to grammar, this resource contains information about famous Americans, places of interest, American music and American customs. The content is updated several times a week, and users can communicate with other students from around the world [11, p. 4].

Training site *Duolingo* (Fig. 8).

Learning with Duolingo allows you to play interesting interactive games, earn points for correct answers, do speed exercises and improve the level of EGC.
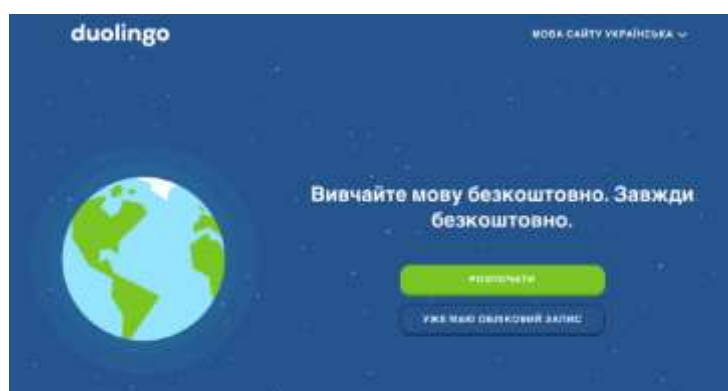

Figure 8 – Duolingo training site

Training site ***British Council Learn English*** (Fig. 9).

Figure 9 – British Council Learn English site

This site contains thousands of high quality resources that will help to improve EGC. Here the student can find full courses of different levels, learn business English and generally improve his/her EGC.

Training site ***Lang-8*** (Fig. 10).

Figure 10 – Lang-8 training site

This interactive site makes it possible for you to find a partner who will help to improve writing, which is also important in the formation of EGC. On this website, students can develop their writing skills with native speakers from around the world, and teachers can enhance their teaching skills.

Google Translate, a well-known translator, is widely used as an Internet resource, which also allows one to check one's level of EGC (Fig. 11).

Figure 11 – On-line translator Google Translate

The Internet also provides the opportunity to pass through on-line tests in English, which also allows to find out the person being tested, the level of EGC (Fig. 12).
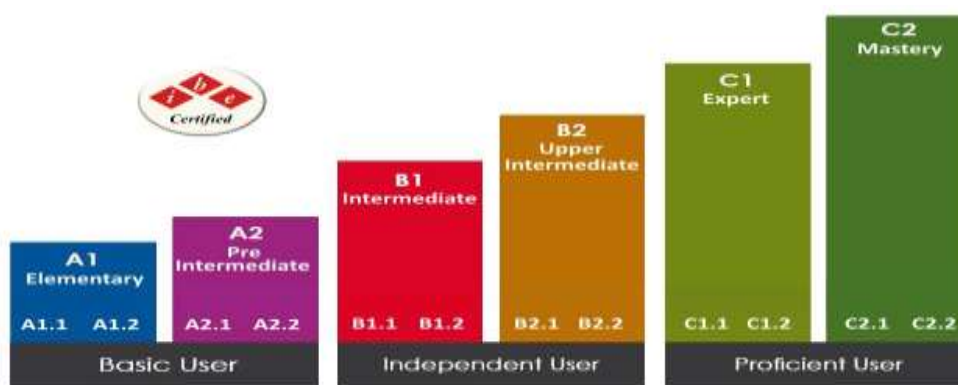

Figure 12 – On-line test in English as means of checking the level of EGC

There are also means of synchronous (Zoom, Teams, Skype) and asynchronous communication (Moodle), which are widely used in training during quarantine, in particular in the formation of EGC.

Conclusion. Thus, the essence of information and communication technologies as a set of methods, tools and techniques used for the selection, processing, storage, presentation, transmission of various data and materials needed to improve the efficiency of various activities and the typology of information and communication technologies (computer technologies, multimedia technologies and telecommunication technologies) are specified, as well as the essence of English language grammar competence is explained as the ability to competently construct phrases and sentences, use and match tenses correctly, as well as knowledge of parts of speech and rules of constructing sentences of different types. The review of the main means of information and communication technologies for the formation of English language grammar

competence and the analysis of their significance in its formation are fulfilled. It was justified that modern ICT activate the English language grammar competence of 10-11 form students in a secondary school formation more effectively and automate the the level of knowledge monitoring.

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Махнуша С. Типологізація інформаційно-комунікаційних технологій як сучасного засобу формування англомовної граматичної компетентності учнів 10-11 класів закладів загальної середньої освіти.

У статті автором проведено дослідження з проблеми типологізації інформаційно-комунікаційних технологій як сучасного засобу формування англомовної граматичної компетентності учнів 10-11 класів закладів загальної середньої освіти. Роз'яснено сутність понять «інформаційно-комунікаційні технології», «англомовна граматична компетентність». Проведений огляд основних засобів інформаційно-комунікаційних технологій для формування англомовної граматичної компетентності та здійснений аналіз їхньої значущості при її формуванні.

Ключові слова: *інформаційно-комунікаційні технології, англомовна граматична компетентність, учні 10-11 класів, заклади загальної середньої освіти.*