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Збірник містить статті, у яких викладені результати науково-дослідної роботи молодих учених і здобувачів освіти іноземними мовами в різних галузях науки.

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SECTION ONE.

UNSOLVED PROBLEMS IN LINGUISTICS AND LITERATURE

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**EXPLORING THE DYNAMICS OF TERM STRUCTURE
IN ENGLISH LANGUAGE EVOLUTION**

The English language, as one of the most widely spoken languages globally, has undergone a fascinating evolution over the centuries. Central to this evolution is the dynamic nature of its term structure – the organization, usage, and meaning of words and phrases within the language. Exploring the dynamics of term structure in English language evolution involves delving into how linguistic terms have evolved, adapted, and transformed over time, reflecting changes in society, culture, technology, and cognitive processes.

In our theses we tried to analyze briefly the dynamics of term structure in English language evolution on basis of historical context, some semantic shifts, syntactic variation, cultural and societal influences and cognitive processes.

Historical Context. The evolution of the English language can be traced back over a millennium, from its origins in Old English, influenced by Germanic tribes, to its transformation into Middle English during the Norman Conquest, and further developments into Early Modern English and eventually Modern English. Throughout this history, the lexicon of English has expanded through lexical borrowing, semantic change, and the creation of new terms to accommodate evolving societal needs and cultural developments.

Semantic Shifts. One of the key dynamics of term structure evolution is semantic shift the gradual change in the meaning of words and phrases over time. Semantic shifts can occur through processes such as broadening (expanding the

meaning of a word), narrowing (restricting its meaning), amelioration (positive change in meaning), and pejoration (negative change). For example, the word *"awful"* originally meant *"inspiring awe or wonder"*, but it has undergone pejoration to mean *"bad"* or *"unpleasant"* in modern usage.

Syntactic Variation. Term structure evolution also involves syntactic variation – the changes in word order, sentence structure, and grammatical constructions over time. English syntax has evolved from the highly inflected system of Old English to the more analytic structure of Modern English. This evolution has influenced how terms are structured within sentences and how they interact with other elements of the language.

Cultural and Societal Influences. The dynamics of term structure in English language evolution are intricately linked to cultural and societal influences. Changes in technology, trade, politics, and social norms have introduced new concepts and necessitated the creation of new terms to describe them. For example, the emergence of the internet and digital technology has led to the proliferation of terms related to computing, social media, and online communication [1].

Cognitive Processes. Term structure evolution also reflects cognitive processes such as categorization, conceptualization, and metaphorical thinking. The way terms are organized and understood is influenced by cognitive mechanisms that shape how language is processed and interpreted by speakers and listeners. For instance, metaphors often underlie the extension of word meanings and the creation of new terms based on analogies with existing concepts.

Methodological Approaches. Exploring the dynamics of term structure in English language evolution requires a multidisciplinary approach that integrates methods from linguistics, history, sociology, cognitive science, and computational analysis. Historical texts, linguistic corpora, and digital tools can be employed to trace the historical usage of terms, analyze patterns of semantic change and syntactic variation, and uncover underlying cognitive and cultural influences [2].

In conclusion, the dynamics of term structure in English language evolution are a rich area of study that sheds light on the intricate interplay between linguistic structure, cultural evolution, cognitive processes, and societal influences. By exploring how terms have evolved and adapted over time, researchers can gain insights into the historical development of the English language and its ongoing evolution in response to changing social, cultural, and technological contexts. Understanding these dynamics not only enriches our knowledge of language history but also provides valuable insights into the nature of human communication and cognition.

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LEXICAL AND STRUCTURAL FEATURES OF BUSINESS DISCOURSE

In the modern world, due to the expansion of public international contacts and the creation of new types of information transmission, the volume of business speech has increased significantly and qualitatively new forms of business communication have emerged.

The relevance of the research topic is due to the growing role of business communication at the present stage of development of society as a whole. Moreover, business correspondence covers various spheres of human activity and is the basis for the existence of such spheres of activity as diplomacy, commerce, as well as international economic, scientific and cultural cooperation.

Official business style is a macro-environment of communication exclusively in the sphere of official relations between people, namely in the sphere of legal relations and people management. This sphere covers the activities of the government, international relations, jurisprudence, trade, economics, the military industry, the advertising sphere, communication in official institutions, and in the life of an individual.

Key feature of official documentation (informational texts) is a clearly defined form, adherence to the rules of which is necessary for the correct interpretation of the document. The main characteristics of the official style include: high regulation of the language (a certain set of means of expression and methods of their construction); formality (strictness of presentation, words are used in their direct meaning, imagery is usually absent); impersonality of lexical constructions.

Two sub-styles are distinguished within the structure of the official business style: official documentary (the language of diplomacy and laws) and conversational business (official correspondence, business papers) [3]. It should be noted that the

translation of official business texts is fully focused on the transmission of content, that is, it has an informative nature. The form of texts is predominantly stereotyped. Despite the high culture and standardization of business correspondence in both European and Ukrainian languages, literal translation is often used in translation [1].

Since the main feature of business correspondence is the accuracy and clarity of presentation with an almost complete absence of emotional elements, the possibility of free interpretation of the essence of the issue is practically excluded. Therefore, the main requirements that a competent translation of business documentation must include:

- accuracy (the translation should faithfully convey the meaning and intent of the original text, ensuring that all original content is represented in the translated version);

- conciseness (the translation should be concise and to the point, avoiding unnecessary elaboration or redundancy while maintaining the full meaning of the original text);

- clarity (the translation should be clear and easy to understand, using language that is appropriate for the target audience and context);

- literary quality (the translation should adhere to the standards of the target language, employing proper grammar, syntax, and vocabulary to produce a natural and fluent text).

The language of official documents is characterized by the wide use of terms and professionalisms corresponding to the subject matter and content of these documents. First of all, these are economic, diplomatic and legal terms (export, contract, business proposal, demand, etc.). Non-terminological words of administrative and clerical language are also used.

It is also characteristic to use bureaucratic terms, reproducible lexical and phraseological units that are associated with frequently repeated situations and common concepts (within the reporting period, taking into account, it has been issued for submission, as discussed, etc.).

Business correspondence contains many nouns, namely the names of people according to a feature caused by a certain action or relationship (manufacturer, supervisor, designer, consumer, etc.); complex prepositions that express certain standards of content (due to, with regard to, in connection with, etc.) [2].

Business language is characterized by the use of neologisms, that is, words and phrases that have arisen to denote a new object or phenomenon. As a rule, neologisms have an occasional character, since their appearance in the language is always unexpected. For example, in English, in recent years alone, there have been many neologisms with the element "in" in pre- and post-position (in-company, in-depth, in-house, in-service, mail-in, lead-in, teach-in, etc.).

When translating vocabulary, occasional equivalents are created, for example: public opinion – суспільна думка, public debt – державний борг, public scandal – громадський скандал.

As a rule, equivalents may only partially coincide in meaning with the unit being translated, which is why contextual substitutions are often used in translation even when regular equivalents are available [1].

It should be noted that the following types of occasional equivalents are used in the translation of lexical units:

1)   loan equivalents, which reproduce the form of a foreign word in the target language: underwriters – андерайтери, promoters – промоутери, outsourcing – аутсорсинг, franchising – франчайзинг, leasing – лізинг, etc.;

2)   morphemic and phraseological calques: these calques directly translate the morphemes or components of a multi-word expression in the source language; some examples: cost-per thousand – ціна за тисячу (direct translation of morphemes), career ladder – кар'єрна драбина (direct translation of morphemes), point of sale – точка продажу, etc.;

3) lexical replacements, which are formed during the transfer of the meaning of a lexical unit in context using one of the types of translation transformations that are used in linguistics to describe the translation process; an occasional equivalent is

formed by semantic transformations of the meaning of this linguistic unit; when translating into Ukrainian, the lexeme facilities, which does not have a direct equivalent, can be transformed or specified in various contexts, for example: banking facilities - банківські послуги, transport facilities - транспортні засоби, computing facilities - комп'ютерне обладнання, borrowing facilities - кредитування and others;

4) if it is impossible to form an equivalent using the methods mentioned above, a description is used to translate the lexeme, which reveals its meaning using an expanded phrase: defined benefit scheme - a pension scheme that depends on the employee's length of service, defined contribution plan - a pension scheme with fixed contributions, salesmanship - the art of promoting and imposing goods, etc.

As a result of the translation analysis of business correspondence, it was found that this type of documentation contains a large amount of specialized terminology, the structure and features of which are determined by the content of the letter and the field of activity of the companies that contact each other through business correspondence.

Terms can be transferred in translation in various ways, namely: through the use of existing Ukrainian terminological equivalents, calquing, transcription and descriptive translation.

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FEATURES OF ENGLISH SLANG VOCABULARY FUNCTIONING IN SOCIAL NETWORKS

The English language, as one of the most widely spoken languages globally, has undergone a fascinating evolution over the centuries. Central to this evolution is the dynamic nature of its term structure – the organization, usage, and meaning of words and phrases within the language. Exploring the dynamics of term structure in English language evolution involves delving into how linguistic terms have evolved, adapted, and transformed over time, reflecting changes in society, culture, technology, and cognitive processes.

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FEATURES AND FUNCTIONS OF PHRASEOLOGICAL UNITS OFTHE ENGLISH-SPEAKING SPACE OF THE MEDIA

Language is part of building nation. The development of language depends directly on the development of society, because it accompanies us all our lives. That is why they are held over time research, new laws and rules of use are discovered. Huge a number of scholars devote considerable attention to each aspect of the various parts of speech. In order to master the language perfectly, it is necessary to have a large vocabulary to study vocabulary as a science. This allows you to understand the structures and principles selection of material not only in the native language, but also in a foreign language.

Words are a significant component of vocabulary, but here too also include groups of words called phraseological units. Phraseology is a section on established language phrases, a research science semantics and origin of words. Although phraseology saturates and enriches content of the text, it is worth being careful with their use, especially in context of foreign languages.

Since phraseological expressions are increasingly used as in everyday life, as well as in the mass media, then English the press was no exception in this case. It occupies a significant place in world information space, the amount of published text exceeds any language, and the topics of the publications relate not only to specific issues country, but also international relations. Accordingly, this leads to a tight interaction of different languages and, as a result, appearing new phraseological units and replenishment vocabulary of the language as a whole.

Phraseological units are the most picturesque and the most expressive part of the vocabulary of the language, which reflects customs, traditions of the people, references to its history, folklore. There is phraseology the most democratic component of the dictionary, taken from the depths of the language of the people. It is

clear that phraseological units are characterized by double meaning, and the meaning of the components of the words of a stable phrase form a certain one painting, creating a completely new image.

Consideration of the peculiarities of the translation of the applied phraseological units in modern English-language editions and their translation into Ukrainian is significant research topic. However, despite the open interest in the topic translation of phraseological units and their interpretation in the native language among experts of this field, the topic remains relevant to this day. So, the relevance of the subject of the paper is "Research of phraseological units in the modern English-speaking world".

The purpose of the course work: to investigate lexical-semantic and grammatical features of phraseological units, their translation into English. The following research tasks are determined by this goal:

1. To find out the essence of the concept of phraseology as a science;

2. Describe the phraseological unit as an object of study of phraseology;

3. Provide phraseological combinations and their types;

4. To describe the peculiarities of the use and translation of idioms;

5. Analyze the transformation of phraseological units in texts journalistic styleand their types.

Object of research: phraseological units of the English language. Subject of research: phraseological units in modern English-speaking space.

The methodological basis of the research is made up of provisions linguistic research, lexicology, semantics, stylistics, grammar, phonetics in relation to thefield of phraseology.

The research material is the "Oxford Dictionary of Idioms" volume of 5000 English phraseological units, the newspaper "The New York Times", "Independent".

Main research methods: theoretical analysis of literature; system analysis; typological method of comparison.

In our study, to achieve the goal, it was the following research methods were used:

1) a method of analysis for the selection of features of individual phraseologicaltypes units;

2) a method of synthesis to determine common phraseological features units;

3) a descriptive method for characterizing the results of research on the subjectquestion.

The theoretical value of the paper is determined by what it is contributionto the research of phraseological units that reproduce language picture of the world of the English. The structure of the course work: the study consists of an introduction, two sections, conclusions to them, general conclusions and the reference used literature.

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THE ROLE OF LANGUAGE IN INTERCULTURAL COMMUNICATION

Language serves as a bridge that connects people from different cultural backgrounds, enabling them to communicate, understand, and interact with one another. In the context of intercultural communication, the role of language is paramount, as it both facilitates the exchange of information and reflects the cultural values, norms, and identities of the speakers.

As Edward Sapir, a renowned linguist, once said, "Language is the most massive and inclusive art we know, a bag containing all the social knowledge and attitudes of the speakers." This quote highlights the profound influence of language on cultural expression and interaction.

First and foremost, language acts as a medium through which individuals convey their thoughts, ideas, and emotions. However, beyond its utilitarian function, language embodies the essence of a culture. Each language carries within it a unique set of linguistic features, such as grammar, vocabulary, and syntax, which reflect the cultural worldview of its speakers. According to Benjamin Lee Whorf, another linguist, "Language shapes the way we think, and determines what we can think about."

Moreover, language shapes the way individuals perceive and interpret the world around them. The Sapir-Whorf hypothesis, proposed by Sapir and Whorf, suggests that the structure and vocabulary of a language influence the cognitive processes and worldview of its speakers. Thus, speakers of different languages may conceptualize reality in distinct ways, leading to potential misunderstandings or cultural clashes in intercultural communication.

In addition to linguistic differences, language also plays a crucial role in establishing rapport and building relationships between individuals from different cultural backgrounds. Proficiency in a foreign language demonstrates respect and

appreciation for the culture and traditions of others, fostering mutual understanding and cooperation. David Crystal, a famous British linguist, notes, "Language is the primary instrument of human sociality."

However, language barriers can also pose significant challenges in intercultural communication. Misinterpretations, misunderstandings, and cultural faux pas may occur when individuals lack proficiency in a common language or fail to grasp the nuances of cultural expressions. In such cases, effective communication strategies, such as active listening, empathy, and cultural sensitivity, become essential for bridging the gap and fostering meaningful connections.

In conclusion, the role of language in intercultural communication cannot be overstated. Language serves as a medium of communication, a reflection of cultural identity, and a tool for building relationships across cultural boundaries. By recognizing the importance of language in facilitating intercultural understanding and embracing linguistic diversity, individuals can navigate the complexities of multicultural interactions with greater empathy, respect, and openness.

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THE INFLUENCE OF IDIOMATIC EXPRESSIONS ON COMMUNICATION

The influence of idiomatic expressions on the effectiveness of communication is an interesting and relevant topic in the modern world. Idioms are the reverses that, from the point of view of the achievements of modern linguistics, are unmotivated and whose significance cannot be derived from the values of their components [1].

They are used in speech for the purpose of transmitting a certain image or idea. Since idiomatic expressions are a complex linguistic construct, their use can have a great impact on the effectiveness of communication. In this article, we will consider how idiomatic expressions affect communication, what advantages and disadvantages they have and how to use them correctly.

First, you need to know what communication is. In a broad sense, communication always takes place when a certain behavior or outcome is attributed to a certain meaning and is perceived as signs or symbols. In a narrow sense, communication is communication by means of linguistic and/or paralanguages and Non-verbal means for the purpose of transmitting information [4].

When we have already noted what communication is, let's look at the importance of idiomatic expressions in the process of communication. Idiomatic expressions are of great importance for the effectiveness of communication. Here are some advantages of using idiomatic expressions:

• The use of idiomatic expressions adds to the expression of emotion and individuality. They give color and vivacity to the message, make it more understandable. When the interlocutor uses an idiomatic expression, he conveys not only the simple content, but also its cultural and emotional weight.

• Such expressions can briefly convey a complex idea or concept that helps to understand their meaning.

- In addition, idiomatic expressions contribute to the establishment of a common language between interlocutors. They create a sense of belonging to the group and a community of values. When people use such expressions, they show their understanding and identification with a particular culture or community. This helps to strengthen relations and build trust between the interlocutors.

However, the use of idiomatic expressions taco has a number of disadvantages. Here are a few of them:

- Misunderstanding of the meaning of idiomatic expressions can lead to misunderstanding of the message or distortion of the content.

- Idiomatic expressions are often culturally specific, so using them in international communication can be problematic.

- In some cases, the use of idioms may seem unacceptable or informal in a specific context.

However, the correct use of idiomatic expressions can add colors and lives to speech, emphasize our linguistic skill, and make us more expressive. It is important to keep in mind the audience and the context in which idiomatic expressions are used. In business or official situations, it is better to avoid excessive use of idioms and refer to more standard expressions. However, in formal or informal conversations, the use of such expressions may be appropriate and contribute to closer communication. It is important to be conscious in the choice of idiomatic expressions, pay attention to their meaning and shades to use them properly and achieve the desired effect in communication.

In general, idioms can be useful for enriching communication. They enrich the message, make it easier to understand the information and help you find a common language with the interlocutor. But their use requires caution and adaptation to the specific situation and audience.

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FEATURES OF YOUTH SLANG IN ENGLISH

Slang is one of the most interesting and difficult phenomena of language. Many researchers usually refer to slang as social dialects. A dialect in this context is a territorial, temporary or social variety of a language. In English lexicography, the term "slang" appeared in English lexicography at the beginning of the last century. The etymology of the word is also disputed [9].

Slang is a complex, difficult and inevitable linguistic phenomenon. Its emergence is always conditioned by historical, social and cultural trends in the life of a particular language community. Slang is a diction that is the result of a favourite game among young people and a lively play with words and renaming things and actions; some invent new words or misuse old ones for the sake of novelty, while others use such words in order to be modern. Often slang expressions are so "new and bright" that they cannot be invented without imagination, e.g. "a think-machine2", "a sparkler", "pickers", "canned music" [9].

Youth slang is one of the most open systems in modern linguistics and is considered a special form of language. Youth slang is a means of communication for a large number of people, united by age. Carriers of youth slang are, as a rule, people 12-30 years old [1].

Nowadays, it is controlled by the culture, which influences different categories of young people who fall under its influence. A characteristic feature that distinguishes youth slang from other types is its rapid variability, which is explained by the change of gender. The use of youthful slang in the right context and situation not only helps to better understand your friends, but also saves your interlocutors from awkward situations that arise during a conversation. Slang adds a twist to learning a foreign language. It gives you a chance to get to know the humour, make an excursion into history and discover something new in the culture [1].

The Internet, its capabilities, and the rapid development of computer technologies have always attracted young people. Slang units have been formed and transformed in different cultures and with the advent of technology, became a phenomenon of linguistic development [7].

English is the most promising language in the student community promising for learning. Therefore, many youth slang expressions - are words borrowed from English but not translated into Ukrainian [8, p. 58].

The main characteristic of youth slang is the constant motionality, expressiveness, evaluability and imagery of students' speech. This contributes to the overall dynamics of the Ukrainian literary language [4, p. 95].

In our study, we are talking about the use of English youth slang among Ukrainian students in the process of learning English in higher education institutions, the peculiarities of translating English slang units into Ukrainian slang, its factors, and the development of slang in Ukraine.

In the system of the modern Ukrainian and English languages, jargon occupies a very important place in the system of modern Ukrainian and English. The study showed that slang is not a literary language, it is characterised by a familiar flavour. Slang is divided into two groups: common and well-known. The slang of the Ukrainian youth has a wide variety of shades and many words are incomprehensible to the population [3].

In most cases, the adaptation process is long and gradual. Some elements remain not fully adapted. As there may be some differences in pronunciation, they may be "rejected" by society [3].

If the borrowed word is adapted by the grammatical system of the language (nouns take case and number forms, signs of grammatical genders), it expands the possibility of forming new derivatives [3]. Thus, nouns referring to inanimate beings can form different adjectives with the Ukrainian suffixes -н(ий), -ов(ий): basketball - basketball, hit - hitovyi; some nouns form relative adjectives with the suffix -ськ (ий): student - student's, Volyn - Volynskyi; nouns denoting different branches of

science, art, social movements, etc. can form adjectives with with suffixes: - ichn (ich): tourism - tourist. [4, c. 96].

Therefore, the data obtained during the study confirm the widespread use of Anglicisms among young people. Prospects for further research in this area include in this area is the study of changes in the lexical composition of youth slang in the comparative, communicative and pragmatic aspects. Therefore, the data obtained during the study confirm the widespread use of Anglicisms among young people. Prospects for further research in this area include in this area is the study of changes in the lexical composition of youth slang in the comparative, communicative and pragmatic aspects.

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ENGLISH BORROWINGS IN UKRAINIAN MASS MEDIA

Modern social shifts cause significant changes in the vocabulary of the literary language. Especially important in modern science is the issue of globalization, in particular, the spread of the so-called global language, which is now English. English is a means of International Communication and, according to scientists, will remain so for at least half a century. It is the language of leading mass media: major TV and radio companies, the World Wide Web "Internet", many newspapers and magazines.

Borrowings from other languages are most clearly manifested at the level of vocabulary. In scientific research, the term "Anglicism" is used to refer to such tokens borrowed from the English language, but there is still no exact definition of this concept. In the dictionary of the Ukrainian language, "Anglicism" describes words that were borrowed from the English language, and words from other languages that entered the language through English mediation [3, p. 44]. However, many other dictionaries distinguish "foreign words" from "borrowings". Foreign-language words are those that were borrowed from another language and were not adapted for everyday use, they retain the features of origin in form and meaning [2].

Borrowing is the process of introducing words into a language and their result, which occurs through imitation. Such an element, in fact, is not removed from the source language, but only serves as a model for creating a more or less similar copy in another language [1, p. 1]. This copy is usually formed in accordance with the linguistic traditions of the recipient language and does not cause speakers to feel alien, so it does not need to be explained.

In view of this, we believe that Anglicism is a borrowing from the English language that has been learned by any other language, translated or formed according to its model and adapted in accordance with the linguistic features of the language that borrowed it. Anglicisms arise to denote new concepts or realities, enrich the

language with synonyms, and create effective stylistic tools for more accurate expression of thoughts.

Anglicisms are now widely used in all spheres of life, especially in the media language. The use of anglicisms in Ukrainian online media has become increasingly common in recent years. Modern Ukrainian mass media regularly use anglicisms to cover international events, modern technologies, sports, entertainment and other topics. These borrowings are often used for their communicative effectiveness, brevity, and modernity. The media discourse of online newspapers and magazines covers a lot of popular texts that reflect socio-political, economic and other topical issues. Behind these texts are the relevant practical experience of native speakers with their ideological, psychological and linguistic characteristics. This also includes reports on events and phenomena that occur in other areas of public life, primarily in culture, technology, science, and so on. The main function of such discourse is to transmit relevant information in order to form consciousness and awaken the reader's activity.

English borrowings play an important role in Ukrainian online media as elements of the language used in these publications. They are considered as a way to modernize and update the Ukrainian language. Anglicisms are most popular in categories devoted to politics, technology, business, and sports, which are areas where English is often dominant. They occur due to both linguistic and extra-linguistic reasons. Often lexical borrowings are used to denote new phenomena, objects and concepts that do not have a counterpart in the modern Ukrainian language.

Taking into account the above, lexical borrowings from English are actively used in the media language and are common in articles of almost all directions. Anglicisms are often used in the media to talk about new concepts or trends that do not have a Ukrainian counterpart, or to replace outdated terms with more modern and shorter terms. For example, the media discourse of Information Technology, Communications and advertising is filled with such anglicisms as smartphone, email,

account, login, plugin, web, spam, Network, bot, podcast, copy, copywriter, slogan, bigboard, security, hashtag, click, hack, hacker, cyberspace, file, browser, display, chat, selfie, which are widely used to describe new concepts and trends.

In the field of fashion, such anglicisms as oversized, must HEV, brand, shopping, casual, style, corduroy, grinders, hoodie, sweatshirt, trench coat, Top, cardigan, corset, bow, capsule, tuxedo, shopping are widely used to describe modern trends and fashion styles.

In recent decades, the field of Cosmetology and care has gained popularity, which is actively covered by the media, using such borrowings as lifting, Botox, scrub, peeling and others.

In the field of sports, such anglicisms as coach, coach, set, time-out, corner, court, overtime, foul, fan, playoff, save, CrossFit, workout, body, quarterback, sparring, hat-trick, shootout, block shot, time, sparring, light contact, Kling are widely used to describe sporting events and trends in fitness and professional sports. The most popular media articles in this area are lexical borrowings that denote the names of sports games and new sports: surfing, fitness, bowling, diving, wrestling, freestyle, rafting, streetball, paintball, volleyball, Workout, etc. Taking this into account, the number of anglicisms for naming athletes and, accordingly, sports equipment has also increased: surfer, diver, bodybuilder, skateboarder, volleyball player; skate, skateboard, orbitrek, etc.

In the articles of online publications of the popular culture industry, you can find such anglicisms as fiction, nonfiction, stand-up, Thriller, Horror, Fan, Show, Show Business, blockbuster, chill-out, which are widely used to describe cultural phenomena related to films, TV shows and comics. In publications on the topic of music, such anglicisms as Remix, sound track, video, DJ are often used, which are widely used to describe the practices and techniques of music production.

In recent years, the Ukrainian modern language has been updated with anglicisms, which are actively used in social networks. This, in turn, is due to the active development of blogging, the popularity and convenience of applications for

viewing Current News in the world. Thanks to this, the media language (and modern Ukrainian in particular) has been enriched with English loanwords, most of which have a Ukrainian counterpart, which is used much less often: skill - скіл, tutor – наставник, coach – вчитель, screenshot – знімок екрану, rills – коротке відео, gadget – пристрій, account – обліковий запис, like – уподобайка, challenge – виклик, life hack - порада, deadline – кінцевий термін and so on.

In the modern Ukrainian media discourse, there is a significant spread of English-language borrowings. This phenomenon is associated with globalization, which leads to increased interaction between different countries and cultures. As a result, English as an international language of communication is becoming increasingly popular, and its borrowing is a common phenomenon. Borrowings from English mainly relate to the fields of Information Technology, sports, fashion, politics, and military terminology. This is due to the fact that it is in these areas that new concepts and realities arise, which often do not have exact Ukrainian analogues.

Borrowing and using them in the media is unavoidable in the Twenty-First Century. However, their spontaneous use can lead to leveling of the native language. The use of borrowed vocabulary in print and online publications is not always justified, since the calculation of many foreign-language expressions can occur without taking into account the cultural context. In today's globalized world, cultures are approaching, but cultural taboos remain. This indicates that the problem of adapting borrowed words has not yet received sufficient study. Another important scientific problem is the lack of Ukrainian equivalents for some borrowed English tokens, which can serve as a source for further research.

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VERBALIZATION OF UKRAINE'S IMAGE IN THE MEDIA DISCOURSE OF MODERN BRITISH ONLINE PUBLICATIONS

In the conditions of russia armed aggression against Ukraine and waging of war, in particular on the information front, the importance of Ukraine's positioning in Europe and in the world is growing. In the age of digital technologies, society's life is increasingly perceived through the prism of electronic media due to their availability, prevalence and adaptability, and their language responds most quickly to all changes in public consciousness, reflecting the state of the latter and influencing its forming, which caused the choice of the research topic.

The priority position of Great Britain in the world attracts the linguists' attention to the English-language media discourse, which is also due to the expansionism of the English language and its status as a "language of international communication", which is used by speakers of various languages and linguistic cultures all over the world. The said above caused the purpose of the study.

It was determined that the main purpose of the media discourse of online publications is to influence public consciousness and to form a positive or negative public opinion regarding certain events of a person's social existence.

It was found that the media discourse has a significant pragmalinguistic potential for creating the image of the country, which is characterized by a variety of linguistic means and resources, which make it possible to supplement objective information with emotion and author's assessment in order to effectively influence the mass reader, which affects the change of the recipient's ideas about the country.

Linguistic processes of the plan of expression of media texts are constantly attract attention of researchers. From the analysis of scientific works, we note that in order to identify and position the country in the media space, such morphological

features as proper names, qualitative adjectives, comparative verbs, personal and possessive pronouns are often used during the creation of media texts. At the lexical level of modeling the image of the country in modern media discourse, a significant number of toponyms, anthroponyms and ergonims, as well as numerals and exact dates are distinguished. To convey specific phenomena, abstract vocabulary, verbs with broad semantics and stable verb combinations are used.

In order to track the linguistic means of verbalizing the image of Ukraine more than 50 samples, collected from the British online media of the national (The Guardian; The Independent) and local (Citizen; TLC magazine (Norwich local magazine)) levels, which are popular and, therefore, correspond to the views of British periodicals readers, were analyzed.

It should be noted that the language system is formed from linguistic units of different levels, which was taken into account during the analysis of media texts and made it possible to distinguish the lexical and syntactic levels as those that are distinguished by their productivity in the context of creating the image of Ukraine in British online publications. Let's consider them in more detail.

The lexical level is connected, first of all, with the use of lexical units that express culture-specific information, that is, non-equivalent vocabulary, which reflects the connection with objects and phenomena of material and spiritual culture, with the history of the people, etc.

Thus, on the pages of online publications we find samples of non-equivalent vocabulary, in particular toponyms *Avdiivka, Crimea, Maidan Square, Donbas, Krym, intelligentsia, Bankova, Naftogaz, Verkhovna Rada*.

Among the connotatively colored lexemes, euphemisms are most often used. Thus, terms describing Russia's military aggression against Ukraine are most often euphemized in the analyzed online publications. The media often avoids using the word "war". Instead, they use lexemes such as "crisis", "conflict", etc., which are less violent when it comes to an unprovoked attack on a sovereign state and shelling of civilians. These euphemisms help journalists maintain an atmosphere of calm and

peace, because the words *"crisis"* and *"conflict"* veil the real reality and hide potential danger.

*«Ukrainian **crisis** – how you can help»* [6].

«The <u>Ukraine</u> *conflict* *is overextending Russia's military and straining its ability to maintain secure defence of its borders, the UK's Ministry of Defence has said»* [4].

However, on the pages of online publications, there are isolated cases of the use of the tokens *«war», «invasion»*, which reproduce the true reality.

*«Councillor Alan Waters, leader of Norwich City Council, said: "A year on from Russia's **illegal invasion** of Ukraine, the city continues to show support to the people"». On Saturday 25 February, a peaceful rally against the **war** will take place in the centre of Norwich»* [4].

Despite the fact that Russia commits terrorist acts and violates the Geneva Convention, British online publications occasionally use the words *«bomb», «attack», «shelling»* чи *«the terrorist», «the act of terrorism»*. Analysis of the materials confirmed their presence in news reports, but with a reference to a Ukrainian source or author. Thus, the desire of the journalists to absolve themselves of responsibility for the given statements and accusations is clearly visible.

*In Kindiyka, Kherson region**, shelling** in the morning **killed** a 69-year old man and injured another 63-year-old, <u>governor Oleksandr Prokudin said on Telegram</u>"* [5].

In the role of connotatively colored vocabulary regarding Ukraine, the authors of the British online media often use word combinations with numerals, which provides approximate or exact quantification.

*«..... at least six Russian missiles had reached Kharkiv on Saturday night, injuring more than **two dozen people** and hitting **12 apartment buildings, 13 residential houses**, a hotel and a kindergarten»* [2].

The presentation of information in media texts is often associated with stable associations that cause native speakers to imagine the realities of another culture. In the context of the conducted research, we note that materials on Ukrainian topics in

British online publications are based mainly on associations related to the USSR and military actions. The identification of modern and Soviet Ukraine is extremely common in the English-language mass media.

*«As elsewhere in the former **Soviet Union**, the likeness of Bolshevik leader **Lenin** remained the focal point of hundreds of towns and villages for years in Ukraine after **Communism's** demise»* [1].

As for military operations, in the period 2014–2022 we record frequent mentions of the war in the east of Ukraine. Starting from February 2022, references to the war throughout Ukraine permeate the materials of British online publications.

The analysis of the texts of the English-language media discourse proved that the function of emotional influence on the recipient in order to create an image of our country in the discourse of British online publications is realized through the use of various stylistic means and techniques, the most common of which are comparisons and metaphors.

Politics and presidential power are described by metaphors from the sphere of «political life - TV SHOW», the media emphasize the fact that a comedian, showman became the president (*comic, political neophyte, an actor and comedian, president notably).* Other types of metaphors are quite frequent in the media texts of British online publications: *«brain drain», «children of war», «deeply endemic».*

Another linguistic device used in the discourse of British online publications in order to create an image of Ukraine is an allusion. Journalists refer to other political figures when talking about the President of Ukraine, Volodymyr Zelenskyi:

«At times like this, Zelenskiy sounds rather Trumpian. He declines to say what the fallback strategy might be» [3].

In addition, the analysis of factual material allowed us to conclude that the image of Ukraine in the media discourse of British online publications has undergone a significant transformation: from a state that was mainly associated with such negative phenomena as anarchy, corruption, chaos, to a strong nation with a spirit of confrontation («Ukraine is the capital of great people»). As an international player,

Ukraine is currently a brand state, because it embodied a stable political position, heroism, patriotic spirit and indomitability in the struggle for independence.

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EVOLUTION AND INFLUENCE OF INTERNET SLANG IN MODERN ENGLISH: ANALYSIS OF LANGUAGE CHANGE AT THE DIGITAL AGE

The rapid development of cyberspace is distinguished by a specific socio-democratic group – internet users. It is the new generation, actively responding to changes in societal life in their country and global information trends, that creates linguistic units and contributes to the emergence of specific internet slang. It is well known that internet slang is generated based on the borrowing of foreign lexical units and their adaptation into the native language, followed by their use in everyday life.

Slang represents an open linguistic layer of normatively reduced lexical-phraseological units characterized by vivid emotional-expressive coloring. Over time, numerous slang units have become established in literary English. Internet slang is associated with linguistic play, which involves deliberate manipulation of linguistic means to achieve a comedic or conceptual effect. Additionally, internet slang allows for the expression of emotions that are difficult to convey in a succinct linguistic environment, provided that established norms are adhered to.

A significant number of scientific studies are devoted to the diverse aspects of the problem of the influence of internet slang on the cognitive activity of students in learning foreign languages, including: features of the use of English youth network slang (M. Bergelson, O. Dzyubina, O. Dorda, A. Pavelyeva, I. Sotnichenko, J. Alcántara-Pilar (Spanish), S. Liu (Chinese), L. Shixiong (Chinese), and others); opportunities for using Internet slang in learning a foreign language (O. Bondar-Fursa, Y. Zaghrebniuk, and others).

The second half of the 20th century and the beginning of the 21st century are marked by the era of hype development of ICT, as well as the rooting of trends in gaming, hacking, and blogging as a youth subculture, part of which comprises over 3.1 billion people from the total global population. With the emergence of fans of

computer online games, bloggers, TikTokers, and active social media users, an increasingly large segment of consumers who see a round-the-clock need to use smartphones is growing [1].

In the context of the studied problem, it is appropriate to explore the essence of the key concept of the study, "Internet slang", and to reveal its origins. In the modern internet space, Internet slang a so-called "language" that emerged with the advent of electronic computing machines in the USA in 1946 is quite prevalent. With their development in Ukraine, a specific language also began to emerge, used by IT specialists and active Internet users. The relatively young age of IT specialists involved in this field, the popularity of computers and the Internet in youth environments prone to using jargon, have set the trend for Internet slang and the so-called "law of linguistic economy" (word shortening) among global network users. Internet slang, often used by youth during electronic communications, contains a significant number of calqued borrowings from the English language [8].

There are many interpretations of "Internet slang", but they all boil down to it being a unique derivative of English words, a dialect, jargon, a set of phrases and expressions that have limited application and are not grammatically correct words in the language. In the "Dictionary of Linguistic Terms" by D. Hanyk and I. Oliynyk, slang, jargon, and argot have identical meanings: "Slang means words and expressions used by people of certain professions or social layers. Slang of sailors, artists; argot; jargon" [2].

O. Selivanova emphasizes the use of this sub-language by the young generation and the predominance of English-language inclusions. The researcher provided such a definition in the "Linguistic Encyclopedia": slang, jargon, often youth; inclusions in the language of English or American colloquial lexicon [7].

It is hard to deny that the use of such a form of communication in the Internet network does not lead to an increase in the cognitive interest of students in learning foreign languages. Despite its somewhat familiar form, Internet slang is the brightest,

most emotional, and most vibrant style of language, which helps people express their thoughts and feelings most profoundly [1].

Based on the above, a classification of Internet slang should be presented. Since there are many sources of slang formation and it is closely linked with the English language, the spectrum of ways to modify its lexemes is extremely broad. Researchers classify the lexemes belonging to Internet slang by thematic feature: 1) words for designating computer hardware and software; 2) names of firms manufacturing hardware and software; 3) names of antivirus programs; 4) words to denote people working in the field of computer technologies; 5) words to denote actions; 6) words that accompany the user's process of working with the computer; 7) evaluative words [3,5].

It should be distinguished the ways of forming linguistic units of Internet slang: 1) borrowed from the English language, often modified or deliberately twisted (for example, the English word e-mail becomes the word "мило" in a humorous perception); 2) Internet slang in let's-playing (a trend in the world of video games, a genre of internet series where players publish and comment on their gameplay process); 3) Internet slang in video blogging; 4) Internet slang in the written language of forum users and social networks; 5) Internet slang in spoken language; 6) truncated words; 7) modification of commonly used words and creating lexical units with dual meanings based on them [4].

Summarizing, it should be noted that despite all the pros of using slang highlighted by the youth, and the cons noted by researchers, youth English-language Internet slang is a good way to demonstrate knowledge, as slang is the living language of the contemporary young generation. Being on the same wavelength with students, one can easily and unobtrusively apply Internet slang as a means to develop students' cognitive activity in learning a foreign language through analysis and translation of phrases from famous people, speeches from American and British films, reading comics, and creating channels with hashtags. Currently, Internet slang can be heard everywhere.

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THE HISTORY OF APPEARING EUPHEMISMS

The word "euphemism" comes from the Greek "eu" - "good", "phemi" - "say" and was used since ancient times to denote a stylistic trope that plays the role of verbal mitigation of rude or obscene expression.

The phenomenon of euphemism is closely related to taboo. Each language has a range of topics to cover those spheres of human activity that have been considered special since ancient times, forbidden, and sacred, therefore addressing them from the interlocutor demanded alliteration, using permitted words instead of prohibited ones, i.e. euphemisms In theoretical works on the history of the emergence of euphemistic substitution it is emphasized that the main function of euphemisms is closely related to the culture of that or other people, a taboo is a prohibition in a certain society on the use of certain things words, determined by various factors: religious, historical, ethical.

A large number of domestic and foreign researchers were engaged in studying the phenomenon of euphemisms: A. M. Katsev, G. Paul, J. Hughes, J. Vandries. Question of the appearance of euphemistic units was considered by: V. Zabotkina, V. Moskvin, I. Halperin.

Euphemisms are words or phrases used to substitute or soften pleasant or less offensive terms for unpleasant or offensive concepts. Their use may be prompted by socio-cultural, ethnic, religious, or other factors. The history of euphemisms is quite fascinating and diverse. Where do euphemisms come from and why do we use them? This question leads us to the very nature of language and how we perceive the world around us.

Firstly, euphemisms can be explained through cultural and religious taboos. In many societies, there are certain topics considered unpleasant, offensive, or even sacred. Death, diseases, sexual relations—these are the kinds of topics that have

caused or still cause embarrassment and discomfort in many cultures. Euphemisms help us smooth over these unpleasantnesses by replacing direct and offensive expressions with more polite or less harsh ones.

For example, in medieval times, the word "death" was often avoided due to its associations with death, which was considered a sacred and grand event. Hence, euphemisms like "pass away" or "departed" were created, expressing the same idea but with a softened tone.

With the development of society and language, euphemisms have become more widespread. Today, we encounter them in all spheres of life, from medicine to politics and advertising. They serve not only as a means of politeness but also as a tool of political correctness and manipulation of public opinion.

For instance, in the medical field, euphemisms help us describe unpleasant diagnoses or procedures less graphically. Instead of saying "you have cancer," we might say "you have an oncological condition." This helps reduce the fear and anxiety of patients.

In the Ukrainian linguistics, euphemism is considered as a stylistic figure that is used to intentionally replace the sign of a certain concept descriptive name or other sign for the elimination of unwanted, too harsh, insufficiently polite words by softening them or encryption due to prohibition of using some words, caused by socio-political, historical, cultural, religious, ethical, aesthetic factors. The main functions of euphemisms are attributed to magical, ideological, etiquette, ironic, cryptophoric aspects.

Euphemisms, like everything in language, is in constant development. The life of language and man are intertwined and constantly interact. It is the person who determines the place where each specific euphemism must exist. It is indecent or inappropriate spheres of existence of euphemisms. But these concepts are defined by the person. Therefore, euphemism is not so much a language or speech concept, but, first of all, the cultural one.

People once believed in the magical power of words and their ability to attract things and events denoted by these words. Mankind believed that, speaking of disaster,

you attract it, it hears and soon knocks on the door. The most famous euphemism is "bear". The ancient Slavs were afraid of meetings with the owner of the forest, so that he did not guess that it was about him, they called him "the one who knows where

honey is". Over time, people got so used to "encrypting" that they forgot the original name of this animal and began to invent euphemisms for euphemisms, that is, to replace

the word "bear" by others. Later, people lost their faith in magic, however, censorship appeared instead. There were "indecent" words and concepts to talk about only very rude or uneducated people could give directions. The more refined society became, the more actively it used euphemisms.

Several decades of use of euphemisms are directly related to such a phenomenon as political correctness. Political correctness does not apply as much content as adjusting language to achieve more ethical expression. Politically correct ideas are often expressed with softened expressions, that is, with the help of euphemism.

So, euphemisms appeared in the human life long ago but still are of great importance for the comfortable existence of both the developed and primitive societies.

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REVIVAL OF EXTINCT LANGUAGES: ANALYSIS AND PROSPECTS

Languages are more than just means of communication; they are complex reflections of cultural identity, heritage and knowledge. Throughout history, languages have flourished, developed, and unfortunately disappeared again. The extinction of languages not only means the loss of linguistic diversity, but also the loss of the richness of human culture. In recent years, however, there has been growing recognition of the importance of preserving and reviving extinct languages. This insight is based on the understanding that language embodies unique ways of perceiving and understanding the world that are passed down from generation to generation. Therefore, revitalizing extinct languages has become an important effort to protect cultural heritage and promote linguistic diversity.

The paper explores the complex landscape of language revitalization, highlighting the challenges, strategies, and success stories associated with reviving extinct languages. By examining the importance of language revitalization, the obstacles encountered, strategies to overcome these obstacles, and inspiring success stories, we aim to shed light on this important aspect of cultural preservation and linguistic diversity. Through interdisciplinary collaboration, community engagement, and technological innovation, revitalizing extinct languages offers hope for preserving cultural identity and enriching the global linguistic landscape.

1.Understanding Extinct Languages

Language is like a living thing: it evolves, adapts, and sometimes disappears. A dying language is one that no longer has a native speaker, is no longer used for everyday communication, or is no longer passed down from generation to generation. When a language disappears, it loses its function as a means of communication, but this loss does not simply mean a decline in linguistic diversity.

Extinct languages are repositories of unique cultural identities, traditions, and knowledge systems that developed over centuries in a particular community. They encode the collective wisdom, beliefs, and values of the people who express them. The loss of language means the loss of cultural heritage, where not only words and grammar disappear, but also oral traditions, folklore, and indigenous knowledge [1].

2.Advantages and Disadvantages of Revitalization

Replacing an extinct language has multiple drawbacks. Documented information is limited and the cultural context is changing, which makes it difficult to reconstruct [2]. Also, initiatives intended to revitalize communities need significant resources, these include funding, expertise, and community support.

3.Strategies of Renaissance

Despite these obstacles, various methods have been employed to ressuscitate languages that are extinct. The partnership with indigenous communities and technological improvements have aided in the documentation and preservation of languages [3].

4. Successful stories and cases studies

Several successful linguistic revitalization initiatives areacons of esperanza. For instance, the revitalization of Hawaiian and Hebrew demonstrates the transformative effects of community involvement and cultural revitalization in addition to linguistic efforts [4]. These stories of success demonstrate the value of community involvement and cultural revitalization in addition to linguistic enhancement.

5. Future Prospects

The future of language revitalization is dependent on continued efforts by multiple stakeholders, including linguists, educators, policy makers, and community members. Cooperative approaches that focus on cultural appropriateness, interpersonal transmission, and community participation are crucial to long-term success. Additionally, raising the awareness of the value of linguistic diversity and the

consequences of language loss is essential for gaining support and resources for initiatives intended to revitalize languages [5].

Ultimately, the reintroduction of extinct languages is a complex endeavor that involves linguistic, cultural, and social components. Throughout history, languages have evolved, prospered, and, in rare instances, have been supplanted. The extinction of languages is not only indicative of a loss of linguistic diversity, but also of the erasure of unique cultural traditions and knowledge.

Future-oriented thinking, dedicated efforts from multiple stakeholders, is crucial to the continued success of language revitalization initiatives. By focusing on the transmission of generations, cultural empowerment, and awareness initiatives, we can guarantee the continued conservation and celebration of linguistic diversity for future generations.

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SECTION TWO.
NEW CHALLENGES IN TEACHING METHODS

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METHODS OF USING TOYS IN
YOUNG CHILDREN SENSORY EDUCATION

A toy is the material basis of play and is necessary for developing play activities. Using it a child can create a conceived image, and express life impressions. Properly selected toys contribute to the children's mental development. Pedagogy has created a whole system of toys, and games aimed at improving the child's sensory development. Additionally, didactic toys encourage children to speak. Collapsible toys, various constructors develop the operations of thinking, feeling, perception, and eye contact.

The toy evokes a positive attitude towards the environment. Sympathy and affection for the toy is transferred to objects and people. Playing with a doll fosters children's careful attitude, vigilance and tenderness, and helps to gain experience positive moral feelings.

The content of the young children's play activities is made up of various actions with objects and toys. In preschool childhood, playful actions are actions of communication. In this period the activity basis for the transition to the game as something new is prepared. Object and game activity in early childhood ceases to be the same type. The experience of actions with different objects is accumulated, and the child, as a result of communication with others, gets acquainted with the signs of life, and this significantly changes the understanding of game actions [1].

The types of toys, as well as the games, are divided into story, didactic, sports, and entertainment.

1. Plot and figurative toys are used mainly in plot games: dolls; human figures; animal figures; objects of play life; theatrical; festive - -carnival; technical ones.

2. Didactic toys are intended for didactic games with educational tasks: constructors and building sets; puzzle games; and musical toys.

A toy is an important tool for a child's sensory development. Its success largely depends on the methods and techniques used by the teacher to convey certain content to children, to form their knowledge, skills, and abilities, as well as to build the child's competencies in various activities. A specially organized perception of objects to use its results in a particular activity is called an examination. Examination is the main method of young children's sensory education.

The methodology of sensory education with the usage of toys involves teaching children to examine toy objects and forming knowledge about sensory standards, e.g. colour, shape, size, and location in space. The examination helps children to master generalized ways of sensory cognition that they can use in independent activities.

The educator, in turn, should create conditions for children to apply the acquired knowledge and skills to analyze objects and environmental phenomena. Thus, it is possible to offer toys that develop sensations and perception [2].

Didactic games are used to generalize children's sensory experience. Many of them are related to the examination of an object, and the distinction of features, and require verbal designation of these features ("Magic Bag", "How similar and different", etc.).

In some games, the child can learn to group objects by their qualities, e.g. collecting red objects on a red rug, putting round and oval objects in a box, etc. Children compare objects and identify essential features. As a result, it becomes possible to lead children to generalizations based on the identification of essential features.

An important factor in the planning and methodology of conducting sensory education classes is the relationship of the program material in the classroom with the

consolidation of knowledge and skills in everyday life: during a walk and independent activities. Thus, during the game children are constantly familiarized with the qualities of objects. By assembling a nesting doll, placing parts, dressing small and large dolls, they become familiar with size. Children take into account the shape of objects in games with building materials when pushing objects through the holes of an "interesting box". Therefore, the necessary principle of the methodology of children's sensory education is the principle of sequence, which is conditioned by familiarizing children first with quite tangible sensory properties - the size and shape of objects that can be examined by touching, and only then with the sensory properties of colour, which can be oriented only in terms of visual perception.

Summing up, it is important to note that most of the sensory skills are formed at an early age. The world is cognized through the senses, and the information received is analyzed by the child's brain, based on the results of the analysis, a general picture of a particular event is drawn. One of the best ways of developing children's sensory abilities is to organize them while playing with a variety of toys.

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NEW CHALLENGES IN TEACHING METHODS

A teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning of students (Liu & Shi, 2007). These principles and procedures are determined partly by the nature of the subject matter to be taught, and partly by our beliefs or theories about how students learn. Davis (1997) suggests that the design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn.

In order to carry out an effective teaching task below is a list of helpful guides for a successful teaching. 1. Planned teaching results in more learning. The teacher must be clear in his/her mind right from the start on what he/she intends to do. Teachers are encouraged to plan their lessons extensively; such defined goals help the teacher to determine the methodology appropriate to the subject matter to aid teaching and learning. 2. Teachers should be able to guide students effectively to achieve the objectives of lessons taught. 3. Students tend to achieve in ways they are tested, teachers are encouraged to test students in different ways to enhance their achievement rates in various domains. 4. Students learn from one another. Encourage students to work in groups while solving problems as this goes a long way to enhance learning.

In recent years the central debate surrounding teaching and learning has hinged on the relative merits of 'constructed knowledge' versus 'instructed knowledge' (e.g., Hmelo-Siver et al., 2007; Kirschner et al., 2006; Rowe, 2006; Scruggs & Mastropieri, 2007). On the one hand, constructivists believe that the very nature of human learning requires that each individual create his or her own understanding of the world from firsthand experience, action and reflection, not from having predigested information

and skills presented by a teacher and a textbook (Zevenbergen, 1995). On the other hand, instructivists believe firmly in the value and efficacy of direct and explicit teaching, particularly for achieving certain goals in education. They consider that it is not only possible but also highly desirable that learners follow a structured course in which important information and skills are presented in an orderly and sequential manner, practised, assessed and reviewed regularly.

Teaching methods encompass a wide array of strategies, techniques, and approaches used by educators to facilitate learning and understanding among students. Effective teaching methods are essential for engaging students, fostering critical thinking, and promoting deep comprehension of subject matter. Here's an overview of some common teaching methods:

Active learning: Mayer (2004, p. 14) comments that, 'As constructivism has become the dominant view of how students learn, it may seem obvious to equate active learning with active methods of instruction'. Active learning methods require students to engage directly with the material through activities such as group work, problem-solving exercises, experiments, and simulations. These methods encourage student participation, collaboration, and hands-on experience.

Discussion-Based Teaching: In this approach, students actively participate in discussions, sharing ideas, asking questions, and debating concepts. It promotes critical thinking, communication skills, and a deeper understanding of the subject matter.

Problem-Based Learning (PBL): PBL presents students with real-world problems or scenarios that require them to apply their knowledge and skills to find solutions. It promotes critical thinking, problem-solving abilities, and interdisciplinary learning.

Project-Based Learning (PBL): Similar to PBL, project-based learning involves students working on extended projects that require research, planning, and presentation of findings. It encourages creativity, independent inquiry, and application of knowledge in practical contexts.

Differentiated Instruction: This method involves tailoring teaching approaches and materials to meet the diverse learning needs of individual students. It acknowledges that students have varying abilities, interests, and learning styles.

Socratic Method: Named after the philosopher Socrates, this method involves asking probing questions to guide students toward discovering knowledge themselves. It encourages critical thinking, reflection, and analysis.

In recent years, several innovative teaching methods have emerged, leveraging advancements in technology, pedagogical research, and insights into cognitive science. Here are some new teaching methods that have gained traction:

Gamification: Gamification involves incorporating game elements, such as points, badges, and leaderboards, into educational activities to motivate students and enhance engagement. It can be applied to various subjects and encourages active participation and competition in learning.

Flipped Mastery: Building upon the flipped classroom model, flipped mastery allows students to progress through course materials at their own pace, mastering one concept before moving on to the next. It provides personalized learning experiences and accommodates diverse learning styles and abilities.

Experiential Learning: Experiential learning emphasizes learning through direct experience, such as field trips, internships, and hands-on activities. It allows students to apply theoretical knowledge in real-world contexts, enhancing understanding and retention.

Microlearning: Microlearning delivers content in small, bite-sized chunks, typically through short videos, quizzes, or interactive modules. It caters to shorter attention spans, promotes retention, and allows for just-in-time learning, where students can access information when they need it.

Mind Mapping: Mind mapping is a visual learning technique that involves creating diagrams to organize and represent information hierarchically. It helps students visualize connections between concepts, enhance comprehension, and stimulate creative thinking.

Virtual and Augmented Reality (VR/AR): VR and AR technologies create immersive learning environments that allow students to interact with digital simulations and visualizations. They offer hands-on experiences in subjects such as science, history, and geography, enhancing engagement and understanding.

Effective teaching often involves a combination of these methods, tailored to the subject matter, learning objectives, and the needs of the students. Moreover, with advancements in technology and educational research, new teaching methods continue to emerge, providing educators with innovative ways to enhance the learning experience.

Criteria for Selecting Teaching Methods in selecting teaching method, the teacher's analytical ability comes to play considering the situation at hand.

The teacher is a vital factor in the success of an educational system in a nation. Teaching is an attempt to bring about desirable changes in human learning, abilities and behaviour. Effective implementation of the curriculum is dependent in the effective use of appropriate teaching methods in the classroom. Teaching methods are used to facilitate students learning and satisfaction. A variety of the use of teaching methods is a must for teachers if learning is to be effective and efficient. There is need for a good teacher to be multi-talented in other to be conversant with the use of various teaching methods in the teaching and learning process.

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DEVELOPING CROSS-CURRICULAR SKILLS IN YOUNG SCHOOLCHILDREN THROUGH EXTRACURRICULAR INSTITUTIONS

In the modern educational landscape, there is a growing recognition of the importance of fostering cross-curricular skills in young learners. These skills, which transcendtraditional subject boundaries, are essential forsuccess in the dynamic, interconnected world of the 21st century. While schoolsplay a crucial role in imparting academic knowledge, extracurricular institutions offer a unique opportunity to complement formal education by nurturing a wide range of abilities in young learners. This article explores the distinctive features of developing cross-curricular skills in younger schoolchildren within extracurricular educational settings.

Cross-curricular skills encompass a diverse array of competencies, including critical thinking, problem-solving, creativity, communication, collaboration, and digitalliteracy [5]. Unlike subject-specific knowledge, these skills are transferable and can be applied across various domains, enabling students to adapt to new challenges and thrivein an ever-changing world. Research suggests that individuals proficient in cross-curricular skills are better equipped to navigate complex problems, engage in innovative thinking, and succeed in both academic and professional endeavors [4].

Extracurricular institutions, such as afterschool programs, clubs, and community organizations, complement formal education by offering a conducive environment for holistic skill development. Unlike the structured curriculum of schools, these institutions provide opportunities for hands-onlearning, experiential activities, and real-world applications of knowledge. By engaging in diverse activities outside the confines of traditional classrooms, young learners can explore their interests, cultivate talents, and develop essential cross-curricular skills in a more informal and dynamic setting.

Extracurricular programs often adopt a multidisciplinary approach, integrating elements from various subjects to foster holistic skill development. For example, a robotics club may combine principles of science, technology, engineering, and mathematics (STEM) to design and build robots, encouraging students to apply knowledge from different domains in a collaborative project [3].

Many extracurricular activities emphasize project-based learning, where in students work on long-term projects that require them to research, plan, execute, and present their findings. By undertaking such projects, young learners enhance their critical thinking, problem-solving, and communication skills while delving deep into topics of personal interest [1].

Extracurricular institutions often provide opportunities form entorship and peercollaboration, where in older students, volunteers, or professionals guide younger learners in their pursuits. Such interactions not only facilitate knowledge transfer but also promote social and emotional growth, as students learn to communicate effectively, resolve conflicts, and work as part of a team [2].

In conclusion, extracurricular institutions play a vital role in shaping the cross-curricular skills of young schoolchildren by offering diverse learning experiences beyond the confines of traditional classrooms. Through a multidisciplinary approach, project-based learning, and opportunities for mentoring and collaboration, these institutions provide an enriching environment for holistic skill development. By harnessing the potential of extracurricular education, educators and policy makers can empower the next generation with the versatile competencies needed to thrive in an increasingly complex and interconnected world.

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VISUALIZATION AND REMEDIATION OF EDUCATIONAL LOSSES: STRATEGIES FOR DEVELOPING ENGLISH LEXICAL COMPETENCE IN HIGH SCHOOL STUDENTS

Ukraine's integration into the European Union and the European Educational Space leads to the acquisition of English by a growing number of population strata. On June 28, 2023, the parliament adopted in the first reading the presidential bill, which provides for the consolidation of English as the language of international communication in Ukraine. In recent years, more and more attention has been paid to the study of the English language in educational institutions of various levels, with an increase in the number of hours, volume, and requirements for both educational service recipients and teachers. However, according to the EF ENGLISH PROFICIENCY INDEX, in 2023 Ukraine ranked the 45th place in the world in English language proficiency, lagging behind other post-Soviet countries. This allows us to affirmatively state that there is a need to optimize English language teaching methods in educational institutions [1].

Ukraine is in a difficult economic and social situation, which negatively affects both the development of the educational sector in general and the teaching of English in particular. The educational process faced such phenomena as migration of students and teachers, mixed learning, recovery of educational losses after the COVID-19 pandemic and the growing destructive influence of the Russian-Ukrainian war.

With the start of hostilities, educators are forced to work in difficult conditions: lessons are interrupted at any moment by air alarms, the power supply is turned off, and the Internet is unstable. This leads to significant educational losses. Accordingly, teachers faced the task of ensuring high-quality compensation for educational losses and simultaneously enriching students' lexical competence.

The formation of lexical competence in high school students not only contributes to the successful study of the English language, but also prepares them for further academic and professional activities in the international space. At the same time, the process of forming English lexical competence among high school students differs from elementary school due to the age characteristics, level of motivation, and the ability to think abstractly among the recipients of educational services. High school students are capable of a deeper understanding of the meaning of words and their contextual use, so it is important to fill lessons with tasks that stimulate critical thinking, aimed at analyzing texts to reveal the semantics of words. In general, the formation of lexical competence in high school students involves a comprehensive approach to the study of words and their contexts, as well as a more active role in independent study of words and the use of various sources and resources [4].

Visualization can be an effective tool both for learning new material and for correcting educational losses. The use of visual images contributes to better memorization of the material; students develop the ability to establish associative connections between words / concepts and specific images or situations. This promotes students' imagination and creative thinking: they are able to mark or create images that illustrate concepts or ideas, helping them better understand and analyze the material. For example, it allows you to create interactive dictionaries with the help of images, diagrams and illustrations that are associated with selected lexical items, or concept cards to visualize the relationships between words. In addition, visualization allows teachers to use a variety of methods and materials, making the educational process interesting and exciting [3].

Modern teachers of the English language have the opportunity to use modern means of electronic visualization in the educational process. For example, interactive whiteboards allow teachers to create visual presentations, mind maps, interactive exercises and games that stimulate students to actively learn English. The use of interactive tasks, such as group discussions, word games and collective projects, helps to create an atmosphere of interaction and exchange of knowledge between

students. This not only stimulates interest in learning, but also contributes to the formation of lexical competence through active participation and interaction. It is advisable to use video and audio materials when demonstrating real-life situations, dialogues, speeches, music videos and other content with native speakers, which helps students deepen their understanding of the English language and learn new words and expressions [5].

Many interactive tools that allow teachers to create interactive video lessons and monitor the success of learning a topic or subject as a whole have proven themselves highly effective. However, many of them require specific knowledge and time for the teacher, certain requirements for students, such as mandatory verification or availability of a computer. In addition, the standard lesson designs presented, for example, in EdPuzzle, do not include the key flexibility of content, which is extremely important when working with students marked by individual characteristics.

The use of the "flipped class" method simplifies the process of learning new material and provides additional time for practical exercises. However, the technique itself is more often used in the scheme: new material at home – practice at school. The essence of the methodology is to develop, with the help of modern electronic means, a visualization of lessons that would help students learn new material, as well as repeat and improve the knowledge gained at the previous stages of learning English. It is advisable to consider the possibility of using the method for homework [2].

Preliminary assessment of the level of knowledge using tests or platforms, for example, the All-Ukrainian online school, will determine the direction of additional exercises, and communication with the student, knowledge of his needs and peculiarities will ensure the implementation of a differentiated approach.

Therefore, the use of visual aids contributes to better assimilation of lexical material and activation of cognitive processes of high school students. Compensatory strategies, such as adaptation of tasks and individualization of learning approaches,

are the most effective for stimulating the interest of high school students in learning English and overcoming possible difficulties in the learning process.

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ENHANCING ENGLISH VOCABULARY ACQUISITION: THE INTERVAL METHOD APPROACH

The problem of teaching English as a foreign language has been extensively researched by numerous scholars. Teaching strategies for learning English vocabulary have been explored in the works of F. Bacevich, B. Laufer, L. Morska, S. Webb, and others. In our research, we propose that the regular repetition of English vocabulary at specific intervals during listening, practicing, and real speech usage will have a significant and positive impact on learners' vocabulary acquisition.

Unlike traditional methods that involve rote memorization of vocabulary before a test, the interval method strategically distributes repetition sessions based on the forgetting curve. This approach, based on the scientifically proven principle of distributed repetition, involves strategically repeating new vocabulary at regular intervals, aligning with the nature of human memory.

Here's how the interval method works in practice:

- Day 1: Introduction of a new word, such as "astound", with a definition and example sentence.

- Day 2: First repetition session, possibly through a short multiple-choice quiz in a different context.

- Day 3: Second repetition session, involving a more challenging task, such as writing a sentence using the word "astound".

- Day 4: Intervals between revisions gradually increase as students demonstrate retention. The review may include listening to an audio recording of the word and completing a word-definition task [1].

This distributed approach facilitates the transfer of vocabulary from short-term to long-term memory, leading to better learning and longer retention compared to rote learning, common in secondary education.

Mobile apps designed for intermittent repetition offer a convenient and engaging way for secondary school students to learn vocabulary. These apps introduce new words with definitions and pictures, followed by interactive quizzes at regular intervals. Quizzes can vary, from matching games to fill-in-the-blank exercises, or even voice recording features where students practice their pronunciation.

An example of such an app is:

-Users receive new English words every day with definitions, pictures or audio pronunciations.

-Vocabulary is repeated at regular intervals, but in the form of interactive exercises. These can be games to match words with pictures, fill in the blanks in sentences, or even voice recording functions where students practice pronunciation.

Gamified elements can increase motivation and make learning vocabulary less of a chore. In addition, these apps often track a student's progress and adjust the difficulty of tasks and the repetition schedule based on their performance [2].

The interval method goes beyond memorizing definitions; it encourages deeper understanding and application. For instance, after introducing a new word using the spacing method, teachers can organize group discussions where students brainstorm synonyms, antonyms, and contexts for word usage, fostering critical thinking and connection to existing knowledge.

Unlike "universal" approaches, the interval method meets individual learners' needs. It can be adjusted based on students' proficiency levels by selecting task complexity and providing additional support as needed. This personalized approach ensures that all students, regardless of initial vocabulary, progress at their own pace, maximizing learning potential [3].

Data collected through the interval method, such as learners' performance during repetition, can inform targeted assessments measuring vocabulary knowledge accurately. Assessments focusing on specific words students struggle with, based on interval method data, provide valuable insights into students' progress, guiding further instruction or repetition.

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FORMATION OF STUDENS' COGNITIVE INTEREST AT COMPREHENSIVE EDUCATION INSTITUTIONS

Our interest determines how we perceive the world around us. It fuels all human activity, acting as a powerful motivator for lifelong learning, self-development, and continuous improvement. Fostering and sustaining a strong cognitive interest within the younger generation presents a crucial challenge for modern Ukrainian society. This challenge is further compounded by external factors that hinder individual development.

Cognitive interest is the cornerstone of academic success. It paves the way for students to develop their abilities, skills, and capabilities. By fostering such interests, we equip students to become independent learners equipped with critical thinking skills, mastery of academic disciplines, and a lifelong pursuit of self-development. The education system plays a vital role in laying the groundwork for a society brimming with intellectually curious individuals. By nurturing this fundamental human motivator, we can secure a future with a highly educated Ukrainian society.

The theory of forming students' cognitive interest was considered from the standpoint of the following scientists and pedagogues: V. Sukhomlynskyi, A. Aleksiuk, O. Bilyaeva, V. Buriak, K. Delikatnyi, V. Demydenko, B. Druz, V. Onyshchuk, E. Rabunskyi, O. Savchenko, K. Ushynskyi and others.

Psychologists like B. Ananiev L. Vygotsky, V. Davidova, S. Rubinstein, G. Shchukina have investigated how cognitive interests develop in students of different age groups.

The purpose of this work is to analyze the ways of forming cognitive interest in high school students.

Based on the work of B. Ananiev, who explored how cognitive interest develops in students of different ages, other prominent figures have delved deeper

into its significance. Konstantin Ushinsky viewed cognitive interest as a key factor in successful teaching, underlining its crucial role in shaping an individual's moral development. Vasyl Sukhomlynsky further emphasized the importance of fostering "the omnipotent joy of exploring" within the modern school environment. This joy encompasses the satisfaction gained from both learning success and the act of learning itself.

Within psychology, cognitive interest has been understood as a complex personal construct, inherently demonstrating the unity of internal and external factors – S. Rubinstein, A. Leontiev; an effective motive for learning and learning activities – A. Kuznetsova, N. Babik, L. Bozhovych; as an important means of learning – Y. Babansky, M. Vashchenko, G. Shchukina.

B. Ananieva, B. Druz, N. Bibik and others have proposed a framework for understanding the progressive and interconnected stages of cognitive interest development [1, 6].The first stage is pure interest. At this initial stage, students are drawn to the surface-level characteristics of a subject or phenomenon, lacking the desire to delve deeper into its essence. The second stage is curiosity. This stage marks a shift, where students showcase an independent desire to learn more about the subject, driven by their own curiosity. Next stage is cognitive interest. As students delve deeper, they develop a genuine interest in uncovering the underlying nature of the phenomenon and understanding the cause-and-effect relationships that govern it. Last stage is theoretical interest. In this final stage, students actively seek to apply their acquired knowledge to real-world problems and situations, demonstrating a strong connection between theory and practice.

The formation of cognitive interest is a multi-stage and complex process. It requires certain conditions and depends on the correct establishment of the organic unity of the science system. The cognitive system of this science and the system of its teaching at school. The main condition for the effective acquirement of real knowledge is the proper teacher's guidance, who edifies students to work actively and with interest on sources of information. In learning field, cognitive interest is the

result of the interaction of the objective and subjective sides of interest. It expresses students' desire for knowledge and independent creative work, so teachers consider it one of the most significant and reliable factors that intensify the cognitive activity of students.

The main stages in the formation of cognitive interest are steps that will contribute to the need for knowledge in a particular type of activity. The second stage of forming cognitive activity is the development of a positive attitude to the subject and activity. The third stage is the organization of activities in which cognitive interest will be formed.

The main condition for the formation of cognitive interest is that students understand the content and significance of the educational material. To achieve this, the teacher must set a specific pedagogical goal. The next condition is to arouse interest by introducing new interesting information and facts. It is also necessary to expand students' knowledge, look for new things, etc. The third condition for the formation of cognitive interest is the emotional attractiveness of learning, the activation of aesthetic feelings in students, and the evocation of positive emotions. The fourth condition is the use of an optimal system of training and creative tasks in accordance with the psychological and intellectual stusents' development.

Thus, we can note that cognitive interest is the foundation of learning, which ensures the activity of participants in the learning process. The formation of cognitive interest takes place due to the guidance of the teacher, who must set a clear learning goal. The educational material must interest students, discover new things, develop their personality, and encourage to independent and creative activity. The teacher should provide the material in accordance with the age and intellectual characteristics of the students, taking into account their character traits.

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DEVELOPING SPEAKING SKILLS OF SECODARY SCHOOL STUDENTS THROUGH FAIRY TALES

The importance of literature in our lives cannot be overstated. Fairy tales as a part of children's literature could be a great resource for English as a Foreign Language. In fact, fairy tales could be considered as a supplementary teaching material for English language learners. It's not just the mystery, excitement and wonder that make fairy tales so special and valuable. It's that they bring the whole magical world to the young reader and learner. Fairy tales can open up the ancient wisdom and knowledge that we often forget about humanity. Literature provides amazing source material that can evoke strong emotional responses from students. Using fairy tales in the classroom is a great way to involve a learner as a whole person [1].

Fairy tales can help a young reader learn in many ways. They teach morality and values, emphasizing the most common norms and standards of language existence. Fairy tales are a type of text that can be adapted to the age of the child, while the structure of the sentences and the plot is straightforward and easy to understand.

A fairy tale is a special kind of story that includes magical creatures like fairies, goblins, and princes and princesses. Fairy tales are a type of story that has been passed down from older generations before they were written down. When people studied these stories, they found out that there were many different versions of famous stories like Cinderella. Each version of the story had its own special details and was influenced by the place and time it was told. Even now, authors like to create new versions of fairy tales [2].

Fairytalesarereallyhelpfulforlearning English. They use special language and writing techniques that are often found in poems and important books. These stories can be changed a bit to be good for people of all ages and levels. Fairy tales are familiar and have important lessons that kids can relate to. They are fun toread but also teach us about life, history, and what's important. We can talk about the mand have fun while learning. They are not toolong, but still have lots of words and grammar to learn. Teachers can make the measier or harder depending on the class. Fairy tales also help us learn new words, grammar, and how to put sentences together. And they are short enough to keep us interested until the happy ending.

Teachers in English classes often focus on four skills: reading, writing, speaking, and listening. These abilities are frequently classified into two groups. Reading and listening are examples of receptive skills. Speaking and writing are examples of productive abilities. It is critical to improve one's reading abilities. Texts that kids hear or see inspire a lot of language production activity. The process of teaching receptive skills usually begins with a lead in. It is critical to begin with a pre-reading exercise in order to establish a theme, concentrate students' attention on what they will read, and engage students' prior knowledge of the issue. Students participate in pre-reading exercises by reading a short or large book.The aims of this stage are to establish a reason for reading and to give any linguistic preparation that may be required. The teacher might ask questions about the topic or display a picture that demonstrates itandaskchildrenwhattheybelieve will happen in thebookbased on this image. The goals of this stage are to create a reason for reading and to provide any language preparation that may be required. The teacher could ask students questions about the related topic or show a picture that illustrates the story and ask them what they think will happen in the text based on this picture[2].

Speaking proficiency is the most demanding skill taught by many teachers. When parts of good fairy tales were selected by students and left to present orally, students speak confidently, simply because they know what they are talking about. Furthermore, in discussion activities carried out in groups or pairs to retell the actions

of fairy tale heroes, speaking in English are often used. The teacher can easily see the correctness of the spoken language, because many students do not speak correctly, because the task is to argue and say as many specific things as possible to convince the other group. It does not mean to improve speaking skills but rather to increase the number of active students [3].

Writing is a complex skill because it requires knowledge of sentence formation, awareness of spelling, a rich vocabulary, and many features of a written anguage. After reading the fairytale, the teacher can give students the task of writing a summary that clearly states what they have understood. This activity aims to develop ways of connecting ideas. Another activity in class is to ask students to write down what they think will happen next, or what they would do if they were the main character of a fairytale, what is the ending of the fairy tale. They can then share their prediction with the whole class and discuss different opinions. Writing a fairytaleis also a creative activity, students can use new words and structures in fairy tales to create [3].

When students start learning a foreign language, it mainly comes from their ears, and what students hear is their main source of language. Listening becomes richer because the teacher reads fairy tales for fun so that the whole class focuses on the story. "Raise your hand" is a funactivity in which the teacher reads sentences from fairy tales and students must raise their hands if they guess correctly, otherwise they do not make any movements. In addition, reading an audio version of a fairy tale helps students become interested in the target language as they listen carefully first to the main idea, then to the details. Listening and spelling words can be veryeffective in reviewing the acquisition of new vocabulary. Children's imagination is stimulate when reading fairytales, and their curiosity to learn new things and explore new places becomes more and more real. The importance of fairy tales is to help teach children about good and evil, and even in language classes, learners can learn about morality.

Any language has two aspects: grammar and vocabulary too. In terms of expanding vocabulary, teaching English as a second language is easy as long as the teacher tells the students fairy tales. In other words, learner recognizes the beauty of writing and speech in fairy tales and knows how to freely express and voice their opinions. Vocabulary enrichment happens when ever students read and understand the context, imagine new words, and compose additional sentences using them. The fairy tale is full of unknown words, but understanding each of their meanings by reading can be very necessary for both teachers and learners. In addition, it can simplify engaging children and arouse children's interest in teaching vocabulary while teacher screatemany different vocabulary sets such as family, food, clothes, adjectives, scenery, animals and buildings, etc. Another aspect of English: grammar is learned when readers see authentic sentences and their structures in fairy tales. It would be better to show where such grammarrule sarepracticed instead of just teaching grammar rules inductively. Therefore, learners never tire of lessons aimed at improving grammar. Many fairy tales have clearand simple sentence that is why students prefer reading them. Flashcards illustrating the actions performed in the fairy tale help understand which tense isused in it. Additionally, teachers cancreate a new interactive activity in the classroom in which students come to the board and demonstrate each action while there stof the group must learn about verbs and the irtenses [2].

In simple terms, fairy tales are stories that help children learn and understand things using pictures and symbols. They can teach us important lessons about how to grow and improve ourselves, both kids and adults. However, it's important to remember that fairy tales are just one way to help children, and there are many other things that they need help with, like social skills, learning, emotions, thinking, and their bodies. So, fairy tales is like an extra tool that can be used along with other methods to help children. The information mentioned here is a part of a bigger study about how telling stories can help children make better choices.

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USING SOCIAL MEDIA TO TEACH HIGH SCHOOL STUDENTS ORAL SPEECH

In today's education system, technology plays a significant role in enhancing the learning experience. It has become an integral part of the educational process, enriching it with new possibilities and opportunities. One such area that has seen remarkable growth is the use of social media for educational purposes, particularly in teaching oral speech skills to high school students.

The use of social media platforms such as Facebook, Instagram, and Twitter, among others, has opened up a world of possibilities for educators. These platforms not only provide an interactive platform for students to share their thoughts and ideas but also offer a platform for teachers to engage with students in a more personalized way. This can lead to a more interactive and engaging learning experience for students, making the subject more interesting and enjoyable.

Social media has also become an essential tool for sharing knowledge and information among students. It allows them to access a wealth of resources that were previously unavailable to them. This has led to a shift in the way students learn and acquire knowledge, making learning more accessible and interactive [3].

Moreover, the use of social media can help teachers monitor student progress and provide feedback in real-time. This allows teachers to identify areas where students need additional support and adjust their teaching methods accordingly. It also enables teachers to personalize their teaching approach, taking into account the unique learning needs of each student.

In conclusion, the integration of social media into the educational system has proven to be a valuable tool for enhancing the learning experience of high school students, especially in the area of oral speech. By leveraging the power of these platforms, educators can create a more interactive, engaging, and personalized

learning environment that will prepare students for success in the future. Today's high school students have grown up in a digital world, and social media is a natural and preferred way for many of them to communicate. As a result, teachers have an opportunity to use social networks as a platform for teaching oral speech. They can offer exciting and interactive activities that contribute to students' development of their speaking skills [2].

One effective way to utilize social media in the classroom is by creating educational communities or groups for high school students. These virtual spaces allow students to discuss topics, express opinions, and communicate with peers in a relaxed setting. Such online communities stimulate the development of students' oral speech skills and encourage them to actively participate in discussions. In addition, social media platforms provide unique opportunities for organizing online discussions and presentations. Teachers can use online broadcast and video conferencing technologies to organize debates and presentations, where high school students can make public appearances before a virtual audience. This not only helps students develop self-confidence but also allows them to master the skills of argumentation and public speaking [4].

The creation of audio and video content is also an effective method for developing oral speech skills among high school students. Students can record audio and video clips where they discuss various topics, conduct interviews, or demonstrate their speaking skills. This helps them improve their oral skills and master the ability to work with multimedia content, which is essential in today's digital age. Despite the numerous benefits of using social networks for teaching oral speech to high school students, indeed several challenges and concerns that need to be addressed. One of the most significant challenges is ensuring the security and privacy of student data. It is essential to develop and implement appropriate information security measures to protect against potential cases of cyberbullying and misuse of personal information.

Additionally, monitoring the content shared on social media platforms is crucial to ensure the accuracy and reliability of the information presented. It is

necessary to prevent the spread of false or misleading information that could have a detrimental effect on students' learning experience. By taking these measures, educators can help create a safe and supportive learning environment for students to thrive. In conclusion, the use of social media for teaching oral speech to high school students is a promising and innovative approach that has the potential to significantly enrich the learning experience. However, in order to successfully implement this approach, it is essential to consider both the benefits and challenges associated with using social media in education [5].

Only by taking a holistic approach and developing appropriate strategies for ensuring the security and quality of content, can maximum effectiveness be achieved when teaching oral speech through social media platforms. Additionally, it is crucial to ensure that all students have access to educational resources, regardless of their socioeconomic background or technological access. In order to effectively integrate the use of social media into the educational process, teachers need to be prepared for continuous learning and adaptability to changes in technology. They should explore new opportunities and tools offered by social media platforms, and integrate them into their teaching methods. Additionally, it is essential to consider the individual needs and abilities of each student while designing educational programs and activities based on social media. This will help make learning more tailored and effective, considering the diverse interests and training levels of students [1].

Furthermore, it is crucial to collaborate with parents and the community to create a positive atmosphere around the use of social media for educational purposes. By informing parents about the benefits and involving them in the learning process, we can support and encourage their involvement in their children's education. In general, using social networks to teach oral speech to high school students can open up new horizons and opportunities for education. This method promotes the development of students' communication skills and self-confidence, as well as their digital literacy, which are important aspects of their successful adaptation to the modern information society. With the right approach, and by taking into account the

challenges associated with using social media, this teaching technique can become a powerful tool for teachers to achieve their educational goals and prepare students for the future.

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THEORETICAL ASPECTS OF THE INFLUENCE OF UKRAINIAN-ENGLISH PHONETIC INTERFERENCE ON THE FORMATION OF ENGLISH-LANGUAGE PHONETIC COMPETENCE OF STUDENTS IN GENERAL SECONDARY EDUCATION INSTITUTIONS

The ability to use English correctly is a crucial aspect of effective communication. This includes proper pronunciation and aural comprehension.

Ukrainian students learning English often encounter phonetic interference, where the phonetics of their native language affect their pronunciation of English sounds. Ukrainian-English phonetic interference can distort the sounds of English, making it difficult for listeners to understand English speech.

The structure of language sound is related to phonetic interference. Phonetics and phonology are two independent branches of linguistics. Phonology, also known as functional phonetics, studies the structural and functional patterns of language sounds. Phonetics studies the physical and acoustic-articulatory aspects of language [2].

Therefore, phonological interference occurs when interference happens at the level of phonemes or the sound structure of speech. Phonetic interference occurs when speech sounds, articulation, and acoustics are affected by interference. The term 'phonetics' is often used in the literature to describe phonological interference, as noted by Nikishin V. V. Furthermore, phonology is frequently mistaken for phonetics. Phonetic interference can result in a foreign accent for Ukrainian-speaking communicators, but it does not necessarily lead to a misunderstanding of the message as long as the accent does not render the speech completely incomprehensible. On the other hand, phonological interference can completely distort the message and disrupt communication. It is worth noting that the terms 'phonological interference' and

'phonetic interference' are often used interchangeably in literature, with the latter encompassing the former.

It is important to note that language interference can occur at various levels, including phonetic, phonological, lexical, semantic, morphological, syntactic, grammatical, and extralinguistic levels such as gestures and facial expressions. Phonological interference refers to the transfer of phonological characteristics from one's native language to the foreign language being learned. For instance, Ukrainians may struggle to differentiate between the vowels used in German due to the absence of a phonological distinction between long and short vowels in Ukrainian. This can lead to a distortion of the intended meaning of the message. The length of vowels in German is crucial for word recognition and comprehension, as exemplified by the difference between 'die Stadt' (city) and 'der Staat' (state). During phonetic interference, the sound system of the native language is imposed on the sound of the target language. The primary language is the one that is not subject to interference, while the secondary language is the one that causes interference. When acquiring their mother tongue, children unconsciously imitate the articulation of sounds and learn to perceive all types of phonemes by ear. [4].

Learning a foreign language involves transferring ideas from a familiar system to the new one being learned. This is due to our consciousness's ability to use prior knowledge to recognize and compare objects or phenomena, establish similarities and differences, and select specific features.

Studying the phonological system of a foreign language is a major challenge faced by students. All levels of the phonetic system of a language (segmental, prosodic, intonational) and all sound units (sound, word, syntagm, phrase, text) are subject to phonetic interference, which creates "negative speech material" in human speech, which affects the extent to which a person understands his or her utterance. This affects the overall result of speech communication. First and foremost, the intensity of phonetic interference depends on the level of the speaker's foreign language communicative competence. This competence is determined by the set of

knowledge, skills and abilities required for the effective use of a foreign language.Phonetic interference can have a significant impact on the English language phonetic competence of learners. Errors in pronunciation can:

- Make speech incomprehensible to native English speakers.
- Create a negative impression of the speaker.
- Reduce learners' confidence in their English language skills.
- Make further learning of English more difficult. [3].

The study of phonetic interference can be used to predict its occurrence and how to overcome it. This can be achieved by using theoretical knowledge about the sound system of a foreign language, conducting contrastive phonological analysis, and considering the interaction between articulatory and phonetic skills, as well as a person's level of language competence.

The study investigated the impact of Ukrainian-English phonetic interference on the development of English-language phonetic competence in students with SLE. The findings suggest that interference can result in foreign accents and distort the message content. The amount of interference depends on several factors, including the degree of kinship between the phonological systems of the languages, the communicator's personal characteristics, their level of language competence, and experience learning a foreign language. To identify phonological differences between languages and describe phonemes that are absent in the Ukrainian language system, contrastive phonological analysis can be helpful. This text provides a foundation for overcoming the effects of phonetic interference. When acquiring a second foreign language, changes may occur in both the native and first foreign language. [1].

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METHODS OF TEACHING THE DIFFERENT AGE GROUP STUDENTS AT PRESCHOOL EDUCATION INSTITUTION

The permanent preschoolers' social status in a multi-age group is diversified by the simultaneous position of both the eldest and the youngest among the children. It is important for the development of social interaction skills, the ability to consult and receive help from the elders, as well as to advise and help the younger ones. Bringing up a child in a multi-age group creates conditions for gaining experience of interaction, understanding of others, and the ability to play, learn, and work together.

The pedagogical management of the educational process should be directed to the organization of children's life together, their communication, interaction, which affect mental development, promote the formation of friendly relations, foster humanity, and develop individual abilities.

The educator should try to make every minute of the child's staying in kindergarten interesting, informative, nurture initiative, activity, curiosity, develop the creative abilities and thinking of each child. The main step in the work should be to fill the subject-game developmental environment with a variety of role-playing and didactic games according to the age of the children in the group. Didactic games are a factor of mutual learning of children. Pedagogical activities should be organized in close cooperation with parents, consult and involve them in the design of the interior of the group room, in replenishing the game and learning centers with game and didactic material. Parents are always happy to be into various activities, such as contests, entertainment, exhibitions of drawings, collages and crafts.

The success of work in a multi-age group depends on a well-developed structure of regime processes and proper organization of children. Working in a multi-age group, you need to know the program of all age groups well, it is advisable to combine different program material during developmental and educational

activities, think about what can interest children of each subgroup. The difficulty of planning work in multi-age groups is that you have to take into account the age of the children and choose the right tasks.

When working in multi-age groups, it is especially important for educators to create a microclimate of joy, interest, and mutual respect. It should be remembered that kids better perceive speech directly addressed to each of them, so during the day it is necessary to communicate a lot individually, especially with children of the younger subgroup.

Playing games together, observing, enjoying the opportunity to be together and having fun are the basis of harmonious relationships in the children's community. In these relationships, the younger children rely on the help of the older ones, are eager to seek this help, want to hear the approval of the older children, and refer to their authority, thus gaining the love and gratitude of their older friends. And older children, playing with younger children, willingly participate in their fun.

For example, a caregiver's support of children's attention to each other ensures that the correct behavior of older preschoolers is easily and readily learned by the little ones. When organizing communication during simple work, special attention should be paid to situations when children's work becomes necessary and useful for others (duty, work assignments, repairing books and toys). In this case, it is noticeable that younger children are interested in new, more complex and attractive activities: they want to do everything "like adults", like older children. For the elders, the rule of behavior should be to take care of the kids, to help them, and for the younger ones - to be ready to participate in the activities of the elders, to fulfill their instructions.

Educators should create conditions for the harmonious development and formation of children's life competence, and a multi-age team can be seen as a condition for natural harmonious development.

When organizing work in a multi-age group, you should pay attention to the communication aspect. A preschooler communicates primarily in the family with

parents, grandparents, brothers, sisters, and close relatives. A child who attends a preschool institution expands his/her circle of communication through contacts with peers, educators and others, with younger and older children.

The experience of large families shows how important communication between children of different ages is. Studies of the psychological structure of joint activities of younger and older children, and analysis of the results of properly organized inter-age interaction lead to the conclusion that such contacts are mutually beneficial.

A multi-age kindergarten group is like a close-knit family. If the relationships are right, care and mutual assistance prevail here. Younger children have the opportunity to develop intensively, and for older children, such interaction becomes a catalyst for the formation of a more conscious and responsible attitude to their deeds and actions; they have the opportunity to consolidate and automate the acquired skills in practical activities, when the elders teach the kids and help them. This creates more favorable conditions for the younger child's learning: they always have an older child in front of them, a role model that is more accessible and understandable to the child than an adult. In older children, a certain motive for joint activities can be identified - the desire to realize the position of "adult", "big", "senior", which is typical for the preschool period.

The study of children's behavior in situations of inter-age communication (from 2 to 7 years old) in preschool education institutions allowed us to identify the following types of interaction:

Type I interaction. All older children are happy to interact with toddlers, while adhering to the socially valuable moral position of a good and skillful assistant, organizer of joint actions, responsible, responsive friend. By joining the game, they develop and enrich the plot, taking into account the wishes and capabilities of the younger ones. Decisions on changes in the course of the game are always agreed upon.

Type II interaction. Older children are also willing to communicate with younger ones, but the motivational basis for communication here is selfish. The

contact is maintained to the extent that the team role is ensured "from a position of strength". At the same time, noticing that the younger partner is trying to get out of obedience, the older one sometimes makes small concessions and is cunning. The help is provided demonstratively, so that the caregiver can appreciate this act. Attempts to shift the blame to the younger partner are quite common.

Type III interaction. Older children communicate with babies at the request of the caregiver for a short time, without feeling an internal need, and then hurry to go about their business. They do not seem to notice the presence of smaller children,

So, the educators should give priority to the formation of friendly feelings and brotherly relations between children. Only then children can develop forms of reciprocal activity that go beyond pedagogical situations, creating an incomparable atmosphere. It is one of the main characteristic of a happy family and a friendly children's community.

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MORAL EDUCATION OF PRESCHOOL CHILDREN
WHILE PLAYFUL ACTIVITY

Various types of practical activities can be used while preschool children's moral education. The game plays an import role in this process. It is important to consider the potential and features of using game activities while preschoolers' moral education.

V. Amelichkina notes that game activity is the leading one in preschool childhood. Therefore, the educational influence through the game is comfortable and effective. The scientist notes that game activity forms preschool children's independence and initiative, and reveals the creative potential [1].

T. Zavalniuk agrees with this opinion. The scientist argues that the game is the best means of developing the preschool child's personality. During the game, the preschoolers have the opportunity to learn about the world around them, build interpersonal relationships and get acquainted with the rules of social behavior [2].

I. Konovalchuk agrees with this opinion and adds that the content and rules of the game play a special role in the education of moral qualities. Games provide an opportunity for children to put into practice what they are familiar with and encourage the learning of new things.

According to T. Lebedynska, game activity is an optimal means of moral education in preschool age. The scientist emphasizes that the game is an accessible activity for preschoolers and meets their needs and interests [3].

T. Zavalniuk points to a high tendency to use various games as a means of moral education of preschoolers in preschool education institutions. In the game, a preschooler can adopt the norms of moral social behavior and form moral values. The content of children's games is always sincere and open, this is the basis for the formation of strong moral feelings in them [2].

Modern preschool pedagogy uses the following classification of games:

1) didactic;

2) role-playing;

3) active;

4) creative.

T. Lebedynska believes that it is more appropriate to use didactic games while preschool children's moral education. The scientist is convinced that didactic games are characterized by effectiveness in the process of forming preschool children's moral consciousness and qualities. This is due to the fact that didactic games have a specific pedagogical goal. Consequently, they are aimed at obtaining a specific result. At the same time, a didactic game has ready-made game material, a plan and rules, which makes it easy to use in the educational process. Unlike the role-playing game, it is not spontaneous, but specially organized for moral education [3].

O. Monke fully agrees with this opinion. The scientist argues that didactic games attract preschoolers because of the opportunity to achieve results through their own efforts, to show ingenuity, firmness, endurance, and initiative. All this determines their moral development in practical activities convenient for them. O. Monke advises to use games with rules while preschoolers' moral development.

O. Stanichenko holds a slightly different opinion, pointing to the great potential of role-playing games while preschool children's moral education. The scientist argues that such games lead to the formation of preschoolers' sensitivity to their peers, develop their emotional sphere [4].

Y. Ostapchuk agrees with this opinion and believes that role-playing game is the best way to educate moral values in children of senior preschool age. The scientist notes that in such games children have the opportunity to "live" the life of their character, who has a unique character, their own behavior, which the child can evaluate according to the rules in society, e.g. evil, kind, polite, impolite, etc. It should also be noted that role-playing games provide an opportunity to evaluate not only one's own character, but also the character of one's partner in the game. This

allows the child to get acquainted with different variations of social behavior and gain direct experience.

N. Voloshchenko also emphasizes the important role of role-playing games in while preschoolers' moral education. She is convinced that such games have a special place in the educational process. Role-playing games help children build social relationships, show empathy, distinguish between good and evil, and encourage them to perform moral actions. It is important that in a role-playing game, children reflect their ideas, embody ideas and show the attitude to the events that are being played out. N. Voloshchenko includes the following tasks of role-playing games in preschool children's moral education:

1) learning to act in accordance with moral norms;

2) developing moral feelings;

3) encouraging to perform moral acts.

At the same time, A. Fedorova believes that it is advisable to use role-playing games in order to form a moral personality in the senior preschool age. The pedagogue L. Vynnyk considers that it is advisable to use outdoor games while preschool childrens' moral education. They can develop such important character traits in children as courage, endurance, independence, friendliness, determination, discipline, and justice.

A. Koval advises using creative games for moral education of preschoolers. The scientist emphasizes that "*creative play is a school of morality, since the moral qualities formed in it influence preschoolers' behavior in everyday life. Moral education in creative play is determined by its content - the reflection of real events related to moral norms.*"

Thus, play activities are an important means of moral education of preschool children. Competently planned, organized, managed, and evaluated games can help realize the task of preschoolers' moral education in the best possible way. Nowadays, in the context of distance education, attention should be paid to the use of ICT as a

means of cooperation between the educator and the children's parents on the organization of play activities in the family.

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VISUAL AIDS IN DEVELOPING STUDENTS' SPEAKING SKILLS

One of the evidences of students' English mastery is speaking. It is the students' performance, which is normally performed when they share any information to the others. It is why the success of the students in learning a language is commonly judged from their speaking performance, in private and public.

Speaking is one of the productive skills that must bemastered by the students in learning a language. They are to be able to give their opinion to the others because of speaking. And they are to be able to express their feelings in speaking. Moreover, they are going to be known by the others because of their speaking skill. It is noted that: «Speaking is the way of one in giving his/her opinion without hesitation or fear» [4]. It is reported that: «speaking is the aural /oral skill because it consists of producing systematic verbal utterances to convey meaning» [5]. It is observed that speaking is used formany different purposes, each purpose involves different skills, such as established rapport, or to engage in the friends, to seek or express opinion, to persuade someone about something, or clarify information. It is stated that «speaking is an active productive skill and makes use of oral production communication through speaking is commonly performed face to face [1]. Learning to speak competently is a complex task. It involves the mastery of grammar, vocabulary, pronunciation, and fluency.

Based on the speaking definition given above, it can be concluded that speaking skill can be described into some skills in oral communication. It is as a way of students in sharing and giving their idea without feeling fear of mistake or embarrassed. It means that, when never or where ever the students are, they will not be feeling afraid of anything to speak or to practice their English. It is one of the verbal utterances to convey the meaning and it can be applied in face to face contact.

Finally, it is a complex task because it involves the mastery of grammar, vocabulary, pronunciation, and fluency.

Thus, the use of visual aids in order to develop the students' speaking skill is obvious. The speaking skill that will be developed in our study is descriptive speech because the use of visual aid exactly helps the learners in describing something.

It is suggested that «visuals can be used to help enhance the meaning of the message trying to be conveyed by the speakers through the use of paralinguistic cues» [6]. Moreover, she claims that the use of illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, reproductions, or anything else used to help one sees an immediate meaning in the language may benefit the learner by helping to clarify the message, provide the visual works in a positive way to enhance or supplement the language point.

A number of researchers have been identified which conducted research were dealing with using visual aid in their language classroom. They strongly argued that their research findings can solve the above problems. First, the search in applying visual aids in form of videos was carried out by Herron, Hanley and Cole. It was found that the use of visual supports in the form of descriptive pictures significantly improve comprehension scores with language videos for English speaking students learning French [2]. The results of the study indicate that extensive listening is facilitated by the richness of the context that visual organizers, such as educational videos provided.

Next, a recent large-scale survey disclosed that the students like learning language through the use of videos [3].

One of the results of her survey shows that learners prefer action or entertainment films to language films or documentaries in the classroom. She stated that although these films may seem to hold student interest, she believes that it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components.

Finally, it is also found that video offers contextual support and helps learners to visualize words as well as meanings. It can be concluded that there were some researches about speaking ability improvement and the application of visual aids in teaching and learning a language.

Even though there have been many studies that have been done by the previous researchers dealing with speaking skills and visual aids appliance, it still needs more studies to find out what factors that may cause students to have low speaking skills and the implementation one of visual aids in form of object in teaching and learning process.

It can be concluded that visual aid can help the students in speaking, especially in describing the material. First, visual aid reminds them what the exact description of the topics is. The students are clearly shown the material to be talked about. Now, by using visual aid they can remember the material and its components.

Second, visual aid can reduce the students' nervousness. When they are speaking without holding something on their hand or observing a snapshot to be described, they are feeling nervous. On the other hand, by holding something on their hand, they feel confident on their speaking.

Finally, by suing visual aid, the students can speak fluently and confidently.

Based on the information given above, there are some suggestions that might be suggested to the other teachers and English students. Teachers must find the best visual aid to be matched with the topic. Students may apply this as an aid to improve their speaking skill. In addition, it can help them to build their confident and deliver the material fluently.

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STRATEGIES FOR TEACHING PHRASEOLOGY
TO HIGH SCHOOL STUDENTS

Due to the growing importance of mastering idiomatic expressions in foreign language learning, teachers are exploring various methods of improving students' understanding and use of English phraseological units. A phraseological unit is a lexical and grammatical unity of two or more separately formed components, grammatically organised according to the model of a phrase or sentence, which, having a holistic meaning, is reproduced in speech by tradition, automatically. [1]

These expressions play a crucial role in language acquisition as they convey cultural nuances and help learners communicate effectively in real-life situations. Incorporating a variety of teaching strategies can help to develop learners' skills in the correct and accurate use of idiomatic expressions.

In high school, the language experience of students acquired at the previous stages of language learning is systematised and summarised. The methods and types of learning activities are increasingly becoming more and more close to real-life communication. [2]

One of the most effective methods of teaching phraseological units in grades 10-11 is contextual teaching. By presenting these expressions in an authentic context, such as in dialogues, stories or articles, students can more effectively understand their meaning and usage. Contextualised learning helps learners understand the subtle nuances and meanings of idioms, enabling them to use them correctly in different situations. In addition, the use of multimedia resources, such as videos, songs or films, can make the learning process more engaging and memorable for learners.

Another valuable approach to teaching idiomatic expressions is the use of mnemonic techniques. Mnemonics (from the Greek μνήμη - memory and τέχνη - art)

is a technology for improving the assimilation of new information through the conscious formation of associative connections using special methods and techniques. Mnemonic techniques are primarily used to improve the assimilation of complex information that does not have established logical connections between its elements from the point of view of the person who memorises it and requires long-term storage and subsequent reproduction. [4]

Teachers can encourage learners to create mnemonics, such as visuals, funny stories or word associations, to effectively memorise the meaning and usage of idioms. This method not only improves memorisation, but also develops creativity and critical thinking skills among learners.

In addition, interactive activities and games can make learning phraseological units enjoyable and engaging for learners. Classroom games such as Idiom Charades, Idiom Bingo or Idiom Matching can help learners understand idiomatic expressions in a fun and interactive way. Role-playing games or group discussions using idioms can also give students the opportunity to practice using these expressions in meaningful contexts, thus increasing their communicative competence.

In addition to these strategies, the introduction of technology into the teaching of phraseological units can offer innovative and engaging learning opportunities. Online resources, language learning apps, and interactive websites dedicated to idioms can complement traditional classroom instruction and provide learners with opportunities for self-directed learning. Virtual flashcards, quizzes and interactive exercises can help reinforce learners' knowledge of idiomatic expressions and facilitate independent practice outside the classroom.

In summary, the use of varied and engaging methods in teaching phraseological units in the English language classroom is essential to improving learners' ability to use idiomatic expressions effectively. By using contextualised learning, mnemonic techniques, interactive activities and technological resources, teachers can create a dynamic and supportive learning environment that enables learners to master idiomatic expressions with confidence and fluency.

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MOTIVATION OF PRIMARY SCHOOL STUDENTS
IN LEARNING FOREIGN LANGUAGES

Motivation is an important component of any activity. It should be noted that this is the most researched factor of influence on qualitative and quantitative indicators of all areas of the educational process. In particular, the peculiarities of mastering a foreign language by primary school students require constant reforms and search for new motivation methods.

The context of nowadays political and social situation moves motivation to one of the important issues. After all, the knowledge of foreign languages today is not only one of the tools to success and a component of comprehensive human development, but also a mandatory requirement of time and circumstances. For example, people with the knowledge of foreign languages, who had to move to another country because of the war, are able to socialize in new conditions, otherwise the life becomes much more complicated there.

If an adult is aware of the urgent need to learn foreign languages, focusing on the final result, children of primary school are naturally unaware of this need (except in cases of emigration, where a child can see that the language is the main tool for elementary understanding in a new environment). For primary school students the best will work positive motivation, which is based on genuine children's interest and a relaxed desire to constantly satisfy it. Children should be fascinated by the process itself, not plans for the future.

Motivation is the internal psychological mechanisms that motivate action. Motivation arises when the student is aware of his needs, sets goals to achieve them and understands what actions are necessary to be performed. Individual internal motivation reaches a high level when the child practically enjoys the result, feels the

expansion of his own opportunities for communication, perception of the world and self-expression.

It is worth paying attention to the problem of creating conditions for forming the increased students motivation. It is well known that for young children it is easier to learn the languages comparing to adults. Therefore, it is better to take care of the language foundation of the future generation in advance.

The sources of motivation are the following:

1) the personality of the teacher (the ideology and innovation of activities, the desire to facilitate and unload the educational process, to make the process interesting, to diversify the forms of work, the author's approach to these tasks);

2) a language environment where the student can at least situationally use foreign language, integrate knowledge into practice in a relaxed and fun way;

3) parents (adults) – always as a priority role model.

Sources of motivation should create a favorable emotional environment for successful cooperation with the students. It is always about positive attitudes and comments, indifference to children's experiences, psychologically comfortable atmosphere, verbal encouragement (praise, encouragement, etc.); harsh criticism and public comparisons of different students' achievements should be avoided; gentle correction of mistakes, sincere interest in the process and successes of children by the teacher, and support in the family circle.

The search and selection of various methods and forms of teaching a foreign language should correspond to the age characteristics and physiological capabilities of primary school students. It is necessary to take into account the needs and interests of children for the successful communicative and creative activities of younger students. Classic travelling, of course, is the best and most effective way to interest a child, create conditions for observing different cultures, evoke the desire to overcome the language barrier on their own, and solve elementary issues of their own needs. But it's impossible to go travelling with the students all year round, so in this case the

tasks based on real life situations will give the opportunity to prepare students to language use in the future.

Children should be motivated to learn a foreign language effectively by introducing it into everyday life in playful ways. For example, simulate a trip to the zoo in a foreign language environment, nominate all interior items, organize a quest within the class with a real route.

In addition to forms, artistic teaching aids are defined as an effective addition: animated films, fiction, content from popular bloggers and celebrities, books, comics, video and audio fairy tales.

For primary school students, compared to older students, the result for the future is not at all motivating, but emotions, mood, game activity in the moment create a lively interest in the process.

To sum up, motivation for learning foreign languages in primary school is the result of a complex interaction of all participants in the process, emotional environment, forms and means, and also the age characteristics of students.

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BRINGING SUSTAINABILITY INTO
THE ENGLISH-LANGUAGE CLASSROOM

Nowadays in the context of a rapidly changing world, the importance of sustainability cannot be overstated. It is important to note that the role of higher educational institutions is to equip students with the knowledge and skills which can be necessary to address global challenges, e.g. climate change, biodiversity loss, and social inequality. In this case, the challenge of sustainability lies in finding a balance between economic development and environmental protection. One of the effective ways to integrate sustainability into education is to incorporate it into the English-language classroom.

Sustainability in the English-language classroom goes beyond language proficiency. It encompasses a broader understanding of global issues and encourages students' critical thinking, creativity, and collaboration. Focusing on sustainability through language tools, teachers of higher educational institutions can engage students in discussions and project-based activities. It is one of the ways that not only enhance students' language skills but also foster a sense of responsibility towards the planet and its inhabitants.

Recent research in English language teaching with a focus on sustainability highlights a variety of approaches and ideas. They collectively reveal the dynamic sustainable nature of English language teaching using different approaches. The scientists claim their impact on student engagement, motivation and learning outcomes (Nakamura & Fujimoto, 2024).

There are various strategies and approaches which include the idea of using authentic materials related to sustainability topics, such as articles, videos, and podcasts, sparking discussions and inspiring research-based learning. Additionally, project-based learning initiatives, such as creating eco-friendly campaigns or

designing sustainable solutions can provide students with the opportunities to apply their language skills in real-world contexts while addressing pressing environmental issues (Bilsborough, 2022).

Furthermore, promoting global citizenship and empathy is essential in fostering a sustainable mindset among students. By exploring diverse perspectives and cultures through literature, film, and multimedia resources in English, teachers can help students develop a deeper understanding of interaction and promote respect for cultural and ecological diversity.

Collaboration and partnerships are key components of successful sustainability initiatives in the English-language classroom. English language teachers can access resources, share best practices, and create enriching learning experiences for their students while working with colleagues, schools, community organizations, and experts in different fields. The sharing of a wide range of material can help teachers find the resources according to the needs of students at different language levels.

Summing up, we should note that sustainability education has the potential to motivate and engage English language students of any level. Ultimately, integrating sustainability into the English-language classroom not only enhances language learning outcomes but also empowers students to become responsible global citizens who are equipped to tackle the complex challenges of the 21st century. By fostering a deep connection to the environment and promoting sustainable practices, educators play a crucial role in shaping a more equitable, resilient, and sustainable future for all.

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FEEDBACK AS A TOOL FOR ACHIEVING GOALS
IN THE ENGLISH LESSON

In the realm of language learning, feedback plays a pivotal role in guiding students towards their goals of mastering English proficiency. Whether in a classroom setting or through online platforms, effective feedback serves as a compass, directing learners towards improvement, growth, and ultimately, success. In this article, I explore the significance of feedback as an essential tool in the English lesson, shedding light on how it empowers students to achieve their language learning objectives.

Learning a new language is a dynamic and challenging process, filled with moments of triumphs and hurdles. Feedback, however, transforms these challenges into opportunities for growth. It provides students with valuable insights into their language skills, highlighting areas of strength and areas that require further attention. In the English lesson, feedback takes on various forms, each contributing to the overall development of language proficiency:

Error Correction: One of the most common forms of feedback in language learning is error correction. Whether it's grammatical mistakes, pronunciation errors, or vocabulary misuse, corrections help students understand where they went wrong and how to make improvements [2].

Language Fluency: Feedback on fluency and coherence encourages students to express their ideas more clearly and effectively. Suggestions on sentence structure, transitions, and linking words enhance the flow of their communication.

Vocabulary Expansion: Suggestions for expanding vocabulary through synonyms, idiomatic expressions, and context-based usage enrich students' language repertoire. Feedback in this area broadens their ability to express thoughts and ideas with precision.

Cultural Context: Understanding cultural nuances is integral to language learning. Feedback that incorporates cultural context helps students communicate with cultural sensitivity and authenticity.

Every student is unique, with varying learning styles, strengths, and challenges. Effective feedback acknowledges this diversity and is tailored to meet individual learning needs. In the English lesson, personalized feedback can take several forms:

One-on-One Feedback Sessions: Personalized feedback sessions allow teachers to address specific areas of improvement with each student. These sessions provide an opportunity for in-depth discussions, targeted exercises, and goal setting.

Written Feedback on Assignments: Written comments on essays, exercises, or language tasks provide students with detailed insights into their performance. Specific suggestions for improvement empower students to take actionable steps towards mastery [1; 2; 4].

Peer Feedback and Collaborative Learning: Encouraging students to provide feedback to their peers fosters a collaborative learning environment. Peer feedback not only benefits the recipient but also enhances the giver's understanding of language concepts.

Self-Assessment and Reflection: Guiding students in self-assessment practices promotes autonomy and metacognition. Encouraging students to reflect on their progress, identify strengths, and set language learning goals empowers them to take ownership of their learning journey.

In the English lesson, cultivating a feedback-rich environment is essential for student growth and success. Teachers play a central role in establishing this environment by:

Providing Timely and Constructive Feedback: Prompt feedback allows students to make immediate corrections and improvements. Constructive feedback focuses on specific areas of improvement, providing actionable steps for progress.

Encouraging Peer Collaboration: Peer feedback activities, such as group discussions, language exchanges, and collaborative projects, foster a sense of community and support among students.

Utilizing Technology for Feedback: Online platforms and language learning apps offer interactive exercises with instant feedback. These tools not only enhance engagement but also provide students with immediate guidance on their performance.

Promoting a Growth Mindset: Emphasizing the idea that mistakes are opportunities for learning cultivates a growth mindset among students. Viewing feedback as a valuable learning tool rather than a critique encourages resilience and perseverance [3; 4].

As students receive and implement feedback in their English lessons, they embark on a transformative journey of language acquisition. Each correction, suggestion, and encouragement brings them closer to their goal of fluency, proficiency, and confidence in English communication.

Feedback serves not only as a tool for correcting errors but also as a catalyst for exploration and discovery. It empowers students to take risks, experiment with language, and engage in meaningful communication. Ultimately, the English lesson becomes not just a classroom experience but a dynamic space where students actively participate in their language learning journey.

In conclusion, feedback stands as a cornerstone of success in the English lesson. By embracing feedback with openness, receptivity, and a commitment to growth, students pave the way towards achieving their language learning goals. Let us harness the power of feedback to inspire, guide and empower students on their path to English language proficiency, knowing that with each correction and encouragement, they move closer to fluency and mastery.

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THE ROLE OF ARTIFICIAL INTELLIGENCE
IN FOREIGN LANGUAGE STUDYING

In recent years, the integration of artificial intelligence (AI) into various aspects of education has revolutionized traditional teaching methods. Teaching and learning foreign languages is an area where artificial intelligence has demonstrated its enormous potential.

AI-powered language learning platforms offer personalized and adaptive learning experiences tailored to individual needs and skill levels. Through natural language processing (NLP) algorithms and machine learning techniques, these platforms analyze learners' strengths, weaknesses, and learning patterns to provide targeted feedback and recommendations. Such personalized approaches enhance engagement and motivation, leading to more effective learning outcomes.

Artificial intelligence technologies enable interactive and immersive language learning through chatbots, virtual reality (VR) and augmented reality (AR) applications. Chatbots simulate real-life conversations, giving students the opportunity to practice speaking and listening in a supportive environment. Virtual reality and augmented reality programs create virtual language immersion environments, allowing learners to interact with authentic cultural contexts and scenarios, thereby improving language comprehension and fluency.

AI-powered assessment tools offer real-time feedback on language proficiency, providing ongoing assessment and progress tracking. These tools use speech recognition, grammar analysis, and semantic understanding to accurately assess students' speaking, writing, and comprehension skills. By identifying areas for improvement and offering targeted exercises, AI-powered feedback mechanisms facilitate self-directed learning and skill development.

AI technologies democratize access to foreign language studying by overcoming geographical, economic, material and technical barriers. Online platforms powered by artificial intelligence algorithms provide anytime, anywhere access to language learning resources, catering to different learner demographics. In addition, AI-based translation tools and language assistants facilitate communication and understanding for people with language disabilities, promoting inclusive and accessible education.

Despite numerous advantages, the integration of artificial intelligence in foreign language teaching raises certain problems and considerations. Privacy concerns about data collection and user profiling raise ethical questions about the use of AI-driven learning platforms. In addition, reliance on AI technologies can undermine human interaction and interpersonal skills, requiring a balance between automated learning tools and teacher -led learning.

As artificial intelligence continues to advance, the future of foreign language education holds promising opportunities for innovation and expansion. Predictive analytics and adaptive learning algorithms will further personalize the learning process, while natural language generation (NLG) technologies will facilitate interactive storytelling and content creation in multiple languages. In addition, AI-based language learning systems will complement traditional classroom learning by fostering a collaborative and dynamic learning environment.

Thus, integration of artificial intelligence has transformed foreign language learning by offering a personalized, interactive and inclusive learning experience. Although AI-driven technologies raise challenges and ethical considerations, their potential to improve language learning outcomes and promote global communication is undeniable. As teachers and students embrace AI as a valuable tool in language acquisition, the future of foreign language learning holds limitless opportunities for innovation and empowerment in an increasingly interconnected world.

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FORMATION OF LINGUISTIC AND FOREIGN LANGUAGE COMPETENCE IN ENGLISH LANGUAGE LESSONS FOR HIGH SCHOOL STUDENTS

The development of linguistic and country-specific competence in teaching English in high school is becoming an increasingly important issue in modern education, where it is important not only to speak the language but also to understand the cultural, historical and social aspects of the country, the language of which is being taught.

First of all, it is necessary to define the nature of linguistic and country-specific competence. Linguistic and country-specific competence is not only the ability to use a language in different situations, but also an understanding of the cultural context in which it functions.

The goal of the teacher is not only to teach high school students to use English vocabulary and grammatical structures correctly, but also to enable them to understand the meaning of these words in a global cultural context.

One of the leading researchers in this field is Michael Byram. His research focuses on the importance of learning the cultural aspects of English and developing students' intercultural competence [2].

Byram emphasizes the need to include historical and literary texts in the learning process to better understand the cultural background and mentality of English-speaking people.

Another prominent researcher in this area is Sandra Lee. Her research emphasizes the importance of integrating linguistic elements such as grammar, vocabulary and phonetics with historical and cultural context. According to Lee, in

this way, students can better understand not only the language but also the cultural context in which itemerged [6].

Another important figure in the field is David Crystal, who analyzes the etymology of words and how they reflect cultural and historical aspects. He argues that knowing the origins of words can greatly enrich students' language experience and broaden their cultural horizons [3].

The historical dimension of English language learning helps learners discover the richness of the cultural and historical heritage of English-speaking countries. Understanding the history of the language, including the stages of its evolution and the influence of external factors, helps learners to better understand the current state and use of the language. Further study of the history and culture of English-speaking countries provides an opportunity to better understand the social, cultural and historical aspects of the secountries and is an important component of linguistic and country-studies competence.

An important aspect of developing linguistic and country-specific competence is the use of active learning methods. Discussions, project activities and role-playing games are just some of the tools that can help immerse students in the linguistic and cultural context of English-speaking countries. These methods encourage active participation and promote critical thinking and creativity.

Interactive technologies also play an important role in the development of linguistic and country-scientific competence. Video, audio and online resources give students access to a variety of information about the culture and language of the country they are studying [4]. This allows students to expand their cultural horizons and enrich their language experience.

Another important aspect is intercultural dialogue. Communicating with native speakers, exchanging ideas and experiences with representatives of different cultures promotes understanding and respect for the diversity of the world's cultural heritage.

The issue of socio-psychological aspects of the development of language and country studies competence is of constant interest. At the same time, the researchers tried to solve the issue of value and motivational attitude to the language.

It is necessary to discuss in more detail the psychological and pedagogical conditions and the progressive nature of the tendency to proclaim more and more tolerant values in the modern world, which have developed recently.

Linguistic aspects and factors of language choice are determined in accordance with such signs of tolerance as empathic language behavior, flexibility, lack of conflict and non-categorical judgments.

In the process of formation of linguistic and country studies competence, it should be remembered that the quality and results of activity depend primarily on broad social and educational motivation. Motivation is the mechanism that "launches" the learning process and ensures its further development. For example, one of the main motives in the personality structure of a high school student is self-determination. In working with young people, it is important to remember that real, tangible success supports and fuels motivation [1].

The following methodological aspects should be emphasized in the development of linguistic and country studies competences in secondary school. An integrated approach combines the teaching of English with the study of cultural and historical aspects of English-speaking countries.

This approach emphasizes the use of literary works, historical facts, and cultural traditions for language learning. For example, lessons include reading and discussing masterpieces of English literature, studying the history of English-speaking countries, and role-playing to simulate cultural situations.

The project method is an effective way to stimulate the activity of schoolchildren and develop linguistic and regional skills. Schoolchildren can work on projects such as researching cultural and historical aspects of English-speaking countries, creating presentations and videos, studying customs and traditions, collaborating with students from other countries to share experiences and knowledge.

They can also develop language and country studies competences through cross-curricular links with other subjects such as history, literature and geography. By working with teachers in these subjects, students can learn about the cultural and historical aspects of English-speaking countries in a holistic way [5].

The development of linguistic and regional competences in English classes in high school is important in modern society. This allows students not only to learn the language, but also to expand their cultural horizons and understand different cultural features.

The development of language and country studies competence enriches students' linguistic experience, increases their cultural awareness and helps them understand the importance of intercultural communication. The importance of this topic also lies in preparing students for life in a globalized world where intercultural understanding and cooperation play an important role.

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BUILDING STUDENTS' SOCIO-CULTURAL COMPETENCE AT UKRAINIAN LANGUAGE LESSONS IN NEW UKRAINIAN SCHOOL

The student's language training at general secondary institutions currently remains an issue of great interest that requires special attention at this stage of implementing the New Ukrainian School (NUS). Building socio-cultural competence as an integral part of students' communicative competence should be performed throughout education.

The components of socio-cultural content interconnect language and culture, which implies knowledge of the realities accepted by native speakers and the social context. Socio-cultural competence is not a new concept. The following scholars have studied the issue, e.g. L. Aizikova, P. Sysoiev, O. Kolominova, L. Maslak, etc.

In modern methodology, socio-cultural competence is presented as an integral part of communicative competence, including linguistic competence. It should be noted that the issue of building students' socio-cultural competence and the choice of appropriate tools and technologies for their development is not sufficiently addressed and requires further research.

The first condition for building students' socio-cultural competence in the NUS is the teacher's awareness of the programme requirements for its formation and the specifics of its content. The curriculum contains a list of socio-cultural knowledge that students should acquire while learning the Ukrainian language.

The second condition for building students' socio-cultural competence in NUS is the interconnection and continuity of academic disciplines that provide deep and thorough training in the theoretical and pedagogical foundations of socio-cultural competence. Thus, studying the obligatory disciplines (history, geography, etc.) ensures readiness for building students' socio-cultural competence.

The third condition for developing students' socio-cultural competence in NUS is the preliminary selection of game technologies and teaching methods. During the lesson, it is advisable to use didactic games that do not require a lot of time to prepare equipment and memorise cumbersome rules. Game technologies based on the material of poems, stories, proverbs, and riddles increase the level of socio-cultural competence.

The following condition for building students' socio-cultural competence in the NUS is the usage of verbal and non-verbal visuals in Ukrainian language lessons. The socio-cultural competence foundations are also formed by introducing students to the names of their peers, fairy tale characters, pets, poems, rhymes, songs and works of folklore. The material of Ukrainian fairy tales and their characters, known to children from films, should also be used during Ukrainian language lessons.

Using authentic folk poetry is an effective way of implementing the linguistic and country studies component. Poetic material is easier for students to remember and can be staged, acted, and recited by heart. In this context, it is important to note the following definition of the mentioned concept of "socio-cultural competence" in the NUS: a set of linguistic and country study knowledge and ideas about main national customs and traditions as a system of skills and abilities that allow one to adjust behaviour per this knowledge.

Thus, several conditions for building students' socio-cultural competence in Ukrainian language lessons have been identified. They involve teachers' understanding of the sociocultural competence content, which includes knowledge of social rules, scenarios and behavioural patterns, communication norms for the meetings, farewells, acquaintances, greetings, gratitude, requests, and invitations. It also suggests knowledge of the linguistic picture of the world and Ukrainian linguistic material, reflected in proverbs, sayings, and fairy tales. Apart from this, it requires an understanding of the ethno-cultural background, e.g. customs and traditions, and the ability and willingness to compare the phenomena of native and foreign culture.

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BUILDING NUS STUDENTS' ENVIRONMENTAL COMPETENCE IN UKRAINIAN LANGUAGE AND LITERATURE LESSONS

Implementing student's successful environmental education requires identifying the environmental potential of each academic discipline, focusing special attention on the humanitarian ones. The Ukrainian language and literature lessons play the main role. They can provide the scientific basis for the student's environmental activities. It is possible to implement environmental competence in Ukrainian language and literature lessons through lessons of speaking activities with the usage of the latest interactive teaching techniques.

Humanities and aesthetics subjects possess considerable potential for greening the education content. They are considered a powerful means of fostering in students the love of nature and the understanding to protect it. The study of the following subjects as Ukrainian language and literature, Art, Labour training, and Music contributes to the artistic assimilation of natural and social reality, the development of students' moral and aesthetic attitudes, and their ability to express their attitude to nature through creative tools. The feeling of natural beauty helps perceive fine arts in a new way.

Teachers can manage students' activities in building their environmental competence in Ukrainian language and literature lessons using various pedagogical tools, e.g. educational tasks, instructions, questions, exercises, aesthetic conversations etc. The teacher can ask students to complete exercises of a naturalistic nature. In the classroom, students can use creative tasks and learn to compose their first small works, fairy tales, legends, write retellings and descriptions. Students especially like to compose texts about animals and plants, so it is appropriate to offer students topics that are close to them.

In order to intensify students' activities in the classroom, it is possible to include small competitions and quizzes for knowledge of riddles, proverbs, and sayings about plants, animals, and nature in general. A game task will diversify literature lessons, which can also contribute to the development of students' environmental culture. The mentioned lessons emotionally enrich the educational process and help the teacher form the necessary ideas about life comprehensively and systematically.

Using elements of cross-curricular learning, teachers can make interesting and exciting lessons. The effectiveness of his or her work depends on a certain extent on the pedagogical creativity, skill and professionalism. Creative teachers can raise the level of ecological culture of both the individual and the whole society.

Teachers can manage the students' activities in building their environmental competence while studying the Philology subjects with the help of educational tasks, instructions, questions, exercises, and aesthetic conversations. They provide opportunities for the wide use of interdisciplinary connections. Students can write and solve environmental problems, recall nature descriptions from textbooks, write an essay, or a fairy tale, draw a picture, make a craft from natural materials, help plants and animals, etc.

Thus, in language lessons special attention should be focused on the need to reveal the system of environmental knowledge and the disclosure of the interdisciplinary nature of this system. It is the teachers' responsibility to use the environmental potential of each subject. By equipping students with scientific knowledge about objects and natural phenomena, the teachers lay the foundation for their environmental awareness, because we can protect and love what we know well.

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THE USE OF MULTIMEDIA TECHNOLOGIES AT ENGLISH LESSONS

The main objective of teaching foreign languages is to form and develop students' communication skills and practical mastery of a foreign language. A huge amount of information and increased requirements for the level of students' training necessitate the intensification of the educational process. That is why multimedia technologies will be appropriate here. Multimedia learning technologies are all technologies that use special technical means (computer, audio, video). This is a wide range of digital technologies used to create, transmit and disseminate information and provide services (computer hardware, software, telephone lines, cellular communication, e-mail, cellular and satellite technologies, wireless and cable communication networks, the Internet).

Today, much attention is paid to the use of multimedia technologies at the lessons, as they are allowed for the activation of students' comprehensive thinking. Multimedia at English lessons, which include texts, graphics, audio and video materials, and animation, affects both the emotional areas of the brain and the areas of the brain responsible for information perception, promotes more effective learning of language material, and provides an opportunity for the comprehensive development of students' language skills at the lessons.

Multimedia learning tools combine audio and visual effects with interactive applications and various interesting learning platforms to create an active, controlled communication environment.

The use of multimedia technologies in practice allows implementing most teaching methods at a high quality level, improving or partially replacing such teaching methods in the educational process as:

- methods of oral presentation of educational material;

- methods of visual and practical training;

- fastening methods of received knowledge and skills;

- methods of control and activation of students' cognitive activity;

- methods of independent work.

The main ways to teach English using multimedia technologies are:

- activity-based;

- personality-based;

- competency-based approaches.

The use of multimedia learning tools for learning English has a number of advantages:

- application at different stages of learning;

- realization of an individual approach to learning, because the student can personally choose the time, level and order of completion of any task;

- economic use of study time;

- increasing the activity of learning and increasing the level of motivation;

- activation of students' learning activities;

- creating a comfortable language environment;

- the possibility of modeling the conditions of communicative activity, as well as their realization in multi-level training exercises of a situational type.

The following types of multimedia teaching aids are effectively used:

- Power Point and Canva presentations;

- educational activities that are posted on the Internet or are created using Wordwall;

- online services WardWall and Learningaps.

The use of these types of multimedia tools involves the following forms of work in the English lessons:

- individual;

- face-to-face and collective work.

Nowadays, students are quickly taking hold of electronic and digital devices and are able to adapt them to their needs. Modern didactic digital resources can help students develop their own motivation to learn English. Especially the primary school years are good for developing motivation to learn, as they lay the foundations for the ability and desire to learn, and develop interest in ways of acquiring knowledge and motivation for self-education.

The game presentation of educational material encourages the student to take learning actions. This requires the manifestation of subject knowledge and skills, and most importantly, the ability to apply them in new conditions. The combination of educational and practical goals, which is quite achievable and understandable for the child, gradually turns into a learning motive.

Presentations are used at different parts of the lesson:

1. Organization moment (mainly to introduce the topic of the lesson).
2. Checking homework (one or two slides of the presentation with questions to be answered).
3. Revision of basic knowledge and skills of students (in order to repeat the knowledge acquired by students, which is necessary for the study of the topic).
4. Motivation of learning activities (using various illustrations or facts that help to interest students, encourage learning and cognitive activity).
5. Learning new material (information that helps children memorize new information).
6. Review of new material (slides with questions, tasks).
7. Summarizing the lesson (summarizing the material in a concise form or in the form of a diagram or table).
8. Homework (so that students have the opportunity to write down the number of the exercise, page).

Power Point presentations provide all the possibilities for creating an interesting and high-quality learning environment in the classroom.

Wordwall is a multi-functional tool for producing both interactive and printed materials. Interactive exercises can be played on any device that has access to the Internet: a computer, tablet, phone, or interactive whiteboard [3].

The service offers many templates that can be used to create didactic games. Even in the free version, you get access to a large arsenal of games. The algorithm of work is about the same as in LearningApps.

You can use existing versions of the game or start creating it from scratch. After creating a game exercise, you can provide a link to your students, embed it on your website, or share it with colleagues on social media. Tasks are easy to personalize. This allows us to track the results of each student's work.

We use game exercises as a training tool for repetition, as learning tasks on an interactive whiteboard, or as homework.

LearningApps is a free web-based authoring software and platform for supporting the educational process and organization of teaching in educational institutions with the help of small interactive multimedia learning modules, so-called multimedia programs[1].

The possible formats for organizing interactive web-based tasks include the following options: multiple choice, matching exercises (find a pair, classification, number line, etc.) or closed tests (fill in the blank, free text response, etc.). Existing training modules can be either created for the first time by users themselves or modified based on existing ones on the platform. Learning modules can be shared with learners via a web link or QR code, or embedded directly into a learning platform, wiki, or blog using HTML code[2].

So, the use of multimedia resources at English lessons:

- involves students in interactive learning;
- provides access to a variety of interesting materials;
- motivates students to actively use English, increases their motivation to learn it;

- provides an opportunity to work on the language at their own level and at a pace that is convenient for them;
- build their own learning trajectory, thus contributing to the individualization of learning, the development of language competence and the ability to learn throughout life.

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DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN ENGLISH LESSONS OF HIGH SCHOOL STUDENTS

Modern society is characterized by the intensive development of science and technology, the creation of new information technologies, the expansion of the volume of intercultural communication, which significantly affects all spheres of human activity, including education. High rates of updating knowledge, development of the Internet and means of communication expand the information field, so the school is no longer the only resource for acquiring knowledge. In such circumstances, one of the key problems of modern linguodidactics, methods of teaching foreign languages is the formation of communicative competence, which provides the possibility of participation of a polylingual and multicultural person in intercultural communication.

At the same time, at the present stage of the development of society, the issue of integrating education, including in the field of teaching foreign languages, in particular English, is especially acute. The development of society requires the integration of education and the preparation of a new generation for international communication.

The process of mastering communicative competence involves not only the assimilation of knowledge, skills and abilities in the English language, but also the formation of positive motivation and interest in its study by applying a communicative approach. A significant condition for the successful reform of the modern school is the development of its readiness for change. Due to the globalization of society, communication skills in English become an important element of competitiveness in the labour market. The use of communicative methods can effectively develop the communication skills of students.

For many years, the term "Communicative Competence" has been developed. According to D. Hymes [2, p. 282], communicative communication is the capacity to correctly use or understand the language when interacting with the social environment, such as when regulating social practices. Additionally, Hymes' theory that communicative competence is the capacity to convey proper conduct in a cultural context of communication and utilize language appropriately for a given situation is supported by M. Canale and M. Swain and M. Celce-Murcia [1, p. 41]. As a result, in the context of this study, communicative competence is defined as the capacity to utilize the English language, interpret it appropriately for the given circumstances, and convey appropriate conduct within a cultural communication framework.

E. Passov [4, p. 41] claims that communicativeness requires the speech orientation of education, which is based on the idea that a practical mastery of language is the route to achieving a practical speech goal rather than merely achieving the goal itself. Practicable speech orientation is a method as well as an objective. The goal of the communicative approach is speech acquisition.

S. Korol [3, p. 133] states that the fundamental goal of the communicative approach is to provide students with speech skills and abilities that they can use in real-world situations involving foreign languages, rather than teaching them the language as a system. As a result, the communicatively focused approach to teaching foreign languages aims to familiarize students with authentic communication situations.

According to academics, communicative competence is the meaningful generalization of theoretical and practical knowledge in the field of communication, given as concepts, rules, and guidelines that foster understanding between parties and create the conditions needed for productive language interaction. We can think about the structure of communicative competence in this context, which consists of the following elements: activity, motivation, cognition, and personal aspects.

The fundamental goal of the communicative approach is to provide students

with speech skills and capacities for real-world application in any foreign language setting, rather than only teaching them the language as a system.

For teachers to maintain and renew students' interest in learning foreign languages and their confidence in their skills, it is crucial to plan active speech interaction, activate previously acquired skills in the area of oral communication, and master practically linguistic-cultural and socio-cultural factors by creating communicative conditions that are similar to those found in the real world.

Nowadays, students have a more interactive role, compared to the typical uncommunicative role from traditional approaches. In learner-centered activities like "problem-solving, discussion, role-plays and debates," etc., teachers facilitate the participation of all students by giving them opportunity to participate fully. Then, we ought to employ assignments that are centered on pursuits that promote self-improvement. The following form the foundation of student-centered learning:

• Task-based learning entails assisting the students in selecting a task they wish to complete and then letting them complete it in a group setting, individually, or independently.

• Student-centered learning refers to giving students the flexibility to work on subjects that interest them, as long as they stay within acceptable bounds and adhere to the body of knowledge.

• Self-access learning entails giving students the freedom to explore the Internet, books, journals, periodicals, newspapers, interviews, and other sources to get information on their subjects on their own.

• Group activities entail giving the students the opportunity to work in groups of four or five, where they will plan, prepare, and present the information they have gathered as a team. Each group will have a task to complete, and by working together, they will learn from each other's experiences as well as from the helpful feedback the teacher provides as they move through the process.

As a result, the addition of pedagogical tasks into foreign language classrooms facilitates is the development of students' communicative culture, language

proficiency, and skills. It promotes the development of mutual control; assists in the actual and personal preparation of students for future professional pursuits; enhances foreign language classes with more intrigue and significance; enables students to communicate their thoughts, feelings, and assessments more frequently in a foreign language, and use it for professional purposes.

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MIND MAPPING TECHNOLOGY AS AN EFFECTIVE METHOD OF TEACHING FOREIGN LANGUAGES

The modern information society poses serious challenges to education [2].

A graduate should not just have a certain amount of knowledge, he should flexibly adapt in a changing world, he should be able to work with information, think critically and creatively independently, and generate new ideas.

It is important to remember that a foreign language is a special thing that expands the range of our personality [2].

A person who knows how to communicate in a foreign language has a unique quality, he has a secondary language personality, that is, he is able to understand representatives of another culture, maintain written and oral communication with them, and obtain the necessary information from written sources. This means that a person has formed linguistic and communicative competence, and he has informational competence [3].

This is the main task of a foreign language.

How to form this quality in children?

To date, many methods and techniques are known for the formation of a secondary language personality. We will turn to one of the modern methods, namely the method of intelligence cards.

Mind Map - intelligence maps: "Mind" (English) - mind, "Maps" (English) - maps (intellectual, mental, mental map, memory map). The method of intelligence - cards was created by the English scientist and businessman Tony Busen in the 60-70s of the XX century and presented in his books "Superthinking" and "Teach yourself to think". Tony Busen drew a parallel between the organization of thinking with the help of mind maps and the device of the human brain. The psychological and pedagogical basis of the method is the works of Piaget, Halperin, and Vyhodsky. The

method is a practical application of the theory of radiant thinking. From the word Radiant - light that gives rays (radiant) [1].

There are two most important principles underlying the work of our brain:

- associative thinking – the connection of each memory with a mass of other images.

- hierarchy of concepts - in each associative "track", one of the images is the main (root), from which branch-tracks diverge to other concepts, ideas, memories. As a result, we get a tree (or graph) of images related to the original concept.

The human brain is responsible for processing information that occurs in the right and left hemispheres simultaneously.

Intelligence is a map, a universal tool, thanks to which you can use both hemispheres of the human brain and develop mental abilities that are used in any life situation.

It is enough to reproduce one object of this information map in memory, and it will pull dozens of interconnected facts, events, and feelings along with it. This is how multidimensional associative thinking arises, which allows you to see not just an object of the surrounding world, but its relationship with other objects [4].

The experience of using the method during training has shown its high efficiency in terms of:

- development of information structuring skills and problem identification;

- training in technologies for making management decisions of various types (strategic, tactical);

- updating and critical evaluation of accumulated experience in decision-making practice;

- effective communications in the process of collective search and decision justification;

- destruction of stereotypes and stereotypes;

- increasing the motivation to expand the base of theoretical knowledge to solve applied problems.

Smart cards can be used for:

• memorization;

• arrangement and systematization of information;

• activity planning;

• preparation for performances;

• finding solutions in a difficult situation;

• consideration of various options for solving problems.

During its existence, intellectual maps have gone through their own path of development. Therefore, Tony Busen himself has several instructions for creating smart maps in various sources.

The method of intellectual maps makes it possible to develop interdisciplinary connections. For example, when studying English-speaking countries, we will not forget to include information on history, geography, world artistic culture in the scheme; during the discussion of the topic of ecology, data from chemistry, biology, geography, law will appear in the mental map. Thus, children learn to find essential connections between interdisciplinary concepts, systematize and generalize them.

For recording new lexical and grammatical material, when reading texts, making oral and written statements, the intelligence map is a convenient and effective technique for visualizing thinking and alternative writing. It helps to collect all materials on a certain topic on one information panel, gives an opportunity to focus on details, to see the general picture. Memory maps activate associative thinking, which allows you to pay attention to important facts lost during traditional analysis. I use smart cards at various levels of education. After all, this method allows:

- create motivation to master a foreign language as a means of communication;

- organize individual, group and collective activities of students;

- construct the educational content in accordance with the age characteristics of the students;

- implement a differentiated approach to students;

- organize independent work of students;

- organize project activities of students;

- to teach students to use dictionaries, reference books and other sources of written and oral information in order to find the necessary meanings, decipher dictionary designations;

- to develop students' creative and intellectual abilities, thinking, memory, as well as to reveal intuitive abilities.

In English lessons, we create intelligence - maps in one way or another, depending on the topic, goals and tasks. Intelligence - maps are a visual way of presenting information (a concept is written in the center, from which the rays of association depart):

1. These can be mini-cards for a visual image, for example, a phrasal verb. They can be quickly drawn in class. The verb is written in the center, the prepositions with which it is used depart from it, the new meaning acquired by the verb is written next to it. It is recommended to write English and Ukrainian words in different colors so that you can easily focus on one or the other language if necessary [1].

2. These can be cards from a certain lexical topic. Then these cards look like huge suns with many rays. For some, they look more like trees. The correctness of the compilation and the external attractiveness of intelligence cards come with experience, since the students are faced with the task of collecting all the vocabulary on one topic together, distributing it by groups (if possible), showing these connections graphically (for many, this causes difficulty). It is recommended to write not just words, but phrases on topics. A translation is written under each word or phrase with a different pen or pencil.

3. These can be support cards for text transfer. Then the name of the text or its main idea is written in the center. Then the words are written out with rays. A certain sequence is built between them with the help of arrows and lines.

4. An intelligence card as a homework can be aimed at repeating vocabulary and retelling the text. If the intelligence map is drawn at home, instead of translating

words, you can use drawings, diagrams, symbols, cut-out pictures, that is, you can add a personal component.

5. Intelligence - cards are important for summarizing the topic, problem, question.

6. Mind maps are a great tool for brainstorming.

They can be used for:

1) work with phonetic material;

2) work with lexical material:

- introduction of new vocabulary

- consolidation of new vocabulary

- vocabulary control.

3) work with grammatical material. You can make intelligence - cards from the learned grammatical material for the purpose of learning and memorizing it (the simplest intelligence - cards from the grammatical material can be found in the textbook)

4) work with textual material. Organizing plans for retelling texts as mind maps, etc.

5) teaching oral monologue with the help of verbal supports.

An intellectual map acts as a verbal support for the statement. Effectively use cards when preparing for the exam, because less time is spent on memorizing and repeating information, its reproduction becomes more meaningful.

6) presentation of project activity results.

You can depict intelligence - maps as the entire process of creating a project, or only the results of the project, new ideas, and then during the presentation of the project, everything that is depicted on the map is explained.

Learning how to assemble intelligence cards is conducted gradually: first, joint assembly, then work in a group, pair, and finally, individual work at home. Group and pair work is better, because here we strive for the development of such results as

the ability to work in a group, conduct dialogue, negotiate, constructively resolve conflicts, and argue one's opinion.

Conclusions. Working with intelligence maps, students in the process of learning grow up, mature, and change their attitude to activities, develop cognitive interests, and become ready for self-study.

In a world with a large flow of information, the use of mind maps in education gives huge positive results, as children learn to select, structure and remember key information, and even reproduce it in the next one. Intellect - cards help develop creative and critical thinking, memory and attention, as well as make learning processes more interesting and vivid.

In my opinion, creating intelligence maps will be an effective and interesting method of learning in any lesson.

The use of such cards allows the teacher to:

- To systematize knowledge about the activation of students' activities, accumulated in various approaches;

- "See" yourself in the new education system;

- Move to a new way of learning step by step at your own pace;

- Already at the first stages of the transition, improve the quality of education in accordance with the existing today's meters;

- Get involved in the innovation process at the level you can afford.

In general, mind mapping is a powerful tool for teaching and developing creative thinking, because it helps to organize information, make it more accessible to remember and understand.

Tony Buzan notes that "those students who use Mind Maps usually report that they feel a sense of confidence, that their aims are achievable, and that they are on track for reaching their goals" [2]. Associative maps can be used for problem solving, project planning, preparing presentations, learning foreign languages, and many other purposes.

In addition, interactive online tools such as Mind Maps allow you to create and share mind maps in real time, making them even more effective for collective learning of foreign language in specific purposes.

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POTENTIAL OF NON-FORMAL EDUCATION REGARDING THE DEVELOPMENT OF ENGLISH LANGUAGE COMPETENCE OF FUTURE HIGHER SCHOOL TEACHERS

«The higher pedagogical education in Ukraine tends to increase innovations in training teachers of new generation…» [2]. The importance of English language competence forming becomes urgent in the context of modern realities.

English language competence can be considered as the ability of future teachers to carry out effective English communication formed on the basis of a certain set of knowledge, abilities, skills and personality qualities that make up its structure.

As the main trends in the future education system are connected not only with the search for new learning formats, but also with new roles for all participants in the educational process [3], English language competence can be formed both in the process of formal training in educational institutions of various levels, and through participation in numerous forms of informal education, namely: specialized seminars, master classes, workshops, joint activities in dialogue groups, discussion clubs, trainings for personal development, public speaking, effective communication, etc. A significant number of educational resources are free of charge, which opens up and increases the opportunities for remote participation in non-formal education.

Informal learning, free from most regulatory restrictions, and therefore more flexible in the choice of forms and methods of work than formal. Let's see the potential of informal education instruments.

The British Council Learning Center offers free online courses for teachers and everyone: "English for business communication", "English at an early age", "How to succeed in the global labor market", "Ideas that will change the world for the better".

The International Educational and Methodological Center Dinternal Education contains many useful resources for learning foreign languages that will diversify English classes, save precious time and help to conduct truly effective and communicative lessons daily.

Mass open online courses have a significant potential for the English language competence forming.

The Vseosvita educational project [5] helps teachers to grow professionally and improve their pedagogical skills. There are all the necessary tools for organizing distance learning, a free online library of methodical materials, resources for training students of any age. All these resources will be useful to future teachers of English and foreign literature.

Future Learn [1] is an online platform that offers free training courses of the world's leading universities. All courses are presented in a convenient format. Among the large number of courses in Teaching and Languages sections, you can find those devoted to various aspects of learning English (Understanding IELTS: Listening, Speaking, Writing, Reading; Basic English 2: Pre-Intermediate; Basic English 1: Elementary; Basic English 3: Intermediate; English for Academic Study; English Pronunciation in a Global World; the culture of English-speaking countries (Exploring English: Languages and Culture), Methods of teaching English (An Intermediate Guide to Writing in English for University Study; PTE Success: The Skills You Need , TESOL: Language Teaching Methodology).

Supporting N.Tkachenko's opinion, who emphasizes the impossibility of fully satisfying students' educational needs in the process of formal and informal education, which actualizes the importance of non-formal education as a powerful educational potential in the lifelong learning system [3]. Given this, spontaneous self-education in the form of independent search for answers to current questions or ways to solve practically significant problems using the Internet, social networks, communication with interesting people, etc. will be useful.

All of the above-mentioned forms of education are aimed at realizing common goal, which, in general, scientists and practitioners define as an opportunity to form the English language competence necessary to increase competitiveness in the modern labor market, to promote the self-development of the individual.

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THE EFFECT OF DISTANCE EDUCATION OF JUNIOR PUPILS ON FORMING EMOTIONAL INTELLIGENCE

Keywords: *emotional intelligence, distance learning, younger students, educational process.*

Formulation of the problem. The life of a modern child cannot be imagined without gadgets (tablet, phone, computer). The problem of children of the 21st century is the lack of ability to communicate both with adults and peers. They are less sensitive to the feelings and emotions of others, and have a poorer understanding of their own states and feelings. But without emotions and feelings, the full development of the personality is impossible. The development of emotional intelligence is especially important and relevant in primary school age, as it is during this period that the child's active development takes place. Self-awareness, the ability to reflect and the ability to put oneself in another person's place, as well as to take into account their needs and feelings, are improved.

Analysis of recent research and publications. In the writings of many researchers, there are indications that the formation of higher human feelings occurs in the process of assimilation of social values, requirements, norms and ideals by the child, which under certain conditions become the internal property of the individual, the content of the motives that motivate his behaviour. Scientists H. Breslav, L. Vygotsky, K. Izard, E. Ilyin, O. Kormylo, A. Zaporozhets, Y. Neverovych, S. Tomchuk, P. Yakobson emphasize the importance of the emotional sphere for the full development of personality.

The relevance of the development of emotional intelligence in primary school age stems from the psychological and pedagogical characteristics of children at this stage of ontogenesis. During the specified period, the emotional sphere of younger

schoolchildren actively develops, self-confidence, the ability to reflect, the ability to look at the situation from the outside, and also take into account the feelings and needs of another person are improved. In primary school, self-regulation of behaviour gradually develops in the process of daily performance of school duties, compliance with the norms of behaviour at school, compliance with the teacher's requirements for students, and later to the team. The development of a person's emotional intelligence is especially important in the context of such areas of human activity that directly relate to communication with other people. The formation of emotional intelligence in younger schoolchildren in the conditions of distance learning may turn out to be an important task, since this period requires a high level of adaptation and support of children at a distance.

However, many theoretical and methodological aspects of emotional intelligence in younger schoolchildren have not yet received proper development, particularly, effective methods of forming emotional intelligence in younger schoolchildren in the conditions of distance learning. This especially applies to the development of emotional intelligence in younger schoolchildren during distance learning and is connected with the presence of contradictions between society's need for specialists capable of working productively in the dynamic conditions of modern society, and the low level of training of primary school teachers for the formation of emotional intelligence in the conditions of distance learning; the tasks of the New Ukrainian School, in particular, the development of emotional intelligence of students and the lack of preparation of primary school teachers for the practical implementation of this process in general secondary schools; the need for the formation of emotional intelligence of younger students in the conditions of distance learning and the limited equipment of primary school teachers with modern tools for the implementation of this task.

According to modern understanding, distance learning has the following advantages:

– flexibility – students studying at a distance may not attend regular classes;

– parallelism – the learning process can be combined with extracurricular activities;

– asynchrony – the learning process is independent of time;

– remoteness – distance is not an obstacle to the implementation of the educational process;

– massiveness – the number of participants in distance education is not a critical parameter; they have access to many sources of educational information, and can also communicate with each other and with the teacher using other means of information technology;

– profitability – this feature refers to the economic efficiency of distance education.

Information resources used in distance learning, besides textbooks, provide constant interactive communication between students and teachers. The effectiveness of the educational process is ensured by the presence of professional and pedagogical competence of the teacher in relation to the organisation of this type of educational services, self-organisation of students, support and help of parents.

The effectiveness of a child's distance learning affects the success of information perception and bringing it to understanding, memorization, reproduction and use at various levels of activity. At the same time, synchronous (students are in the environment at the same time) and asynchronous (the educational process is carried out according to a convenient schedule for teachers and students) mode of studying the material of the school curriculum is used [1].

Distance education is effective if certain conditions are met and building rules are established. The main feature of distance pedagogical activity is its focus on the student's education, which is based on the organisation of cognitive activity in individual and collective forms, as well as self-educational activity; systematic diagnosis of the student's personal qualities and support of his individual growth; using the possibilities of the informational educational environment [2; 4].

In distance education it is important for the teacher to know the individual characteristics of each student in order to organise productive educational activities. The creation of comfortable conditions consists in the selection of the appropriate subject content, expanding its information field for the development of the student's interests and abilities. At the same time, the subject content acquires a practice-oriented character and provides not only the ability to solve interdisciplinary tasks, but also contributes to the formation of informational and communicative competence of an individual in primary grades.

In addition, for the successful implementation of the distance learning process, teachers must master the technological aspects of organising pupils' educational activities, which include various methods of working in the forum, chat, video Today, primary school teachers are most actively using the following Internet services to organize distance learning of secondary school students: Viber, YouTube, Google, schools use Classroom, "Vseosvita" and "Naurok" platforms. Virtual whiteboards, shared use of application programes are used to exchange audio and video information. Conducting video conferences in the synchronous mode of teaching students is provided by Zoom, Skype, Google Meet, and Microsoft Teams applications.

Undoubtedly, distance education can be considered successful, because it is aimed at the comprehensive development of the student, however, the following factors of technical support and psychological and pedagogical support of distance education lead to an increase in emotional stress among younger students: low-speed Internet connection or its absence; lack of educational resources that can fully ensure the formation of students' knowledge of educational subjects; lack of modern mobile devices, computers and other gadgets for many teachers and students (especially in rural areas); limited access of individual students to computer equipment (a family may have two or three schoolchildren and parents may work remotely); the impossibility of monitoring students' compliance with academic integrity during homework; reluctance of some students to study independently on online platforms;

lack of parental control over distance learning of their children [2]; non-compliance with ergonomic requirements for the presentation of material for children (different fonts, links to unverified videos, often with advertising, too much educational material); high load on the visual organs of students (overload of work at the computer, the general load on the child is not taken into account) [3].

Conclusions and perspectives for further research. Therefore, the impact of distance learning on the formation of emotional intelligence of primary school pupils is significant. The development of emotional intelligence during distance learning is especially important and relevant in the early years of education, as this is when the child is most actively growing. It improves self-awareness, the ability to reflect, and the ability to put oneself in another person's place, as well as take into account their needs and feelings. Currently, distance education is not adapted to primary school in the field of secondary education and needs to be improved and adapted.

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LABOR ACTIVITY AS A MEANS OF PRESCHOOLERS' INTELLIGENCE EDUCATION

Labor activity is one of the most important means of preschoolers' intelligence education. Interest in work and basic labor skills are formed from childhood. On the basis of primary ideas about work, more complex ideas can be formed that different types of work allow meet different needs of people. The process of work should be joyful for the child. Observing children, you can see that they are very fond of taking on different roles, especially copying the profession of close adults. In this way, they gain knowledge about professions, labor operations, the importance, necessity and significance of different types of work for a person and society.

One of the main forms of labor organization that accustoms children to work, forms knowledge, skills, develops mental processes, mental abilities, and thinking operations is duty, which involves the mandatory fulfillment of specific tasks by children aimed at serving the group. Under the guidance of the educator, students can: arrange duty corners; develop interest in the process of duty, form an idea of the social significance of work and a positive attitude towards it; value their own work, the work of their comrades and care for his or her results. In the course of duties, students are taught the simplest labor skills and abilities; their social experience is expanded; positive relationships between adults and peers are formed; hard work and independence are fostered; and they are able to work with symbols, signs and pictures.

To achieve the best results in implementing the tasks of intelligence education by means of duty, it is suggested that the group arrange thematic corners with methodological materials for the duty: "Spoons-helpers", "Interesting pens", "Natural clock", "Serve beautifully", etc. In accordance with the program and depending on the content of the work activity, the following types of systematic duties are

organized: duties in the dining room, duties before class, and duties in the nature corner. Students can be on duty in pairs, dividing responsibilities among themselves. The options for assigning duties can be different: according to children's preferences; girl with boy; able-bodied; active-passive; fast-slow, etc. However, based on observations, the most effective criterion is "according to children's preferences". It is important to treat students as your assistants, approve of their actions, diligence, initiative, ability to perform tasks, use rational methods of encouragement, approval, encouragement, non-verbal methods: approval, encouragement with a look, smile, etc.

An aesthetically pleasing and creatively designed duty station can help foster interest in work. A corner shelf "Spoon Helper" can be situated in a convenient place, where there are napkin holders with paper napkins and a glass with photos of children attached to plastic spoons (so that children can see the canteen attendants); there can be an improvised table with children's dishes, food and a plastic cup "Who is on duty" next to the shelf, photos of children on duty are changed daily. There can be attributes for the duty officers, such as aprons and hats on the sides of the corner shelf.

Duty in the dining room requires preschoolers to know the sequence of work, to understand the full scope of work, and the requirements for the result. Consequently, the "Spoon Helper" corner also contains a diagram of the duty and an algorithm for table setting. The distribution table "Menu" can contain four transparent pockets for cards with images of the preschool menu. All the cards should be placed in a plastic container on the distribution table, from which students can easily take out the cards themselves. Every morning, they choose a duty officer and put their photos in the "Who's on duty" glass, then the duty officer, with the help of the teacher, selects the necessary cards and fills in the "Menu". There can be game aids for building preschoolers' nutrition culture to the left of the distribution table.

The duty to prepare for group lessons is presented in the "Interesting Pens" corner, located to the right of the exit and is next to the magnetic board. The manual

for this type of duty is designed in the form of a multicolored palette with brushes, colored pencils and markers, glue, a ruler and several wooden or Lego construction sets. At the bottom of the palette is a plastic envelope with photos of children. In the center of the corner there is a rectangular pocket in which the photos of the children on duty are changed every day - the night before, the teacher and the children select the children on duty, forming a pair based on the children's personal preferences, and place their photos in the central pocket. Also, for duty in the classroom, this corner is equipped with oilcloth aprons and armbands, which teach children to be careful when working with staining substances (paints, pencils, crayons, etc.) and help them keep their clothes clean.

To keep watch in the nature corner, it is advisable to place the "Nature Clock" manual in the group, which is located in the nature corner and is decorated in the form of a clock. Children's photos are glued to the dial, and in the center of the clock there is a moving arrow pointing to the duty. Thanks to the convenient arrangement of the photos, children can immediately see who is on duty today and who is next. Just below the photo clock, a nature and weather calendar is attached to the wall, where every morning the duty officers record the time of year, month, day of the week, weather and air temperature. A little lower, on a shelf, there are attributes for caring for indoor plants: watering cans, spatulas, rakes, etc. Also in the Natural Clock center are aprons and gloves that will protect children's clothes and hands from getting wet and dirty while working with water and earth.

For the duty in the nature corner, it is advisable to place in the group the manual "Nature Clock", which is located in a natural corner and decorated in the form of a clock. Children's photographs are glued to the clock face, and in the center of the clock there is a moving arrow pointing to the duty. Thanks to the convenient arrangement of the photos, children can immediately see who is on duty today and who is next. Just below the photo clock, a nature and weather calendar is attached to the wall, where every morning the duty officers record the time of year, month, day of the week, weather and air temperature. A little lower, on a shelf, there are

attributes for caring for indoor plants: watering cans, spatulas, rakes, etc. Also in the Natural Clock center are aprons and gloves that will protect children's clothes and hands from getting wet and dirty while working with water and earth.

In each corner, all the necessary attributes are at the level of children's growth and are freely available to them. Regardless of the content of the work, the duty officers are changed daily. At the end of the day, the duty officers receive incentives and praise - funny stickers, which stimulates children, creates a positive attitude to work and an understanding of the importance of the work they do, gives them confidence in their abilities, makes them want to be on duty again, and helps the educator to better organize the work of the duty officers and work activities in general.

In the context of distance education, it is worth using ICT capabilities to collaborate with students' families on issues of labor and mental education, and organizing children's work activities at home.

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METHODS OF EDUCATING SENIOR PRESCHOOL CHILDRENS' PHYSICAL QUALITIES AT BALL GAMES

For effective use of ball games as an integral part of senior preschool children's motor activity, it is necessary to know the available children's content and structure of techniques and ways of possessing the ball.

Due to systematic senior preschoolers' training, the skills of possession of a ball significantly improve. They hold, pass, and throw the ball freely. They can follow the ball's flight and move towards the ball's flight, trying to catch it. The following movements with the ball such as throwing it to each other, catching it, and throwing it at the target become more correct and perfect in older preschoolers compared to younger children.

At the age of six children can understand the essence of exercises with a ball. During such exercises, they should be able to determine the distance, the trajectory of the ball, its weight and elasticity, be able to navigate the playground and find a more convenient place to play. Exercises with the ball require a certain amount of children's mental activity, e.g. analyzing the situation, making a decision appropriate to the situation, and anticipating possible actions of game partners. Children with low levels of physical fitness (in most cases, they have a low level of development of physical and volitional qualities and low quantitative and qualitative indicators of movements), unlike other children, make almost no effort to make themselves work. In situations requiring determination, and vigorous action, they show slowness, uncertainty, and inability to overcome feelings of fear. They are characterized by a state of depression due to failure, and inability to restrain certain desires. Only in a fairly simple environment do they show some activity, which gives way to more familiar forms of behaviour (passivity, indifference, etc.) as new difficulties arise.

Pedagogical work with children should be based on individual peculiarities of their motor development. For example, a group of children with high levels of physical fitness can benefit from tasks aimed at improving their motor skills. This is facilitated by performing familiar movements in new combinations (exercises in pairs), from unusual starting positions. It is possible to use the elements of acrobatics and rhythmic gymnastics available to children.

These methods can also be used in work with children with an average level of physical fitness, aimed at developing their volitional and physical qualities. Preschoolers with low levels of physical fitness need accessible tasks that contribute to their overall physical development. This can be done through physical exercises, outdoor activities, and sports games recommended by the curriculum. Games should be played more often, during which all children perform the same movements to perform them well.

The most important principle of selecting content for initial training of exercises is to single out those actions with and without the ball that form the basis of the technique of any outdoor and sports game with the ball; are accessible to children of older preschool age; give the most effective result in achieving game tasks. At the initial stage of training, it is advisable to train children in various actions, as well as to stimulate free games with the ball in independent motor activity, without aiming to develop the technique of these actions. Consequently, it is very important to teach children how to hold the ball correctly. The starting position is to hold the ball at chest level with both hands. In this case, arms should be bent, elbows down, hands on the side of the ball, and fingers widely apart.

1. *Catching the ball*. It is necessary to teach children to meet the ball with hands as early as possible, forming from fingers as if half of an empty ball, in which the ball should be placed. The child follows the ball's flight and, as soon as the ball touches the fingertips, should grab it and pull it with a cushioning movement.

2. *Passing the ball*. Simultaneously with catching the ball, it is necessary to teach children to pass it with two hands from a place, and later in motion. When

passing the ball the child should describe a small arc to the body - down - on the chest and, unbending arms forward, send the ball away from him with active movement of the hand, simultaneously unbending legs.

3. *Ball driving.* At the initial stage of training, children of five years old are more accessible to dribbling a ball with a high bounce, because it does not require a low stance. Then it becomes possible to teach the child to move on semi-bent legs. And finally, they can easily master dribbling the ball with a normal bounce in a straight line, with a change of direction, and with the opposition of another player.

4. *Throwing the ball into the basket.* Teaching preschoolers to throw the ball into the basket, you can limit yourself to instilling in them the skills of throwing with two hands from the chest and one hand from the shoulder. Holding the ball at chest level, the child should describe a small arc downward toward himself and, straightening his arms up, throw it with the simultaneous extension of the legs. At the same time, the hands and fingers should send the ball into the basket with a soft push.

The main task of the stage of consolidation and improvement of actions with the ball is to create stable, sufficiently automated and at the same time flexible skills. The consolidation and improvement of actions with the ball are carried out mainly in outdoor games that include these actions. Observing the gradual complication of training, at this stage, games are played in which the game action unfolds between several groups (for example, "Ball to the leader", "Take a free circle"). Later, children can play more complex games in which a score is kept between two teams ("Ball to the captain", "Ball to the catcher"), as well as basketball according to simplified rules.

At the stage of improving ball passing in exercises and games, explanations are given in the form of short instructions: "Lead the ball with your hands", "pass the ball at the level of your partner's chest", and "lower your elbows down". In games with elements of individual competitions, easier tasks can be given. When organizing physical education classes, preference is given to the game form of organization and the use of outdoor games.

Children of the older group master the elements of outdoor games of a sports nature. These games help improve health, increase the level of motor training, and the comprehensive development of physical qualities.

One of the most important conditions for the use of outdoor games as a means of physical education for preschoolers is the creation of a sports environment - the equipment of sports grounds and the equipment of each sports game with equipment. The next condition is to prepare the child's body for participation in the game. In the context of distance education, special attention should be paid to finding effective forms of cooperation with parents on the use of ball games as the main type of leisure activity.

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INTERACTIVE TECHNOLOGIES IN TEACHINGFOREIGN LANGUAGES

Modern education is focused on the individual development of students and prioritizes the importance of their self-expression. Higher education institutions are constantly optimizing the educational process to meet the requirements of modern society, which creates a need for innovative teaching methods. Educational technology, known as an integral system, has its own components, such as the purpose, content, methods and means of teaching, the activities of participants in the educational process, the organization of the educational process and technical equipment.

Today, preference is given to higher education institutions where teachers have an understanding of the psychological characteristics of the student audience, are guided by the achievements of pedagogical science and practice, and have a variety of interactive teaching methods, tools and techniques for the professional and creative development of students[2].

Interactive learning is defined as a special form of learning organization that promotes interaction and dialogue between teachers and students. This form has the intended purpose of creating comfortable learning conditions. Interactive learning includes well-planned learning objectives, interactive methods and learning tools that stimulate the learning and development of students. Modern interactive learning technologies are focused on achieving the planned results and determine the optimal components of the learning process to achieve the goals. The learning process is considered comprehensively as an integrated system and requires analysis of all its elements, not limited to individual components[1].

Thus, interactive foreign language teaching technologies is a system that integrates a variety of approaches, methods, tools and forms of foreign language

teaching selected in accordance with the goals and content of learning. This system is aimed at achieving the intended learning outcomes through the integrated use of selected interactive methods and tools that complement each other.

Interactive technologies in the context of learning recognize a dialogue as the main way of interaction in the learning process with the possibility of receiving a prompt feedback. According to scientists W. Veen, I. Lam, R. Taconis, the importance of interactivity lies in the fact that it promotes an educational dialogue, provides flexibility in the structure of knowledge presentation and supports autonomy in learning activities [3].

Interactive foreign language teaching technologies are based on a personality-based approach and include the following aspects: the use of interactive teaching methods, which include non-situational (e.g., a dialogue) and situational (including game-based, both simulation and non-simulation, as well as non-game-based interactive methods such as case studies, auction of ideas, etc.); organic combination of various teaching aids that can be presented on electronic and paper media, and innovative (including distance) and traditional forms of teaching.

Another important component of interactive foreign language teaching technologies are material resources that facilitate successful learning and help teachers organize the learning process effectively. These tools can be classified according to different principles, in particular, by the degree of technological progress: traditional teaching aids, which include textbooks, posters and other material resources; modern teaching aids, which use mass media and multimedia to improve the learning process; promising teaching aids, which include websites, Internet portals and other innovative technologies[1].

Additionally, learning tools can be classified as "paper" (such as textbooks, manuals, workshops, and teaching materials) and "electronic", which include various types of material and technical information carriers, such as CD-ROMs, CD-RWs, flash memory, floppy disks, hard disks, and others. Among these tools are personal

computers, scanners, printers, network communications, interactive whiteboards, record players, and many others [1].

The use of electronic tools in the process of teaching foreign languages leads to students' interest increasing and overalling motivation due to new forms of work and the introduction of modern technologies. They allow you to intensify learning through attractive and dynamic forms of information presentation, individualize the learning process and provide quick access to information. The use of electronic tools significantly increases the intensity of learning and promotes deeper learning through a positive student motivation.

Thus, interactive learning technologies are promising for learning foreign languages due to the recognition of dialogue as the leading form of interaction in the learning process with a prompt feedback. Thereis a holistic and integrative learning system that involves the integrated use of interactive methods, tools and forms of foreign language teaching selected on the basis of expediency in order to achieve the intended learning outcomes.

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THE USAGE OF MUSIC TO ENRICH STUDENTS' VOCABULARY WHILE TEACHING LISTENING

Integrating music into English learning has proven to be an effective and engaging method for students of all ages. Various methods have been developed to harness the power of music to improve listening skills and overall language acquisition.

One of the most commonly used methods is the use of songs with accompanying lyrics. By listening to English songs and following the lyrics, students are introduced to natural language patterns, vocabulary, and pronunciation in an enjoyable and memorable context. This approach helps improve listening skills, vocabulary and language comprehension.

D. Gabrysh-Barker's research delved into the impact of music training on foreign language acquisition. The author researched how playing music, especially songs in a target language such as English, can significantly expand students' vocabulary and improve their listening skills. Gabrish-Barker's work highlights the cognitive benefits of integrating music into language learning, suggesting that music can serve as a powerful tool in improving language ability and promoting more engaging and effective learning. The findings support the idea that music and language learning are interconnected, with each area positively influencing the other. S. Moreno and his colleagues investigated the impact of musical training on linguistic abilities of 8-year-old children, providing further evidence for brain plasticity [2].

The study by D. Campbell focuses on exploring the impact of music on children's cognitive development, health, and creativity. The author delves into how exposure to music, particularly classical music (e.g. by Mozart), can positively influence various aspects of a child's development, including their mental faculties, physical well-being, and artistic expression [1].

E. G. Schellenberg delves into the relationship between music and cognitive skills. The author conducts research to investigate how musical training and exposure to music can enhance cognitive abilities such as memory, attention, and problem-solving skills. Schellenberg explores the potential cognitive benefits that individuals, especially children, can gain from engaging with music regularly [3, p. 4].

Creating audio lessons based on music is another effective technique. Teachers can design lessons in which music is a central component, such as listening, vocabulary and comprehension exercises. By incorporating music into structured lessons, students have a dynamic and interactive learning experience that caters to a variety of learning styles.

In addition, music can be used as a tool to assess listening skills. Teachers can design activities that require students to listen to songs and complete various activities, such as fill-in-the-blank, answer comprehension questions, or identify specific language features.

In summary, the use of music in English language learning includes a wide range of innovative methods and approaches. By incorporating songs, audio lessons, interactive activities, and multimedia resources, teachers can create a dynamic and effective learning environment that meets the diverse needs of students. Through music integration, students not only improve their listening skills, but also develop a deeper understanding of the English language and its cultural meaning.

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THE IMPORTANCE OF FORMATIVE ASSESSMENT IN THE PROCESS OF LEARNING ENGLISH

Formative assessment is assessment during training and "assessment for learning", because, unlike the final one, it aims to form (or format) the educational process taking into account the educational needs of each student in order to more effectively form the necessary knowledge, skills and attitudes [1].

The main purpose of the formative assessment is that the teacher evaluates whether the students are successful during their studies, determines how to build learning in the future and adjusts this process for the future [2].

The first component of the formative assessment methodology is the definition of objective and understandable for primary school students' educational goals for learning a foreign language in each lesson. The set goals are the desired learning outcomes and provide a clear idea of the need to master language, speech competencies. These goals are proposed to formulate on the principle of SMART-goals.

The second component of the formative assessment technique is effective feedback, which provides control over the process of learning a foreign language and is implemented through the use of specially selected formative assessment techniques. The next component of the formative assessment methodology in foreign-language primary education is to ensure the active participation of students in the process of mastering a foreign language. Activation of training is provided by the special organization of educational material, concentration of training and speech material, the use of specific methods and techniques of training, as well as through mobilization, more productive use of the potential capabilities of the teacher and student and their interaction in the educational process [3].

At the system level, the consistent implementation and application of formative assessment contributes to equal access to quality education, as it helps students, regardless of their socio-economic status, to achieve better learning outcomes. This kind of assessment develops the ability of students to learn, and therefore contributes to the realization of a value guideline for lifelong learning. Teachers who apply formative assessment techniques are better prepared to individualize learning according to the needs of students.

Feedback is the exchange of information between the student and the teacher or between students regarding their educational achievements within certain goals and expected results - has a significant impact on the effectiveness of the educational process. This is proved by numerous international scientific studies. According to the analysis of the British organization Education Endowment Foundation (EEF), students whose training is accompanied by the provision and receipt of meaningful feedback are on average 8 months ahead of students who do not receive such feedback in their educational progress.

In addition, formative assessment contributes to the development of metacognitive skills in students, that is, the ability to plan, regulate, analyze their own educational activities, determine the causes of difficulties and possible ways to overcome them, which, in turn, develops internal motivation. This becomes possible, in particular, due to the concentration of attention on the process and goals of learning, orientation to the result, the use of self-assessment and mutual assessment techniques. According to the EEF, the development of metacognitive and self-regulation skills by schoolchildren gives them the opportunity to achieve learning outcomes that are on average 7 months ahead of the educational progress of other students [4].

So, the value of formative assessment is that it increases motivation, develops the ability to learn and helps students achieve better learning outcomes.

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CASE STUDY FOR FORMING LEADERSHIP
OF FUTURE HIGHER SCHOOL TEACHERS

Educational institutions must be competitive, and the quality of education and the educational environment has become the subject of a careful choice of consumers of educational services. It is the teams of pedagogical leaders and the purposefulness and self-development of the teacher that can become a guarantee of the competitiveness of an educational institution. Therefore, one of the society and the state's requirements for training future specialists in higher education is forming leadership competencies and teamwork skills (McGill et al., 2020).

The leadership competence is the most significant and necessary for the future higher school teacher. It is confirmed in the OECD document, which lists leadership competence as one of the 15 skills and competencies of the future (OECD, 2019).

Pedagogical leadership today is considered as the teacher's ability to positively influence the personal and professional development of the students and colleagues and direct them to the constructive activities, productive task solving, and goal achievement, while maintaining a favourable psychological atmosphere of cooperation and co-creation.

The effectiveness of leadership in such conditions is determined by the teacher's ability to perceive and satisfy the specific needs of the group at each stage and to choose an appropriate style of influence, harmoniously combining individual and group needs with the provision of the necessary conditions for the performance of the task, to support consensus and unity of the staff of the educational organization on the basis of common goals and values, implement a specific approach to reveal the individual potential of the staff. Training a teacher-leader should be aimed at the development of his/her analytical abilities, forming projecting and modelling

competencies, stimulating the individual to possible problem solving in difficult and uncertain situations, the ability to react not only quickly, but also on the basis of various behavioural strategies.

The modernization of Ukrainian education today is focused not only on revising the content of education, but also on the implementation of different approaches to teaching methods, expanding the arsenal of methodological techniques.

Regarding forming leadership competence the case study has great potential.

Case study is a method of analyzing situations. Students are offered to think about a real life situation, the description of which at the same time reflects not only any practical problem, but also actualizes a certain set of knowledge that must be mastered when solving this problem. Case analysis is implemented as an independent work. The problem itself does not have unambiguous solutions.

The following stages in working with the case situations can be distinguished:

– students' familiarization with the text of the case;

– case analysis;

– organizing case discussions, presentations;

– evaluating the participants of the discussion;

– summarizing the results of the discussion.

The general scheme of working with the case can be as follows:

– first of all, you should identify the key problems of the case and understand which of the given data are important for the solution;

– enter the situational context of the case, determine who are its main actors, select the facts and concepts necessary for analysis, understand what difficulties can appear during solving the problem;

– offer an analysis of the presented case, solutions and recommendations.

A special place in organizing the discussion belongs to using the idea generation method, which is called "brain attack" or "brain storming" (these methods were proposed in the 30s of the XX century by A. Osborn as a group method of solving problems).

In the case-study method, brainstorming is used when the group has real difficulties in understanding the situation, it is a means of increasing the activity and creativity of students. The most important thing is your own analysis of the presented material, its appropriate interpretation and the suggestions made. Evaluation of the participants of the discussion involves evaluation not so much of a set of certain knowledge, but of the ability of students to analyze a specific situation, make decisions, and think logically. The ability to publicly present an intellectual product, to advertise it well, to show its advantages and possible areas of effective use, as well as to overcome criticism, is a very valuable integral quality of a modern specialist-leader. During the evaluation of the case analysis submitted by students, the following are taken into account:

– formulating and analysis of most of the problems present in the case;

– formulating one's own conclusions based on information about the case, which differ from the conclusions of other students;

– demonstrating adequate analytical methods for information processing;

– compliance of the arguments presented in the conclusion of the analysis with previously identified problems, conclusions drawn, assessments and analytical methods used.

Forming leadership competence of future higher school teachers is an urgent problem of modern education and needs to be paid much attention. A powerful tool of an interactive, personally-oriented strategy in the education of students is the case method, aimed at developing critical and conceptual thinking, communication skills and interpersonal communication skills.

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NATIONAL PATRIOTIC EDUCATION OF SENIOR PRESCHOOL CHILDREN BY USING FOLK MATHEMATICS

Ukraine has an ancient and majestic culture and history. The processes of establishing statehood in Ukraine have thousand-year traditions. As history shows, they were not simple and were accompanied by the national liberation struggle of the Ukrainian people. Having gained independence, the young Ukrainian state is going through difficult times, political and economic crises, other problems that inevitably appear in critical times for society, when guidelines are defined, values are reassessed. The construction and development of the state is impossible without patriotic education and its citizens. The events currently taking place in Ukraine and the world clearly show that state independence is not a given, but constantly needs protection. Therefore, at the current stage in Ukraine, patriotic education is considered one of the most important components of political socialization. The upbringing of the young generation's sense of patriotism, dedication to the strengthening of statehood, active citizenship are now recognized as problems of a national scale.[1]

The exceptional role of national-patriotic education of children and youth is evidenced by state regulatory documents: Laws of Ukraine "On preschool education", "On education", "On higher education", Concept of national-patriotic education of children and youth, letter of the Ministry of Education and Science "On Methodological Recommendations for Patriotic Education", Strategy of National Patriotic Education of Children and Youth for 2016-2020, etc. [2]

Patriotism is a complex and multifaceted concept, which is considered from philosophical, sociological, cultural, historical, and psychological and pedagogical positions. Scientists interpret patriotism as: a spiritual and moral quality of an individual, which is based on a system of knowledge, feelings, beliefs, activities, and

is manifested in a person's attitude towards himself, his people, the Motherland, its historical and cultural heritage, the desire to improve oneself and enrich the native land, striving to be useful to one's people, the country. [4]

Modern education provides for the revival of national dignity, patriotism and civic position of each person, his self-realization in the material and spiritual spheres of social life. In the modern conditions of the development of society, great attention is paid to the upbringing of the younger generation in the education system. The Concept of National-Patriotic Education of Children and Youth states that among the educational directions, patriotic and civic education are the most relevant today, as the core, fundamental ones that meet both the urgent requirements and challenges of modern times, and lay the foundations for the formation of the consciousness of current and future generations, which will consider the state as a guarantee of their own personal development, based on the ideas of humanism, social welfare, democracy, freedom, tolerance, balance, responsibility, a healthy lifestyle, and readiness for change. [3]

The goal of national-patriotic education is the formation of a high patriotic consciousness, a feeling of love for Ukraine, and readiness to fulfill civic and constitutional duties in the young generation. Patriotic education includes social, target, functional, organizational and other aspects. The main component of patriotic education is the formation of love for the native country in young people, which is carried out primarily by the family, the immediate social environment through the transmission of certain cultural traditions, customs, rites, and beliefs.

The school is designed to form the national dignity, patriotism and civic position of each student, his self-realization in the material and spiritual spheres of social life during the study of all academic subjects, and mathematics in particular. V. Sukhomlynskyi claimed: "Mathematics teaches thinking and at the same time instills faith in the limitless power of the human mind. It educates will, character".

Folk mathematics is a set of popular mathematical knowledge and skills, which is based on the needs of practical activities (the need to perform various

arithmetic operations when carrying out land surveying work, building housing and other structures, etc.).

Patriotic education of students during learning by means of folk mathematics is a personally oriented pedagogical process aimed at the acquisition by students of an integrative quality that characterizes their positive attitude towards the Motherland and its multiculturalism, awareness of their own involvement in the Ukrainian ethnic group and national heritage, a responsible attitude towards personality development and choice value orientations.

In general, mathematics is an abstract subject. Therefore, it is quite difficult to use it as a tool for patriotic education of students. The substantive part of the subject cannot be propaganda of the beauty and greatness of the native country. But techniques and methods of presentation and assimilation of mathematical knowledge consist in adding a patriotic focus to a whole range of historical information. This technique, in addition to the impressive power of influence, is especially valuable because it significantly increases the interest of students in the history of mathematical science and in the subject itself.

In today's conditions, the national idea is of decisive importance, around it a coherent system of perception of the surrounding world should be formed. The use of elements of Ukrainian studies in the process of teaching mathematical disciplines destroys the stereotype that folk customs, traditions, etc. are the object of attention only in subjects of the social and humanitarian cycle. Practice shows that children are much more interested in tasks based on interesting facts from the history of the region, than those in which the material is presented using abstract statements such as "from point A to point B".

There is also considerable interest in tasks that have an ethnographic basis. The tasks are designed so that students, while gaining mathematical competence, learn interesting facts about Ukraine and its people.

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SECTION THREE.

PERSPECTIVES IN HUMANITIES

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HEALTH-PRESERVING COMPETENCE OF JUNIOR SCHOOLCHILDREN IN THE CONDITIONS OF MARTIAL LAW

In recent years significant changes have been taking place in Ukraine's education system to reform and improve the quality of educational services. School students are a vulnerable category of the population, especially under martial law. In the modern world, education is constantly evolving, and one of the key approaches is the competency-based approach. This approach focuses on the development of specific skills, knowledge and abilities necessary for successful functioning in society. Competence is not only a set of knowledge or skills, but also their integration and application in different situations to achieve specific goals. The formation of health-saving competence of primary school students is currently of particular importance, which is caused by various socio-political events: the global COVID-19 pandemic, the war.

The analysis of scientific and methodological publications shows that scientists pay considerable attention to determining the conditions for the formation of health-saving competence in the younger generation. Thus, the pedagogical conditions for the formation of health-saving competence in secondary school students are analyzed by O. Aksenova, T. Babko, T. Boychenko, A. Karabasheva, and others. The problem of preserving the health of primary school children is the subject of research of N. Bibik, A. Borysenko, I. Brekhman, O. Vashchenko, M. Goncharenko, O. Dubohai, I. Dubrovina, N. Katsur, S. Kondratyuk, A. Maslov, O. Moskovchenko, V. Orzhekhovska, O. Savchenko, S. Svyrydenko.

That is why the *purpose of the publication* is to substantiate the need to preserve, strengthen and restore the health of junior schoolchildren under martial law.

Health competence is an important concept that indicates the ability of an individual to maintain and improve their physical, emotional and social health. Approaches to the interpretation of this concept in the context of reforming the education system in Ukraine are considered in view of the introduction of new approaches to the organization of the educational process.

First of all, the formation of health competence involves increasing the level of professional competence of primary education students in the field of health. This includes expanding their knowledge of the basic principles of physical and mental health of students, as well as methods of ensuring their safety and well-being in conflict.

The concept of health competence is based on the ideas of a healthy lifestyle, including proper nutrition, physical activity and healthy sleep. Fostering these skills and values becomes the basis for developing students' health competence.

Secondly, the formation of health competence includes the development of skills for effective organization of space and time in general secondary education institutions, as well as the ability to respond to stressful situations and conflicts. This approach emphasizes the development of critical thinking and self-esteem in students, which encourages them to take an active part in taking care of their health. School students should have the skills to communicate with parents, which contributes to their support in ensuring the physical and psychological well-being of students.

Thirdly, the formation of this competence should be focused on the development of emotional and social abilities of primary school students. In this context, health competence is viewed as the ability of a student to understand and solve problems related to his/her physical and emotional state, as well as to establish and maintain healthy relationships with others.

In addition, the formation of health competence involves teaching school students to master effective strategies for self-development not only at school but also

in the family. This involves developing programs or projects aimed at supporting physical and mental health, using diagnostic methods to identify children's problems and needs by teachers and their parents, and introducing active forms of cooperation with other extensive internal protection services.

Thus, the formation of health-saving competence of primary school students is a prerequisite for ensuring the physical and psychological well-being of children under martial law. This helps students become active participants in their own health and contributes to the overall improvement of the physical and psychological state of the younger generation, which requires from teachers not only knowledge of the main aspects of health and safety, but also skills of effective communication, organization of space and time, as well as readiness for preventive work with children and their parents.

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MORAL ASPECTS OF THE TERESHCHENKO FAMILY'S CHARITABLE ACTIVITIES IN THE 19TH CENTURY IN THE CONTEXT OF MODERN REGIONAL HUMANITIES

Ukrainian history and culture are rich in examples of charitable activities that were crucial for the development of society. One of the most prominent family philanthropists of Ukrainian origin was the Tereshchenko family. In the 19th century, members of this noble family were distinguished by their generosity and active support of various humanitarian initiatives [1].

History of the Tereshchenko family

The Tereshchenko family had a significant impact on the development and formation of Ukraine's economy in the 19th century. Possessing a large fortune and directly participating in local government, the Tereshchenko family also played a significant role in the development of art, science and education. A particularly important aspect of their contribution was also charitable activity, which contributed to the improvement of education and culture, the development of science and social support for the masses [2].

Moral principles of charity

Moral views and norms have evolved along with the development of society. As early as ancient philosophers such as Socrates, Plato and Aristotle expressed their thoughts on justice, goodness and ethics. Over time, as cultural and social changes have occurred, moral views have also evolved.

Therefore, the moral principles that guided the Tereshchenko family in their charitable activities should be considered in the context of the era and their personal beliefs. The most important among them are the following:

1. Natural solidarity and social service. Members of the Tereshchenko family felt a moral obligation to help those who found themselves in difficult

circumstances. Their charity was not based on personal gain but on a sense of shared responsibility to the public.

2. Cultural support. The Tereshchenko family favoured projects aimed at developing culture, spirituality, and identity, including broader segments of the population in their sphere of interest.

3. Prioritizing education. One of the main areas of the family's charitable activities was financing educational institutions and scholarships for talented and disadvantaged students. They considered education to be a key factor in the development of society.

4. Humanism and charity. All of the Tereshchenko family's charitable initiatives were imbued with humanism and mercy. They took care of those who needed help, regardless of their social status or conditions.

5. The religious component. Christianity encouraged the Tereshchenko family to take care of their souls by doing Godly deeds.

Humanitarian contribution

The Tereshchenko philanthropists' charitable activities, and their desire to care and to do good, had a significant impact on the development of the social and humanitarian sphere in Ukraine in general and in Hlukhiv in particular. The problems of the poor required not just one-time donations, but daily diverse work, involvement of not just those willing to help, but often professional administrators and organizers, creation of a staff of doctors and teachers, and development of the relevant infrastructure. The peculiarity of this motivation is that it was based on the awareness of the social significance of their activities and a sense of duty to society [3].

Modern perception

In today's context, the Tereshchenko family's charitable activities are being recognized as one of the examples of high moral standards and social responsibility. The Tereshchenko family donated millions of rubles to the needs of society. Thanks to the care of these philanthropists, the city of Hlukhiv has become well-maintained and provided with infrastructure.

Conclusion

The philanthropic activities of the Tereshchenko patrons in the 19th century are an example of generosity and moral responsibility to society. The Tereshchenko family invested considerable effort in the development of culture, education, and science, contributing to humanitarian progress and influencing the social dynamics of the time. Their legacy is still a subject of study in modern regional humanities and remains an important source of inspiration and moral improvement for society.

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STUDYING THE JUDICIAL REFORM OF 1864 IN HISTORY LESSONS

It is well-known that Ukraine gained legal independence in 1991. However, in the XXI century, it was forced to defend and fight for the right to life. Nowadays in a brutal fight against the aggressor, we defend the ideals of human dignity, justice, freedom and democracy, our right to live in a free and independent country.

At the time of independence, the Ukrainian political elite faced an urgent need to build an effective judicial system, which in the long run should establish in society a sense of protection of human and citizen rights and freedoms. In turn, it should improve the investment climate, reduce the level of corruption and solve other topical issues. These changes are the main institutional challenge for Ukraine. The judicial reform of Oleksandr II in 1864 was based on European experience and is considered one of the most successful. The result of the implementation of the reform depended on the employees' professionalism.

It is proved that Ukrainians are unconquered, invincible, unshakable, and motivated, so it is important to perform a thorough analysis of the experience of judicial reform in order to build a peaceful future of independent Ukraine. Therefore, the study of the innovations of 1864 is relevant for students in history classes.

The judicial reform of 1864 is one of the most important events in the history of the development of the Russian Empire's judicial system. Its implementation was aimed at improving the justice system, ensuring the accessibility of the court for citizens and the independence of judges. Ukrainian researchers paid considerable attention to the study of the judiciary of the Russian Empire: O.V. Maksimov, Yu.M. Levchuk, M.M. Yatsyshyn [1–4].

It is appropriate to note that the authors of textbooks for the 9th grade of general educational institutions O.K. Strukevich, N.M. Sorochynska, and

O.O. Gisem [6, p.101–102, 7 p. 119] highlight the main innovations provided by the judicial reform. O.P. Reent offers to give arguments for why this reform is considered progressive [5, p. 126].

History lessons can focus on the following aspects of the judicial reform of 1864:

1. *Reasons and necessity of reform.* Considering the possible reasons that led to the need for judicial reform in 1864, e.g. insufficient efficiency and accessibility of the court for citizens, insufficient independence of judges, etc.

2. *The main changes made to the judicial system.* Reviewing the key changes made to the judicial system of the Russian Empire as a result of the reform. This is connected with the creation of new courts, expansion of the rights of judges, ensuring the independence of courts, etc.

3. *Results and consequences of the reform.* Considering the consequences of the judicial reform of 1864 for society and the state in general, e.g. improving the accessibility and efficiency of the judicial system, reducing corruption, strengthening the rule of law, etc.

4. *Importance of the reform in the history of the Russian Empire and the world.* Focusing on the significance of the judicial reform of 1864 for the history of the Russian Empire and the world in general. Due to the importance of the rule of law, it can be noted the introduction of new judicial principles, the spread of knowledge about the rights and freedoms of citizens, ensuring the independence of courts and the judiciary in general.

In addition, an important element of the study of the judicial reform of 1864 in history lessons is a comparative analysis of the innovations of 1864 and modern provisions of the judicial system of Ukraine. It is appropriate to note that the use of the source base in the lessons and its analysis can form students' holistic idea of developing the judicial system, as well as make it possible to determine the meaning of innovations.

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EXPERIENCE OF HUMANISTIC PEDAGOGY
IN THE EDUCATIONAL INSTITUTIONS OF MYKOLA NEPLIUIEV

Mykola Nepliuiev was a Christian activist, educator, social practitioner and philosopher. He devoted his entire life to fostering a new society based on Christian faith, love and work. In August 1885, with the permission of the Ministry of State Property, the Vozdvyzhenska Agricultural School of the first category was officially opened in the village of Vozdvyzhensk, Hlukhiv district (now Yampil community, Shostka district, Sumy region). In 1891, the Preobrazhenska women's school was opened there as well [4, p. 34]. The schools created by Nepliuiev provided children with primary, specialised agricultural education and religious and moral education, after which they received a relevant profession. These schools also instilled an understanding of artistic values.

Nowadays, the school's task is not only to provide general education, but also to educate an active, responsible, proactive personality, as well as to develop soft skills in students. The peculiarity of organizing the educational process in Nepliuiev's schools was student self-government, which was characterized by human centered. Such a school system plays an important role in the formation of a personality, because elements of conscious active participation in the public life of the state are modelled in school through the system of student self-government. The well-established system of self-government in Nepliuiev's schools can serve as an example for the organization of student self-government in modern educational institutions. Thus, in Nepliuiev's schools, there were Senior and Junior Brotherhood Circles, where each member of the Senior Circle was the guardian of four or five younger students. Thus, when a child entered school from the very first day, he or she gained a friend and a supervisor who was not supposed to impose his or her influence on the

child, but was obliged to always contribute to his or her moral and intellectual development, to establish good relations with the people around him or her [1; 3].

An analysis of Mykola Nepliuiev's works shows that when he created his institutions, he aimed to prepare "cultural farmers" – sincere Christians, builders of a new society [4, p. 8]. The value-purpose component of Nepliuiev's schools was based on a combination of humanistic universal values and the real nature of education. A study of the memoirs of contemporaries has revealed that at the entrance to these educational institutions there was a slogan: "Hurry up to do good!", which indicates the humanistic dominance of the educational process. The life of Mykola Nepliuiev's schools was based on the principles of nature and culture-based education, confessional and national tolerance, gender equality, and free education [2; 3].

The study of the pedagogical heritage of Nepliuiev shows that the merit of the ascetic is the actualization of humanistic universal values: love, faith, work, conscience, honor, dignity, self-control, self-education, self-improvement, freedom, equality, brotherhood. It is determined that in the works of Nepliuiev the following areas of education were developed: religious, moral, civic, mental, labor, aesthetic, physical, environmental, family, sexual.

It is proved that in order to optimize the educational process, Mykola Nepliuiev substantiated the need to develop students' critical thinking, creative approach to business, enthusiasm for learning and work, creation of positive motivation, expediency of active use of methods of encouragement, personal example, inducement, persuasion, suggestion, praise, reward [1, p. 119]. It has also been established that the pedagogical views of M. Nepliuiev contain signs of authoritarian and humanistic approaches to the formation of personality, characterized by a combination of respect and demands, love and "conscious discipline", trust and responsibility in relations with students, order and harmony of all human forces, beauty and "neat, healthy simplicity", "work-care" and systematic "feats and self-sacrifice for the benefit of one's neighbor", self-improvement and priority of collectivist interests, punishment and encouragement by the school staff.

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THE INFLUENCE OF PARENTAL ATTITUDES ON PRIMARY SCHOOL CHILDREN'S SELF-ESTEEM OF

Over the past decade, a number of disturbing trends have emerged in Ukraine, indicating a crisis in the life of the Ukrainian family, and affecting both marital and parent-child relationships. The cause of many modern psychological problems of adults lies in their childhood upbringing, because that time the character is formed, willpower is strengthened, the self-image is built, and self-esteem is established. The modern rhythm of life forces people to achieve their maximum efficiency; to succeed, one must clearly and adequately understand the goals, be aware of weaknesses and strengths, and rationally assess possible difficulties and competitive advantages. The above-mentioned possibilities depend on the level of adequacy of the person's self-assessment.

Many parents combine work with raising children in order to remain successful in life and ensure the normal functioning of the family. Increased attention to various methods of solving psychological, pedagogical, educational, or even value problems creates an interest among adults in the issue of developing adequate children's self-esteem. However, adults tend to transfer to their children the style of upbringing, concepts and attitudes that their parents have used to apply to themselves. And if a parent has inadequate self-esteem, they have a good chance of repeating the mistakes of their upbringing with their children. Or they may not be able to form a correct vision of their child's self-worth at all.

Many domestic and foreign scholars have studied the influence of family upbringing on the formation of self-esteem in primary school children. Thus, T. Mishina, and A. Dobrovich identified dysfunctional forms of parent-child relationships; A. Zakharov described types of improper upbringing (hypersocializing, rejecting, egocentric); G. Craig proposed a classification of parenting styles, allocated

on the basis of the ratio of parental control and warmth; D. Spiro considered the influence of the family on the formation of a child's positive self-perception as a foundation for personality development; V. Davydov, V. Borozdina considered the peculiarities of forming the self-esteem of primary schoolchildren [1, 4].

A child's feeling of being wanted, protected and expected is the foundation for the development of a full-fledged personality. A mother's affection, warmth, joint activities, and constant communication with a growing and developing child ensure the child's normal entry into society [3].

In addition to love, a child needs to receive certain reactions from adults to positive and negative behaviour. Negative assessment of a child's actions by adults creates negative self-esteem and destroys the desire for open relationships with adults and peers. Systematic negative assessment of a child's behaviour is a serious psychotraumatic situation for a child.

Most researchers confirm that the type of relationship that develops between a child and parents or adults is a crucial factor in the development of self-esteem. They support their opinion with the following evidence: the foundations of self-image are laid at an early age, when the most significant people for children are adults, mainly parents. Interacting with parents children receive feedback that allows them to develop an idea and an attitude towards themselves. Their approval forms a child's positive self-image, and vice versa, constant condemnation, and emphasis on failures contribute to the emergence of negative self-esteem [3].

The family is a kind of microcosm that plays a very important role in the upbringing of the individual. Trust and fear, confidence and timidity, calmness and anxiety, cordiality and warmth in communication as opposed to alienation and coldness - all this is learned in the family. Parental attitude is an integral system of various feelings towards children, behavioural stereotypes practised in dealing with them, and peculiarities of perception and understanding of their characters and actions. The style of parent-child relationships is an important component of the effectiveness of parents' educational activities. The following criteria for analyzing

the child-parent relationship are distinguished: the degree of emotional closeness, the warmth of the parents to the child (love, acceptance, warmth or emotional rejection, coldness) and the degree of control over the child's behaviour (high - with the greatest number of restrictions, prohibitions; low - with minimal prohibitions). After analyzing the criteria, we can conditionally distinguish styles of child-parental attitudes: partnership, child-centred, rigid, neutral, and denying styles [3].

The formation of a certain type of parental attitude is determined by such factors as traits and qualities of the parents' personality; the child's physical, psychological and sexual characteristics; features of marital relations; sociocultural factors; family traditions; and etiological factors. The mentioned factors allow to characterize parental attitudes as a complex psychological formation. The main prerequisite for the formation of a child's high self-esteem is the disciplinary basis in family education [2].

Thus, for forming and developing primary school children's self-esteem it is necessary to create the following conditions: optimization of children's evaluative relations in child-parent relations, which can lead to an increase in the realism of self-esteem, enrichment of its content; inclusion of children's reflective and evaluative relations of their activities in terms of its correlation with the assessment of parents; creation of an environment of psychological comfort in the family and situations of success.

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THE ROLE OF COMMUNICATION WITH CLOSE ADULTS AND PEERS IN FORMING SENIOR PRESCHOOL CHILDREN'S SELF-IMAGE

A child's self-perception is formed in the interaction between the child's individual experience and the experience with other people. Its formation likely begins long before preschool age, as many children have a fairly clear and accurate idea of their abilities by the age of three. Thus, the researchers' opinions are not confirmed that personal experience becomes a decisive factor only in adult life and plays a minor role in preschool childhood, that children cannot understand the limits of their capabilities without the help of adults. At the age of three or four, some preschoolers can independently assess some of their abilities and correctly predict the consequences of their actions based only on personal experience, without the help of others.

Indeed, the ideas that arise in children only on the basis of individual experience are initially characterized as unstable and ambiguous, and they can be ignored under the influence of evaluative acts of adults. However, as the child develops, these ideas become solid and stable, and by the age of 5-7, they perceive the assessments of others only to a certain extent, through the prism of the consequences and conclusions suggested by personal experience.

The source of formation of the primary self-concept lies in the child's interaction with other people. From a very early age, children begin to realize that they are the subjects of their personal actions and experiences while interacting with other people. New ideas about themselves are part of the content of an individuals' self-awareness.

Since the adults' evaluative behaviour contains both emotional and cognitive components, it not only directs the child's attention to the positive and negative aspects of the behavior, but also serves as a model for the formation of self-

perception. In this context, the nature of the adult's evaluative action is crucial while forming an idea of a preschooler's competence. The most negative impact on the accuracy of children's judgments about the results of their behaviour is made by underestimation, ridicule, and prejudice of adults, which causes distrust, conflicts, disputes, and even refusal to do activities. Overestimation by adults has a double effect on preschoolers' behaviour: it distorts children's perceptions in a way that exaggerates the consequences of their behavior, and it mobilizes their strength and stimulates optimism and confidence in achieving good results. It is best way to give an accurate assessment of a child's behavior by adults. Thus, information about their personal abilities, which preschoolers accumulate in their personal experience, is a constructive material for the formation of self-image and is especially effective when it is confirmed in communication experience. Therefore, the role of adults' accurate evaluative acts in the formation of accurate children's self-images is of great importance.

The dependence of preschool children's behavior on adults' evaluative actions is inversely proportional to the child's age. The younger a children are, the more uncritically they perceive the opinions of adults, and the ideas about their abilities are not based on the results of specific activities. In the older preschool years, adults still have the same power over children as they do over toddlers, but preschoolers' evaluations are more shaped by the consequences and conclusions offered by their individual experiences. Their evaluations of other people are not as important as those of children of the same age. It is also found that the highest percentage of accurate responses can occurr in communication with adults when the older partner correctly assessed the child's behaviour, and in communication with peers when it has been overestimated.

Thus, in preschool childhood, communication with adults and communication with peers perform specific functions, the importance of which varies depending on the nature of the preschool child's activity and the transformation of communication forms. The experience of communicating with adults is the main source of evaluative

action, under the influence of which children form an attitude to the real world, to themselves and others, and acts as a means of organizing the child's individual experience, performing three main functions. These are: setting goals for recognizing and sometimes verbalizing the child's individual experience; in some cases, offering solutions to various problems in individual experience; and contributing to the systematization and generalization of this experience. Communication with adults is also a means for children to compare themselves with the standards and ideals to which they aspire. The experience of communicating with peers, in which children acquire basic group life skills, functions primarily as a context for comparing in the process of forming children's perceptions of their own abilities, and at the same time as a means for acts of mutual evaluation in which children can see themselves through the eyes of their peers.

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STATUS OF THE PROBLEM OF CYBERBULLYING
IN THE INTERNET ENVIRONMENT

Access to the Internet offers many benefits. However, like many things in life, it also presents risks that need to be guarded against.

Cyberbullying is a serious problem that occurs in the online environment. According to UNICEF, about 1 in 3 children in the world are cyberbullied. In addition, according to the US National Cybercrime Prevention Center, the number of cyberbullying incidents has more than doubled since 2007.

A recent study found that children and adolescents who experience cyberbullying are twice as likely to consider suicide and self-harm. There have been known cases of a victim of cyberbullying committing suicide, such as 15-year-old Canadian Amanda Todd in 2012 [4].

Cyberbullying can be seen as a manifestation of deviant behaviour - individual actions (or a set of actions) that do not conform to generally accepted norms and rules of behaviour in society. Experts claim that minors are the most vulnerable to various types of deviance due to the lack of formation of worldview principles, stable life attitudes and value orientations [2, p. 30].

In essence, cyberbullying is the same as regular bullying, only with the use of technology: the cyberbully acts systematically to humiliate, intimidate, subjugate or cause social isolation of the victim. Cyberbullying can happen to anyone, regardless of age [1].

Cyberbullying can have serious consequences for victims, including depression, anxiety, mental and emotional problems, loss of trust in others, and even suicide. In addition, cyberbullying can lead to poor academic performance and social integration.

Cyberbullying can take place on different platforms such as social media, forums, online games, email and others. Victims of cyberbullying may feel defenceless and vulnerable due to the anonymity and lack of physical presence of the aggressor.

In addition, cyberbullying can spread quickly and widely over the Internet, which can lead to large-scale group cyberbullying campaigns.

Here are some situations and issues related to cyberbullying:

1. Social isolation. Cyberbullying can lead to social isolation, especially in an online environment.

- online environment. Victims of cyberbullying may feel isolated from their friends and family.
- family, which can lead to depression and other mental health problems.

2. Psychological effects. Victims of cyberbullying may experience psychological problems such as anxiety, depression and feelings of hopelessness.

3. Reputational damage. Cyberbullying can damage a victim's online reputation, which can lead to real-life consequences such as losing a job or dating opportunities.

4. Cyberstalking. Cyberbullying can lead to cyberstalking, which is a criminal offence. Cyberstalking involves persistently stalking a victim online, which can have serious consequences for their safety.

5. Harmful health effects. Cyberbullying can have harmful effects on the health of victims, such as high levels of stress, neuroticism and other psychological problems:

Victims of cyberbullying may experience various psychological problems such as anxiety, depression, fear and feelings of insecurity. They may feel powerless and inferior, which can lead to suicide or other serious health problems.

6. Negative impact on studies. Victims of cyberbullying may have problems concentrating and studying at school or university. They may fall behind in their

studies and experience health problems due to stress, which can affect their academic performance and future career.

7. Illegal actions. Cyberbullying may involve illegal actions such as stealing personal information, making offensive comments, or encouraging actions that could harm another person. This can lead to serious legal consequences for individuals who engage in cyberbullying.

8. Social problems. Cyberbullying can have an impact on social relationships between people as it can lead to feelings of separation and conflict. This can cause serious problems for the community and society as a whole.

Many young people are cyberbullied every day. Some face extreme forms of online violence. Some have committed suicide as a result [3].

However, there are ways to combat cyberbullying, such as developing policies and rules that govern online behaviour, running awareness campaigns and teaching children how to recognise and avoid cyberbullying, and identifying and punishing aggressors.

Overall, cyberbullying is a serious problem that has a negative impact on people's health and well-being. In the fight against cyberbullying, it is important to maintain a culture of mutual respect and support and to create rules that prevent this phenomenon. People need to be trained to recognise and report.

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21st CENTURY SKILLS IN PERCY FAWCETT'S RESEARCHES

Percy Fawcett, a renowned British explorer of the 20th century, exemplifies the application of 21st-century skills in research through his daring expeditions into uncharted territories. His ventures not only expanded geographical knowledge but also showcased the importance of communication, collaboration, adaptability, critical thinking, and ethical considerations in exploration.

Communication Skills in Exploration:

Fawcett's success hinged on his ability to effectively communicate his findings, objectives, and challenges. Through detailed reports, letters, and lectures, he shared his discoveries with the scientific community and the public, demonstrating the importance of clear and concise communication in research.

Collaboration in Expedition Planning:

Fawcett understood the value of collaboration in planning and executing his expeditions. He worked closely with fellow explorers, scientists, and indigenous guides to gather information, plan routes, and navigate challenging terrain. By leveraging diverse expertise and perspectives, he maximized the chances of success and fostered a spirit of teamwork in exploration.

Adaptability and Resilience:

Fawcett's expeditions often encountered unforeseen challenges, from hostile environments to logistical setbacks. His ability to adapt to changing circumstances and persevere in the face of adversity exemplifies the importance of resilience in research. By remaining flexible and resourceful, he overcame obstacles that would have deterred less determined explorers.

Critical Thinking and Problem-Solving:

Fawcett's expeditions required keen critical thinking skills to analyze geographical data, interpret clues from the environment, and devise solutions to

complex problems. His innovative approach to exploration, such as using indigenous knowledge to navigate dense jungles, reflects the importance of creative problem-solving in research.Legacy of Exploration:

Fawcett's legacy as an explorer extends far beyond his lifetime, inspiring future generations of researchers and adventurers to push the boundaries of knowledge and explore the unknown.

Impact on Anthropology and Geography:

Fawcett's expeditions have left an indelible mark on the fields of anthropology and geography, shaping our understanding of indigenous cultures, remote landscapes, and the complexities of human societies.

Continued Mysteries and Legends:

Despite the passage of time, Fawcett's disappearance remains one of the greatest mysteries in the history of exploration, fueling countless theories, expeditions, and legends surrounding his fate.

Ethical Considerations in Exploration:

Fawcett's expeditions raise important ethical considerations regarding the treatment of indigenous peoples, conservation of natural resources, and preservation of cultural heritage, prompting reflection on the responsibilities of researchers in the modern era.

Inspiration for Modern Explorers:

Fawcett's courage, resilience, and relentless pursuit of knowledge serve as a source of inspiration for modern explorers, reminding us of the inherent human desire to explore, discover, and understand the world around us.

Ethical Considerations in Exploration:

Fawcett's expeditions also raised ethical considerations regarding indigenous rights, environmental conservation, and cultural sensitivity. His interactions with indigenous communities underscored the need for researchers to approach their work with respect, humility, and a commitment to ethical practices. By advocating for the

protection of indigenous lands and cultures, Fawcett set a precedent for responsible exploration.

Throughout the scientific exploration, Fawcett is renowned for his vivid descriptions and study of indigenous cultures inhabiting the territories he surveyed.

Fawcett uncovered a series of previously unknown locations and geographic features, making significant contributions to our understanding of the world.

In conclusion, Percy Fawcett's expeditions serve as a compelling example of how 21st-century skills are essential in research and exploration. His legacy reminds us that effective communication, collaboration, adaptability, critical thinking, and ethical considerations are indispensable qualities for researchers seeking to push the boundaries of knowledge and understanding.

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PEDAGOGICAL CHALLENGES IN LEARNING
A FOREIGN LANGUAGE ONLINE

In today's realities distance learning is becoming an integral part of modern education. The transition of the educational process to another format implies the neediness to quickly master the forms and methods of distance learning and innovative methods of managing the learning process, in particular teaching a foreign language. There is a combination of the teacher's competence and digital technologies with the desire to learn and the student's determination in the process of distance learning of a foreign language.

The issue of the development of the distance learning process was dealt with by both foreign and Ukrainian scientists, including: R. Delling, G. Ramble, D. Keegan, M. Moore, A. Clark, M. Thomson, G. Kozlakova, I. Kozubovska, V. Oliynyk, A. Khutorsky and many others. V. Kukharenko and V. Bondarenko investigated the issues of organizing crisis (emergency) distance learning in domestic educational institutions [2].

Distance educational technologies that contribute to the teaching of a foreign language are used in the educational process for:

- supplementing the educational process of mastering a foreign language;

- motivation and stimulation of students in language acquisition;

- ease and accessibility in managing and monitoring student achievements;

- interactivity in mastering a foreign language;

- exchange of experience.

Online learning of foreign languages is a relevant and important area of education in the modern world. It provides many opportunities to gain knowledge and

develop communication skills. However, there are certain pedagogical challenges associated with it, namely:

1. Teaching a foreign language online does not imply the possibility of direct contact between the teacher and students. Communication via webcam and chat may be less effective compared with face-to-face communication. This can lead to difficulty maintaining concentration. Therefore, the teacher needs to look for new ways to interest students, thereby ensuring their active participation in the learning process. For example, using a variety of methods, such as interactive tasks, multimedia and cooperation.

2. Not all students have access to a stable internet connection, which can be an obstacle to getting a quality education. And educators may have limited technological competence, making it difficult to conduct effective learning in an online study environment. Continuous self-improvement and deepening of knowledge of digital technologies is an important part of the development of technological competence of teachers, who must be ready and have backup action plans in place if technical obstacles arise.

3. Lack of instant feedback in a foreign language lesson can be a problem for many students. Educators should create mechanisms to provide instant feedback, for example, through chat or electronic feedback forms.

4. Lack of physical presence in the classroom contributes to a decrease in students' motivation and self-discipline. Studying online requires students to be independent and able to manage their time. Educators should create incentives for active student participation, such as using games, taking virtual field trips or creating project assignments.

5. Online learning may require a change in assessment methods, which should be more flexible and interactive than the standard available in offline learning. It is advisable to consider alternative methods of assessment, such as visual tests, tasks using video or audio, the development of projects or skills development tasks that can be carried out online.

6. Effective time management in online foreign language classes is one of the pedagogical challenges of modern learning, therefore, it requires some strategies and approaches. The teacher should develop a clear schedule, stick to it and determine which tasks or activities are most important during online classes. Setting deadlines for assignments arranges students to help them maintain discipline and flexibility [3].

While online learning has its challenges, it also opens up ample opportunities to access a variety of resources and network globally. Online foreign language classes will become more interesting in content, richer in information and comprehensively covered if pedagogical challenges are overcome.

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PSYCHOLOGICAL FEATURES OF MANIFESTATING HIGHER EDUCATION STUDENTS' STRESS RESISTANCE

In the current conditions of martial law, the problem of building stress resistance is becoming particularly acute and relevant. On the one hand, military operations, in which the entire territory of Ukraine is currently immersed, have a tremendous stressogenic potential, which is associated with both deteriorating living conditions, negative changes in the usual way of life, and the awareness of a constant threat and danger to life and health (both one's own and the immediate environment). On the other hand, hostilities do not release civilians from their daily duties and tasks (professional, industrial, educational, etc.), which must be performed not only efficiently, but also with increased mobilization of all available resources. Higher education students are no exception, as despite the raging military conflict, they must not stop their educational and cognitive activities, which in the current conditions requires a high level of stress resistance.

In general psychology, stress resistance is studied as a personality trait that contributes to the high productivity of his or her activities in extreme conditions, as well as the ability of a person to overcome current difficulties and adversities without negative consequences for his or her physical and mental health [2]. It should be emphasized that stress resistance is not an innate personality trait. According to many authors, it directly depends on the level of development of such a skill as emotional self-regulation. Thus, the subject's ability to self-regulate his/her psycho-emotional state is a necessary indicator of stress resistance [1, p. 95]. Thanks to the use of self-regulation techniques, higher education students have the opportunity to calmly and carefully analyze an unfavorable situation, as well as maintain an optimal mental state in difficult conditions, which allows them to achieve success in educational and cognitive activities.

A higher education student responds to life challenges according to his or her cognitive interpretation of external stimuli. It depends on such characteristics as personal characteristics, social status, social and role behavior, etc. Studying under martial law is associated with a significant range of activity fluctuations, disruption of rest and sleep, and severe emotional experiences. The increase in tension is subjectively manifested in feelings of anxiety, irritability, tension, and depressed emotional state.

It should be emphasized that the type of response to a stressful situation of intense impact is primarily determined by individual psychological characteristics, such as anxiety level, self-esteem, type of locus of control, motivational orientation, basic characteristics of emotionality, in particular, the peculiarities of emotional reactions to the influence of external stimuli typical for the subject.

According to M. Khutorna, an important psychological factor and indicator of a student's resilience to stress is the level of his or her self-esteem. Thus, low self-esteem affects the process of cognitive assessment of the existing stressful situation in a negative way, as if exposing the weakness of the individual, reducing the necessary level of self-respect and negatively affecting the launch of anti-stress strategies. Self-esteem is related to the locus of control, through which a person attributes causality and responsibility for the results of his or her own and other people's activities. Many researchers of this characteristic emphasize the greater stress resistance of individuals with an internal locus of control. Internals are more self-confident, calm, and friendly, while externals are characterized by increased anxiety, anxiety, less tolerance for others, and increased aggressiveness, conformity, and less social activity. All of this is naturally related to their position of dependence on external circumstances and difficulties in managing their life affairs [8, p. 198].

Thus, in the conditions of martial law, the need to ensure a high level of stress resistance of higher education students, which is an important psychological condition for coordinated, effective actions of a young person in an extreme situation to save his or her life and health, is significantly increased. To this end, it is necessary

to use the entire arsenal of psychological tools accumulated to date to increase the level of self-regulation and improve the overall psycho-emotional state of higher education students.

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EMPOWERING EDUCATION IN CONTEMPORARY SOCIETY

Nowadays education is known to be the driving force for both individuals and society. On the one hand, the needs of a certain state (country) at any historical period are usually displayed through education, on the other hand, education gives people the opportunity to develop themselves, achieve success, set certain goals in life, and become a well-rounded personality. The growth of formal education, integral to the rise of nation-states and modern economies, stands out as a prominent marker of social advancement. As it expanded, education established an intricate network of institutions spanning various stages of life, starting from early education, progressing through school years, reaching the pinnacle of higher education, and extending into lifelong learning opportunities [4, p. 753]. Consequently, self-development is vital in the 21st century, when the potential of people is very high the state will be enriched by people who strive to broaden the horizons of a particular country with their uniqueness. Education here is treated not just to give a particular career, but aims at learning how to think, develop self-confidence, and provides specific skills and knowledge. It makes a person socially and intellectually developed, and delivers the necessary tools to learn on his own. Learning through life plays a role in the formation of a highly educated and cultured personality [2, p. 49].

Every society is to transmit knowledge, skills, and abilities that were developed before to the next generation, as it allows people to easier adapt to changes, live in a society, and efficiently manage conflicts and problems. Education helps create a better society. Experiencing tremendous changes of the 21st century, a person relies on education to be able to adjust to life in the contemporary world. Numerous policies regarding education and growth operate under the belief that basic literacy and primary schooling are fundamental in decreasing poverty and that advanced education is essential for economic progress in today's knowledge-driven world.

Although these assertions hold merit, there is increasing evidence suggesting that education at all stages and in various forms (whether formal or informal) can positively impact both poverty reduction and sustainable development [3, p. 31]. Lack of education also leads to problems connected with domestic violence, limited civic engagement, environmental degradation, and easier manipulation by other people. The information age makes knowledge contribute to the rapid evolution of industries, the dissemination of ideas across borders, and the empowerment of individuals to navigate complex global challenges.

Today, the globalized world brings new realities, high technologies, and moral challenges for people. Thus, the ability to learn can be a milestone for future development. For example, acquiring a certain level of education at any institution, a person cannot certainly know about the whole scope of skills and abilities to be necessary in a future profession. As a result a set of educational disciplines included in every training program aim at developing hard and soft skills. Critical and logical thinking, digital literacy and interpersonal skills, communication and collaboration skills are combined with professional knowledge and the ways how manage them properly in the professional environment.

Personal qualities are treated to be a component of professionalism. A person in contemporary society must be creative, original, and able to find breakthrough solutions that allow expanding human capabilities. Besides, no one can be sure of a definite profession to be relevant (as a lot of future occupations do not exist now) and realities to exist in a short period. For example, the education system in the 20th century was built on such principles as fundamentality, systematicity, consistency, and continuity. Today the best practices have been adopted and outdated principles have been left behind to ensure the dynamic development of the state [1]. Since education is the process of introducing a person to culture, a purposeful process of upbringing and training of a person and society as a whole is needed.

Overall, education in the 21st century plays a multifaceted role in shaping individuals, equipping them with vital skills for personal and professional success,

promoting innovation and adaptability abilities, exposing learners to diverse perspectives through technological advances, and plays a critical role in addressing pressing societal challenges. It serves as a cornerstone for individual empowerment, societal progress, and global prosperity, playing a crucial role in shaping the future of humanity.

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METHODS OF LEARNING ENGLISH WITH THE USE OF SOCIAL MEDIA

The modern world requires us to constantly develop and adapt to new technologies. In particular, learning foreign languages has become a necessity to function successfully in a global society. Thanks to the increasing availability of information and the rapid development of the Internet, social media have become not only a platform for communication, but also a powerful tool for studying.

Social media is an opportunity for independent learning of English, which is characterized by a conscious understanding of the importance of learning English, as well as the ability to choose the amount of material, methods, learning techniques and time allocated for learning. In addition, communication and exchange of information between students and the teacher in a certain way motivates reflection, conclusions, and learning outcomes. Wide opportunities to use authentic written, audio and video materials help to improve receptive and productive skills [1].

Let's consider the most common ones, such as: *Facebook, YouTube, Instagram* analyzing each of them. Not everyone knows that *Facebook* was originally created for Harvard University students, as it is most suitable for simultaneous communication in one foreign language space, creating mini-discussions, commenting on an actual problem while learning English, sharing photos, and private communication [1]. Many educational organizations and teachers *use Facebook* to organize webinars and online lectures. They can broadcast educational content in real time and engage in dialogue with participants through comments. *Facebook* has become a platform for sharing educational materials, such as textbooks, tutorials, presentations and video tutorials.

YouTube is one of the most popular online resources for learning English. YouTube is a vast information base of multimedia content that provides autonomous, student-centered learning; helps to improve listening, speaking, and writing skills;

ensures the accessibility of material presentation through short videos, presentations, and illustrations; promotes critical thinking; and forms a good environment for discussions and debates about the content of the video [1]. Researchers emphasize the significant advantages of the above-mentioned video hosting in teaching, calling it a learning resource for improving the motivation of philology students in learning English [2]: teachers can record and distribute their own classes via *YouTube* for students to repeat and consolidate the material they have learned; students can produce their own videos; commenting and annotating videos motivates students to critically evaluate information [2].

Instagram is not only a network for socializing and sharing photos, it can also be a powerful tool for learning foreign languages, including English. Given its great popularity among young people and its wide range of features, Instagram can be used as an effective tool for improving language skills and learning new material. First of all, Instagram's chat feature allows you to communicate with native speakers and other users from all over the world. By exchanging messages in English, users can improve their writing and comprehension skills. In addition, the Stories and Posts feature allows users to share their lives through photos and videos, as well as text and audio content in English. Users can create stories with English captions or post useful resources to help them learn the language, such as quotes, short videos or audio files with pronunciations. The "follow" feature also allows users to subscribe to native speakers, educational accounts and other resources that offer useful content for learning English. These can be accounts of teachers, language schools, resources on English-language literature, educational videos, and much more.

In summary, *Instagram* opens up great opportunities for learning English, providing users with access to a variety of resources, opportunities to communicate with native speakers and use the language in different contexts.

So, in conclusion, social media opens up new horizons for effective English language learning, offering a unique combination of accessibility, diversity of resources and opportunities for real-life language communication. Through these

platforms, users have the opportunity not only to improve their English language skills, but also to immerse themselves in the cultural context, which is an integral part of language learning. This approach helps to maintain a high level of motivation and engagement, and contributes to the formation of a global community of learners who interact and learn from each other. However, it is important to remember to be critical of information and selective in the use of social media content to maximize the benefits and effectiveness of learning.

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DEVELOPMENT OF EDUCATIONAL POLICY IN UKRAINE IN THE CONTEXT OF EUROPEAN INTEGRATION AND DIGITAL TRANSFORMATION

The article is devoted to the study of educational policy in Ukraine in the context of European integration and digital transformation. The purpose of the article is to study the peculiarities of the application of digitalization of education in Ukraine under the influence of European integration.

In the current context of European integration and digital transformation, the educational policy of Ukraine is in a state of constant development and change. The main directions of education reform are determined by the needs and requirements of the modern world, as well as the influence of international standards and recommendations. One of the key challenges facing the educational system of Ukraine is the need to adapt to the requirements of the digital era. The development of information technology and its impact on society has created the need for a new model of education, which should take into account the specifics of digital transformation as a whole. Accordingly, the educational policy of Ukraine should be aimed at the development of innovative education, which will provide high-quality training and meet the requirements of the international labormarket [6].

Another important aspect to be considered in the context of the development of Ukrainian educational policy is the European integration process. Obtaining by Ukraine the candidate status for membership in the European Union was a significant step in the development of the country, but it also provides for the corresponding obligations to harmonize educational standards and achieve European norms and values in the field of education. To this end, national education development

strategies aimed at meeting European standards and national needs are being developed and implemented [3].

The process of European integration offers great opportunities for the development of education in Ukraine, in particular increasing the availability and quality of education, introduction of the latest pedagogical technologies and methods, ensuring the internationalization of higher education, creating conditions for the development of research activities and ensuring the mobility of teachers and students [7].

In the process of conducting the study, the method of scientific research analysis was used. For this purpose, a search and analysis of scientific publications concerning the development of education in Ukraine and the European Union member states was carried out. More than 20 scientific studies and publications covering the period from 2020 to the present day were analyzed. The studies were evaluated based on the irrelevance, methodology, and scientific novelty.

The method of analysis of legislative and normative acts regulating educational policy in Ukraine was used to study the normative-legal field. Regulatory documents concerning the implementation of European standards in educational institutions were analyzed, in particular, documents of the European Union and programs of European cooperation in the field of education.

The Bologna Process has caused a change in the system of higher education in Ukraine, in particular the introduction of a three-cycle system, including bachelor, master, and doctoral studies [4].

The second important aspect of the European integration and transformation of education in Ukraine is the introduction of new digital technologies in the educational process. The main goal of the digitalization of education is to improve the quality of learning and the development of innovative competence of students. Digital technologies can be used to create new learning materials that provide a more effective learning experience, as well as for individualization of learning, which

allows the teacher to consider the personal needs of each student. The use of digital technology also promotes critical thinking, creativity, and communication skills [8].

In addition, for a successful digital transformation, it is necessary to solve many other problems related to infrastructure, availability of software, etc. [1]

Another increasingly popular technology is the use of online platforms and learning portals to implement distance learning. This is especially relevant in today's environment where many are forced to work remotely because of the COVID-19 pandemic and widespread invasion. With such technologies, teachers can provide students with the ability to learn from anywhere with Internet access [5].

One of the positive aspects of using digital technologies in education is the possibility of individualization of learning. With the help of various electronic learning tools, students can learn at their own pace and repeat the material if necessary. This is especially useful for students with different learning styles and individual needs [2].

To summarize, the following conclusions can be made: European integration and digital transformation are powerful challenges for the education system of Ukraine, requiring an effective response and adaptation to new requirements. For this purpose, it is necessary to create a system that contributes to the quality of education, the formation of individuals capable of working in a globalized environment, providing access to education and equal opportunities for the development of each child. Ultimately, it can be argued that the development of educational policy in Ukraine in the context of European integration and digital transformation is an important task, which requires cooperation between the government, scientific and pedagogical institutions, business and the public.

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**PROMINENT FIGURES OF THE UNIVERSITY:
MOSIIASHENKO VOLODYMYR ANDRIIOVYCH
(ON THE OCCASION OF THE 150TH ANNIVERSARY OF THE OLEKSANDR
DOVZHENKO HLUKHIV NATIONAL PEDAGOGICAL UNIVERSITY)**

In 1956, the Faculty of Pedagogy and Methods of Primary Education was opened at the Hlukhiv Pedagogical Institute, which trained primary school teachers.

The approval of the faculty's status and its recognition is associated with the work of former faculty deans, such as: V.I. Khomenko, A.M. Mukan, N.O. Levashova, V.O. Horpynych, K.Y. Hrytsenko, and V.A. Mosiiashenko.

When describing the Faculty, it is important to mention one of its deans, Volodymyr Andriyovych Mosiiachenko, who has dedicated over 47 years to teaching, research, and scientific and social activities. In his scientific work, he has revived the names of Ukrainian teachers, including those from our institute, and uncovered valuable treasures of ethnopedagogy. To accomplish this task, V.A. Mosiyashenko had to sift through numerous newspapers and magazines, carefully collect, analyze, and systematize the material he gathered. Over time, this process evolved into a comprehensive system, culminating in the publication of his textbooks «Ukrainian Ethnopedagogy» and «History of Pedagogy of Ukraine in Persons». These works remain popular among contemporary researchers, graduate students, and doctoral candidates.

The teachers of the V.A. Mosiiashenko department conducted a significant amount of work related to folklore and local history. For instance, they authored the renowned textbook "History of Pedagogy of Ukraine in Persons", which explores the work and creative legacy of notable figures in pedagogical thought from Kievan Rus to the late 20th century. It is intended for students of pedagogical institutions of higher education and anyone interested in the history of Ukrainian pedagogy.

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APPLICATION OF EDUCATIONAL MANAGEMENT PRINCIPLES IN THE ADMINISTRATION OF VOCATIONAL EDUCATIONAL INSTITUTIONS

Given the rapidly changing socio-political and socio-economic settings, one of the major components of state educational policy is the issue of vocational education and training for future specialists. Poor-quality training and lack of qualification among specialists significantly affect the state economy, as human resources are ultimately the foundation of a state, both materially and spiritually.

The effectiveness of addressing strategic social tasks, as defined in the laws of Ukraine "On Education," "On General Secondary Education," the National Strategy for the Development of Education in Ukraine and other key regulatory and legal documents, primarily depends on the quality of management provided in educational institutions and the corresponding competence of their principals [3, p. 25].

With the development of information technologies and the evolution of the labor market, the gap between the supply and demand for the workforce is still growing. This fact, in turn, becomes a significant factor restraining the economic growth of a state. The society aims at training competitive specialists who not only possess professional skills but also can creatively solve problems, adapt flexibly to living conditions, understand the fundamentals of the market economy, marketing, management and independently develop their professional knowledge [5, p. 41].

The dynamic socio-economic processes taking place in Ukrainian society impose special requirements on the functioning of all types of organizations and enterprises. The qualitative characteristics of management are the most essential factor in improving production efficiency. This tendency directly relates to vocational

training colleges covering a set of specific functions: educational, social and economic.

The review of management references states that the following structures are used to manage educational organizations:

• *linear* involves direct influence on the managed object and concentration of all management powers and functions in the hands of one person

• *functional* includes the creation of management departments that execute specific functions and the competent resolution of issues with department heads professionally trained in their area.

• *targeted* provides full powers within their limits and aims at fulfilling and ensuring the main goals of the organization;

• *project* refers to the functioning of educational organizations divided into two lines (groups): one is responsible for strategy, planning, resource allocation and personnel support; the other ensures the implementation of plans and the achievement of outcomes;

• *matrix* involves temporary creative groups that are created alongside functional structural departments to resolve specific problems;

• *adaptive* considers two groups identified within functioning: one responsible for implementation and the other for development;

• *divisional* represents plenty of differentiation principles (internal and external) that are used within this structure when creating groups and departments;

• *venture organizations* are characterized by a high level of autonomy for department heads which implies a high risk (questions of experiment, innovations).

Traditional management of educational institutions is grounded on the functioning and development of the educational institution itself and is not sufficiently aimed at achieving some results. Educational management aims at "achieving goals with the outcomes effectively using the creative potential of management, teaching staff, fellows of educational institutions, as well as students".

Managing the organization within the principles of educational management is grounded on a human-centered approach. This approach implies respect for each staff member, confidence in his or her personality, motivation, and focus on success. It also involves effective individual and collective activities in various management structures of the integral system. Furthermore, it creates conditions in an educational institution that foster the development of the potential of each person involved in the educational process.

The review of the references on managing a vocational training college allows us to identify and justify the key factors that affect managerial effectiveness and depend on the manager's personality and his ability to apply the principles of management:

• destruction of traditional values and guidelines;

• a wide choice and insufficient training of staff members for seeking optimal solutions;

• growing and complicating problems, limiting available funds and opportunities to replenish them;

• increasing requirements for the personality of a manager and insufficient competence;

• changing the existing hierarchy of relationships and the absence or lack of professionalism to optimize it;

• complicating problems that require collective decisions, delegation of rights and duties.

Economic, administrative, psychological, pedagogical, collective and democratic methods are the most effective ones for applying in educational management. In practice, there is an urgent need to create a special educational environment and a cozy atmosphere in vocational training colleges. Both focus on the broad socio-professional aspects, high awareness of the value and content of education as a cultural phenomenon and as a means of living and developing students' personalities. To achieve better results in managing a vocational training

college, one can apply an integrative model based on educational management considering the following aspects:

• alliance of the activities of teaching staff in two or more educational institutions (a school and a vocational training college);

• development and improvement of subjectivity, creating an atmosphere for success, partnership, respect and confidence in the individual, as well as focus on achievements;

• improvement of public and state principles of management, co-management and self-government along with the development of the skills for their implementation by students and teaching staff;

• network integration of the activities of a vocational training college, school and other educational institutions;

• existence of a training and production base for the successful organization of the educational process in each of the integrated educational institutions;

• free exercise of the right to education for students considering their needs, abilities and capabilities;

• sufficient expertise of engineering and teaching staff to perform basic educational functions according to the needs of society and participants of the pedagogical process.

Based on the analysis of scientific theory and practice, the main principles of managing a vocational training college have been defined. They focus on the development of subjectivity, the application of a democratic style in management, the implementation of a human-centered approach to the functioning of an educational institution and the introduction of an integrative model of managing a vocational training college. All this has led to conclusions on improving personnel management:

• to provide each student with appropriate conditions and opportunities for getting an education and a profession;

• to lay the right groundwork for each teacher to successfully perform their primary function based on the new paradigm of education — to be an organizing and encouraging start in the formation and development of the graduate's personality;

• to ensure skillful managerial competence of the principal of a vocational training college;

• to create proper conditions and opportunities for teaching staff in the context of research and innovation implementation;

• to provide professional development for all subjects of an integrated educational institution, their co-creation and cooperation both vertically and horizontally.

There are the following principles of methodological work: cooperation, integration, differentiation, continuity, an agile adaptation of practical methods, an integrated and systematic approach, consolidation among staff, development of a common pedagogical position and promotion of spiritual and intellectual values. They play a vital role in creating and functioning an integrative model of managing an educational institution based on educational management and network integration of vocational training colleges, schools and higher educational institutions.

There is an undeniable significant gap between managers of the new generation and their counterparts. The new conceptual and technological approaches to managerial activity caused the current situation. Based on the thoughts of scientists and practitioners, one can identify the following essential features of new managerial thinking:

- human-centered orientation and the awareness that quality and profit come from a person;

- decentralization of management;

- consistency in the thinking and activities of managers;

- social orientation of management – paying more attention to the social needs of personnel and increasing expenditures on them;

- weakening of vertical links and strengthening of horizontal ones;

- the formula for effective management: lead personnel and students to success;

- coordination of the goals of educational organization, management and personnel;

- improving the organization through management upgrading;

- respect and confidence in staff members;

- humanization of managerial thinking: the value system, its spirit and the beliefs of the organization are the forces that drive technology, finance and business;

- designing a self-learning plan.

Diligence and commitment to the profession are no longer considered the sole key characteristics of a good manager. Primarily, this involves a new level of competence and preparation for managerial positions, namely the formation of the professional managerial culture.

In conclusion, management can be viewed as a science, practice, and art.

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MIND MAPPING FOR ENRICHING STUDENTS' ENGLISH VOCABULARY

Effective language communication depends on many factors, among which an important place is occupied the speaker's ability to distinguish in the information flow
data, process them, construct statements in a structured and logical manner, convey the main idea to the listener. Effective assistance in achieving these goals can provide the construction of mind maps, or memory maps.

Mind maps are an enabling tool to think using all your creative and intellectual potential. This is Tony's design Buzen is a well-known writer, lecturer and consultant on intelligence and educational psychology and thinking problems. During his studies he Pedagogical and age psychology was looking for a method of effective memorization and systematization of information, which led to creation of intelligence maps. This method existed in various forms long before that, but it was Tony Busen who popularized the idea of the mind map as an effective way of working with the information.

Originally, this technique was intended to be used as a means of effective note-taking lectures This idea received further development in the joint works of Tony Busen and his brother Barry Busen's "Work with your head" and "Superthinking", in which mind mapping is considered as "an opportunity structure and sharpen your ideas and thoughts, highlight main points and identify connections between them" [1].

This technique is now included in the education programmes for students in Western higher education institutions and in Ukraine.

Mind map has a number of differences from the traditional linear form of providing information:

1) the central image makes it easier to concentrate on the main idea;

2) radial branches determine the list of the main issues;

3) the significance of facts depends on remoteness them from the center;

4) colorful and multidimensional image contributes to more effective memorization.

It allows you to cover as wide as possible and formulate any topic, as well as consider it from different angles, relying on a fairly clear the actual base. Tony Busen himself has different sources show how the instructions differ from creating mind maps.

Self-made map, except for vision, engages the muscle sense that promotes better

memorization. The application of mind maps is reflected in the study of new material, its consolidation and generalization, during preparation of the report, project, etc.

This method is effective when studying:

1) lexical topics;

2) phrasal verbs;

3) to compose a monologue statement;

4) for working with grammatical material (for with the help of the map, you can imagine any grammatical rule or construction, and all of them exceptions, special cases, and examples applications can be separated into separate branches and emphasized).

Mind maps are very convenient and effective technique for working with vocabulary (in repetition, updating and systematization of vocabulary by topic). Mind maps help to make the process of vocabulary extending more interesting and exciting.

The use of intelligence cards in English classes allows:

1) create motivation to master a foreign language as a means of communication;

2) organize individual, group and collective activity;

3) implement a differentiated approach to those who are studying;

4) organize project activities of students; mind maps can be used to present the results of project activities;

5) teach how to use specialized dictionaries, reference books for the purpose of mastering new language means, increase in volume of knowledge of the profile-oriented nature.

The human brain is able to work more efficiently and process large flows of information, if it is systematized. Psychologists have proven that it manifests itself in all the four stages of brain operations with information flows: input, storage, analysis and output.

Compiling a mind map reveals great things opportunities to improve the efficiency of these processes. Yes, saving data, remembering will be more productive, if already on the first the stage of obtaining information is structured, when the material is decomposed, so to say, "on the shelves", is divided into semantics blocks. These processes take place during the compilation of any mind map.

So, it can be concluded that mind mapping should be widely used in the process of teaching/learning English, both by teachers and students.

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PROFESSIONAL EDUCATION

Professional education is a formal specialized training about a particular profession in which learners are taught the central concepts, principles, and techniques, and how these are applied in real practice, and the learners also acquire the necessary competencies needed for proper practice and behaviour. Some common goals of professional education include incorporating the knowledge and values basic to a professional discipline; understanding the central concepts, principles, and techniques applied in practice; attaining a level of competence necessary for responsible entry into professional practice; and accepting responsibility for the continued development of competence. It is designed to produce responsible professionals and then to ensure their continuing competence in the profession by helping them recognize and understand the significance of advancing professional knowledge and improving standards of practice. It involves the translation of learning to practice and is intended to prevent occupations and professionals from becoming obsolete.

Professional education plays a crucial role in shaping individuals' lives and contributing to the overall development of society. Here are several key aspects highlighting the significance of professional education:

1. Skill Development:

Professional education equips individuals with the specific skills and knowledge necessary for success in a particular career or field. It provides practical training and hands-on experience, enabling individuals to excel in their chosen professions.

2. Career Advancement:

A solid foundation in professional education is often a prerequisite for career advancement. It opens up opportunities for individuals to pursue specialized roles,

climb the career ladder, and take on leadership positions within their respective industries[2].

3. Economic Growth:

A well-educated and skilled workforce is essential for economic growth. Professional education contributes to the development of a skilled labor pool, which, in turn, fosters innovation, productivity, and competitiveness in the global marketplace.

4. Adaptability to Change:

Professional education instills adaptability and a capacity for lifelong learning. In today's rapidly changing world, where industries and technologies evolve swiftly, individuals with a strong foundation in professional education are better equipped to navigate and thrive in dynamic environments.

5. Problem-Solving and Critical Thinking:

Professional education encourages the development of critical thinking skills and the ability to solve complex problems. These skills are valuable not only in the workplace but also in addressing challenges in various aspects of life[1].

6. Personal Development:

Beyond the acquisition of technical skills, professional education contributes to personal development. It helps individuals build confidence, communication skills, and a sense of responsibility. It also fosters a commitment to ethical practices and professionalism.

7. Contribution to Society:

Professionals, through their education and expertise, often play vital roles in addressing societal challenges. Whether it's in healthcare, education, engineering, or any other field, professionals contribute to the betterment of society by applying their knowledge and skills to solve real-world problems.

8. Global Perspective:

Many professional education programs emphasize a global perspective, preparing individuals to work in an interconnected world. This global outlook is

increasingly important as businesses and organizations operate on an international scale.

9. Networking and Collaboration:

Professional education environments often facilitate networking and collaboration opportunities. Building a professional network is crucial for career growth, and education provides a platform for individuals to connect with peers, mentors, and industry professionals[3].

Thus, professional education goes beyond imparting technical knowledge; it shapes individuals into skilled, adaptable, and responsible contributors to society. It serves as a catalyst for personal and societal development, driving progress and innovation in a rapidly changing world. Professional education is a lifelong process and continues to improve, tailoring programs to help shape competent workers for the twenty-first century.

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PECULIARITIES OF ATTENTION DEVELOPMENT IN PRESCHOOL AGE

Among mental phenomena, attention occupies a special place. It is not an independent mental process and does not belong to personality traits. At the same time, attention is always included in practical activities and cognitive processes, with the help of it interests are revealed, personality orientation is formed.

Attention is understood as the focus and concentration of mental activity on a particular object. The first manifestations of attention can be observed in a newborn while sucking. During preschool childhood, the properties of attention and its arbitrariness develop. The child learns to control himself and consciously direct his attention to a certain object. At the same time, he/she uses external means to organize attention, primarily the word and pointing gesture of an adult, i.e. attention becomes indirect. In preschool childhood, the volume of attention increases, that is, the number of objects that can be covered in a relatively short period of time. Attention sustainability, which is the ability to maintain focus on an object, is strengthened. One of the indicators of attention sustainability is the duration of concentration. The distribution of attention indicates that a child can direct and concentrate attention on several objects at the same time [1].

The development of the properties and types of preschoolers' attention significantly depends on the significance, emotionality, interest in the material, and the nature of the activity performed by the child. For example, indicators of attention increase significantly in role-playing and didactic games. The development of attention is closely interconnected with the development of will and arbitrariness of behavior, the ability to control one's behavior.

Preschooler's attention is also connected with perception. Separating an object from the background, identifying details, comparing it with a standard - all perceptual

actions are accompanied by attention and lead to its development. This can be seen in the qualitative changes: the sustainability and focus of attention increases. Under the influence of new requirements in new activities, the task of not being distracted, of considering everything in detail, arises, and special actions of attention begin to form, and it becomes arbitrary.

There are the following forms of attention in preschool children: sensory; intellectual; motor.

The main functions of attention are: activation of necessary and inhibition of currently unnecessary mental and physiological processes; purposeful organized selection; retention, preservation of images of a certain subject content until the goal is achieved; ensuring long-term concentration, activity on the same object; regulation and control of the course of activity [2].

Attention is most effectively developed in playful activities. Special games are also used to develop the qualities of attention (purposefulness, stability, concentration) and the ability to control them in a timely manner. In each of them, purposefulness, concentration and sustainability of attention are the main condition for playing with attractive objects and for children to communicate with each other.

The development of attention in preschool children is very important, because it is during this period of childhood that the foundations of attentiveness are laid as an important factor in the child's cognitive, social, artistic and creative activity.

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SECTION FOUR.
INNOVATIONS IN NATURAL SCIENCES AND METHODS OF TEACHING

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PREPARATION OF FUTURE COMPUTER SCIENCE EDUCATORS IN THE CONTEXT OF EDUCATION DIGITALIZATION

Today, the development of readiness among students of pedagogical universities for implementing remote learning technologies is one of the fundamental components of comprehensive teacher preparation for professional activities in the context of society and education informatization. Due to the relentless increase and significance of remote technologies, the task of shaping graduates' competence in this field becomes highly relevant to achieve quality educational outcomes.

Future educators should be prepared both to use various existing technologies and to create comprehensive pedagogical products and teaching tools using Information and Communication Technologies (ICT). Therefore, changes are necessary in the preparation of future computer science educators, who should become leaders in implementing advanced technologies into the digital educational environment of educational institutions.

Approaches to solving the problem of education digitalization, teacher preparation for the digital school, and the implementation of synchronous and asynchronous pedagogical technologies for remote learning in the educational process are reflected in the works: V Velychko, V Hlazova, N Kaidan, O Dzyabenko, A Lotozkoyi, N Morze, O Pasichnyk, E Smyrnovoi-Trybulskoi, O Fedorenko and others.

To master remote technology means not only to study the theory of remote learning, to be able to distinguish it from other types and forms of knowledge acquisition, to be prepared to reproduce the acquired skills and abilities, but also to be

capable of independently creating any complexity of distance educational elements, to carry out various professional actions with their application remotely, to organize advisory, communicative, and tutoring support remotely, to design and equip the information and educational environment, and so on.

During professional training in the field of teaching computer science, it is necessary to prepare future educators for the use of new educational technologies, such as interactive technologies, project-based learning technologies, computer technologies, remote learning technologies, as well as the corresponding teaching methods. Innovative teaching technologies cannot be implemented without appropriate technical and methodological means, such as multimedia and telecommunication equipment, educational information environment, digital educational resources, etc. Therefore, future computer science educators should be prepared not only to use these tools in innovative technologies but also to independently develop some of them.

In a remote learning format, it is more convenient to use online services that allow solving various tasks without the need to install software on the user's computer. Additionally, many online services provide shared access, which can be used by the teacher for visual problem-solving tasks and organizing collaborative student work.

Hence, the methodology of using electronic educational resources, the ability to search for and select network resources in computer science, familiarity with various remote learning technologies, are the goals of preparing future computer science educators for remote learning.

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DEVELOPING PSYCHOLOGICAL COMPETENCE OF BIOLOGY TEACHERS

In the modern educational environment, rapid changes are taking place that posess implementing innovations and new approaches to teaching. They demand educators to adapt and enhance their psychological readiness, ability, and capability to effectively, productively, and competently carry out their professional activities considering the acquired knowledge, skills and experience. Modernization of education causes changes in Biology, as a natural science, which has a great role in forming teachers' psychological competence, that encompasses the needs and individual characteristics of students, ensuring the effectiveness of quality education.

The mentioned teachers' ability is characterized by psychological flexibility, which allows them to effectively respond to changes in the educational environment, implement innovative teaching methods, enables teachers to reflect on what is happening with the student and understand expectations regarding relationships, communication comfort, empathetically immerse themselves in the inner world of learners, feel and share their experiences [1].

Empathy, in turn, enables emotional penetration into the individual, allowing one to feel the intensity of experience and the full "range of emotions" that reflect the state of the recipient, conscious actions, and motives underlying the feelings characteristic of emotionally healthy individuals.

In other words, psychologically competent teachers constructively express their emotions based on knowledge, understand how emotions work, can assess their own interests and the interests of others, which contributes to fostering the right mood and finding common ground with other participants in the educational process [3].

The leading position in the system of competent biology teacher development is occupied by psychological competence.

The problem of forming psychological competence was the subject of numerous works of such scholars as: O. Bakalenko, O. Zhiznomirska, B. Zhytnik, O. Kazannikova, V. Nazarenko, L. Nazerenko, O. Marchenko, O. Polunina, E. Ramzani, and others.

O. Zhiznomirska believes that "the teacher should necessarily be psychologically competent, internally motivated for professional activity, have innovative potential, reflective vision, positive thinking, as the above will positively influence and determine his/her strategy of personal and professional success and selfimprovment" [3, p. 105].

O. Bakalenko asserts that "psychological competence is the ability of the individual for self-awareness, self-control, effective communication and interaction with others, self-development, and self-realization. It allows a person to understand oneself and others, to adapt effectively to life in modern society, to have harmonious relationships with the environment, to successfully realize one's personal potential, to feel a high level of psychological well-being, and to be satisfied with life" [1, p. 136].

According to E. Ramzani, psychological competence is not only knowledge, motivation, skills, and abilities that ensure general psychological training, but also a high level of professional self-awareness, the ability to control one's mental state, and certain personal qualities that enable effective professional activity [6].

The scientist, conducting a comparative analysis of theoretical research and practical experience on the outlined issue, identifies the following components of psychological competence:

– cognitive: including knowledge about human beings and social interaction, developed social intelligence, creativity, and ability for social creativity;

– reflexive-perceptive: covering observability, attentiveness to people, psychological insight, and identification abilities;

– affective: involving sensitivity, empathy, emotional stability, kindness, and other emotional qualities of personality;

– volitional: encompassing self-control, perseverance in task performance, and endurance in stressful situations;

– communicative: the ability to communicate effectively and convey information;

– regulatory: adaptability and self-regulation of behavior and activity;

– values and meaning-oriented: including social norms, values, tolerance, and other moral qualities [6].

O. Polunina outlines the following structural components of psychological competence:

– the ability to pedagogically analyze and solve pedagogical situations;

– active involment in innovative activities;

– empathy, reflectiveness, predominance of achievement motivation;

– inclination towards psychological self-development [5].

According to O. Kazannikova, psychological competence includes the following components: value-motivational; reflexive; organizational; cognitive; emotional-volitional; self-actualizing [4].

Therefore, psychological competence is positioned as a component of the professional competence of a specialist, based on the consistency between knowledge, practical skills, and actual behavior demonstrated by the teacher in the educational process. We see prospects for further research in substantiating the essence and structure of psychological competence of future biology teachers in the process of professional training.

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CONTENT AND STRUCTURE OF STUDENTS' RESEARCH COMPETENCE

Integration of Ukraine into the global educational space requires constant improvement and renewal, choice of effective ways to improve the quality of education, development and formation of key competencies, in particular research. In the regulatory documents (Law of Ukraine «On General Secondary Education», Project of the Concept of Education Development of Ukraine for the period 2015-2025, etc.), one of the main tasks of general secondary education is the formation of the personality of students, the development of their abilities and talents, and the scientific worldview.

It is about a graduate who is able to think creatively, quickly master new knowledges, and be able to apply it in practice; ensures accelerated economic growth and cultural development of the country, is conscious, active, competitive in labor markets. The implementation of the specified task is possible through the purposeful formation of research competence of students, which ensures the manifestation of the activity principle of the individual, strengthening the human need for knowledge [6, p. 4]

The problem of formation of the specified ability of students was repeatedly raised in the scientific work of scientists (L. Burchak, M. Holovan, O. Hryniuk, B. Hrudynin, M. Zolochevska, V. Lankina, N. Rashevska, etc.). We can state that there is no single approach to the interpretation of the concept of «research competence of a student» in the literature, and the authors approach the understanding of its essence and structure through the prism of the etymology of the word, studying the abilities and skills that students must have to carry out scientific activities.

Thus, the authors T. Benzenko, I. Verghn, R. Verhun and O. Trifonova consider research competence as «a set of knowledge in a certain field, the ability to see and solve problems on the basis of proposing and substantiating hypotheses, setting goals and planning activities, collecting and analysis of the necessary information, choose the most optimal methods, perform an experiment, present the results of the research; the ability to apply this knowledge and skills in a specific activity» [1, p. 23–26; 3, p. 47].

I. Moroz understands research competence as an integrated personal quality of a student, which is manifested in readiness and ability for research activity [4].

According to O. Merzlykin, research competence is manifested in an individual's ability to carry out research activities and includes various components [3].

So, scientists agree that research competence is an integrated personality characteristic (quality, ability) that combines experience, knowledge, skills, attitudes, and behavioral reactions for planning, implementation, and analysis of research activities.

On the basis of the analysis of the research output of scientists, we can single out the structure of the student's research competence. In particular, the following components are mostly allocated:

- *motivational and valuable* includes values, motives, emotional and volitional sphere, attitude of students to research activities, to themselves, to their abilities and their development;

– *cognitive* reflects the system of scientific knowledge regarding scientific and research activities;

- *active* includes a set of methods and ways of scientific research activity and the ability to implement them in research activity, developed independence and creative activity;

- *reflective* involves activities related to awareness and evaluation of the course and results of independent research activity; ability to self-regulation, self-improvement.

We shoukd note that the components of the student's research competence are formed as a whole and perform motivational, value-oriented, cognitive, effective, and regulatory functions.

Thus, research competence is an important component of modern education. It allows students not only to acquire knowledge of the subject, but also to learn to acquire this knowledge independently, use research methods, and also develop personal qualities necessary for future professional activity. We see the prospects for further investigations in the development of methods for the formation of research competence of high school students in biology lessons.

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THE ROLE OF EXTRACURRICULAR EDUCATION IN SHAPING ENVIRONMENTAL COMPETENCE AMONG YOUNG SCHOOLCHILDREN

Extracurricular education plays a significant role in the development of the younger generation, complementing and expanding their learning within the framework of school programs. One of the key areas where extracurricular education is of immense importance is the formation of environmental competence in young schoolchildren.

Extracurricular activities, such as excursions to natural reserves, eco-camps, thematic courses, and clubs, play a crucial role in shaping the environmental competence of young schoolchildren [1]. During such activities, children have the opportunity to explore the natural environment in a relaxed atmosphere, learn to cooperate, and interact with the world around them.

Extracurricular programs contribute to raising the environmental awareness of students by studying ecosystems, preserving biodiversity, and rational use of resources [2]. They provide children with the opportunity to see the practical consequences of their actions on the environment and develop sustainable lifestyle skills.

Out-of-school activities foster the development of critical thinking and analytical skills in students, which are essential for understanding complex environmental issues and finding solutions [3]. Through research activities and discussions on environmental topics within groups, children learn to make informed decisions aimed at nature conservation.

Extracurricular clubs and projects give students the opportunity to actively participate in various environmental initiatives, such as tree planting, area clean-ups,

or participation in local eco-actions [4]. This stimulates their self-realization and sense of importance in environmental conservation issues.

Extracurricular education plays a vital role in shaping the environmental competence of young schoolchildren. By engaging them in practical activities and teaching in a relaxed environment, extracurricular activities promote in children a love for nature and responsible attitudes towards the environment.

Furthermore, the significance of extracurricular education can be further enhanced through the integration of new methodologies and approaches. For instance, the use of interactive technologies in teaching environmental education can make the process more engaging and accessible for students. It is also important to involve parents and the local community in extracurricular activities to create a supportive environment for the development of environmental awareness among youth.

Additionally, attention should be paid to local environmental issues and implementing projects to address them. For example, organizing clean-up campaigns or tree planting initiatives not only allows children to feel their own participation in environmental conservation but also develops their sense of responsibility and civic activism. Therefore, extracurricular education is an important tool in shaping the environmental competence of young schoolchildren.

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THE USE OF INFORMATION TECHNOLOGIES IN THE SCHOOL COURSE OF BIOLOGY AND ECOLOGY

In recent years, there has been a noticeable trend in secondary education where students are required to process the essential minimum of knowledge in the natural sciences curriculum, particularly in biology, while the number of hours allocated to these subjects is reduced. Furthermore, modern society places the responsibility of developing key competencies of students on teachers, rather than just imparting knowledge. One way to address this situation is to utilize modern information technologies, which are becoming increasingly accessible each year.

Modern information technologies (IT) encompass a range of tools, methods, and techniques for collecting, storing, processing, presenting, and transmitting information, thus expanding students' knowledge and enhancing their learning efficiency [1, 2]. Experience in using IT and computers in the educational process has shown that their effective use requires constant attention to improving learning efficiency. The use of IT in the classroom offers several advantages compared to other technical means. Specifically, IT based on multimedia content (text, sound, graphics, animation) serves as an effective learning tool, enabling biology teachers to effectively develop visual-verbal, visual, and auditory thinking skills in students [3, 7].

Utilizing Information Technologies in School: The use of IT in the educational process can be broadly divided into two main directions: using IT during lessons and using IT for independent work or additional in-depth study of materials.

However, educators may encounter several difficulties when using IT:

- Schools typically have no more than two to three computer labs.

- Scheduling classes for different subjects can be challenging due to computer labs predominantly hosting computer science classes.

- There is low information literacy among teachers and students.

- Many programs have significant drawbacks, such as full or partial inconsistency with existing curricula and programs, and not taking into account individual student characteristics.

Using Information Technologies in Biology Teaching: The subject of biology and its teaching present several significant challenges that complicate the application of information technologies:

- Students need to rapidly perceive and process large amounts of information, often in the form of oral information or static diagrams, drawings, and photographs.

- Unlike physics and mathematics, the school subject "Biology" is less mathematized and difficult to algorithmize [5].

- The overall literacy in the field of information educational technologies and techniques among biology methodologists and teachers is significantly lower compared to teachers of exact sciences.

- Traditional teaching methods play a significant role in biology teaching, making it less receptive to pedagogical innovations.

There are numerous programs and software packages available for preparing and demonstrating multimedia presentations. Widely used products include those from Microsoft, Macromedia, and Corel. While the latter two companies' programs are more complex, they provide greater opportunities. Microsoft's PowerPoint is the most accessible program, being easy to learn, convenient to use, and allowing for the preparation of presentations of varying complexity. With this program, biology teachers can create multimedia presentations for use in lessons, which can include a certain degree of interactivity.

When designing a lesson using IT, biology teachers should pay attention to the detailed preparation of each element according to a specific algorithm [6, 7]:

- Setting and structuring tasks for using IT in the lesson.

- Determining the information required to solve educational tasks using IT.

- Selecting IT tools appropriate to the tasks set.

- Matching the functional capabilities of IT tools with the activities and age characteristics of students.

- Defining the conditions for using IT tools.

- Developing a methodology for using IT in solving tasks.

- Analyzing the results of solving educational tasks using IT.

In conclusion, the focus on applying modern information technologies in schools contributes to increasing the level of learning efficiency, enhancing the possibilities of students' independent extracurricular work, activating cognitive interest in learning new material, and facilitating ongoing and final knowledge assessments of students. All of these factors lead to the formation of a positive attitude among students towards the study of biology and ecology.

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THE ROLE OF FORMATION OF FUTURE TEACHERS'
LEGAL COMPETENCE

Key words: *legal competence, future teachers, formation, instrument of civil society, legal knowledge.*

Statement of the problem . Every day there is a need to find effective legal instruments for the social and humanitarian development of society in Ukraine, in particular through the modernization of education. In this process, one of the key roles is played by teachers who must transform the education system towards mastering the legal space and its development as a tool of civil society.

The main goal of civil society is to form a personality with a high level of individual autonomy and an appropriate system of values. In this context, the teacher should play a leading role in promoting the development of students' legal competence and the formation of conscious citizens.

Presentation of the main material. A number of scholars, such as I. Romanov, O. Solomatin, T. Pochtar, O. Skakun, Y. Kalynovskyi, M. Tsymbaliuk, study the problems of forming legal culture and legal awareness of future teachers and determine the content of legal education in higher pedagogical educational institutions. According to modern pedagogical concepts, especially in the context of the competence approach, there is a recognition of competencies as a necessary part of the universal indicator of successful professional activity of a specialist. Researchers such as V. Bolotov, V. Serikov, Y. Kichuk, and M. Podberezky point out that the competence approach emphasizes the individual's readiness for activity, focusing on problem solving and the effectiveness of the chosen path.

Many scholars emphasize that the key competencies for future teachers are informational, communicative, legal, and other competencies. The legal competence

of a teacher is considered as a complex integrative formation in the integral structure of his/her personality, which includes legal and professional and pedagogical knowledge, skills and qualities. Forms, methods and technologies of forming the legal competence of future teachers are studied in the works of S. Gurin, A. Boyko, Y. Kichuk, D. Klochkova, O. Ivaniy. The general conclusion is that the existing legal disciplines for future teachers do not ensure the full development of their legal competence, which requires taking into account modern approaches and the interaction of various components.

The formation of legal competence implies that a teacher masters not just separate, separate elements of legal knowledge, skills and abilities, but also a complex procedure. Each area of formation of this competence contains a corresponding set of educational components that have a personal and activity character.

The educational component involves the development of the theoretical aspect of legal competence, providing the future teacher with general legal knowledge for the successful performance of professional duties and legal education of students. The practical component is determined by a set of professional skills and abilities that determine a teacher's readiness to perform legal tasks. The personal component forms professional and personal qualities, such as professional and ideological, professional and behavioral, and personally significant.

The means of forming legal competence in future teachers are legal education, legal education and socialization in the legal environment of a higher education institution. The process of forming this competence has two directions: the first is related to special pedagogical conditions that constitute the system of professional training of students, and the second is information and orientation and is implemented at all faculties of a pedagogical higher education institution.

It is also worth highlighting the area that is one of the main ones for the formation of legal competence of future teachers, which stipulates that teachers should have a developed legal consciousness, knowledge of human and civil rights,

the basics of the national legal system and educational legislation. The main requirements include a positive attitude towards legal education and upbringing of students and the ability of teachers to apply legal knowledge in their professional activities.

Conclusions. Thus, this work emphasizes the importance of forming legal competence among future teachers as a key element of the development of civil society in Ukraine through the modernization of education. The highlighted scholars study the problems of legal culture and legal awareness of teachers, emphasizing the importance of a competency-based approach in education. The general conclusion is that the existing legal disciplines for future teachers do not meet the full development of their legal competence, requiring coordinated approaches and interaction of various components. The process of forming legal competence combines educational, practical and personal components, and the means of achieving this goal are legal education, legal education and socialization in the university legal environment.

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SECTION FIVE.

NEW TRENDS IN PROFESSIONAL AND TECHNOLOGY EDUCATION

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LATEST TRENDS IN PROGRAMMING AND ROBOTICS EDUCATION IN TRAINING FUTURE COMPUTER SCIENCE TEACHERS

Educational or extracurricular robotics programmes not only open the door to the world of technology, but also help to develop creativity, critical thinking and the ability to solve complex problems. These programmes provide students with the unique opportunity for teamwork, experimentation, and the search for innovative solutions, which are essential for producing computer science teachers ready to meet the challenges of the modern technological world. This approach not only improves technical skills, but also prepares teachers capable of educating a new generation in the face of rapid technological innovation [4].

In the context of these changes, the issue of preparing computer science teachers who are ready not only to impart knowledge to students but also to guide them through the changing landscape of technological innovation becomes particularly relevant. Programming and robotics, which are at the forefront of scientific and technological progress, offer non-standard approaches to learning. The using of interactive platforms, simulators and real robotic systems in the educational process allows students to immerse themselves in the practical application of theoretical knowledge. This in turn promotes a deeper understanding of the subject and motivates further independent research. Future computer science teachers, equipped with knowledge and skills in these areas, will be able to adapt the educational process to the needs of the present, making learning more effective and interesting for a new generation of children [2].

Currently, the most popular and modern trends in robotics look like the following [5]: construction robots, drones, robotic autonomous systems, and AI-powered robots and drones.

In addition, an integral part of the design of such projects is the acquisition of basic programming skills. Intensive programming not only develops analytical and logical skills, but also stimulates creativity and interest in computer science.

Programming lessons may include:

- Learning different programming languages, such as Python, Java or JavaScript, so that children can choose the one they like best;

- Solving complex problems and creating their own software projects, such as games, websites or applications for mobile devices;

- Participate in group projects that allow them to interact and share experiences with their peers.

Learning to code at this stage not only provides in-depth knowledge of the subject. It can also open doors to the future career opportunities in technology. Such projects require analytical and problem-solving skills, and enhance their creative thinking.

By working on complex jobs and projects, anyone learns how to work in a team, share ideas, and solve technical challenges, which helps develop their leadership and communication skills [1].

Based on this, the following pedagogical aspects of using modern robotics techniques in education can be derived:

1. Robotics for children stimulates analytical thinking and problem-solving, developing the ability to analyze cause-and-effect relationships and look for creative approaches to solving problems. Through robotics, children have the opportunity to test their ideas in practical work, learning to work effectively with materials and tools.

2. Robotics provides an opportunity for children to become innovators who can think outside the box and bring innovative ideas to life.

3. Collaborative robotics tasks create a favorable atmosphere for mutual assistance and knowledge sharing, increasing motivation and learning efficiency.

4. Knowledge in this sphere allows you to enter such fields as artificial intelligence development, autonomous systems, robotic engineering, and many others.Thanks to the rapid development of technology, the demand for robotics specialists is only growing, creating many opportunities for career growth and success.

Furthermore, this industry stimulates creativity and innovation, providing the opportunity to work on interesting projects and make a significant contribution to technological progress [3].

Thus, teachers of computer science should ensure that hands-on activities are included into their curricula. Educators need to be up to date with the latest trends in robotics and programming. They should constantly learning, professional development and attending various courses to gain best practice in these areas. To effectively prepare teachers for the future in the rapidly evolving technological landscape, educators should consider the above mentioned recommendations.

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DESIGN AND TECHNOLOGICAL ACTIVITY OF HIGH SCHOOL STUDENTS IN TECHNOLOGY LESSONS

The question of increasing the effectiveness of the labor training of education seekers takes on a special meaning in the modern complex conditions of Ukrainian social life. The social environment, work training influence the formation of a creative, active personality, she acquires modern work skills and skills, elements of professional skill, prepares for life and work in market conditions. Project and technological activity occupies an important place in this process.

In the works of V. Berbets, I. Bilevich, S. Bilevich, G. Voiteleva, N. Dovmantovych, H. Ignatenko, O. Kobernyk, V. Kurok, O. Lytvyn, A. Tereshchuk, T. Khoruzhenko, S. Yashchuk and other scientists substantiate the significance, essence and content of the application of project-technological activity of students in the lessons of labor training and technology in general secondary education institutions.

Project and technological activity is the center of modern work training in elementary school and technology in high school. It acts as a universal method of transforming reality and its knowledge: from conception to its implementation. In the process of this activity, the creative thinking of the students of education is formed and developed, their ability to solve problems in various fields of activity [3].

Students get acquainted with the problem, study the situation and make a plan to achieve the goal while preparing the project. Implementation of the project is the most time-consuming stage, which includes working with various sources of information, searching and selecting the necessary materials, creative thinking, forming and formulating one's own thoughts and views on the problem situation.

High school students independently choose the form of defense of their project (individual, pair, group). It is very important to trace reflection at the stage of protection. This will allow schoolchildren to responsibly approach the development of the project and realize the practical significance of their work. The evaluation of the project work should be carried out according to the criteria put forward in advance [1].

The use of innovative educational technologies is an integral part of the educational process. Project activity as a form of implementation of such technologies should be harmoniously introduced into the educational process along with other methods, forms and technologies. The process of implementing project technology allows for the development of independent thinking and forms innovative behavior, meeting the goals and objectives of modern education.

Research by O. Kobernyk, V. Kurok, V. Sydorenko, O. Sushentsev, O. Khishchenko, S. Yashchuk showed that the following pedagogical conditions should be created in order to effectively activate the cognitive activity of students in the educational process of high school:

– purposeful, systematic development of motivation for the educational activities of high school students;

– creation of «situations of success» in cognitive activity;

– differentiation of the educational process;

– organization of problem-based learning.

Project-technological activity differs from other labor training systems in its structure, the substructural elements of which are design, modeling, marketing and environmental research, technological processes, economic calculations. In the opinion of M. Konyok, such purposeful activity of education seekers and the appropriate method of researching the object will help to achieve the desired result – the holistic development of high school students [2].

Therefore, the project method allows to bring the learning process as close as possible to practice, which allows students to gradually prepare for future

professional activities, and this is an indisputable advantage of the project method over traditional learning methods.

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USING DIGITAL TECHNOLOGIES DURING WOODWORKING CLASSES

The widespread integration of digital technologies into the educational process represents a significant shift in the impact of technological progress on the education sector. Traditional methods are gradually being supplanted by more progressive approaches, increasingly leveraging computer technologies due to their specificity.

The utilization of digital technologies reduces the time spent searching for information, offering free access to resources, updating educational content, and enhancing the organization of the learning process. It also allows for additional time for individual independent student work, thereby improving educational quality [2].

Educators assert that digital technologies in education are a priority for its reform, encompassing socio-pedagogical transformations aimed at saturating educational systems with informational products, tools, and technologies. Specifically, it involves implementing microprocessor-based information tools in educational institutions [1].

Integrating digital technologies in labor education classes during the design of wooden products stimulates students' motivation and interest in acquiring new knowledge. It activates learning through attractive and rapidly changing forms of information presentation such as animation, color, sound; engages students in active learning and cognitive activities due to novelty and non-traditional approaches; improves material perception through visual aids, rotation, color images, graphics, animation, music, videos; conducts knowledge, skills, and abilities assessment; stimulates reflection; implements individualized learning; manages learning promptly; provides access to distributed educational resources; organizes distance learning etc.

Moreover, digital technology integration into the educational process allows

teachers to create rich reference and illustrative materials in various forms, including text, graphics, animation, sound, and video elements. Interactive computer programs activate all types of human activities: mental, linguistic, physical, and perceptual, accelerating the process of material assimilation. The use of multimedia tools and technologies creates new quality of transmitting and assimilating knowledge systems.

Thus, it can be argued that the importance of introducing digital technologies into the school educational process is beyond doubt, since the use of these technologies allows for changing the scope and content of educational materials; using software tools to develop logical and visual-spatial thinking, as well as to form verbal-communicative and practical skills; variability in choosing types of educational activities and methods of presenting educational material; ensuring individual and differentiated work on educational material; expanding the sphere of independent work with elements of research activity.

In summary, the introduction of digital technologies into the educational process enhances students' intellectual capabilities by influencing memory, emotions, motives, and interests. It provides access to unlimited information and analytical processing, serving as a universal tool for cognitive and research activities. Digital technologies transform the scope and content of educational materials, develop logical and visual-spatial thinking, and enable individual and differentiated work, ultimately restructuring students' cognitive and productive activities.

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COOPERATION BETWEEN AN EDUCATIONAL INSTITUTION AND AN EMPLOYER WHILE IMPLEMENTING DUAL FORM OF EDUCATION

Abstract. *The paper examines the requirements of the labour market to the qualifications of employees, focusing on the introduction of dual education. The role of educational institutions and enterprises in the implementation of dual education is defined. The importance of developing a roadmap as a tool for planning and strategic management of the dual education process is emphasised.*
Keywords: *dual education, qualification gap, educational institution, employer, roadmap.*

Every year, the pace of development of various sectors of the economy is rapidly increasing, but the level of training and the number of qualified specialists remain relatively low compared to the existing needs. This leads to a skills gap (Kovalchuk, 2021).

The main task of educational institutions is to reduce the qualification gap by introducing effective methods of training specialists. One of the effective ways to achieve this goal is to create close partnerships between educational institutions and the commercial sector through the introduction of dual education. Dual education is seen as one of the strategic tools to overcome shortcomings in the qualification sphere.

The dual form of education can be implemented at the level of professional higher education in accordance with a specific speciality, as well as at the level of higher education or within educational programmes that provide for the acquisition of professional qualifications in certain professions subject to additional regulation (Regulation on the dual form of professional higher education and higher education, 2023).

The dual form of education (DFE) promotes deeper integration of students into the real production environment, where they gain not only theoretical knowledge but

also practical work experience. This training approach helps students to adapt to the challenges of the modern labour market, allowing businesses to have access to highly qualified personnel that meet their needs. This interaction promotes the efficient use of resources and contributes to sustainable economic growth.

The VET is aimed at improving the training of future specialists and adapting their competences to the requirements of the labour market. This model of education involves active cooperation between educational institutions and employers. Scientific research confirms that this approach allows students to gain not only theoretical knowledge but also valuable practical experience in real-life work environments.

Cooperation between educational institutions and enterprises helps to adapt educational programmes to the current requirements of the labour market, which gives graduates a competitive advantage in the labour market. Of particular importance is the integration of students into the production process, which contributes to their professional growth and stimulates the development of professional skills required in the labour market.

Cooperation with employers also promotes innovative development by ensuring the exchange of experience and knowledge between sectors. According to research, this approach to education improves the quality of education and provides graduates with a wide range of professional skills necessary for a successful career in the labour market. In the context of the DFZO, a student is both a student and an employee of an enterprise or organisation.

Educational institutions play an important role in interacting with employers, ensuring ongoing communication and achievement of educational goals, as well as improving educational programmes. In addition, they issue documents confirming that students have obtained the relevant qualifications. In turn, the employer is obliged to organise on-the-job training in accordance with the agreement governing the training conditions.

An important step in the process of integrating the SESI is the development of a clear and structured roadmap. This strategic document defines the sequence of steps required to successfully launch the programme and achieve its goals. The roadmap focuses on key aspects such as labour market needs analysis, partner selection, curriculum development, contracting and staff training. This document defines the importance and purpose of each stage of dual education implementation. This approach promotes systematic and efficient programme implementation, and allows for monitoring its progress and achievement of expected results.

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DEVELOPMENT OF RESEARCH SKILLS OF HIGH SCHOOL STUDENTS IN STUDYING THE SPECIALIZATION "COMPUTER ENGINEERING" AT THE PROFILE LEVEL

The rapid development of information technologies and their integration into various spheres of human life require the training of highly qualified specialists in the field of computer engineering. The effective formation of the necessary competencies of future software engineers should begin at the stage of their specialized education in the senior classes of general secondary education institutions. Particular attention should be paid to the development of research skills of high school students, as they are the foundation for successful self-realization and competitiveness in further professional activities.

Computer engineering, as a dynamic field of knowledge, is characterized by rapid development and constant updating of technologies, methods, and approaches. This necessitates the systematic improvement of knowledge and skills of professionals capable of conducting research, analyzing large amounts of data, critically evaluating information, and creatively approaching complex problem-solving [1].

In the process of obtaining an education in computer engineering, the following important competencies are formed:

Technical competence: in-depth knowledge in the field of computer systems, architecture, programming, networking technologies, cybersecurity, etc.

Analytical and research skills: the ability to collect, analyze, and interpret data, conduct experiments, testing, and verification of systems.

Critical thinking: the ability to critically evaluate information, identify problems, generate alternative solutions, and choose the most effective approaches.

Project-oriented competence: project management skills, planning, resource allocation, teamwork, and effective communication.

Creativity and innovation: the ability to generate new ideas, think unconventionally, and propose innovative solutions.

Data processing skills: the ability to collect, process, store, and analyze large amounts of data using modern tools and technologies.

Adaptability and flexibility: readiness for continuous learning, mastering new technologies, and the ability to quickly adapt to changes in the field.

Ethical competence: understanding of ethical principles, responsibility, and the consequences of implementing technological solutions.

The formation of these competencies should begin at the stage of specialized education in high school. Therefore, the development of research skills of high school students in the process of studying the specialization "Computer Engineering" becomes particularly relevant.

Research skills are complex and include a number of interrelated components:

1. The ability to plan and organize research, formulate goals, objectives, determine methods and stages of its implementation.

2. The ability to collect, process, analyze, and interpret scientific data and empirical results using appropriate methods and tools.

3. The ability to put forward well-founded hypotheses, critically evaluate information, establish cause-and-effect relationships, and formulate logical conclusions.

4. The ability to properly form and present research results, using appropriate means of visualization, oral and written presentation of the material [2].

For the effective formation of research skills of high school students in the process of specialized study of computer engineering, a comprehensive methodology should be applied, including:

1. The use of problem-based learning and research projects on relevant issues of computer engineering. Involving students in independent search for solutions to

real problem situations and implementation of research projects will contribute to the development of relevant skills.

2. Active involvement of high school students in research work – participation in scientific circles, competitions, conferences dedicated to the topic of computer engineering. This will allow students to gain practical experience in conducting research and presenting its results.

3. The introduction of modern interactive teaching methods, such as case studies, modeling, and game technologies. They will contribute to the development of critical thinking, the ability to analyze situations, make decisions, and work in teams – important components of research activities.

4. Active use of digital tools and online resources for conducting research. The use of specialized software, simulators, online databases and repositories will allow students to acquire skills in working with modern tools necessary for research in the field of computer engineering [3; 4].

Therefore, the formation of research skills of high school students during specialized education in computer engineering is an important task of modern education. The implementation of a comprehensive methodology based on the principles of problem-based learning, involving students in research work, using interactive methods and modern digital tools, will contribute to the development of necessary competencies of high school students such as: research competence, critical thinking, analytical skills, creativity and innovation, communication skills, digital literacy, self-organization and self-learning, project thinking.

The development of these competencies will provide high school students with the necessary skills for a successful career in the field of computer engineering, and will also contribute to their overall personal and professional development in the rapidly changing modern world.

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FORMATION OF A HEALTH-PRESERVING CULTURE AMONG STUDENTS AT VOCATIONAL AND TECHNICAL EDUCATION INSTITUTIONS

In today's Ukrainian society, a large number of researchers emphasise the importance of human life and health as the main value. An intensive campaign to promote a healthy lifestyle has been going on in our country for a long time. However, with the development of society, it is time to revise traditional methods and approaches to developing health-saving competences in students.

In the course of reforming the vocational education system, it is important to develop the social, psychological and physical health of students. Research in this area, according to the authors, is an important prerequisite for successful self-realisation, development of competences and education of responsible citizens capable of making conscious social choices and orienting their activities for the benefit of society, as well as achieving high results in the professional field. The authors consider human life as an integrative process of interaction between physical, mental and social aspects [1].

Pyshchola S. Ye. points out that the learning environment created in a vocational or vocational education institution is an important factor for the development of both professional and personal growth of a future teacher. This atmosphere includes a variety of natural and social aspects that can affect the quality of life and professional activity of the master of industrial training and teacher, both directly and indirectly [3, p. 145].

According to S. Shkarlet, modernisation of the modern system of vocational education requires solving a number of key tasks, such as: the need to update the system itself, create effective regulatory mechanisms, update the structure and

content of curricula, and increase the practical orientation of education. The focus of public policy is on the educational needs of an individual who is ready and able to continuously improve himself/herself; vocational education should contribute to the development of labour potential based on the training of competent, creative and active professionals who are able to meet the requirements of industrial and innovative economic development [4].

According to N. A. Polishchuk, health-saving culture is a comprehensive concept aimed at preserving and maintaining human health, which covers not only physical but also psychological, social and emotional aspects. This culture implies a responsible attitude to one's own health and the health of others, the adoption of healthy habits and active efforts to prevent diseases and maintain overall well-being [2, p. 19].

In our opinion, the formation of a health-saving culture among students in vocational and vocational training institutions is an extremely important aspect of modern pedagogical practice. This process not only contributes to the preservation and strengthening of students' physical and mental health, but also forms a conscious attitude to their own health and the ability to take the necessary measures to maintain and improve it.

In our opinion, the main directions of forming a health-saving culture of student youth should be based on the following components:

1. The organisation of a health-preserving environment, namely vocational and vocational education institutions, should create favourable conditions for a healthy lifestyle, for example, provide students with healthy food, give them the opportunity to be physically active, establish communication with tutors and classmates, and provide psychological support if necessary.

2. Include health promotion topics in the curriculum to ensure that students receive systematic knowledge about health, nutrition, physical activity, psychological comfort and other factors in the study of academic subjects.

3. Carrying out health promotion and disease prevention activities, such as organising sports events, trainings on healthy lifestyles, consultations with psychologists and doctors, thematic lectures and seminars.

4. Development of personal qualities of students and formation of their skills of self-control, self-organisation, ability to solve problems and make responsible decisions regarding their health.

5. Continuous cooperation with parents in the process of forming a health-saving culture, for example, organising joint events, discussions, sports or recreational activities, awareness campaigns, and counselling parents.

Thus, all of these measures are aimed at ensuring that students have the opportunity to receive not only vocational education, but also to develop skills and abilities that will help them maintain and improve their health throughout their lives.

Thus, our research leads us to the conclusion that a healthy lifestyle leads to the formation of a culture of health among students of vocational and vocational-technical educational institutions, which is considered an integral part of the individual and an indicator of the level of their education. This culture is manifested in knowledge, skills and abilities aimed at preserving, reproducing and strengthening the health of the individual.

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Наукове видання

THE 21ST CENTURY CHALLENGES IN EDUCATION AND SCIENCE

Збірник наукових праць молодих учених, магістрантів, студентів іноземними мовами у різних галузях науки

ВИПУСК XII