impractical and even impossible, due to the fact that the corpus of general scientific vocabulary and the basic terminological block of vocabulary in the studied area is in the stage of mastering and activating.

The elements of practical use of MP and tablets by students in teaching a foreign language revealed both the advantages and disadvantages of using them. The combination of traditional teaching methods and the use of multimedia sources of information of both advisory (electronic dictionaries and reference books) and professional nature gives an optimal learning result, increases the motivation of students, helps to overcome the psychological and language barrier, activates certain types of foreign language activities only if a thorough development of a methodically verified algorithm of application, the components of which are the above factors of psychological, pedagogical, methodological nature.

Using cellular communication technologies and mobile devices outside the classroom study practices will significantly expand the possibilities of distance learning in learning English, provide students with a convenient way to receive educational services without unnecessary time and material costs. With such a powerful learning tool in hand, the student can flexibly plan their learning process. At any place and at any time, the student can get access to educational materials and the opportunity to consult teachers.

As for the combination of using MALL with traditional teaching in classroom, the use of new methodological approaches and combined forms of teaching makes it possible to optimize learning in the modern information environment, improves the professional and general cultural level of students and contributes to the formation and improvement of such components of cognitive and communicative competence as the ability to think critically, independently acquire and use new knowledge and skills in practical foreign language activities, including the field of professional knowledge, the ability to freely use a foreign language as a means of professional communication.

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USING LEARN ENGLISH TEENS RESOURCES IN SECONDARY SCHOOL ENGLISH CLASSES

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Modern foreign language education pursues the following goal – formation of foreign language communicative competence. K. S. Abgaryan states that foreign language communicative competence allows students "to come into contact with native speakers of the studied language without feeling uncomfortable" [1, p. 8].

The difficulty of mastering foreign language communicative competence lies in the fact that students are not immersed in the environment. Therefore, the teacher is faced with the task to create necessary conditions for creating communication in English classes. "In order to carry out cross-cultural communication, it is necessary to understand foreign language speech" [1, p. 8]. This task can be carried out with using Internet resources in English classes.

The popularity of using Internet resources is due to the fact that it is the latter that has recently become a source of information for schoolchildren. In addition to information and entertainment content, the Internet offers great opportunities for teachers to improve the quality of education and attract students' attention to their subject, offering authentic material that is interesting to them and appropriate to their age-specific characteristics.

It is a common fact that authentic material increases the motivation of students to master a foreign language and arouses their interest. The teacher's task is to carefully consider the selection of audio or video material, so that it could be interesting, instructive, informative, and appropriate to the proficiency level of students, and create necessary conditions for students to master linguistic and socio-cultural information.

Among many Internet resources applicable in foreign language teaching (such as online encyclopedias, electronic libraries, virtual tours of famous museums and galleries, online media, online catalogues, online stores, etc. [1, p. 9]), we should not the major popular British website https://learnenglishteens.britishcouncil.org/. The resource under discussion is developed and supported by the British Council, a public charity organization [2]. It "represents the UK abroad in the fields of culture, science, education and training, carrying out activities that are part of the UK's general diplomatic efforts" [3, p. 156].

This educational resource is intended for teenagers and offers tasks in the following sections: *Courses, Skills, Grammar, Vocabulary, Exams, UK Now, Study Break, Magazine* (See Picture 1).

These sections contain a wide selection of video and audio recordings with developed tasks and keys, as well as many opportunities for developing reading, writing and listening skills. The convenient organization of the site makes it easy to navigate through the materials and tabs.

Picture 1- the start page of the site

As part of our teaching internship at a local secondary school, we have tested the materials of the sections aimed at developing listening comprehension. The emphasis was laid on listening for a reason: listening is a receptive type of speech activity, and without it, communication is impossible.

Let us, first, find out what listening is. FLT researcher M. Rost defines listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy [4]. O'Malley, Chamot, and Kupper state that "listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement" [5, p. 19].

For the development of listening comprehension, the site offers the following levels: *Beginner A1, Elementary A2, Intermediate B1, Upper-Intermediate B2, Advanced C1*. The suggested topics correspond to the age of secondary schoolchildren and are easily combined with the topics of their major textbook: *School, Health, Music, Meals, Meeting People*, etc.

As mentioned before, we conducted an experiment in teaching internship. The aim of the experiment was to find out whether it is effective to use *the Learn English Teens* resource when teaching listening comprehension in English classes with the 8th grades.

The experiment involved 2 groups of eighth graders: a control group of 12 people and an experimental group of 13 people. The control group performed listening tasks provided by the main textbook. The experimental group received additional tasks posted on the *Learn English Teens* website, with their further discussion.

Prior to the experiment, we conducted a diagnostic listening test for the participants of both groups. The purpose of the test was to find out the initial level of students' proficiency in these listening skills. Based on the results of the diagnostic test, we found that 5 students had a high level of proficiency in this skill, receiving grades A and A–. 10 students demonstrated good grades: C+, B–,

B+. 10 students showed below-average grades: C, C–, D+. The results of the diagnostic test are presented in Diagram 2.
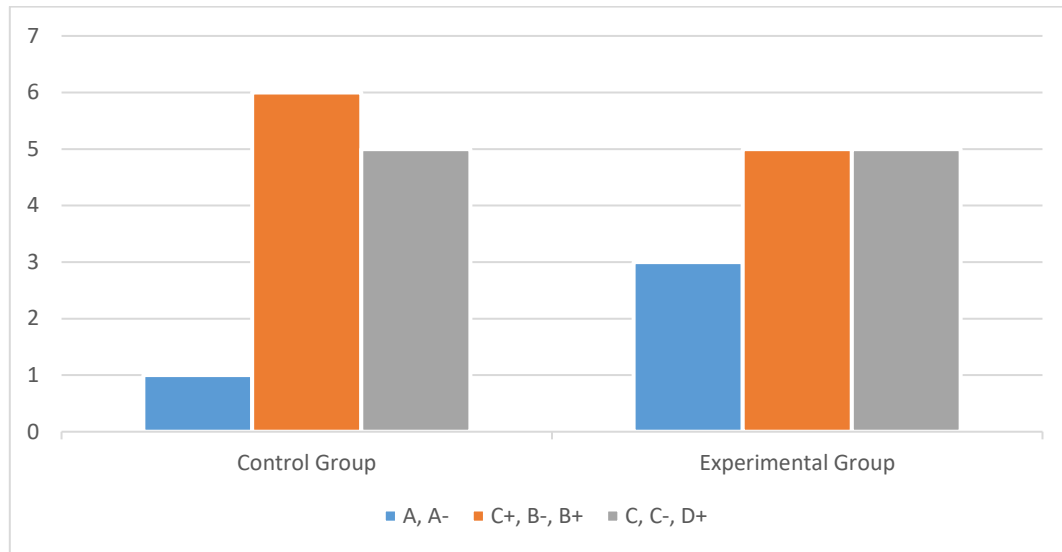

Diagram 1 – Results of the Diagnostic Test

For developing listening comprehension in the participants of the experimental group, we selected the following topics: *Stop Wasting Time, Traveling Abroad*.

The structure of all listening tasks proposed on the site is the same:

Preparation. The section helps to arouse interest in the topic, as well as train students by providing them with the necessary vocabulary.

While Listening. It includes two comprehension tasks: true/false, gap-filling, matching, multiple choice, grouping, changing the word order, question and answer.

Discussion. The task is aimed at discussing what students have listened to.

It should be noted that students can check all completed listening tasks on their own by clicking on the *Finish* button. They can also do the exercise again using the *Try Again* option. For those students who have difficulty in understanding speech, it is possible to read the *Transcript* and listen to the text.

Let's look at how we used this resource as part of an additional lesson on *Me and My Favorite Sports*. We have built our online lesson based on the *Free Time* listening tasks. Participants in the experimental group were asked to listen to a telephone conversation between Tyrone and his local swimming pool. Below is the proposed summary of the lesson:

1a. Lead-in. We wrote a title on a virtual whiteboard and asked students to guess what they would be listening to. The students were rather active, they shared their ideas, and many of them guessed that the topic was related to sports.

1b. Preparation for Listening: vocabulary work. Clicking on the link https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/free-time, students completed the exercise: divided the sports into three categories: *Water Sports, Indoor Sports, Outdoor Sports*.

2. First Listening: Gap-Fill Typing. This stage was aimed at general understanding of the text. The students listened to the phone conversation and filled out the registration form with Tyrone's information.

3. Second Listening: True or False. This exercise allowed students to listen to the conversation again in order to find detailed information. The students listened to the conversation again and decided whether the proposed statements were true or false.

4. Conclusion. After listening to the conversation, completing these exercises and checking themselves, the students were asked to discuss what new vocabulary they encountered in this lesson, as well as to share whether they are members of any sports clubs, what sports they do, whether they watch sports matches on TV.

5. Homework. The students were asked to prepare an oral report on a sports news item.

According to the results of the experiment, we conducted a control listening test in both groups, according to the results of which it was found out that among the control group participants, the level of listening comprehension did not change, while the participants of the experimental group demonstrated an increasing change (See Diagram 2).
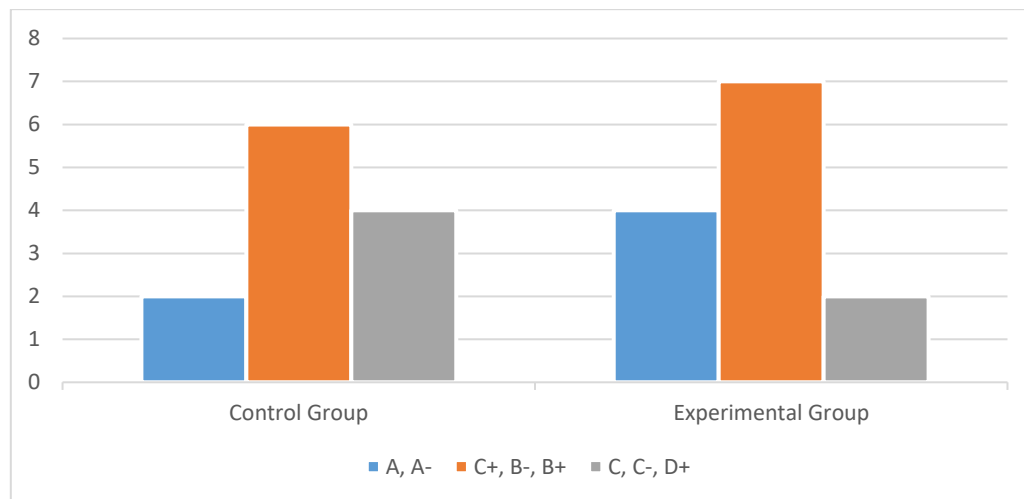

Diagram 2 – Results of the Control Test

After studying the tasks offered on the site and applying them into our pedagogical internship with secondary schoolchildren, we identified the following **advantages of this resource**:

1. The site contains high-quality, multimedia interactive materials for the development of all types of linguistic activity (listening, reading, speaking and writing) of various topics.

2. The resource can be used both during the lesson in addition to the topics of the main textbook, and for students' self-study.

3. All tasks are free of charge.

4. The resource is divided into sections, which makes it easier to find necessary and appropriate materials.

5. The resource contains a huge number of games, texts, videos, podcasts, exercises for them, tips and recommendations for passing exams.

6. The tasks in the sections are divided into proficiency levels corresponding to the CEFR.

7. The tasks are accompanied with the ability to self-test and repeat execution. This develops students' confidence in their abilities.

The results of the experiment showed that the use of the *Learn English Teens* resource as an additional tool for developing the ability to perceive speech allowed improving the target skill. Moreover, the students learnt the way to use the Internet resources for educational purposes and choose tasks according to their level of English proficiency. In addition, this online resource organically integrates into distance learning, allowing it to be significantly supplemented and diversified.

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IMPLEMENTATION RESEARCH: CHALLENGES ASSOCIATED WITH ENACTING PBL

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Introduction

Defining characteristics of project-based learning.

Project-based learning is a student-centred form of instruction which is based on three constructivist principles: learning is context-specific, learners are involved actively in the learning process and they achieve their goals through social interactions and the sharing of knowledge and understanding (Cocco, 2006) [1]. It is considered to be a particular type of inquiry-based learning where the context of learning is provided through authentic questions and problems within real-world practices (Al-Balushi & Al-Aamri, 2014) that lead to meaningful learning experiences (Wurdinger, Haar, Hugg & Bezon, 2007). Blumenfeld, Fishman, Krajcik, Marx and Soloway (2000), for example, described the process of project-based science as follows [2].

Aim of this study is to apply a project work as an effective method for learning EFL at University English classes and observe it is influence on improving language skills. I introduce innovative technologies into my practice that help students develop key competencies that contribute to the success of students in modern society. In search of a solution to the problem, I use a personal – oriented approach in teaching, which I implement through the methods like: role play, individual work; group work (in small and large groups), brainstorming.

Object of this study is to develop language skills of students by using project work.

Research problem:

• To identify the features of the methodology for conducting a project experiment and implementing its results in educational activities;

• Choosing a New Innovative Technologies to improve the quality of education;

• Developing students' key competencies;