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**METACOGNITIVE APPROACH IN TEACHING ENGLISH  
TO THE NEW GENERATION STUDENTS**

**МЕТАКОГНІТИВНИЙ ПІДХІД ДО НАВЧАННЯ АНГЛІЙСЬКІЙ  
МОВИ СТУДЕНТІВ НОВОГО ПОКОЛІННЯ**

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These days English teachers deal with digital natives generation students. This generation is born in the twenty-first century and grew up surrounded by digital technologies and the Internet which are developing at every day accelerated speed and change all spheres of human life considerably including the sphere of education. The new generation students are adapted for such a rhythm of changes from their childhood.

All system of education faces global and radical changes – transition to online distance teaching and learning became the result of many factors, but now, as we can state, it is the reality. The students' abilities to learn have changed too. They can easily cope with innovations, including technological ones.

As the digital natives are active learners, it is essential to choose the way of teaching English considering their peculiarities and lifestyle [3, p. 280]. The metacognitive approach seems to be the one of the most effective as it meets their needs and keeps them engaged while studying.

The metacognitive approach to English learning is a strategy that is aimed to make students become more aware of their education and control the process of acquiring knowledge [2, p. 4].

The American developmental psychologist John Flavell defined the term ‘metacognition’ as knowledge about cognition and control of cognition [1, p. 1]. Speaking generally, it is the ability to think about one’s own thinking and learning. It involves understanding one’s strengths and weaknesses, setting goals, planning and monitoring the progress, and evaluating one’s own learning outcomes.

If the metacognitive process is regarded in the context of learning English it may involve students developing a deeper understanding of how to learn languages and using this knowledge to improve their basic skills in them. It can be expressed in:

- students’ ability to reflect on their own learning strategies;
- identifying which ones of these strategies are most effective for them;
- setting specific goals for their language learning, such as improving their vocabulary or their pronunciation;
- developing a plan to achieve these goals;
- monitoring their own progress;
- evaluating the effectiveness of their learning strategies.

The metacognitive approach to English learning is discussed as efficient for students of the new generation because of its bases which include:

1. Awareness of learning strategies: students need to know the different strategies they use when learning English and understand which of them work best and are the most effective.

2. Self-reflection: students should reflect on their own learning experiences and be aware of what they have learned and in what ways. This helps them to develop a better understanding of their own learning processes. It helps learners to make well-considered decision about their future learning.

3. Goal-setting: learners should set specific goals for their language learning. These goals should be achievable, realistic and based on their own needs and interests.

4. Planning and monitoring: learners should develop a plan for achieving their language learning goals, and should monitor their own progress towards these goals. They should also evaluate their own learning outcomes and make adjustments to their learning strategies as needed.

The metacognitive approach that is incorporated in teaching English to digital natives can be a powerful tool for improving their language skills. As the representatives of this generation are influenced by technologies, the

Internet and the media and because of the way they get information, communicate, socialize and learn, teachers should:

1. Encourage the students' self-reflection. This can involve asking students to think about their own learning style, their strengths and weaknesses, and their goals for learning English.

2. Use technology. Nowadays teachers constantly use digital tools such as online quizzes, games, and interactive videos to help students monitor their own progress and identify areas in which the improvement is needed. Technological tool now provides all necessary opportunities for this.

3. Set goals. These goals should be based on the students' needs and interests, and should be broken into smaller, measurable tasks that students can work towards their fulfillment.

4. Provide feedback. Teachers should provide regular feedback to their students on their progress towards their language learning goals. This can help students identify areas where they need to improve and adjust their learning strategies accordingly.

5. Offer variability. The teacher should also apply a variety of classroom activities that are suited for the students' individual learning styles.

6. Encourage collaboration. Collaborative learning activities can help students learn from each other and reflect on their own learning processes.

It is also necessary for teachers to adapt the way of presenting material. They should give digital native students the opportunity to find the information themselves instead of just giving lectures and presentations.

In conclusion we can say that the metacognitive approach can be an effective way to teach English to the new generation, especially in distance learning mode. By encouraging self-reflection, using technology, setting goals, providing feedback, and promoting collaboration, teachers can help their students develop the metacognitive skills they need to become effective language learners.

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**THE USE OF DIGITAL STORYTELLING AS A POWERFUL TOOL  
OF VISUAL COMMUNICATION IN THE TRAINING  
OF A TEACHER TO WORK WITH MEDIA CONTENT**

**ВИКОРИСТАННЯ ЦИФРОВОЇ РОЗПОВІДІ  
ЯК ПОТУЖНОГО ІНСТРУМЕНТУ ВІЗУАЛЬНОЇ КОМУНІКАЦІЇ  
У ПІДГОТОВЦІ ПЕДАГОГА ДО РОБОТИ З МЕДІАКОНТЕНТОМ**

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У сучасному світі медіа оточують нас скрізь, вони є невід'ємною частиною нашого життя. І в педагогіці, і в психології медіапростір можна використовувати для покращення якості комунікації у ході викладання та навчання. Важливою складовою сучасної взаємодії між учасниками освітнього процесу є візуальна комунікація. Візуальна комунікація допомагає підвищити якість навчання та збільшити ефективність спілкування викладачів і студентів у сучасному освітньому медіасередовищі. Адже виклики воєнного часу, які постали сьогодні перед усіма сферами життя в Україні, вимагають від освітян досконалої зорієнтованості у віртуальному світі освітнього медіапростору, вправності і майстерності проведення навчальних занять у режимах онлайн чи офлайн, а також у змішаному форматі. А це можливо лише за умови постійного розвитку й удосконалення інформаційно-комунікаційної та медійної компетентностей у всіх