

Students of the Faculty of Social Pedagogy and Psychology, holding classes at the school, were able not only to show their pedagogical abilities, but also to see the potential of volunteer activity in patriotic education.

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THE USE OF INTERNET RESOURCES FOR TEACHING AND LEARNING ENGLISH

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The issue of using Internet resources has been raised in our times more than once. Most people in the world today use the Internet in their daily lives. Social networking has become common means of communication. And learners today express much preference in using the Internet as quite supportive and helpful resource. Internet provides different alternatives: you can use multiple resources for various purposes. In English classes, you can solve a number of problems: to develop listening and reading skills, use teaching and learning materials from the global network; improve writing skills; replenish vocabulary; form a sustainable motivation to learn English, etc. All this provides a new way of learners' interaction with the language, draws their attention and fosters positive attitude towards the target language.

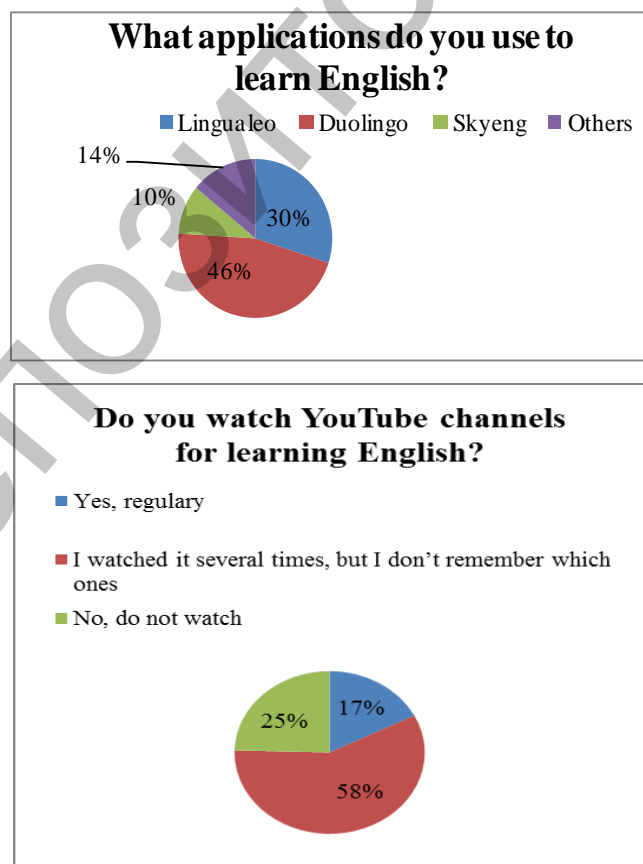
The aim of our research is to find out benefits and barriers of using Internet resources in teaching and learning English.

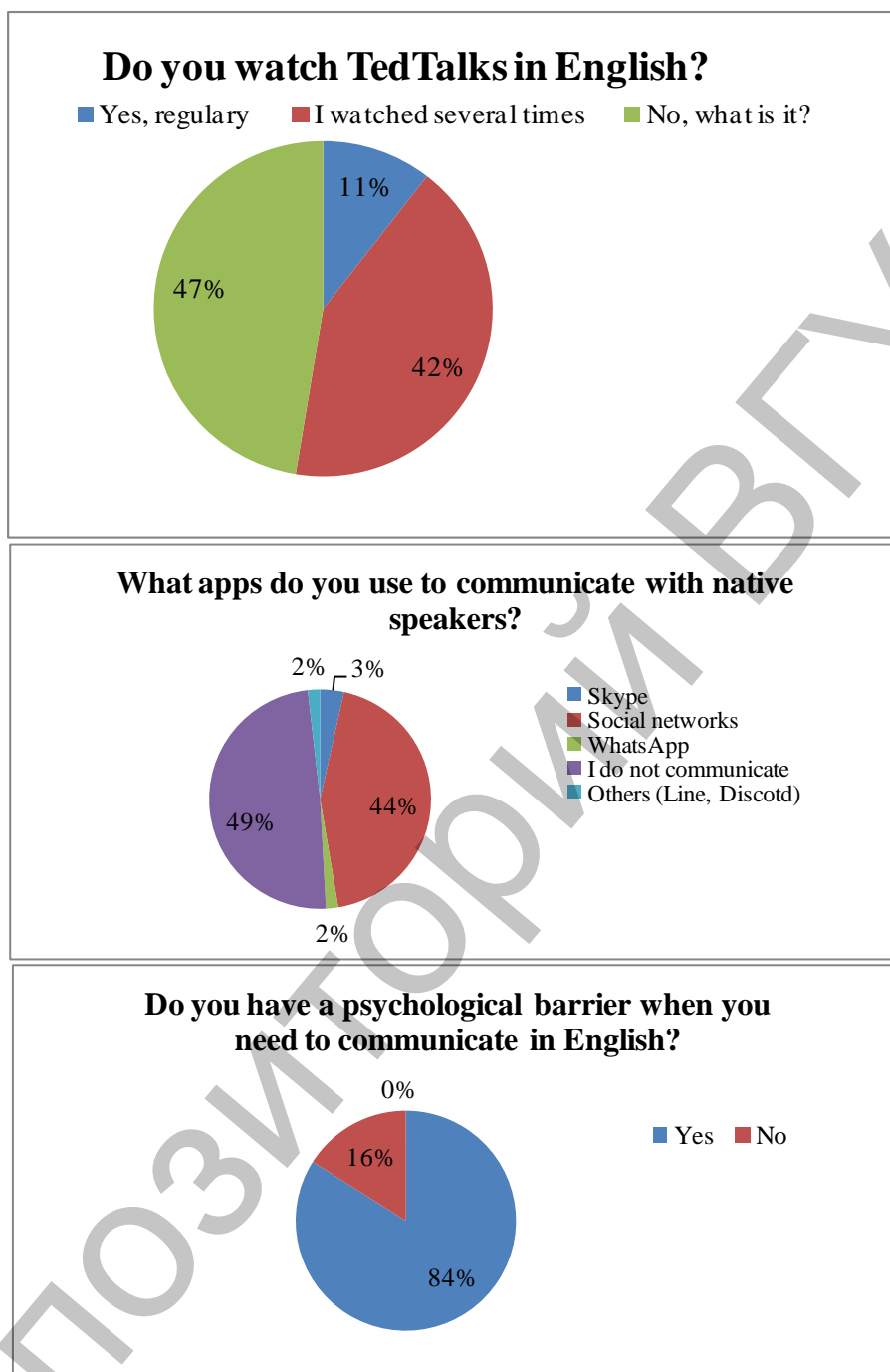
Material and methods. While working on the research we analyzed such Internet resources as Lingualeo, Duolingo, Skyeng, TedTalks, etc. and studied research works written by prominent foreign language teaching methodologists. Such research methods as theoretical analysis of scientific literature, the descriptive and empirical methods (observation, questionnaire) were used while conducting the investigation.

Findings and their discussion. We conducted a study among 4th and 5th year students of the Faculty of Philology to identify which Internet resources they use in learning English. They were asked 5 questions.

First of all, we were tasked to identify what online resources students use to learn English. Based on the questionnaire, it was determined that the main applications used for learning English are Duolingo (45,6%) and Lingualeo (29,8%). It should be noted that their application options were also proposed: Quizlet, Engvid and Hellotalk (14%). As for the question about which Youtube channels for learning English they watch, the vast majority answered: I watched it several times, but I don't remember which ones (57,9%). The most popular answer to the question about using TedTalks was the following: 47,4% of students replied that they did not even know what it was. It should be added that when asked about communication with native speakers through modern technologies, most students answered that they did not communicate (49,1%). The final question in our questionnaire was about the presence of a psychological barrier when communicating in English is necessary. Apparently 84% of participants answered that yes, they have this barrier. The obtained results are presented via diagrams.

Based on the results obtained, it can be concluded that few students use Internet resources for their intended language learning purposes and know how to use them. The majority has a psychological barrier in communication that needs to be overcome in order to start speaking English.





The use of Internet resources in the classroom and during students' independent language learning, taking into account their age, psychological, and individual characteristics, will allow learners to absorb language information successfully and develop speaking skills, make the educational process more interesting, vibrant, informative, will help to affect all types of memory and all ways of perception of linguistic material, thereby facilitating the process of learning English for both teachers and students [1].

There are some **benefits** of using internet resources. They help to:

- fill the deficit of sources of educational materials;
- develop the skills and abilities through information retrieval activity;

- objectively evaluate knowledge and skills in a shorter period of time;
 - create conditions for the development of communicative competence, abilities to work in cooperation;
 - contribute to readiness for independent foreign language learning and further training;
 - gain experience in creative activities.
- Nevertheless, some barriers may emerge while using Internet resources:
- not all teachers know how to use them;
 - the Internet access is not always available;
 - extra few hours at the computer have an additional negative effect on the human body;
 - for most people it is very important to look into the interlocutor's eyes, monitor his facial expressions and catch the subtlest nuances in his voice. And this is almost impossible via Skype lessons [2].

Conclusion. In the conclusion it should be stated that modern life imposes ever-higher demands on teaching the practical knowledge of English in everyday communication and in the professional field. The volumes of information are growing and often the typical ways of its transmission, storage and processing are ineffective. Using online resources offers tremendous learning opportunities and helps us to cope with huge information overload.

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PSYCHOLOGICAL ACCOMPANIMENT OF JUNIOR SCHOODOCHILDREN IN THE PROCESS OF DEVELOPING MUSICAL ABILITIES

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The article analyzes approaches to motivating the development of musical abilities in elementary school by means of psychological support. Here we highlight the classic, modern and innovative approaches.

At present, the number of clubs in institutions of both basic and additional education, as well as private schools, is constantly growing. Scientific and technological progress has freed up time for parents to identify the abilities of children, including special ones, and their development. If there is a