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OF EDUCATIONAL SCIENCES OF UKRAINE
OLEKSANDR DOVZHENKO HLUKHIV NATIONAL PEDAGOGICAL UNIVERSITY
PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY
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KHARKIV REGIONAL COUNCIL
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SEPARATE STRUCTURAL SUBDIVISION "HLUKHIV AGROTECHNICAL PROFESSIONAL
COLLEGE OF SUMY NATIONAL AGRARIAN UNIVERSITY"
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Збірник містить матеріали доповідей учасників конференції, у яких іноземними мовами викладено результати науково-дослідної роботи молодих учених і здобувачів освіти в різних галузях знань.

РЕДАКЦІЙНА КОЛЕГІЯ

Головний редактор:

Мілютіна О.К. – кандидат педагогічних наук, доцент, доцент кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Члени редколегії:

Бутова В.О. – кандидат педагогічних наук, старший викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Заремська І.М. – кандидат філологічних наук, старший викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Кочубей Н.П. – кандидат педагогічних наук, старший викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Кушнерьова М.О. – кандидат філологічних наук, старший викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Марсєв Д.А. – кандидат філологічних наук, доцент, завідувач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Чайка О.М. – кандидат педагогічних наук, старший викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

Ананьєва А.Є. – старший лаборант кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

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SECTION ONE. UNSOLVED PROBLEMS IN LINGUISTICS AND LITERATURE

Anastasiia Shakotko

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Supervisor: Candidate of Pedagogical Sciences,

Senior Lecturer Olena Chaika

THE WORKS OF J.D. SALINGER: INTERDISCIPLINARY PERSPECTIVES AND MODERN RELEVANCE

Salinger's works remain the subject of long-standing literary analysis. His unique style, based on colloquial speech, fragmentation, and symbolism, raises discussions about the boundaries of artistic language and the ability to convey the characters' inner world. One unresolved issue is the interpretation of hidden meanings in his works, especially in the stories about the Glass family. Another open question concerns the accuracy of translations: how effectively can the specificity of the original be conveyed in other languages without losing stylistic and semantic nuances?

Salinger remains a relevant author in educational programs, but his works require a special approach to teaching. Using modern interactive methods, such as role-playing, psychological analysis of characters, and comparisons with contemporary literary trends, helps make studying his works more engaging for students. It is also essential to consider the impact of cultural context: can modern students relate to protagonists' struggles as readers in the 20th century?

Salinger's works explore existential questions, self-discovery, and alienation from society. Humanities disciplines can use his texts as a basis for interdisciplinary analysis, including psychology, philosophy, and sociology. This opens new perspectives in humanities research. His works can also be examined in the context of the "lost generation" phenomenon and parallel with modern identity crises among youth.

Although Salinger's works belong to the humanities, they can be utilized in teaching natural sciences through the analysis of cognitive processes, emotional perception of text, and literature's influence on the development of neuropsychology.

For instance, his characters' internal monologues can be studied to understand how literature fosters empathy in readers and how they align with psychological theories of consciousness and perception of reality.

Technological advancements offer new opportunities for studying Salinger's works. Digital archives, virtual reality, and interactive platforms allow a deeper immersion into his world. It is crucial to adapt modern technology to popularize his works among younger generations. Online courses, podcasts, and video lectures can serve as effective tools for studying and analyzing his texts, as well as for attracting interest in classic literature in the digital age.

His characters often experience identity crises, alienation, and a lack of understanding from society. Analyzing characters like Holden Caulfield, Franny, and Zooey provides deeper insights into adolescent psychology, depression, and social isolation. Salinger's works can be valuable for studying teenage psychology and for developing psychological support programs in educational institutions.

Writers inspired by Salinger continue to develop his themes and artistic techniques. Contemporary literature often reflects his ideas in the "coming-of-age" genre and works about the search for meaning in life. Analyzing his influence on modern authors can shed light on his literary legacy and his place in the history of world literature.

Thus, Salinger's works remain a relevant subject of research across various disciplines, from philology to modern technology. His literature continues to inspire, provoke discussions, and serve as a foundation for new approaches in teaching, literary studies, and psychology.

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Dariia Kolesnyk

Private educational complex of the general educational institution "YAMB"

Supervisor: Candidate of Philological Sciences Nataliia Trosha

A REFLECTION OF THE ENGLISH MENTALITY IN ENGLISH LITERATURE

English literature reflects the culture, traditions and peculiarities of the English mentality, which have been formed over the centuries. Through artistic images, character traits, narrative style, and plot lines, writers convey the main traits of the English character, such as conservatism, restraint, irony, the pursuit of justice, and the love of freedom.

The mentality of the English people in the work of William Shakespeare is clearly reflected in his songs, where the author draws attention to the character, moral values and social characteristics of the English people of the era Birthday. Shakespeare reinforces love for Fatherland, national self-confidence and pride in England. This is noticeable in historical chronicles, such as "Henry V," where the main hero calls on his soldiers to fight for the honor of the country. The high status of the monarchy and the sacralization of power, which are characteristic of the English social view, also play an important role.

The English are famous for their practicality, and they are known for their reflections in Shakespeare's characters. For example, Hamlet from "Hamlet" emerges as a thinker, adept at deep thought, which mirrors the tradition of English analysis and self-reflection. Political far-sightedness and thoughtful action are clearly visible in the images of Macbeth ("Macbeth") and Brutus ("Julius Caesar").

Submission to the laws, the king and the established order is evident in many works. For example, in "Richard III" the struggle for the throne is accompanied by the theme of the divine right of the monarch.

"Othello" and "Romeo and Juliet" show how departure from traditional norms can lead to tragedy.

Shakespeare portrays his heroes as having strong characteristics that will change their share. This reflects the English tradition of emphasizing individuality. Characters such as Hamlet, King Lear and Othello experience internal conflicts that demonstrate the depth of their character.

The English are known for their specific humor, which Shakespeare masterfully victorious in comedies (“A Midsummer Night’s Dream”, “As You Become”) and in tragedies (the sarcastic words of Hamlet and clever characters based on the character of the gravediggers in “Hamlet”).

Characters often struggle with fate and the legacy of their ancestors. This resonates with the English mentality, which emphasizes religiosity and a sense of responsibility for one’s actions (for example, Macbeth, who was not punished for his crimes).

Thus, in Shakespeare’s works one can recognize the manifestations of the main principles of the English mentality – patriotism, rationalism, respect for tradition, individualism, sense of humor and belief in moral order. Therefore, his creativity is not only universal, but deeply national.

The English are known for their devotion to tradition, which is reflected in classical literature. For example, Jane Austen's novels such as *Pride and Prejudice* present a society where rules, manners, and social norms are highly valued. At the same time, Austin skillfully mocks excessive conservatism using subtle irony.

One of the characteristic features of the English mentality is emotional restraint, which is clearly visible in the works of English writers. For example, in the works of Charlotte Bronte (“*Jane Eyre*”) or Thomas Hardy (“*Tess of the d'Urbervilles*”), the characters often hide their true feelings, obeying social norms.

An ironic attitude to life, especially in relation to social norms and human shortcomings, is another characteristic feature of the English. A vivid example of this is the work of Charles Dickens, in particular his novel “*The Adventures of Oliver Twist*”, where the author satirically highlights the social problems of England in the 19th century.

Many English literary works demonstrate the idea of justice and struggle for human rights. For example, in George Orwell's works such as “1984” and “Animal Farm”, the author condemns totalitarianism and calls for the protection of democratic values.

Personal freedom and independence of thought have always been important to the English. This theme is often revealed in English literature, for example, in the work of John Milton (“Paradise Lost”) and William Blake (“Songs of Innocence and Experience”).

English literature is a mirror of the English mentality, reflecting the values and outlook of the nation. Conservatism, restraint, irony, the desire for justice and the love of freedom – all this finds expression in the classic and modern works of English writers, making literature an important source of understanding the English character.

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Dariia Ursu

*Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Pedagogical Sciences, Senior Lecturer Vira Butova*

ENGLISH IDIOMS DESCRIBING EMOTIONS

A person's mood can change several times a day. In the morning, you may be in low spirits because you didn't get enough sleep, but after a hearty lunch, you will definitely feel better. And in the evening in the company of friends, you won't even remember the sadness of the morning when you joke and have fun.

There are idioms in the English language to describe these various feelings. With their help, you can describe your emotional state more accurately. We have collected more than thirty such expressions in one text. We are sure that you will learn a lot of new things for yourself, so let's get started.

Happiness and other positive feelings

To feel upbeat

It means feeling full of hope, optimism and joy. Listening to her favorite song made her feel upbeat.

To be in good spirits/good humor

To feel carefree, to be in a good mood/cheerful and friendly. The students were in good spirits as they approached their project deadline.

To leap for joy

It is appropriate to say when a person feels so happy that he wants to jump for happiness.

To burst with joy

Figuratively speaking, happiness or joy. break away from. My son was bursting with joy while getting ready for her first day of school.

To be over the moon

This can be said about a person who is overflowing with happiness, he is satisfied or excited in a good way.

We were over the moon when we found out that we were moving to Ukraine.

Cock-a-hoop

It is appropriate to use this idiom when you or your interlocutor are extremely happy and excited about something.

Fans are cock-a-hoop about the team's acquisition of the new striker.

Get carried away

Also means to become overly enthusiastic, to be excited about something.

You can invest a little money, but don't get carried away – people lose lots of money on the stock market.

Describing irritation/anger

Sometimes a person can feel irritation, disappointment or other negative feelings in connection with external factors. Next, we offer a list of idioms that are suitable for describing such emotions.

To push one's buttons

Cause a strong negative reaction or emotional response in anyone.

My brother knew exactly how to push my buttons and get me in trouble with our parents.

To be on edge

Being nervous, anxious, irritable and/or unbalanced.

To lose it

Lose your temper and clearly show anger.

My mom lost it when she found out that I had failed my test.

Saying about feeling bad

There are several idioms with which you can tell your acquaintances about your bad health or depressed state. For example:

To be down in the dumps

Michael has been down in the dumps for days now. He got dropped from the football team.

Out of sorts

Sorry I was so quiet during the meeting. I've been out of sorts all day.

Go to pieces

This idiom means to fall into deep sadness or depression after losing something/someone extremely important in life.

Tina went to pieces after she heard about his death.

To be in a stew

This is what you can say when you are extremely worried or upset about something.

I am in a stew! My brother took my bike and still hasn't given it.

Describing the other emotions

Mixed feelings

This expression is used to describe the state when you have more than one feeling, you are happy, but at the same time you are sad, worried, or something.

I had mixed feelings about moving to another city.

No hard feelings

Literally means "without resentment and anger."

Be as hard as nails

This idiom is used to describe a person who has no compassion for others.

Jessica will be great in this new business because she is as hard as nails.

Chip on your shoulder.

Describes a person who is hurt, deeply unhappy, or feels that they are not being treated as they deserve.

Pull yourself together.

Means to control your emotions; to recover from a strong emotional upheaval.

Now you know how to describe the full range of your emotions in English using the suggested expressions.

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Denys Udilov
Kherson National Technical University
Supervisor: Associate Professor Nataliya Stetsenko

TRANSLATING CLINICAL RESEARCH TERMINOLOGY: STRATEGIES FOR OVERCOMING DISCREPANCIES BETWEEN UKRAINIAN AND ENGLISH

Modern medicine relies on clinical research, which underpins the development and implementation of the new treatment methods. In the global context, such research requires the translation of the regulatory documents, as countries like Ukraine actively participate in the international projects. English, as the primary language of scientific communication, demands precise reproduction of terminology critical for the legal compliance and patient safety. However, translating from Ukrainian into English is complicated by the linguistic discrepancies: polysemy of terms, lack of equivalents, and differences in the regulatory approaches. For instance, the ICH GCP (International Council for Harmonisation Good Clinical Practice) standards dictate clear English terms that do not always have direct counterparts in Ukrainian.

The purpose of this study is to examine discrepancies in the translation of the clinical research terminology and identify strategies to address them, based on the linguistic analysis and practical examples.

Clinical research terminology forms the foundation of regulatory documents: protocols, reports, instructions, and informed consent forms. These texts are characterized by formality, precision, and standardization due to their role in the scientific and legal domains. Amid globalization, English dominates as the standard, largely due to the influence of international norms like ICH GCP. These standards unify terminology to ensure consistent understanding across the countries. As Ukraine engages in the international clinical research, it faces the challenge of adapting its terminology to English, giving rise to numerous difficulties.

Clinical research terms carry not only semantic but also functional significance. For example, “informed consent” is not merely a phrase but a legally defined process governing participants’ rights. Per ICH GCP, it denotes a participant’s voluntary agreement following the full disclosure of study conditions. In Ukrainian, “інформована згода” sounds natural, but its translation must account for context, as the literal “informed consent” holds a specific meaning in the English regulatory framework. Similarly, “study protocol” (“протокол дослідження”) in Ukrainian may vary in the interpretation while in ICH GCP, it is a standardized document with the defined structure.

Ukrainian terminology often reflects the local norms and linguistic features. For instance, “випадковий розподіл” sounds more natural than “рандомізація” in informal settings, but regulatory documents favor the borrowed term. Another example is “investigational product” (“досліджуваний препарат”), where the Ukrainian term is descriptive, while the English one is concise and unified. These differences complicate translation, as translators must consider not only language but also regulatory context to avoid ambiguity or errors.

Thus, clinical research terminology is not just a set of words but a system of concepts tied to language and standards. ICH GCP unifies English terms, while Ukrainian ones are often polysemous, creating a basis for discrepancies that require specialized translation strategies.

Linguistic discrepancies between Ukrainian and English in translating the clinical research terminology span multiple dimensions: morphological, syntactic, and semantic. These differences stem from the languages’ structural features, evolution, and regulatory contexts, particularly ICH GCP standards. Understanding these discrepancies is key to accurate translation, as errors can impact legal compliance and participant safety.

Syntactic differences appear in term structure. Ukrainian often places adjectives before nouns, as in “первинна кінцева точка” (“primary endpoint”), while English reverses the order. Though seemingly minor, word order affects term

perception in regulatory documents. Another case is “controlled clinical trial” (“контрольоване клінічне дослідження”): the Ukrainian term spans three words, while the English is shorter and standardized. These syntactic variations require adaptation to the concise ICH GCP style.

Semantic discrepancies are the most complex, relating to word meaning. Polysemy is a common issue: “плацебо” (“placebo”) is used in both scientific and everyday Ukrainian contexts (e.g., “placebo effect”), but in ICH GCP, “placebo” is strictly an inactive substance for comparison. Likewise, “дослідження” may translate as “study” or “trial”, but “trial” is the standard in clinical documents. The lack of equivalents further complicates matters: “рандомізація” (“randomisation”) is a borrowing in Ukrainian, but “випадковий розподіл” feels more natural elsewhere, risking inaccuracy.

Cultural and regulatory factors amplify these discrepancies. For instance, “informed consent” (“інформована згода”) in Ukrainian aligns with an ethical principle, but in ICH GCP, it is a legal procedure with specific documentation requirements. “Blinding” (“сліпий метод”) literally describes concealment in Ukrainian, while the English term covers single- or double-masking with methodological weight. These nuances demand not only linguistic expertise but also knowledge of clinical research standards.

Overcoming linguistic discrepancies in translating clinical research terminology from Ukrainian to English requires a systematic approach. Given ICH GCP standards, translators must adapt terms to maintain accuracy and compliance with international norms. We explored key strategies – contextualization, glossary use, and adaptation – with examples of their application to typical clinical research term.

Translating clinical research terminology from Ukrainian into English is a complex task requiring consideration of linguistic discrepancies and regulatory standards, notably ICH GCP. Analysis revealed that these discrepancies are morphological, syntactic, and semantic in nature. For example, polysemy in terms

like “плацебо” or “дослідження”, the absence of equivalents like “рандомізація”, and structural differences between “первинна кінцева точка” and “primary endpoint” pose significant challenges. These issues are not merely theoretical: inaccurate translation can lead to protocol misinterpretation, ethical breaches, or legal violations, affecting participant safety and research validity.

The further research could explore several directions. First, automating terminology translation via CAT tools and machine translation merits investigation for efficacy in this domain. Second, analyzing translation from English to Ukrainian could address reverse-process challenges. Finally, developing bilingual glossaries for clinical research could offer a practical contribution to translation studies, aiding translators and enhancing documentation quality. Thus, this topic opens broad opportunities for theoretical and applied advancement.

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Iryna Shapoval

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Supervisor: Candidate of Pedagogical Sciences,

*Associate Professor **Olha Miliutina***

“DENGLISCH” AS A NEW LINGUISTIC NORM OR A THREAT TO GERMAN CULTURE?

In today's world, languages constantly evolve under the influence of globalization, technological progress, and international communication. One striking example of this process is *Denglisch* (*Deutsch* + *Englisch* = *Denglisch*) – a “hybrid” linguistic phenomenon that has emerged due to the “collision” of cultures and is based on a somewhat peculiar process of adapting English borrowings in the German language. In this process, a linguistic unit often retains its original form while acquiring a meaning different from the original. However, this retention of form is somewhat conditional, as it may undergo certain modifications when integrated into the paradigmatic and syntagmatic relationships of the German language [2].

Denglisch is not merely a linguistic quirk; it reflects the ability of languages to meet the changing needs of a globalized society. In business and technology, where English terminology is widespread, Denglisch serves as a bridge between languages, facilitating effective communication in an international context. It also demonstrates the fluidity of language, showing how speakers creatively incorporate foreign elements into their linguistic repertoire [4].

Researchers note that the main reason for the active penetration of Anglicisms into the German language is the dominance of English as the international language of communication. In their view, this process is also influenced by:

- Globalization and Germany’s openness to international cooperation.
- Technological progress and the growing role of digital communication.
- The prestige of the English language among young people and professionals.

- Marketing strategies targeting the international market [3; 5].

Ukrainian researchers S. Kiyko and O. Kudriavtseva identify the following communicative spheres where English borrowings in German are most frequently used:

- Politics (e.g., *Partner, Parlament, Streik, parlamentarisch*).
- Economics and Finance (e.g., *Konzern, Investment, Import, Manager, Boss*).
- Science and Technology (e.g., *Computer, Video, Test*).
- Sports (e.g., *Football, Golf, Surfing, Trainer, Star, Boxer*).
- Culture and Education (e.g., *Videoband, Rock, Show, Bestseller, Interview*).
- Advertising and Marketing (e.g., *Sale, Hot Deal, Best Price, Customer Service*) [1].

Supporters of Denglisch as a linguistic norm argue that the use of Anglicisms in German is an integral part of its development. Among the positive aspects of this phenomenon, they highlight:

- Vocabulary enrichment through the adoption of new terms.
- Adaptation to an international environment, which facilitates communication.
- Linguistic flexibility and economy, as English words are often shorter and more comprehensible to a global audience [6].
- Reflection of cultural changes, as language always mirrors social processes.

However, there is also a downside to this phenomenon. Critics of Denglisch emphasize the following risks:

- Displacement of traditional German vocabulary, which may lead to the loss of unique words.
- Deformation of grammatical structures, as many borrowed words do not conform to German grammatical rules.
- A language barrier between generations, as the older generation, unfamiliar with English, may feel isolated.

- Declining proficiency in the German language, especially among young people who prefer English terms [6].

The issue of Denglisch has already become a topic of discussion in Germany's language policy. Some organizations, such as *Verein Deutsche Sprache* (Society for the German Language), advocate for the preservation of the "purity" of the German language. At the same time, reality shows that linguistic borrowing is a natural process that has occurred throughout history.

An optimal solution could be a balanced approach that includes:

1. Moderate use of Anglicisms, especially in official and academic contexts.
2. Development of language education, ensuring that new words are organically integrated into the grammatical system of German.
3. Promotion of German equivalents for popular Anglicisms where possible (e.g., *Herunterladen* instead of *Download*) [6].

Thus, Denglisch is an inevitable consequence of globalization and the influence of the English language on the modern world. It has both advantages and disadvantages and, depending on the approach taken, can either enrich or threaten German culture. It is essential to preserve linguistic identity while recognizing the need to adapt to contemporary realities. Ultimately, the primary goal is to ensure that language remains an effective means of communication rather than a source of cultural conflict.

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Ivanna Zaremska
Oleksandr Dovzhenko Hlukhiv National Pedagogical University

CULTURE AS AN INSEPARABLE PART OF FOREIGN LANGUAGE TEACHING

It is widely known that language and culture are closely related and intertwined. All concepts could be divided into three hypotheses: 1) language expresses cultural reality, 2) language epitomizes cultural reality and 3) language symbolizes cultural reality.

We must understand that the concept of words is apparently a pan-human concept, but people everywhere don't have the same set of cultural beliefs and ideas about words. The existence of variations in beliefs and practices involving words is in no way inconsistent with the claim that words is a universally lexicalized meaning. On the contrary, it is testimony to the importance of words to human beings, and to people's high level of awareness and attention to the words [1, p. 385].

Some concepts which are essential for each culture can be named as cultural key words. The concept of a cultural key word is a qualitative one and somewhat inexact in the sense that it is not always possible to draw a strict line between cultural key words, other culturally important words, and less important but still culture-related words [1, p. 386].

Of course, cultural key words can be found in different lexical areas and layers and can be united in such categories:

1. Cultural values and ideas.
2. "Social" concepts.
3. Ethnophilosophical terms.
4. Emotions.
5. Ethnopsychological constructs.

Such number of categories indicates a connection between language and culture, but the term “interconnection” can be more appropriate as each is shaping and reflecting the other. For example, language as a tool for communication embodies a society’s beliefs and practices, which together form its culture. At the same time culture is built and expressed through language.

Language also plays a vital role in forming a worldview. Let’s consider in general what is a worldview. It is an individual's interpretation of the world which is influenced by shared culture and language. Language is used to express cultural beliefs, thereby shaping how individuals see and interact with their surroundings. From birth, language exposure helps individuals integrate into their cultural group. Even when people share similar environments, differing languages can lead to diverse perspectives, as language imposes limitations on understanding.

The relationship between language and culture can be understood in both broad and specific terms. Broadly, language and culture are universal human phenomena, rooted in both cognitive and social aspects. Specifically, individual languages and cultural practices, like dialects, loanwords, or values, are considered. Language teaching and related theoretical concepts also fall within this specific category.

The Sapir-Whorf hypothesis must be considered here too as it highlights how language influences thought. It suggests that the structure of a language affects how people perceive and interact with the world. Different languages categorize experiences differently, shaping people's understanding. Language is also a symbol of social identity. It's a system of culturally significant signs, used to identify oneself and others. Denying a language is seen as rejecting the culture and social group it represents.

Even though languages differ, they also share similarities. Languages have unique, shared, and universal terms. For example, Arabic has specific terms for various types of camels, while English uses adjectives. Similarly, cultural forms and relationships can be specific to a group, widespread, or universal.

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Karyna Sayenko

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

*Supervisor: Candidate of Pedagogical Sciences, Senior Lecturer **Vira Butova***

ENGLISH IDIOMS WITH HUMAN BODY COMPONENTS

It is believed that the largest amount of information about the culture and mentality of the people is stored and transmitted in the language using phraseological funds [6: 124]. By means of the phraseological corpus, the language preserves and transmits to subsequent generations the cultural heritage, and what is especially important, among them only those that are associated with standards and stereotypes of both national and universal character [1]. That is why the analysis of the phraseological funds of different languages in a comparative aspect is timely.

The names of body parts are the oldest layer of vocabulary, which is directly related to the functional and bodily aspects of human existence and reflects the cultural and anthropological characteristics of individuals belonging to certain linguistic communities. Such vocabulary is called somatic, that is, it denotes parts of the human body and manifestations of its organism, and is one of the interesting lexical and semantic groups. This group belongs to the main vocabulary, which was formed over many millennia and which reflects not only the knowledge of native speakers about the world around them, but also their ideas about themselves and their organism.

The reason for the constant attention to somatisms is the fact that the process of self-awareness among the surrounding reality and defining oneself as a person began with sensations that arise directly through the sense organs and parts of one's own body. The human body turned out to be one of the most accessible objects for observation and study, and the words denoting parts of the human body are as ancient as human consciousness itself. With the help of these "tools" of cognition, a person began to orient himself in space and time, expressing his attitude to the world. The diversity of reality is reflected in various types of concepts: concrete sensory images,

mental pictures, schemes, concepts, prototypes, frames, scenarios, gestalts, kaleidoscopic and logically constructed concepts.

1. *To be all ears* – to listen willingly, waiting for an explanation or you have my attention, so you should talk. Imagine the situation where your friend has returned from a vacation in Greece, where she was proposed to or a less positive situation where your parents threw away all your things. In both situations, you can use this idiom, since your natural reaction is to want to hear why and how it happened.

2. *A bad hair day* – a day when you feel that you do not look attractive, especially because of your hair, and everything seems to go wrong. Sometimes everyone has days when it seems that everything went wrong: you missed your alarm, didn't have time to put on makeup or wash your hair, your clothes don't fit the weather at all. And in general, everyone around you is so beautiful, and you feel unattractive and tell yourself that it's just not your day, or in English: "I'm having a bad hair day". Can be used not only in relation to hair, but about the situation in general.

3. *Cost an arm and a leg* – to be extremely expensive. This idiom is not about buying arms or legs, but still about price and money. When we want to say that something is extremely expensive, then in addition to the usual phrases "It's very expensive!" or "Exorbitant price!", we can use: "I'd love to buy a Porsche, but they cost an arm and a leg". This means: "I'd love to buy a Porsche, but they are extremely expensive".

4. *Catch someone's eye* – to get someone's attention, especially by looking at them. In a sense, this idiom does mean "to catch someone's eye", not literally, but figuratively. It means to attract someone's attention. For example, in a restaurant you are ready to order, and the waiter does not pay any attention to you, so you persistently look at him, trying to catch his eye. In this case, you would say: "I am trying to catch the waiter's eye, so we could order".

5. *Butterflies in my stomach* – a feeling of being very nervous or frightened about something. Usually we talk about butterflies in our stomach when we are in love

or feeling something pleasant, but in this idiom it is more about stress and fear of something. For example, you have to meet your girlfriend's parents tonight and you are terribly worried about it. You can say: "I'm meeting her parents tonight, and I have a bad case of butterflies in my stomach".

6. *Go belly up* – if a company or plan goes belly up, it fails. It seems that this idiom can be compared to an ordinary fish. After all, when it swims in water, everything is fine with it, and when it swims on the surface with its belly up, it seems that it is over. For example, when you understand that your plan has failed, you can say: "My plan went belly up". Or when a startup that initially seemed successful lost its position after six months: "The business went belly up after only six months" [2].

Such English idioms like dozens of the others can be used in the class to make the educational process more interesting and lively raising the students' motivation to learning the foreign language properly.

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Liliia Roshchuk

Pavlo Tychyna Uman State Pedagogical University
Supervisor: Associate Professor **Luidmyla Veremiuk**

LEXICAL BORROWINGS IN MODERN ENGLISH: A LINGUISTIC PERSPECTIVE

The formation of negation is a fundamental aspect of linguistic structure, influencing syntax, semantics, and morphology. In both English and German, negation can be expressed through negative particles and prefixes. This study explores the similarities and differences between these two languages in their use of negative markers, highlighting their impact on word formation, meaning, and grammatical structure.

Negation is considered a universal linguistic phenomenon that serves to reverse, contradict, or deny a statement. This idea has been widely discussed in linguistic research. One of the most influential scholars who explored negation as a fundamental feature of human language was O. Jespersen. In his work *Negation in English and Other Languages* (1917), he analyzed the structure and function of negation across languages, emphasizing its universality and cognitive significance. E. König and V. Gast, in their monograph *Understanding English-German Contrasts* (2018), offer a contrastive analysis of English and German negation, examining syntactic differences, negative particles, and pragmatic functions.

Ukrainian linguist A. Paslavska has extensively studied the phenomenon of negation, focusing on its syntax, semantics, and pragmatics across various languages, including Ukrainian, German, and other Slavic and Romance languages. In her monograph, *Denial as a Linguistic Universal: Principles, Parameters, Functioning* (2005), Paslavska examines negation as a universal linguistic category, analyzing its principles and functions across languages. Similarly, T. Horodilova, in her 2024 study *Typology of Negative Constructions in West Germanic Languages*, explores the structural characteristics of negative sentences in the Germanic languages. She

provides a typological analysis of negation across West Germanic languages, including German and English, and discusses historical shifts from double negation to single negation patterns.

Both English and German express negation through independent negative particles and affixal morphemes, particularly prefixes. While they share common features due to their Germanic roots, their approaches to negation exhibit notable differences in usage, formation, and syntactic restrictions.

Negative particles *not* and *nicht* are main means of negation in both languages. In English, *not* functions primarily as a negative particle, used to negate verbs, clauses, and other sentence elements. It plays a crucial role in forming negative statements, questions, and conditional sentences.

- **Sentence negation:** *Not* is most commonly used with auxiliary (helping) verbs to negate the main verb in a sentence:

She does not come.

He is not doing his homework.

- **Contractions:** In informal speech, contractions like *doesn't*, *isn't*, and *won't* are commonly used:

He isn't home.

She doesn't come.

We won't do it.

- **Short answers:** *Not* can stand alone as a response to negate a statement:

Are you coming? → I am not.

- **Subclause negation:** *Not* can modify the meaning of dependent clauses: *She told me not to do it.*

- **Contrast and emphasis:** *Not* can be used for emphasis or to contrast elements within a sentence:

Not all students passed the exam.

She is not only smart but also kind.

• **Tag questions:** *Not* appears in negative tag questions, typically in its contracted form:

He likes coffee, doesn't he?

You're meeting her, aren't you?

In German, *nicht* is the direct equivalent of *not*. It is the primary negative particle used to negate verbs, adjectives, adverbs, and entire clauses. While it functions similarly to English *not*, its placement in a sentence follows specific rules:

• **Sentence negation:** *Nicht* typically follows the conjugated verb but precedes infinitives, past participles, and separable prefixes:

Ich arbeite nicht.

Sie kann heute nicht kommen.

• **Adjective and adverb negation:** *Nicht* negates adjectives and adverbs when they do not have an article:

Das ist nicht gut.

Er spricht nicht schnell.

• **Clause negation:** When *nicht* negates an entire clause, it usually appears at the end:

Er glaubt nicht, dass sie kommt.

Ich denke nicht, dass es regnen wird.

• **Negation with auxiliary verbs:** In sentences with auxiliary verbs (*sein*, *haben*, *werden*, *modal verbs*), *nicht* typically follows the conjugated auxiliary verb but precedes the main verb:

Ich kann nicht schwimmen.

Wir sind nicht nach Berlin gefahren.

• **Full-statement negation:** *Nicht* negates entire statements:

Ich gehe morgen nicht ins Kino.

Wir sind nicht sicher, ob das stimmt.

Both *not* and *nicht* appear in fixed expressions, often with direct equivalents:

English	German
<i>Not bad!</i>	<i>Nicht schlecht!</i>
<i>Why not?</i>	<i>Warum nicht?</i>
<i>Not much</i>	<i>Nicht viel</i>
<i>Not yet</i>	<i>Noch nicht</i>

To resume it should be noted that the comparative analysis of negation in English and German reveals both shared and distinct characteristics in how these languages form and apply negative markers. While English predominantly relies on *not* and German on *nicht*, the structural placement, interaction with auxiliary verbs, and function within clauses vary significantly. Understanding these differences enhances comprehension for language learners and highlights the complex interplay of syntax and semantics in negation. Further research can explore the historical evolution of negation in Germanic languages and its role in language acquisition and cognitive processing.

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Maksym Yemelianenko

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Supervisor: *Candidate of Pedagogical Sciences, Associate Professor Olha Miliutina*

A COMPARATIVE ANALYSIS OF NEGATION IN ENGLISH AND GERMAN: THE ROLE OF "NOT" AND "NICHT"

The formation of negation is a fundamental aspect of linguistic structure, influencing syntax, semantics, and morphology. In both English and German, negation can be expressed through negative particles and prefixes. This study explores the similarities and differences between these two languages in their use of negative markers, highlighting their impact on word formation, meaning, and grammatical structure.

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Maryna Kushnieriova
Candidate of Philological Sciences, Senior Lecturer
Oleksandr Dovzhenko Hlukhiv National Pedagogical University

THE CONCEPT OF A “SENSE OF HUMOUR” IN THE ENGLISH WORLDVIEW

The term “worldview” refers to a person’s or a group’s overall perspective on the world – how they understand life, reality, and human existence. It includes beliefs, values, and assumptions about what is true, what matters, and how the world works. This notion is often used in anthropology, philosophy, education, and intercultural studies to describe the deep cultural framework through which people interpret their experiences. A world view is usually shaped by one’s upbringing, religion, language, traditions, and social environment. It influences how people make decisions, communicate, and relate to others. The term worldview has a long history. It has been and is used not only in anthropology, but also among others in education and cross-cultural studies.

In his writing Charles H. Kraft claims that there are several levels of culture (including, of course, worldview). The “higher” the level, the more diversity is included in it. For example, we may speak of culture at multinational level as “Western culture” (or worldview), or “Asian culture,” or “African culture.” Such cultural entities include a large number of quite distinct national cultures. For example, within Western culture there are varieties called German, French, Italian, British and American.

Humour is very important part of English culture and English everyday life and communication. There are various types of humour. It may be difficult for a foreigner to understand English humour, but understanding it is very important part of adapting to English culture, Tiia Salomäki claims. V. Manakin offers his insights into the notion of a sense of humour. The word *sense* means “to feel and understand,” and in the expression *common sense*, it reflects a practical, experience-based approach to life. Closely related to the concept of *sense* is *reason*, which doesn't just mean logic or

rationality, but rather the ability to think, comprehend, and form opinions or judgments based on facts. The English language includes many expressions that reveal the British preference for precision and factual accuracy. The phrase *a sense of humour* is a cultural concept that reflects a key trait of the English national character – one that the British are especially proud of. V. Manakin emphasizes that in English the word *humour* also refers to *character* or *mood*. This can be seen in expressions such as *to be in good/out of humour* (to be in a good/bad mood) and *good-/ill-humoured* (good-natured/irritable).

Humour is almost certainly a universal concept, but as speakers of different languages, we perceive and use it differently. Kate Fox, a British social anthropologist, emphasizes that humour is a core element of English national identity. According to her, it is not just a form of entertainment but a deeply ingrained social code that influences communication, behaviour, and even self-image. Scholar refers to humour as the “favourite, all-purpose coping mechanism” for the English. She points out that although this tendency is to some extent universal, humour seems to be more marked and used more frequently by the English than other nations to deal with unfamiliar, social or practical difficulties.

V. Manakin defines a strong reliance on irony and wit as a notable feature of English humour, and continues that English humour is intellectual in nature and not always easy to understand, often relying on wordplay, where meaning must be found in the subtext. The British see the ability to laugh at oneself as a sign of a mature civilization. Another side of English humour is affection – a kind of tolerant understanding of human flaws. A special category of English humour is absurd or nonsense humour.

The concept of a *sense of humour* occupies a central place in the English worldview, functioning not merely as a cultural trait but as a subtle and complex mode of social interaction. English humour is deeply rooted in irony, understatement, wit,

and self-deprecation, all of which serve as tools for maintaining social harmony, expressing intelligence, and managing emotional restraint.

Humour in English culture operates as a mechanism of identity formation, class negotiation, and interpersonal connection. The ability to “have a sense of humour” is seen as a mark of emotional maturity, tolerance, and sophistication. The prevalence of linguistic play, such as puns, idioms, and homonyms, highlights the cognitive and cultural dimensions of English humour. Whether through intellectual irony humour serves both as entertainment and as an expression of deeply embedded values within the English-speaking world.

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Nataliia Trosha

*Public Institution of Sumy Regional Council –
Hlukhiv Lyceum Boarding School
with Enhanced Military Physical Training*

TRENDS IN CURRENT POLISH LITERATURE

Contemporary Polish literature is undergoing a dynamic phase of development and transformation, shaped by ongoing social, political, and cultural shifts both within the country and globally. It reflects a complex interplay between literary tradition and innovative experimentation, resulting in a multifaceted and evolving literary landscape. The following discussion outlines the principal trends of contemporary Polish literature and examines their contemporary relevance.

In recent years, Polish literature has demonstrated an increasing interest in autobiographical and documentary genres. Prominent authors such as Marcin Wicha, Małgorzata Rejmer, and Olga Tokarczuk engage with eyewitness testimonies and historical scholarship as a means of reconstructing and interpreting the past. This tendency reflects a broader cultural shift toward memory studies and the ethical re-examination of history through a personal and narrative lens.

Marcin Wicha belongs to a cohort of contemporary Polish authors whose works are marked by a distinctive blend of irony, restraint, and introspective engagement with themes of personal and national identity. In his collection “*How I Stopped Loving Design*” (*Jak przestałem kochać design*), Wicha explores the intersections between everyday cultural phenomena and intimate family dynamics. Through essays that are at once personal and reflective, he examines how design, memory, and emotional experience coalesce in the private sphere, particularly within the context of Polish familial and matrimonial traditions.

Małgorzata Rejmer, another notable voice in modern Polish literature, similarly engages with the personal as political. Her documentary novel “*Mud Sweeter Than Honey*” (*Błoto słodsze niż miód*) delves into the lived realities of individuals under

communist rule in Albania. By reconstructing personal testimonies and archival narratives, Rejmer foregrounds the impact of authoritarian systems on human agency, trauma, and memory. Her work underscores the entanglement of personal conflict and socio-political repression, blurring the lines between individual resistance and collective suffering.

Olha Tokarczuk, winner of the Nobel Prize in Literature, is known for her works that are deeply embedded in human psychology and human structures. The novel “Bieguni” is a bright example of combining special stories with philosophical thoughts about the everyday world and human nature.

Feminist and gender theories occupy an important place in current Polish literature. Numerous writers, such as Dorota Masłowska and Sylvia Khotynska, explore the nutrition of identity, women's justice, equality and social justice.

Many current Polish authors actively explore postmodernist techniques, a variety of genres, styles and traditions. Writers include Olga Tokarczuk, who won the Nobel Prize for Literature, and Jacek Dukaj, who combines science fiction, philosophy and history in her works.

Polish literature also reflects current socio-political problems, such as national identity, migration, ecology and politics. The works of Zygmunt Miłoszewski and Radek Rakowski analyze the current messages of the Polish marriage. Zymunt Miłoszewski is a Polish writer and journalist, known for his detective novels, which never fail to captivate the reader with intriguing plots. In his works, he often analyzes the current issues of the Polish life, such as corruption, anti-Semitism and social injustice. For example, in the novel “The Grain of Truth,” the author explores the theme of anti-Semitism in Poland, weaving it into a detective plot.

The genres of fantasy and science fiction are represented in modern Polish literature. Andrzej Sapkowski, with his “The Witcher,” made Polish science fiction popular among the world. New authors, such as Jacek Dukaj and Rafal Kosik, continue this tradition, creating complex and intellectually rich world.

Today, Polish literature is actively developing towards multiculturalism and globalization. Writers use various cultural codes, historical layers and other languages to enrich their texts. An example could be the creativity of Zygmunt Miłoszewski and Witold Szabłowski.

Polish literature today is extremely dynamic and diverse. It continues to develop, reflecting everyday realities and voices, organically combining the traditions of prose writing with new forms of literary expression.

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Roman Motliuk

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Supervisor: Candidate of Philological Sciences, Senior Lecturer

Maryna Kushnieriova

THE IMAGINARY WORLD OF FANTASY LITERATURE

The imagined world of fantasy literature exists as a unique as a unique narrative space in which the boundaries of reality are intentionally blurred to allow for the exploration of alternative possibilities. These secondary worlds – often constructed with their own geographies, histories, languages, and systems of belief – serve as frameworks through which authors and readers can engage with complex philosophical, ethical, and existential questions.

Fantasy literature is not simply a means of escaping reality. Fantasy literature also highlights and criticizes elements of the real world. Within its frameworks, authors often address themes such as the struggle between good and evil, the nature of heroism, personal transformation, social injustice, and the corrupting influence of power. Classic examples of fantasy literature, such as J.R.R. Tolkien's *Middle-earth* or C.S. Lewis's *Narnia*, are examples of how fictional worlds can resonate deeply with universal human experience and moral dilemmas.

Fantasy frequently draws upon mythology, folklore, and archetypal structures, thus embedding its narratives within a broader literary and cultural tradition. The flexibility of the genre has also allowed for the emergence of a variety of subgenres, including high fantasy, urban fantasy, dark fantasy, and magical realism, each of which offers different interpretations of reality through the fantastic.

High fantasy, also known as epic fantasy, is typically set in a fully imagined secondary world, separate from our own reality. This subgenre is characterized by vast, detailed world-building, including unique geographies, languages, political systems, and mythologies. The narrative often follows the traditional hero's journey, involving

the struggle between good and evil, the rise of a chosen hero, and the fulfilment of a destiny tied to the fate of the entire world.

The narrative tone of high fantasy is often solemn and serious, drawing inspiration from medieval literature, mythology, and epic poetry. J.R.R. Tolkien's *The Lord of the Rings* remains a shining example, setting the criteria that shape the genre.

In contrast, urban fantasy is set in real-world or quasi-realistic urban environments, often in contemporary times, where magical or supernatural elements exist either in secret or alongside modern life. This subgenre blends mythic or supernatural themes with familiar, everyday settings – such as city streets, office buildings, or subways – creating a juxtaposition between the magical and the mundane.

Urban fantasy frequently features protagonists who navigate both worlds: the rational and the magical. Themes of identity, hidden power, social marginalization, and duality are central. The tone of narrative tends to be more informal, fast-paced, and grounded in personal experience. An example of urban fantasy is Neil Gaiman's *Neverwhere*. Urban fantasy narratives often intersect with elements of detective fiction, romance, and horror, making urban fantasy a hybrid form.

Both high fantasy and urban fantasy expand the imaginative possibilities of literature in different ways. High fantasy offers readers epic moral and metaphysical explorations of entirely constructed worlds, while urban fantasy explores the role of the magical in the structures of modern society. Together, these subgenres illustrate the adaptability of fantasy literature as a genre form.

Ursula K. Le Guin's contributions to fantasy literature are distinguished by their philosophical depth, anthropological insight, and subversion of traditional genre conventions. In her fantasy works – most notably the *Earthsea* cycle – Le Guin constructs richly imagined secondary worlds that serve not only as narrative settings but also as spaces for the exploration of identity, language, power, and balance.

The imaginary worlds of fantasy literature not only invite readers into realms of wonder and possibility, but also challenge them to rethink assumptions, values, and identities within their own sociocultural realities.

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Yevhen Fedchenko

*Oleksandr Dowzhenko Hluchiw Nationale Pädagogische Universität
Wissenschaftlicher Leiter: Kandidat der pädagogischen Wissenschaften, Dozentin
Olha Miliutina*

DIE VERWENDUNG VON GENDERZEICHEN IM DEUTSCHEN ALS GESCHLECHTERSENSIBLE SPRACHE

Im Rahmen der anthropozentrischen Paradigma, die in den letzten Jahrzehnten dominiert, entwickelt sich die Genderlinguistik rasant weiter. Sie untersucht verschiedene linguistische Aspekte im Zusammenhang mit Geschlechterstereotypen, die sich in der gesellschaftlichen Rolle von Frauen und Männern sowie in der Semantik sprachlicher Einheiten widerspiegeln. In diesem Kontext gewinnt die Erforschung spezieller Formen der geschlechtsneutralen Sprache zunehmend an Bedeutung.

Gerade für Menschen, die Diskriminierung erfahren haben, ist die Repräsentation wichtig. Lehrstuhlinhaberin für Genderwissenschaften an der Ludwig-Maximilians-Universität München Prof. Dr. Villa Braslavsky denkt: *“Das Gendern mit Sonderzeichen, etwa dem Stern oder Unterstrich ist die Andeutung von: Es gibt mehr Geschlechter als Männer oder Frauen. <...> Deshalb ist gendersensible Sprache besonders für jene Menschen wichtig, die in der Sprache sonst nicht vorkommen”* [4].

Es gibt viele verschiedene Möglichkeiten, geschlechtergerechte Sprache zu verwenden. Einige bevorzugen eine Kombination verschiedener Genderformen, je nach Zielgruppe, während andere eine bestimmte Variante bevorzugen. Im Allgemeinen werden die folgenden Formen von Geschlecht unterschieden: Beidnennung, Neutralisierung und Genderzeichen.

Bei der *Beidnennung* bedeutet, dass beide Geschlechter genannt werden (z. B. Lehrerinnen und Lehrer) oder die weibliche Form durch Abkürzung hinzugefügt wird (Lehrer/-innen; LehrerInnen). In *Neutralisierung* wird die männliche Form durch geschlechterneutrale Formen (z. B. Lehrkraft) oder Substantivierung (z. B. Lehrende) ersetzt. *Die Sonderzeichen* sind Platzhalter für alle, die sich weder dem weiblichen noch dem männlichen Geschlecht zuordnen. Für die mehr geschlechtliche

Schreibweise wird zwischen männlicher Form und weiblicher Endung ein Sternchen, Unterstrich oder Doppelpunkt ergänzt [5].

Zumal die Verbindung von Geschlecht und Stigmatisierung tief sitzt. Zunehmend werden bei Personenbezeichnungen orthografische Zeichen wie der Doppelpunkt (:) – allerdings ohne ein folgendes Leerzeichen (Bürger:innen) – oder Sonderzeichen wie Asterisk (*), Unterstrich (⏟) oder andere Zeichen im Wortinneren verwendet. Sie sollen eine über die formalsprachliche Funktion hinausgehende metasprachliche Bedeutung zur Kennzeichnung aller Geschlechtsidentitäten – männlich, weiblich, divers – vermitteln: die Schüler:innen, die Kolleg*innen. Sie gehen damit über Verkürzungsformen wie Bürger/-innen, die vom amtlichen Regelwerk bereits erfasst werden, hinaus [1].

Als „politisch korrekt“ hatte sich zunächst das Gendersternchen, der sogenannte Asterisk, etabliert [2]. Das Wort Gendersternchen bezeichnet ein *“typografisches Zeichen (*), das bei Personenbezeichnungen zwischen der männlichen und der zusätzlich angefügten weiblichen Endung gesetzt wird, um neben Männern und Frauen auch Menschen mit anderer geschlechtlicher Identität miteinzubeziehen und sichtbar zu machen”* – z.B. Freund*in [3]. Obwohl das Wort aus englischen Wortbestandteilen zusammengesetzt ist und die für das Englische typische Getrennschreibung aufweist, handelt es sich dabei um eine genuin deutsche Wortschöpfung – einen sogenannten *“Scheinanglizismus”* [7]. Inzwischen ist es oft auch der Doppelpunkt. Die Variante des Gendersternchens oder des Doppelpunkts spricht nicht nur Männer und Frauen an, sondern auch Menschen mit anderen Geschlechtsidentitäten.

Klammern sind besonders häufig, wenn das Suffix in der Mitte eines Wortes und nicht am Ende steht: Kolleg(inn)en, Lehrer(innen)ausbildung. Sie können aber auch am Ende eines Wortes verwendet werden: Lehrer(in). Das Inner-I (LehrerInnen) wird im Deutschen mit linken und feministischen Positionen assoziiert, so dass es für offizielle Schreiben meist nicht akzeptiert wird [6].

Alternative Formen des Innen-I waren Gendergap (Lehrer_innen). Gendergap, auch Genderstroke, in der Linguistik: ein Unterstrich, der verwendet wird, um ein Leerzeichen zwischen dem Hauptteil eines Wortes und seiner Endung anzuzeigen, und der dem Zweck dient, alle Geschlechter gleichzustellen [6]. In der Praxis wird Gendergap vor allem im universitären Umfeld eingesetzt. Es wird hauptsächlich in der Schriftsprache verwendet.

So, die moderne deutsche Sprache verfügt über eine breite Palette von Sprachmitteln und Sprachwerkzeugen. Der Gebrauch des Genderzeichen ist eine verbreitete Strategie, um in deutschen Texten bewusst Personen aller Geschlechter anzusprechen. Geschlechtersensible Sprache sorgt für Sichtbarkeit aller Geschlechter, fördert eine respektvolle Kommunikation und trägt zu einer gerechteren Gesellschaft bei. Da Sprache unser Denken und unsere Wahrnehmung beeinflusst, kann eine bewusste Wortwahl helfen, bestehende Stereotype abzubauen und Vielfalt anzuerkennen.

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SECTION TWO. NEW CHALLENGES IN TEACHING METHODS

Alina Hordiienko

*Detached Structural Unit «Professional Pedagogical Specialty College
of Oleksandr Dovzhenko Hlukhiv National Pedagogical University»
Supervisor: Teacher of English, Specialist of The Highest Category,
Teacher-Methodologist **Liudmyla Fedotenko***

FORMATION OF PHONETIC COMPETENCIES IN PRESCHOOL CHILDREN

The development of speech competence is one of the key objectives of preschool education. One of its most important components is phonetic competence, that is the ability to correctly perceive, distinguish, and reproduce the sounds of the native language. It is during the preschool years that the foundation for proper speech is laid, which plays a crucial role in a child's future communicative, cognitive, and social activities. According to the Basic Component of Preschool Education of Ukraine [1], a preschooler's speech activity is determined by age-appropriate speech and language maturity, the level of literacy acquisition, attitudes toward the use of language in interactions with adults and peers, and the development of communicative abilities.

In learning a foreign language, sounds are typically classified into three groups based on their similarity to those in the child's native language:

1. sounds that are most similar to the sounds of the native (Ukrainian) language in terms of acoustic characteristics and articulation (for example, English [b, g, m, s, z]).
2. sounds that appear very similar to those of the native language, but differ significantly in key features (for example: [e, i, i:, t, d, v, w, l]).
3. sounds that have no articulatory or acoustic analogues in the children's native language (for example: [ε:, θ, n, w, r, h, ð, ŋ]).

This classification helps determine the approach to teaching each sound, including how it is introduced, the types of activities used, and the quantity and complexity of exercises required to master it in both perception and production.

Studies by scholars such as M. Ermakova, O. Zhiltsova, and others suggests that by the age of five, children typically complete the development of their speech-motor and speech-auditory systems, and by the age of six they are capable of pronouncing all the sounds of their native language. This is an extremely important factor, as there is a direct correlation between the success of early foreign language learning and the level of a child's communicative development in their native language [2].

Some researchers recommend systematically training children to pronounce sounds quickly using tongue twisters and poems; they believe it is necessary to increase the tempo of internal speech, which in turn facilitates faster perception. To train the articulatory apparatus, it is recommended to repeatedly pronounce phrases at an increasing pace [3].

One of the effective methods for developing phonetic competence is the "Shadowing" technique.. This method is very simple: you need to repeat phrases from movies and songs, imitate the pronunciation of speakers from podcasts and dialogues, copying their rhythm and intonation.

Another popular and effective approach is the use of tongue twisters. They are effective because they promote clear and accurate pronunciation. Encourage the child to learn tongue twisters and play a game focused on speed and accuracy of word pronunciation. To make the task even more interactive, draw an illustration for each tongue twister.

Here are a few examples of tongue twisters to start with:

She sells seashells by the sea shore.

Double bubble gum, bubbles double.

Peter Piper picked a peck of pickled peppers.

Chicken chocolate and cheese in a sandwich, please!

I scream, you scream, we all scream for ice cream.

In addition to tongue twisters, phonetic games are a powerful tool in teaching pronunciation. Some effective examples include:

1. “Auction”

Objective: Train children to recognize sounds by ear.

How to play: The teacher prepares picture cards of familiar objects and spreads them face-up on a table. The teacher calls out a sound or sound combination, and the children quickly find a picture of an object whose name begins with that sound. The fastest child to grab the correct card becomes the “buyer.” The game continues with different sounds, and the winner is the one who collects the most cards

2. “Echo”

Objective: Develop phonemic hearing and correct articulation of English sounds.

How to play: The teacher turns to the side and softly pronounces the studied sounds and sound combinations. The children, like an echo, repeat each sound (or sound combination) after the teacher.

3. “Phonetic Lotto”

Objective: Improve sound-letter recognition and vocabulary.

How to play: Each child gets a card with letters or sound combinations. The teacher calls out words that begin with specific sounds, and the child must find the corresponding sound on their card - just like in a game of bingo.

4. “Sound Cards”

Objective: Practice pronunciation through repetition.

How to play: Create flashcards with different sounds and corresponding example words. Children pick cards and practice saying the sounds and words aloud.

Developing phonetic competence in preschool children is a key factor for successful English language learning. Correct pronunciation, phonemic awareness, and intonation skills contribute not only to effective communication but also boost a child's confidence. Using games, poems, songs, and tongue twisters makes the learning

process natural and enjoyable. It is through play and emotional engagement that children learn a foreign language most effectively.

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Aliona Shkurat
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Philological Sciences,
Associate Professor Nataliia Medvid

MOBILE TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF GENERAL EDUCATION SCHOOLS

In the modern world, distance education plays a significant role. It presents a new challenge for us, educators, as education is undergoing continuous and significant changes. Everything is changing - the structure of teaching, its content, focus, and educational system. In this new reality, a new system of learning is being shaped, requiring new educational standards. The focus has shifted to a mode of learning where students develop and enhance their ability to think critically, process diverse information, and act practically by applying the knowledge and skills acquired to solve real-life problems.

Distance learning changes the way we perceive texts and analyze literary works. It is essential to adapt teaching methods to foster critical thinking, enrich students' vocabulary, and support skills in analyzing literary works [2].

Distance learning involves the use of information and communication technologies (ICT), which facilitate the educational process in a remote setting. This is especially relevant for senior classes in general secondary education schools, where it is crucial to maintain a high level of student engagement [1].

Particularities of Organizing Distance Learning: Choosing the platform for interaction (Google Classroom, Microsoft Teams, Zoom, Moodle, etc.), ensuring the availability of materials in accessible formats (video lectures, electronic textbooks, presentations, assignments), scheduling lessons, and ensuring regular communication between students and teachers [5, 6].

Multimedia resources (video lessons, interactive textbooks), online surveys, and discussion forums for analyzing literary works contribute to the development of language skills and help maintain students' interest in the subject.

Successful distance learning requires teachers to be skilled in organizing independent student work, providing feedback, and utilizing modern digital tools and active learning methods.

Forms of Distance Learning: Interactive learning – using tests, quizzes, and interactive exercises to maintain student interest. Project-based methods – creating creative projects in language and literature, presentations, and video analysis. Individualized approach – developing tasks based on students' individual abilities and knowledge levels [3].

Challenges and Obstacles: Technical issues (unstable internet, insufficient technical equipment for students). Decreased motivation due to the lack of face-to-face interaction. The importance of monitoring independent work and academic integrity [4].

In conclusion, distance learning in Ukrainian language and literature lessons for senior classes of GSES requires the adaptation of traditional methods, the use of digital technologies, and consideration of students' needs to ensure the effectiveness of the learning process.

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Anastasiia Oparysta
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Pedagogical Sciences, Senior Lecturer
Olena Chaika

USING INTERACTIVE TEACHING TECHNOLOGIES FROM THE PERSPECTIVE OF A COMMUNICATIVE APPROACH TO ENGLISH LANGUAGE TEACHING

Interactive teaching technologies are essential for learning English as they facilitate effective knowledge acquisition and the development of communicative skills. These technologies activate students' cognitive activities, ensure a deeper understanding of the material, and foster the speech competencies necessary for successful communication. In this context, applying the communicative approach is a key element of modern foreign language curricula in secondary education institutions. This approach involves the active use of the target language and the integration of new experiences, including interaction with native speakers, assimilation of cultural norms, and adaptation to various communicative situations. At the same time, learning a foreign language encompasses active engagement among all participants in the educational process, contributing to the development of linguistic, speech, and sociocultural competencies [5].

O. Ovcharuk emphasizes that the main goal of learning a foreign language is to achieve communicative competence, which enables effective communication under any conditions, particularly across all forms of speech activity, such as:

1. **Listening** is the formation of the ability to comprehend spoken language and interpret speech across diverse contexts.
2. **Reading** is the development of analytical and interpretative skills, facilitating vocabulary enrichment and cognitive growth.
3. **Speaking** is an advancement of active verbal communication skills essential for effective self-expression and interaction.

4. **Writing** is the acquisition of competencies in structuring thoughts logically and adapting writing style to various communicative contexts [3, p. 6].

An essential component of communicative methodology is the implementation of a task-based learning (TBL) approach, which provides students with real-life communicative situations requiring meaningful language use. TBL-based lessons encourage students to complete problem-solving tasks, engage in collaborative projects, and participate in role-playing activities that reflect authentic communication scenarios. This approach not only strengthens linguistic proficiency but also enhances students' ability to adapt to spontaneous speech interactions, boosting their confidence in using the target language. Moreover, the integration of interactive elements such as digital simulations, gamified learning platforms, and virtual language exchange programs further enriches the communicative experience, making the language acquisition process more dynamic and student-centered.

The use of interactive teaching technologies effectively promotes the development of each of these aspects: listening skills are improved through exposure to authentic materials, while reading skills are enhanced through work with diverse texts. Specifically, in school English courses, students are expected to comprehend adapted texts related to educational, social, and everyday spheres that align with their communicative needs. These texts are designed not only for information acquisition but also for evaluation and commentary, fostering analytical and critical thinking skills that form the foundation for other speech abilities [3, p. 18]. Speaking is developed through dialogic exercises that stimulate natural speech interaction, while writing is refined through text creation, which cultivates self-expression and critical thinking.

The integration of interactive technologies in the educational process not only aids in the assimilation of textual information but also ensures active engagement with it, fostering students' ability to analyze materials independently, justify their opinions, and develop critical thinking. One of the most effective means of stimulating social interaction is the use of information and communication technologies, particularly

social networks, which provide opportunities for virtual communication. The use of such platforms enhances students' motivation to improve both their language and speech competencies, as social networks serve as structures for information exchange, playing a crucial role not only in education but also in the formation of communicative skills and intellectual development at various levels – from individual to global.

Another effective method for developing students' speech culture, which forms the basis of communicative activities, is the use of mind maps. Working with mind maps in the process of learning a foreign language fosters creative thinking and the ability to generate texts of various genres [2, p. 340].

Textbook authors often emphasize that students should not only complete tasks but also actively utilize compensatory strategies for effective communication. This includes the ability to combine various linguistic resources to achieve the most precise and appropriate expression of thoughts. Such an approach helps develop comprehensive speech competence, which is crucial for successful communication in any circumstance [3, p. 18].

Thus, interactive educational technologies are a vital and effective tool for learning foreign languages, as they promote deep material assimilation and the development of students' linguistic and speech competencies. The use of the communicative approach in implementing interactive educational technologies in foreign language learning ensures the integration of language into real-life situations, encouraging students to engage in active speech practice. Interactive teaching technologies not only enhance listening, reading, speaking, and writing processes but also help develop critical and analytical thinking, foster self-expression through authentic texts and social networks, and shape comprehensive speech competence, which is fundamental for successful communication in the modern world.

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Anastasiia Shakotko

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Supervisor: Candidate of Pedagogical Sciences, Senior Lecturer Vira Butova

LEARNING KOREAN IN SOUTH KOREA: CHALLENGES AND REALITIES

Since the early 21st century, some interesting elements of the Korean culture spread to the other countries by way of globalization and cultural exports. Interest in learning Korean as a foreign language has also been influenced by long-standing alliances, military involvement, and diplomacy, such as between South Korea and the United States and China and North Korea following the end of WWII and the Korean War. Along with the other languages such as Chinese and Arabic, Korean is ranked among the highest levels of difficulty for the other languages speakers by the linguists and diplomats.

Studying a foreign language in the country where it's spoken is one of the fastest ways to improve fluency, and South Korea offers a great environment for learning Korean. While applying the structured programmes, full immersion, and daily practice, students can make significant progress. But while the experience can be rewarding, it's not without its challenges.

Structure of the Korean Language Education System

Language Institutes (어학당): Most international students enroll in university-affiliated language institutes, which offer four-term intensive courses per year (typically 10-week terms, 4–5 days per week).

Class Levels: Courses range from beginner (Level 1) to advanced (Level 6), with placement tests determining entry levels.

Curriculum Focus:

Speaking, listening, reading, and writing are equally emphasized.

Daily quizzes, midterms, and finals ensure continuous assessment. Cultural classes and activities help students understand Korean traditions and communication styles.

Basic Linguistic Structure of the Korean Language

Alphabet (한글):

Created in the 15th century by King Sejong to improve literacy.

Consists of 14 consonants and 10 vowels, forming syllabic blocks.

Grammar and Sentence Structure:

Subject-Object-Verb (SOV) order (e.g., “I apple eat” instead of “I eat an apple”).

Particles (e.g., 은/는, 이/가, 을/를) indicate grammatical roles instead of word order.

Honorifics and Speech Levels:

Different verb endings and vocabulary are used based on formality and hierarchy (e.g., 합니다 vs. 해요 vs. 해).

Word Formation:

A mix of native Korean, Sino-Korean (from Chinese), and loanwords (especially from English).

The Learning Experience

Korean language institutes use a mix of teaching methods:

Full immersion – From day one, classes are taught entirely in Korean. While this helps with listening skills, it can be overwhelming for beginners.

Fast-paced learning – Most programs cover a lot of material in a short time, which can be stressful if you fall behind.

Focus on memorization – Expect to learn new vocabulary and grammar structures every day. The challenge isn't just learning them, but remembering and using them in real conversations.

One of the best parts of studying in Korea is the chance to practice outside the classroom. Whether it's ordering food, asking for directions, or chatting with locals, every interaction helps build confidence.

The Challenges

Despite the benefits, many students struggle with:

Adjusting to the intensity – With frequent tests and daily homework, the pressure to keep up is real.

Speaking anxiety – Many learners hesitate to speak, fearing mistakes. Since Koreans are generally patient with foreigners, pushing through this fear is key.

Limited customization – Classes follow a set curriculum, which may not suit every learning style. Some students may need extra practice outside of class.

How to Make the Most of It

Find a study routine – Regular review is crucial.

Use Korean daily – Even small efforts, like talking to shopkeepers, help.

Seek extra support – Language exchange partners, tutors, or online resources can fill learning gaps.

Conclusion

Studying Korean in South Korea is an intense but rewarding experience. The combination of the structured learning and real-life practice accelerates progress, but students must be ready to adapt. With the right mindset and effort, it's an opportunity not just to learn a language, but to experience a new culture firsthand.

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Andrii Fedorenko
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Doctor of Philosophy Aliona Tykhonova

THE CONTENT AND METHODS OF DEVELOPING THE PRIMARY SCHOOL STUDENTS' TRANSVERSAL SKILLS IN EXTRACURRICULAR EDUCATIONAL INSTITUTIONS

The primary school students' transversal skills development is an important issue of contemporary education. These skills, which encompass critical thinking, communication, collaboration, creativity, are indispensable for students' academic and personal growth. This paper examines the content and methods of developing the primary school students' transversal skills in extracurricular educational institutions. The study analyses effective pedagogical strategies, explores practical examples, and provides recommendations for educators striving to enhance these essential competencies.

In the rapidly evolving educational landscape, transversal skills have gained significant prominence. These skills are essential for adapting to the constantly changing and challenging world. Moreover, they promote lifelong learning, foster cognitive development, and enhance social competencies. The role of extracurricular educational institutions in nurturing transversal skills is particularly crucial as they offer diverse and flexible learning opportunities that complement formal education. This study investigates how extracurricular educational institutions contribute to the development the primary school students' transversal skills drawing on theoretical insights and practical applications.

The notion "Transversal skills" encompasses a broad set of competencies that apply across various subjects and real-life situations, equipping students with the tools they need to navigate and succeed in the world. The key transversal skills include:

- **Critical Thinking:** The ability to analyse and evaluate information from multiple perspectives, forming reasoned judgments [1].

- **Communication:** The capacity to express ideas effectively through both verbal and non-verbal means [2].
- **Collaboration:** The ability to work efficiently and harmoniously in a team contributing to shared goals [3].
- **Creativity:** The capacity to think broadly and generate innovative solutions to problems [4].

These skills are not connected with a discipline itself – they are fundamental across a range of academic and social contexts allowing students to be more adaptable and resourceful. This versatility makes them essential for success in both academic issues and future professional networks.

Extracurricular institutions play an instrumental role in fostering transversal skills by providing students with diverse, flexible, and student-centred learning environments. They encourage students to explore their interests and apply their skills in real-world contexts. Some of the most effective methods for developing transversal skills include:

1. **Project-Based Learning (PBL):** Project-based learning encourages students to engage in real-world tasks that require problem-solving and teamwork. For instance, in a science club students could collaborate to design and conduct experiments, demonstrating critical thinking and creativity. By working on projects, students apply their skills to create substantial outcomes and gain valuable experience. PBL fosters collaboration and encourages students in managing their learning, developing both their critical thinking and communicative skills [3].

2. **Interactive Learning Activities:** Interactive activities such as debating, role-playing, and group discussions offer students opportunities to enhance their communicative and collaborative skills. For example, organising a debate on environmental issues allows students to research, formulate arguments, and share their ideas effectively, while developing empathy and collaboration through group preparation. These activities stimulate engagement, promote active learning, and allow

students to explore different viewpoints, strengthening their critical thinking abilities [2].

3. **Experiential Learning:** Experiential learning is rooted in activities that provide practical experiences. Activities like organising a community cleaning-up or visiting a local museum not only provide direct interaction with learning content but also foster creativity, teamwork, and problem-solving. In a creative workshop, for example, students could be tasked with designing a solution to a real-world problem, such as developing a sustainable waste management plan for their school. This method encourages creativity and helps students in meaningful, impactful ways of studying [4].

4. **Digital Learning Tools:** The integration of digital tools and online platforms provides students with the opportunity to be involved in a variety of interactive and creative tasks. By using digital technologies in creating presentations, videos, or designing projects, students can apply their creativity and critical thinking skills. For instance, students might use software to create a digital presentation about endangered species, incorporating both their knowledge of the subject and their creative abilities. These digital tools not only enhance learning but also prepare students for a technology-driven world [5].

5. **Gamification:** Incorporating elements of games into educational activities can significantly boost student engagement and motivation. By turning learning into a game-like experience, students are encouraged to challenge themselves, collaborate with others, and apply their skills in new contexts. For example, a math competition structured as a game, where teams gain points for solving problems can motivate students to engage more deeply with the material and work collaboratively thus fostering both collaboration and critical thinking [1].

The implementation of transversal skill development strategies within extracurricular education has shown promising results. Students involved in extracurricular activities have demonstrated increased motivation, improved problem-solving abilities, and enhanced social interactions. Educators report that a student-

centred approach leads to a deeper understanding of the subject matter and long-term retention of transversal skills. However, despite these positive outcomes, several challenges persist in the implementation of these strategies.

One of the primary challenges faced by educators is the lack of resources and training to effectively integrate transversal skills into extracurricular programs. Many teachers may not be familiar with the specific methodologies required to develop these skills or may face the lack of the necessary materials to do so. Additionally, balancing the demands of curricular content with extracurricular activities presents a logistical challenge.

To overcome these challenges, educators could benefit from professional development workshops focused on integrating transversal skills into their teaching practice. Furthermore, schools and extracurricular institutions could collaborate to ensure that resources and materials are accessible, and that there is a shared understanding of the importance of these skills in the development of well-rounded students.

The primary school students' transversal skills development through extracurricular educational institutions is an essential component of modern education. By incorporating interactive and student-centred teaching methods, educators can create dynamic learning environments that not only enhance students' academic performance but also prepare them to achieve success in both their academic and professional futures. These skills are crucial in developing individuals' with broaden outlook who can think critically, communicate effectively, collaborate with others, and apply their creativity to solve real-world problems.

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Andrii Ihumenov
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Philological Sciences, Associate Professor
Dmytro Marieiev

FORMING THE SENIOR PUPILS' DIGITAL COMPETENCE WHILE LEARNING A FOREIGN LANGUAGE

The rapid advancement of digital technologies is fundamentally transforming approaches to learning in upper secondary education. Modern innovative learning tools serve as a key instrument for enhancing the quality of education, particularly in the study of English as a foreign language.

According to the concept of the New Ukrainian School, students should develop ten key competencies:

- Communication in the state language (and in the native language, if different);
- Communication in foreign languages;
- Cultural awareness and self-expression;
- Information and digital literacy;
- Mathematical competence;
- Core competencies in natural sciences and technologies;
- Environmental literacy and healthy living;
- Social and civic competencies;
- Initiative and entrepreneurship;
- Learning to learn throughout life [2, с. 11 – 12].

The analysis of scientific sources indicates that the issue of developing students' digital competence in the process of learning foreign languages remains highly relevant. In the context of reforming the general secondary education system, digital literacy is recognized as one of the core competencies essential for every participant in the educational process.

It encompasses the ability to confidently and critically use information and communication technologies (ICT) for acquiring, analyzing, and sharing information in both educational activities and social or professional domains. Its key components include information and media literacy skills, basic programming knowledge, algorithmic thinking, database management, as well as an understanding of internet safety and cybersecurity. Additionally, an awareness of the ethical aspects of information use, particularly copyright and intellectual property rights, is of great importance [3].

The development of students' digital competence is driven by the demands of the times, as in the context of martial law, education can be accessed primarily through computer and digital technologies, as well as online resources.

Thus, under martial law and global challenges, digital technologies have become an indispensable means of obtaining education. For the effective development of digital competence, the educational process should be guided by the following principles:

- 1. Development of information search, evaluation, and storage skills.** Mastering the ability to find reliable sources, critically assess their credibility, and store acquired materials for future use is a fundamental component of digital literacy.
- 2. Formation of communication skills in the digital environment.** Students should not only know how to interact through digital networks but also understand the principles of safe communication, online etiquette, and privacy protection on digital platforms.
- 3. Creation of personal digital content.** The use of digital technologies enables students to express their ideas, demonstrate creativity, and share their work, fostering active engagement in the educational process.
- 4. Development of cybersecurity skills.** Knowledge of personal data protection, threat recognition, and the safe use of digital resources will help students mitigate risks while working online.

5. Acquisition of technical problem-solving skills. It is essential to teach students basic methods for troubleshooting technical issues that may arise when using digital devices and software

6. Promotion of continuous learning in the digital environment. As technology evolves rapidly, the ongoing enhancement of digital skills is key to effectively utilizing emerging resources in education [1, p. 111].

Learning a foreign language through digital technologies is most effective when they are fully integrated into the overall learning process and used as an interdisciplinary tool [4].

The integration of digital technologies into the process of learning a foreign language significantly enhances the quality of education. The use of multimedia resources, interactive games, virtual tours, and electronic textbooks fosters active student engagement in the learning process. In upper secondary education, digital technologies enable the implementation of blended learning and the creation of interactive digital environments. Modern tools facilitate the development of strong communicative competence through interactive learning methods.

The effectiveness of digital technologies in learning English largely depends on factors such as students' and teachers' digital skills, the school's technical infrastructure, the teacher's pedagogical experience, and the specific educational context. A successful combination of traditional and digital methodologies contributes to a deeper understanding of the material, increased learning motivation, and the development of key competencies essential in the modern world.

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Andrii Lisnevskyi
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: PhD, Senior Lecturer Aliona Tykhonova

THE ROLE OF VIDEO CONTENT IN THE FORMATION OF PRIMARY SCHOOL STUDENTS' MEDIA LITERACY

In the 21st century, primary school children are growing up surrounded by video content. From cartoon series and educational clips to YouTube videos on tablets, media in motion is a constant backdrop to their lives. This reality brings both opportunity and challenge: video content can enrich learning and imagination, but it can also influence young minds in uncharted ways. Media literacy – the ability to critically understand and evaluate media messages – therefore must start early. Modern education places great emphasis on nurturing critical thinking skills in students [1], and media literacy is an essential facet of this critical thinking toolkit. An important challenge is to harness the videos that captivate children in a way that promotes their media literacy, rather than hinders it.

Children growing up in the digital age are exposed to online media from an early age and demonstrate a high level of digital fluency. However, this fluency in using technology does not necessarily equate to media literacy. Despite their active engagement with digital content, children often require guidance to critically analyse and evaluate the messages they encounter. Critical thinking as a cornerstone: As noted by Larionova N. [1], developing critical thinking has become a leading priority in modern education. In the context of media, this means teaching young students to pause and think about what they see on a screen. For instance, a child might watch a cartoon where a character claims to have magical powers or a YouTube influencer showing off a new toy as “the best ever.” Without guidance, the child may accept these portrayals at face value. With critical thinking, the child learns to ask: Could this be exaggerated or fictional? What is the purpose of this video? Encouraging such questions in the face of engaging visuals is at the heart of building media literacy.

Many of the videos primary school students enjoy are the part of popular culture – cartoons, superhero movies, viral videos, etc. These forms of entertainment are not just a harmless fun; they often carry subtle lessons, values, and sometimes commercial or ideological messages. Researchers D.E. Alvermann, R.A. Moon, and M.C. Hagood emphasize the importance of developing in children a critical awareness of the social and political messages that emanate from popular culture [2]. In other words, even as kids laugh at animated characters or mimic their favorite YouTube stars, there is an opportunity for educators and parents to engage them in thinking about what those characters and stars are saying or representing. For example, a cartoon might consistently show a stereotyped “good guy” and “bad guy,” or a kid-oriented video might be slyly advertising a product through a fun storyline. Rather than dismissing such content, teachers can use it in lessons – watching a short clip and then discussing it with the class. This approach taps into children’s existing interests (their eyes already sparkle when talking about the latest cartoon or movie) and gently guides them to think more deeply. Questions like “Who made this video and why?”, “How did it make you feel and why do you think you felt that way?”, or “Do you think this character did the right thing?” encourage reflection. This approach has long been used in Finland, where the national media education policy emphasizes the importance of fostering critical thinking and supports the development of media literacy from early childhood [3]. By using popular video content in the classroom in this way, educators bridge the gap between academic skills and real-world media experiences, making critical media literacy lessons both relevant and engaging.

One of the drawbacks of video content is that it’s a very absorbing medium – bright colors, sound, and motion easily capture a child’s full attention. Young viewers can slip into a passive state, absorbing stories and information without any filter. Media scholar W. James Potter warns that we often operate on “automatic pilot” when consuming media, especially audiovisual content, simply letting messages wash over us without conscious scrutiny [4]. This automatic information processing is efficient

for coping with the endless stream of content around us, but it carries clear risks. For children (and adults alike), being on autopilot means they might overlook important details, accept fiction as fact, or internalize biased messages without realizing it. Potter notes that automatic processing can reinforce existing assumptions and even allow media to shape our perceptions of reality while we remain unaware. In the context of a primary school child watching videos, this might mean they start believing that all cats can talk because they've seen talking cats in cartoons over and over, or they might develop fears because a YouTuber repeatedly dramatizes dangers that aren't actually common. The antidote to this passive absorption is conscious engagement. Children should be gently taught to step out of the automatic state and become active questioners of what they watch. Simple habits can help: pausing a video to talk about it, asking the child what they think will happen next and why, or after viewing, encouraging them to explain the story in their own words and discuss which parts seem realistic or not. Such activities nudge the young viewer from a passive to an active mindset. In essence, instead of just watching the video, the child learns to read the video – interpreting its meaning, questioning its claims, and relating it to what they know of the real world.

We are living in an era of fast political shifts and an information landscape that changes by the hour. Consider Ukraine's rapidly changing global stance in recent years – a topic far removed from children's cartoons, yet illustrative of why media literacy is crucial. In the span of a few years, Ukraine has been at the center of shifting narratives on the world stage. One moment, international media portrayed a certain image of the country, and the next, that image evolved due to fast-moving political events. In such an environment, even adults can struggle to discern truth from appearances. When young students practice media literacy with age-appropriate content, they are laying the groundwork for these higher-order critical skills. As they grow, they will be better prepared to handle news reports, political speeches, and social media claims. They will have the instinct to cross-check information, recognize bias or propaganda, and understand that media messages sometimes serve a purpose beyond

simply informing – whether that purpose is to persuade, to entertain, or to shape public opinion. In the case of Ukraine and other fast-changing issues, those with strong media literacy are less likely to be swayed by rumors or one-sided narratives. Instead, they will look for multiple sources, check the consistency of words and actions, and make more informed judgments about what they see and hear. This underscores a fundamental point: media literacy is not just about understanding cartoons or websites – it is a lifelong skill that underpins informed citizenship.

Video content is central to children’s lives and shapes their understanding of the world. Instead of viewing cartoons and online videos as only entertainment, they can be powerful tools for developing media literacy. Actively engaging with video content, asking questions, analyzing reality versus fiction, and connecting media messages to real-world knowledge – helps children build critical thinking skills. They learn to see beyond surface-level entertainment and recognize deeper messages. The habit of verifying cartoon “facts” with adults demonstrates how media can foster both learning and skepticism. Developing media literacy early empowers children to navigate a fast-changing information landscape with confidence. In a world dominated by screens, teaching children how to watch is just as crucial as teaching them what to watch.

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Andrii Pashynskyi
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Doctor of Economics, Professor Mykhailo Medvid

DEVELOPING THE SURVIVAL COMPETENCE OF FUTURE OFFICERS OF THE NATIONAL GUARD OF UKRAINE UNDER COMBAT CONDITIONS: CURRENT STATE

The organization of the educational process in higher military educational institutions requires significant changes due to the Russian Federation's invasion of Ukraine in 2022. Today, the military units of the National Guard of Ukraine (NGU) play a critical role in enforcing martial law and executing territorial defense tasks.

The new conditions of this environment are: the need to make quick decisions in conditions of uncertainty, and the increased responsibility for subordinate personnel, their lives, and their health. These changes highlight the need for revising the methodology for developing the competencies of future National Guard officers. This involves training them for combat readiness, ensuring their ability to survive in autonomous conditions, selecting appropriate personal protective equipment for various service and combat scenarios, providing first aid and self-help in extreme situations, and training personnel in these areas. Additionally, it is crucial to prepare future officers to perform law enforcement duties under martial law and to implement NATO standards in the training of military specialists.

This is a practical issue that necessitates creating conditions for developing the competence of future officers of the National Guard of Ukraine in surviving combat conditions during their professional training. Currently, the level of proficiency in this competence among officers is insufficient.

For the first time, the Armed Forces of Ukraine have introduced the discipline “Combat Survival System of Soldiers (including Tactical Medicine)”, aimed at enhancing the training of military personnel [1]. In the National Guard of Ukraine,

plans are underway to develop and implement this discipline within higher military educational institutions to train future officers.

One way to enhance the development of survival competence in combat conditions among future officers of the National Guard of Ukraine during their professional training is to expand the use of the case method. This approach can be applied not only in teaching methodologies but also as a tool for assessing the level of competence formation [2-3], alongside other innovative methods.

Thus, it has been established that developing survival competence in combat conditions is crucial for future officers of the National Guard of Ukraine during their professional training. This is a significant step toward modernizing the educational process and shaping well-rounded individuals capable of providing assistance and self-help in extreme situations.

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Anna Sievidova

*Municipal Establishment «Kharkiv Humanitarian-Pedagogical Academy» of Kharkiv Regional Council
Supervisor: Associate Professor Oksana Horovenko*

CREATING AN INTERACTIVE LEARNING ENVIRONMENT AT THE NEW UKRAINIAN SCHOOL USING DIGITAL TOOLS

In the New Ukrainian School, where the key is the formation of competencies and shaping the student's personality, creating an interactive learning environment is becoming an urgent need. The use of modern digital tools and innovative pedagogical approaches makes learning more engaging, effective, and in line with the needs of the 21st century. This contributes to better knowledge acquisition and the development of students' critical thinking, creativity, and independence.

In the modern educational space, teachers face some challenges that force them to reconsider traditional teaching methods and implement innovative approaches. The rapid development of technology, globalization, changing student needs, and the latest pedagogical concepts affect the educational process, requiring flexibility and adaptation from teachers. Modern educators should impart knowledge and create an interactive, personalized, and motivating learning environment. Digital technologies, artificial intelligence, blended learning, and cooperative methods are becoming important elements of modern education. In addition, significant attention is paid to ensuring the psychological comfort of participants in the educational process. Given these challenges, research and implementation of the latest teaching methods are essential to ensure quality and effective education in the modern world.

The use of digital technologies in the educational process is one of the most important trends in modern education. Interactive and multimedia tools help teachers apply innovative teaching approaches effectively, including case study methods, project technologies, research and development activities, and educational games. As a result, students better understand information while remaining in a comfortable

learning environment, which supports their motivation to learn and stimulates the creation of new knowledge and innovations. Digital technologies provide mobility, differentiation, and individualisation of the learning process, complementing rather than replacing the teacher's work. They promote interactive and adaptive learning, combining individual and group work without time limits.

A modern teacher needs to be able to create and use multimedia and interactive content to engage the digital generation of students. In Ukraine, the use of cloud technologies in the teacher's professional activities is becoming increasingly widespread, as they have many advantages: accessibility, no software costs, interactivity, group collaboration, use of mobile devices, and access to educational materials from any device with an Internet connection. Modern web services help teachers create interactive tasks for active engagement with students. Therefore, there is a wide range of information visualisation technologies, including mobile learning, cloud technologies, virtual laboratories, gamification, robotics, scribing, etc. [1].

Distance learning requires appropriate methods, and digital technologies can significantly improve this process. The innovative approaches help to organize learning content more efficiently and expand opportunities for creating new learning scenarios. Artificial intelligence plays a key role in personalizing learning, helping teachers to select the best material for students according to their needs and curriculum. The mobile applications allow for effective reinforcement of material, analysis of student progress, and adaptation of courses based on the collected data.

Gamification is another significant trend in modern education. The use of interactive educational games helps to immerse students in the educational process and improve their academic performance. Gamification aids you in being interested in the students' training level and interests, offering tasks of different difficulty levels. Augmented and virtual reality open up new opportunities for learning, providing students with an interesting and engaging experience that helps them to absorb the material better [2].

Personalized learning and the adaptation of methods to different levels of students are the main principles of modern teaching methods, especially in the context of the New Ukrainian School concept. This approach takes into account the individual characteristics of students, their interests and learning styles, which allows for the creation of effective personalised learning paths. The use of digital technologies helps students to learn at their own pace, taking in the material according to their level of preparation.

Adaptation of teaching methods is a significant condition for a successful educational process, as students have different levels of knowledge and require an individual approach. The use of differentiated methods helps to create a supportive environment that minimises stress and fear of failure. Innovative digital tools, as online platforms and interactive tasks, allow us to personalise learning content and tailor it to each student.

Another vital aspect of personalised learning is the development of critical thinking and independence. The strategies encouraging students to analyze, reflect, and solve problems independently contribute to deepening knowledge and forming the key competencies necessary for future success [2].

Thus, modern challenges in education require the introduction of innovative teaching methods. The rapid development of technology, globalization, and changing student needs require flexible, interactive, and personally oriented approaches.

Digital technologies, artificial intelligence, and gamification significantly increase the engagement and effectiveness of learning. The use of online platforms, cloud technologies, and adaptive learning allows us to personalise the educational process, taking into account the level of training and interests of each student.

In addition to technological changes, it is important to create a comfortable learning environment that promotes motivation, critical thinking, and creativity. Active learning methods, such as project work and cooperative learning, help to engage students and make the learning process more effective.

Modern teacher must constantly improve their digital and pedagogical competencies, adapting teaching methods to contemporary challenges. The innovative approaches integration will create a high-quality and effective learning environment that meets the requirements of the 21st century.

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Dariia Chopko

Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Pedagogical Sciences, Associate Professor
Olha Miliutina

THE ROLE OF SOCIAL MEDIA IN TEACHING ENGLISH: KEEPING UP WITH TRENDS

One of the key factors contributing to the economic development of a nation or society is education. Reforming pedagogy involves integrating technology as an essential component of progress, along with innovative methods of creating an optimal learning environment in modern classrooms that has led to an increased incorporation of technological resources in both classroom activities and independent learning. Technology has the potential to transform traditional teaching and learning processes by eliminating constraints of space and time, thereby greatly expanding educational opportunities. Indeed, modern technology is reshaping our perception of the educational landscape.

Social media offers undeniable advantages for English language learning. Firstly, it creates a real-life language environment where learners can develop an evidence-based understanding of the language. Secondly, engaging with native speakers, reading authentic texts, and watching videos help enhance speaking skills. These aspects significantly contribute to the development of 21st-century skills, including digital competencies, communication, teamwork, and critical thinking [1].

Modern researchers have explored the effectiveness of social media in English language teaching. For instance, Y. Liu, in his study “Social Media Tools as a Learning Resource”, provides an optimistic assessment of social media’s potential for real-world learning and virtual higher education [3]. Similarly, Cem Balcikanli’s research focuses on novice teachers’ experiences using Facebook as a teaching tool. His study confirms that social media enhances language learning outcomes while also highlighting both the benefits and challenges of integrating such tools into English language instruction

[2]. Social media platforms are proving to be highly effective in teaching high school students how to communicate in English.

These platforms offer authentic language materials and facilitate the development of listening, reading, writing, and speaking skills, aiming to integrate students into the cultural and social environments of English-speaking countries. Research has also demonstrated the positive impact of social media on learners' language proficiency. For example, in a study conducted by Muftah, high school students showed significant improvement in reading, writing, listening, and vocabulary after learning English through relevant social media platforms during the COVID-19 pandemic. Additionally, they exhibited notable progress in communication skills and grammatical knowledge [4].

For example, YouTube has been recognized as one of the most effective platforms for improving comprehension of authentic listening materials, as well as for expanding learners' vocabulary and imagination [5, p. 3]. This platform provides learners with real-life language content that native speakers use in everyday interactions. Not only does this exposure familiarize students with the natural sound of the language, but it also effectively enhances their listening and reading skills. For instance, high school students can explore The Guardian, The New York Times, and National Geographic to analyze text organization and stylistic devices, thereby expanding their vocabulary. Additionally, video and audio materials enable students to learn English in a natural context while improving their pronunciation and intonation. English language learners can also enhance their reading skills and stay informed about global developments by following social media accounts that offer engaging content. Increased exposure to educational blogs further motivates students to read [4].

Additionally, radio programs, podcasts, and television news broadcasts in English serve as valuable resources for improving listening comprehension and pronunciation. Students can listen to the BBC, CNN, or Al Jazeera to familiarize themselves with different accents and pronunciation styles. Watching subtitled films

and listening to podcasts such as BBC Learning English and TED Talks can also help learners develop proper pronunciation, rhythm, and intonation [6]. Authentic content featuring diverse accents and speech patterns broadens language comprehension and exposure. Social media platforms also encourage interactive engagement, allowing students to leave comments, participate in discussions, and debate various topics. This active participation not only enhances communication skills but also fosters critical thinking, creativity, and collaboration.

Thus, the effective use of social media in the professional development of English teachers enables the adoption of dynamic and comprehensive language learning tools. From a pedagogical perspective, teachers can utilize social media to create an engaging learning environment that aligns with students' interests and digital competencies. This integration not only provides students with an authentic context for language use but also fosters cultural awareness. By leveraging the immense potential of social media, educators can enhance the efficiency and effectiveness of English language instruction. Future research should focus on evaluating the practical implementation and effectiveness of the proposed social media tools in English language education.

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Dmytro Patsak
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Philological Sciences, Associate Professor
Dmytro Marieiev

USING CHATGPT FOR ENGLISH LANGUAGE TEACHING

The landscape of language learning is constantly evolving, and artificial intelligence (AI) has introduced new opportunities for both students and educators. One of the most groundbreaking tools in this field is ChatGPT, an advanced language model developed by OpenAI. As a conversational AI, ChatGPT can understand and generate human-like text based on given prompts. Thanks to its ability to engage in natural language interactions, it has become a valuable resource for learning English.

1. ChatGPT as a Conversation Partner. One of the most effective ways to improve English language skills is through regular practice, especially speaking and writing. Traditional classroom settings often limit students' opportunities to practice English with native speakers or advanced learners. ChatGPT bridges this gap by acting as a conversation partner that is available anytime, anywhere.

For learners of all proficiency levels, ChatGPT provides an opportunity to practice writing and speaking in English. The AI can simulate real-life conversations, giving students a platform to experiment with vocabulary, grammar, and sentence structures in a low-pressure environment. Whether a beginner is trying out simple phrases or an advanced learner is engaging in complex discussions, ChatGPT adapts to the learner's level, offering appropriate responses that challenge without overwhelming [1].

Furthermore, ChatGPT can engage in specific conversations, such as discussing particular topics or answering questions related to everyday situations, travel, business, or even academic content. This flexibility allows learners to develop a well-rounded grasp of English and gain confidence in their communication abilities.

2. Grammar and Vocabulary Enhancement. Mastering English grammar and expanding vocabulary can be daunting tasks for language learners. While traditional methods often rely on rote memorization and repetitive exercises, ChatGPT offers a more interactive and engaging approach to these challenges.

For instance, learners can ask ChatGPT for explanations of grammar rules and receive immediate, detailed feedback. If a learner struggles with a particular grammar point, ChatGPT can provide examples, suggest alternative sentence structures, and clarify any misconceptions [2].

Beyond grammar, vocabulary acquisition is another area where ChatGPT excels. The AI introduces new words in context, helping learners grasp their meaning and usage. If a student encounters an unfamiliar word, they can ask ChatGPT for definitions, synonyms, or example sentences demonstrating its correct usage. This dynamic learning process ensures that vocabulary expansion is both contextual and memorable.

Moreover, learners can engage in exercises where they complete sentences with missing words, while ChatGPT challenges them to select the correct vocabulary. This gamified approach keeps learners engaged and makes the process more enjoyable.

3. Pronunciation and Listening Practice. While ChatGPT primarily functions through text, it can still play a key role in improving pronunciation and listening skills. By providing transcriptions of spoken content and offering tips on pronouncing certain words correctly, ChatGPT supports the development of oral skills. Learners can practice writing sentences phonetically and ask ChatGPT for clarification on how specific sounds are pronounced, particularly those that do not exist in their native language [3].

For advanced learners, ChatGPT can be integrated with external tools or platforms that feature text-to-speech capabilities. This enables students to hear the pronunciation of words, phrases, and sentences while reading along with the text.

Repeating these exercises helps reinforce proper pronunciation, reduce accents, and improve overall fluency.

Additionally, learners can use ChatGPT to simulate listening comprehension tests. By reading passages aloud or providing audio resources, ChatGPT can generate questions related to the content, prompting learners to demonstrate their understanding.

4. Personalized Learning Experience. One of the greatest advantages of using ChatGPT for language learning is its ability to provide a personalized experience. Unlike traditional methods, which often follow a one-size-fits-all approach, ChatGPT adapts its responses and learning exercises to match each learner's individual needs, preferences, and goals.

Additionally, learners can request specific types of practice sessions. For instance, those aiming to improve their writing skills can ask ChatGPT for writing prompts, feedback on their compositions, or suggestions to refine their writing style. Similarly, if listening comprehension is their primary focus, they can engage in exercises designed to enhance their ability to understand different accents and speech patterns.

By offering a customizable learning experience, ChatGPT ensures that language development remains flexible and responsive to the learner's progress.

5. Encouraging Motivation and Consistency. Motivation is a key factor in successful language learning, and ChatGPT can play a crucial role in keeping students engaged and consistent. The AI provides a non-judgmental space where learners can make mistakes and learn from them without feeling embarrassed or discouraged. This is especially beneficial for shy learners who may hesitate to speak or write in English in front of others [4].

Additionally, ChatGPT offers positive reinforcement by acknowledging progress and celebrating milestones, helping learners stay motivated. Regular interactions with the AI allow students to track their improvement and experience a sense of accomplishment with each new exchange. This continuous feedback loop

encourages daily English practice, fostering the consistency needed for language acquisition [5].

Integrating ChatGPT into the English learning process offers numerous benefits for both students and educators. Its ability to provide instant, personalized feedback, serve as a conversation partner, enhance grammar and vocabulary, and boost motivation makes it a valuable tool in language education. As technology advances, tools like ChatGPT will likely play an even more significant role in helping students learn English efficiently, effectively, and with greater engagement. By embracing AI in language learning, students can benefit from a dynamic and interactive approach that supports their progress at every stage of their journey to fluency.

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Fang Huajian

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Supervisor: Candidate of Philological Sciences, Senior Lecturer

Ivanna Zaremska

USING REAL-WORLD MATERIALS AS A MEAN FOR FORMING SOCIOLINGUACULTURAL COMPETENCE

It is undoubtedly that today's interconnected world requires formed linguistic and social competencies. It is essential for effective communication and collaboration as their goal is to promote understanding, empathy, and respect for diversity.

We consider the linguistic and social competencies of school leavers as critical for their successful integration into higher education and the workforce. It is wellknown that linguistic competence encompasses proficiency in language skills, while social competence involves the ability to interact effectively within various social contexts.

First, we must briefly outline how to form the linguistic competence of school leavers which involves enhancing their proficiency in both native and foreign languages. This includes not only grammatical accuracy but also the ability to use language appropriately in different social situations. For instance, teaching English as a foreign language can be enriched by integrating cultural aspects, which aids students in understanding context-specific language use and fosters intercultural communication skills.

Considering all the mentioned, we must realize that first step in forming sociolinguacultural competence can be a move beyond the memorization of grammar rules and focus on functional language to provide students' opportunities in practicing functions in realistic sceneries.

It's not enough to know separate words or even word-combinations but students must be able to make coherent and cohesive texts, both spoken and written.

This type of exercises leads to forming the discourse competence, the main item of which is ability and to understand and participate different types of discourse and participation of turn-taking and other conversational strategies.

Sociolinguistic competence involves knowledge on local language variation (e.g. dialects) and social variations (based on gender, age, social status).

Social competence is closely connected with intercultural competence, but the first one refers to the ability to engage effectively with others, demonstrating collaborative skills, demonstration empathy and adaptability.

Let's see some practical steps in forming the sociolinguacultural competence. We realise that language is not just grammar rules but also tool for social interaction and adaptation language to different contexts.

To foster competencies forming we must apply group discussions and debates which promote both linguistic fluency and the ability to express and defend opinions and respect diverse viewpoints.

Simulating real-life social scenarios helps students practice language in context and develop social skills like negotiation, conflict resolution, and empathy.

Collaborative projects can be one more potential step in forming linguistic, social and cultural competence. Working together on projects encourages teamwork, communication, and the ability to adapt language to different roles and situations.

Scientists consider authentic materials to be the best materials for teaching cultural aspects, as they bridge the gap between the classroom and the outside world, and they bring reality to the classroom. They also claim that authentic materials focus mainly on contents and meaning and not on linguistic forms and structures. Authentic materials do not replace textbooks but could be very beneficial additional materials or a substitution for certain texts that might not be well suited for the specific classroom. Exposure to the authentic materials allows language learners to contact the real-life language, which can be a great motivational factor, and it helps them to recognize that

there is a community of users who live their lives in this other language. Authentic materials include audio, visual and printed materials [1].

Audio materials include TV programmes, commercials, news, weather reports, films, cartoons, phone messages, podcasts, radio programmes, music, internet audio materials, audio-recorded stories, announcements at the stations and airports, shops, etc. *Visual materials* include photographs, paintings, drawings, wordless street signs, images, pictures from magazines, newspapers, postcards, stamps, coins, wordless picture books, toys, food and any items. *Printed materials* include newspapers, magazines, books, TV guides, catalogues, lyrics to songs, restaurant menus, product labels, street signs, tourist information brochures, maps, letters, greeting cards, junk mail, school notices, billboards, public transport schedules, traffic tickets, application forms, information on the internet, packing slips, packaging from various items, food labels, etc. [1].

To summarise all mentioned, the authentic materials using can enhanced communication skills; improve social interaction and relationship building; increase cultural awareness and sensitivity and greater confidence in social situations. By implementing these strategies, educators can help students develop the linguistic and social competencies they need to succeed in all aspects of their lives.

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Iryna Fitisova

Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Doctor of Pedagogical Sciences, Professor Iryna Pinchuk

ENHANCING COMMUNICATIVE COMPETENCE AT THE PRIMARY SCHOOL THROUGH MULTIMEDIA TECHNOLOGIES

The primary school years represent a crucial period for developing moral concepts, social values, and positive emotions. O. Kosenko asserts that the term “communication” should be understood as interaction between individuals. He explains that the word “communication” originates from English and is linked to the Latin verb *communicatio* (unity, transmission, connection, message), *communico* (to make common, to transmit, to connect), and *communis* (common). A shared feature of these concepts is the idea of unity. However, the term “communication” has a certain limitation in scientific discourse since the study of communication processes emerged earlier in Western linguistic traditions than in Ukrainian research. Consequently, “communication” is often used in a non-terminological sense. This, to some extent, has led to the polysemic interpretation of the English term “communication” and the limited application of the national equivalent, especially concerning mass communication processes [3, p. 75].

In the works of M. Vashulenko, I. Hudzyk, O. Onopriienko, M. Pentyliuk, K. Ponomariova, and others, communicative activity is considered possible only when an individual is motivated and possesses skills such as the ability to orient themselves in communicative contexts, select appropriate content, find suitable linguistic means to express opinions, and provide feedback. From this perspective, several aspects are relevant when studying effective communication. It is essential to recognize that successful communication is not merely the formulation of isolated sentences but the coherent transmission of meaning through text. The quality of communication depends on mastering textual structuring techniques [5, p. 11].

Competence represents a social standard in education, essential for high-quality, productive activity. The result of acquiring competencies is *competence*, which is a personal attribute. Competencies encompass a set of knowledge, skills, abilities, work methods, experiences, attitudes, and personal qualities that students must develop. They are outlined in national educational standards, curricula, and student performance criteria. In primary education, competence is typically defined as a combination of knowledge, skills, and abilities, while *competency* refers to the ability to apply these competences. “Communicative competence” specifically denotes a certain level of language proficiency – the ability to use language correctly and appropriately in various communicative contexts, enabling the formation of diverse statements in different speech types, styles, and genres. According to the State Standard of Primary Education, the objective of primary education is “the comprehensive development of a child’s abilities, skills, competencies, and transversal skills in accordance with their age and individual psycho-physiological characteristics and needs, fostering value orientations, independence, creativity, and curiosity” [1, p. 3].

The integration of modern computer and information technologies in education is one of the most significant and sustainable trends in educational development. Information and communication technologies (ICT) have become an integral part of educational institutions, as they align with contemporary societal demands. Multimedia technologies are closely linked to computer technology, as they enable the seamless combination of audio and visual elements under interactive software control. A fundamental component in the use of multimedia technologies is the personal computer. According to the provisions of the State Standard on Health Standards and Rules for Working with Personal Computers, the following guidelines should be observed:

- the computer screen should be positioned at an optimal distance from the eyes, no closer than 0.4 meters, depending on the screen size;

- to avoid glare and ensure clear readability, the monitor should be positioned at an angle of at least 90° relative to the window;
- the desk where the computer is placed should remain free of unnecessary objects;
- the keyboard, mouse, system unit, and control unit should be kept clean, and hands should be washed and dried before using the computer;
- during lessons, regular physical exercises and eye relaxation activities should be conducted [2].

Multimedia technologies serve as an effective tool for fostering communicative competence among primary school pupils by integrating text, sound, graphics, and video elements. These technologies encourage active student interaction and enhance engagement in the learning process. The use of digital resources promotes oral and written language proficiency, critical thinking, and social interaction. Furthermore, the integration of multimedia technologies into education enhances children's motivation to learn and provides opportunities for meaningful self-expression, ultimately contributing to their overall cognitive and linguistic development.

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Iryna Mykytenko
Municipal Establishment “Kharkiv Humanitarian-Pedagogical Academy”
of Kharkiv Regional Council

CHALLENGES OF LEARNING A FOREIGN LANGUAGE IN HIGHER EDUCATION

The need to improve the professional training of specialists in modern higher education directs scientists and researchers of the theory and methodology of professional education to outline the scope of innovative approaches to student learning. Thus, the formation of the readiness of future philology teachers for pedagogical communication requires the implementation of innovative pedagogical technologies that enhance the effectiveness of teaching. These technologies contribute to the development of competent specialists who possess the skills necessary to foster an optimal communicative environment in the educational process.

Active using of innovative technologies in today's teaching methods is a key factor in the successful acquisition of foreign languages. Therefore, a modern foreign language teacher must, in addition to thorough professional training and mastery of modern communicative methods, use information technologies at all stages of learning - this is a requirement of the time. Modern information technologies should be an effective tool that will facilitate the acquisition of knowledge, make learning interactive, communicatively oriented, visual and individual.

The use of elements of innovative technologies in combination with the best experience of traditional teaching and the creative search of the teacher himself can create conditions for the development of key student competencies: speech, language, socio-cultural, activity and communicative. According to S. Goncharov: “There are as many good teaching methods as there are good teachers” [1, p. 360]. A modern teacher should not limit their teaching to a single technology or method. Instead, they should integrate and adapt various innovative theories and techniques, selecting the most effective combination to achieve specific didactic objectives.

There is a wide range of modern games using innovative elements and ideas that satisfy the requirements of both communicative and activity-based learning approaches [2, p. 43].

Technologies are constantly developing and today computer systems offer us a considerable number of applications, platforms, game sites for learning a foreign language, which can definitely be useful for foreign language instruction. Additionally, the use of online dictionaries in language learning has become an increasingly relevant tool in the classroom. However, teachers do not have the common idea on whether digital dictionaries should replace traditional paper-based ones, arguing their own considerations with a significant number of both advantages and disadvantages [3, p. 78].

Thus, today the educational process of students is enriched and diversified through the implementation of a large number of innovative methods that contribute to better perception and mastery of a foreign language. It is obvious that the use of innovative pedagogical technologies is of great importance for optimizing the educational process both in secondary schools and in higher education institutions.

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Iryna Skrypnyk

Detached Structural Unit «Professional Pedagogical Specialty College of Oleksandr Dovzhenko Hlukhiv National Pedagogical University»

FORMING PRESCHOOL CHILDREN HEALTH-PRESERVING COMPETENCE

The transition to a new humanistic and innovative education model in Ukraine necessitates changes in the upbringing of today's youth. An essential task of the current educational system is to teach the younger generation responsibility for their health, which is regarded as the most valuable social and personal asset.

Over the past fifty years, the demands placed on individuals' health have significantly increased, and the concept of health itself has evolved. A holistic approach to its definition has replaced the previously dominant one-sided (primarily medical and biological) perspective. Health, now understood as the quality of an organism's adaptation to its environmental conditions, is viewed as a dynamic process of interaction between the individual and their environment [1].

Preschool educational institutions play a crucial role in ensuring that children acquire a fundamental understanding of a healthy lifestyle. This includes knowledge about simple and effective methods for the body to combat infections, as well as the importance of hygiene, cleanliness, and proper nutrition for maintaining health.

The formation of life skills that contribute to health preservation follows a specific sequence, as outlined in the following algorithm: promoting a healthy lifestyle, accumulating a system of knowledge, and practicing these skills in a health-supportive environment.

The implementation of health-preserving technologies involves:

1. Creating an educational environment within the preschool institution in accordance with the requirements of a person-centered approach;
2. Monitoring the health status of children;

3. Implementing diagnostic, corrective, and rehabilitation measures with children, taking into account their health group;
4. Ensuring comfortable conditions for all children, including those with special needs;
5. Selecting the most appropriate educational technologies based on the child's age, gender, and individual developmental characteristics;
6. Improving the socio-hygienic living conditions for both children and teachers [2, p. 104].

A key motivator for the formation of health-preserving competence in preschool children is fostering a respectful attitude toward their own health. This includes cultivating the habit of maintaining a healthy lifestyle and encouraging children to enrich their experience in health-preserving behaviors. Organizational activities that support this development include watching cartoons, observing role models among adults and peers, reading poems (for younger age groups), viewing posters and drawings, games, conversations, value-based activities, and mini-lessons (younger group). In the middle group, activities expand to problem-solving tasks, role-playing exercises, modeling situations, analyzing scenarios, success-oriented games, imagination games, photo exhibitions, and creating appeals.

The basis for forming health-preserving competence consists of lessons, didactic games, visual activities, observations, conversations, storytelling, reading works of art relevant to life skills, enriching children's vocabulary with terms related to health indicators and preservation, and teaching songs and poems on the subject. Additionally, board games, dramatization, role-playing, theatrical games, outdoor games, sand therapy, and music therapy are employed for the younger group. In the middle group, excursions, thematic creative storytelling, solving riddles, composing dialogues about healthy lifestyle situations, logical tasks, research activities, constructive games, collective construction, mobile exercises, didactic tasks, composing fairy tales, and creative drawing (e.g., foot and toe painting) are included. Children may also create

albums of their artwork, engage in thematic projects, conduct interactive teaching sessions, and create collaborative works such as “Countries of Goodness” and “Planet of Health” collages.

Positive examples of health-preserving activities for adults, including outdoor exercises, story-role-playing games, health trails, physical education events, improvisational movement exercises, travel games, role-playing, and psychogymnastics exercises, also contribute to children's understanding of health preservation. Other activities include practical tasks, fairy tale therapy, laughter therapy, "Mood Screen" design, creating posters on the topic “What is Good and What is Bad,” role-playing scenarios, “Week of Joy” events, family competitions, caring for nature corner inhabitants, and relaxation exercises. Furthermore, familiar games are enriched with new elements to sustain engagement and learning.

The integration of health-preserving technologies into the educational process positively influences the development of motivation for a healthy lifestyle. It also fosters the acquisition of knowledge, skills, and abilities necessary for maintaining health, ultimately enabling children to practically apply these life skills in ways that contribute to their physical, social, mental, and spiritual well-being.

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Iryna Yeriomina
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Philological Sciences, Senior Lecturer
Maryna Kushnieriova

THE USE OF AUTHENTIC MATERIALS FOR THE DEVELOPMENT OF LINGU-SOCIOCULTURAL COMPETENCE

In modern methods of teaching foreign languages, authentic materials are more and more often seen as an effective way to develop students' linguo-sociocultural competence. This part of communicative competence combines language knowledge with the ability to use it correctly in different cultural and social situations. In today's global world, where people from different cultures communicate every day, it is important not only to speak a language correctly, but also to understand its hidden meanings, cultural norms, and social rules.

Authentic materials refer to texts and multimedia resources created by native speakers for real-life use in their cultural and communicative environments. These include newspaper and magazine articles, radio programs, films, podcasts, television broadcasts, interview excerpts, and even social media posts. Such materials immerse learners in the real-world language environment, exposing them to spontaneous, unscripted speech and demonstrating how language operates in specific life situations.

This kind of immersion helps students grow not only in their language skills but also in their understanding of culture. By working with authentic texts, learners start to see how things like making a request, saying no, thanking someone, or apologizing can be done in different ways depending on the situation, the speaker's role, the level of formality, and other social aspects. They learn that the same message can be expressed in many ways, each influenced by cultural rules and social relationships. This kind of awareness is very important because many problems in intercultural communication come not from grammar mistakes, but from not understanding social or cultural signals.

From a pedagogical perspective, integrating authentic content into the language learning curriculum enriches student engagement and motivation. It demonstrates the relevance and applicability of language skills in real life, fostering a more immersive and meaningful learning experience. Furthermore, the incorporation of audio-visual and multimedia content supports the development of all four language skills – listening, speaking, reading, and writing – simultaneously, promoting a more balanced and dynamic learning environment.

Recent research underscores the effectiveness of authentic materials in achieving these educational goals. A study by Iryna Zvarych and colleagues suggests that a thoughtful balance between authentic and pedagogically adapted materials – whether in equal proportions or weighted toward adapted content – yields positive results in language acquisition.

The primary advantage of authentic materials lies in their realism. Unlike textbook dialogues that are often artificially constructed and overly simplified, authentic materials present language in its natural, spontaneous form. Learners are exposed to idiomatic expressions, slang, regional dialects, and various registers of speech that reflect how people actually communicate in everyday life. This exposure enhances both comprehension and production skills, allowing students to become more confident and autonomous language users.

Furthermore, the integration of authentic materials fosters a deeper connection between language and culture. Language is not a sterile set of grammar rules – it is a living expression of people's values, behaviors, and worldviews. When learners engage with materials that mirror the social practices, humor, traditions, and attitudes of the target culture, they begin to understand not only *what* is being said, but *why* it is said in a particular way. This leads to the development of sociocultural sensitivity, an essential element of communicative competence in multicultural settings.

The pedagogical value of authentic materials also lies in their motivational potential. Students are often more engaged when working with real-world content that

is relevant, timely, and meaningful. Whether analyzing a news broadcast, reacting to a YouTube video, or interpreting a restaurant menu, learners feel that they are acquiring skills directly applicable outside the classroom. This relevance increases student motivation, encourages participation, and fosters a more active, learner-centered environment.

However, the use of authentic materials is not without its challenges. Instructors must carefully select texts appropriate to the students' language proficiency, cultural background, and learning goals. Materials that are too complex may lead to frustration or confusion. To mitigate this, teachers often scaffold learning through pre-reading or pre-listening tasks, vocabulary previews, and guided comprehension activities. While such preparation requires additional effort, the educational rewards are substantial.

Another consideration is the dynamic nature of authenticity itself. In the digital age, what counts as “authentic” is constantly evolving. Social media, blogs, and video-sharing platforms have introduced new forms of informal, multimodal communication that are rich in cultural cues and linguistic variation. Teachers must therefore stay attuned to emerging genres and adapt their materials accordingly, ensuring that learners are prepared to navigate contemporary language use across different platforms and contexts.

Integration of authentic materials into language education represents a vital step toward more effective, culturally responsive, and engaging instruction. By bridging the gap between the classroom and the real world, authentic resources provide learners with the tools they need to function competently and confidently in global communication. Their thoughtful use not only supports language acquisition but also cultivates the cultural intelligence necessary for success in today's interconnected world.

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Kateryna Andriishyna
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Pedagogical Sciences, Associate Professor
Olha Miliutina

ANTICIPATION GUIDE AS A POWERFUL TOOL FOR TEACHING READING COMPREHENSION TO EFL STUDENTS

An anticipation guide is a pre-reading strategy that helps students activate prior knowledge and make predictions about a text (Roepke et al., 2015). It consists of a series of statements related to the text, and students are asked to agree or disagree with each statement before reading. This strategy helps to engage students, focus their attention, and set a purpose for reading. Vacca et al. define it as “a series of statements to which students must respond individually before reading the text. Their value lies in the discussion after the exercise” (Vacca et al., 2021). The teacher's role during a discussion is to stimulate thinking. As students connect their prior knowledge to the prediction task, the teacher should be receptive to a variety of responses. Additionally, the teacher must draw on what students bring to the task while remaining nondirective to keep the discussion moving (Vacca et al., 2021).

Using an anticipation guide can elevate students' expectations and interest in environmental conservation before they begin learning about it. To prepare the guide, the teacher should analyze the reading materials to identify the central ideas that students will engage with. These ideas should then be written in short, clear, declarative statements that generally reflect the students' existing knowledge about the topic (Vacca et al., 2021). The statements should be crafted to stimulate anticipation and prediction. The teacher should discuss the students' expectations before they read the target text. It is crucial that the teacher uses simple sentences, ensuring that students can focus on the content rather than struggling to understand complex sentences (Rockets, 2023).

Additionally, statements can be tailored to meet student's specific needs, or the teacher can assign different reading passages on the same topic according to the student's reading skills (Rockets, 2023).

In an EFL (English as a Foreign Language) class, an anticipation guide can help students engage with the material and practice language skills. Besides, in the classroom, students can be more enthusiastic about reading if the text is engaging and accessible (Vacca et al., 2021). Reading and learning texts are more motivating for students when they perceive that the text is relevant to their own lives and believe they can generate credible responses (Ford-Connors et al., 2015). Therefore, by carefully selecting texts, teachers can create rich and meaningful learning experiences for their EFL students.

Anticipation Guide

Topic: Environmental Conservation

Before Reading	Statement	After Reading
<p>Directions: Before reading the text on environmental conservation, review each statement below. For each statement in the 'Before Reading' column, place a plus sign (+) if you agree with the statement and a minus sign (–) if you disagree. After reading, revisit the statements and see if your initial responses have changed. You will be asked to discuss why you confirmed or changed your ideas from your before-after reading responses.</p>		
	<p>Individuals can make a significant impact on environmental conservation through small daily actions</p>	
	<p>Using public transportation can significantly reduce pollution</p>	

	Everyone should plant a tree every year to help the environment	
	Plastic is the biggest threat to our oceans	
	Governments should do more to protect endangered species	
	Climate change is primarily caused by human activities	
	Recycling is the most effective way to protect the environment	
	Environmental education should be a mandatory part of school study plan	

This anticipation guide can be adapted to teach seventh-grade students about environmental conservation. It presents a series of facts about environmental conservation for students to review and make predictions based on their existing knowledge. Before reading, prediction strategies stimulate thought about the content. Students must rely on their prior knowledge, gained through previous study and experience, to make informed guesses about the material to be read. Teachers can facilitate student-centered purposes by anticipating the meaning of what will be read (Vacca et al., 2021). There is a procedure for conducting the anticipation guide:

Step 1 Before reading: The teacher presents the anticipation guide and explains its purpose and how it is used. After students mark whether they agree or disagree with each statement, the teacher conducts a class discussion, allowing students to share their opinions and reasons.

Step 2 Reading: While students read the text on environmental conservation, the teacher encourages them to take notes and highlight information related to the statements in the anticipation guide.

Step 3: After reading, the teacher asks students to revisit the anticipation guide and see if their opinions have changed based on the new information. Then, the teacher conducts another class discussion, comparing pre-reading and post-reading responses. Finally, students are to explain any changes in their responses and support their answers with information from the text.

Using an anticipation guide helps EFL students practice critical thinking, reading comprehension, and speaking skills while engaging with new content.

The anticipation guide engages students in the topic and assesses their existing knowledge (Vacca et al., 2021). It provides a platform for students to reflect on their beliefs and discuss their views with peers. Additionally, it enables teachers to identify knowledge gaps and focus on areas that require further exploration. It also reveals students who completed their sheets without reading the material, as evidenced by their illogical responses before and after reading. When confronted and questioned about the lesson, these students gave random answers. Anticipation guides proved helpful for students, teachers, and peers in gaining insight into students' engagement and interest, which in turn helped plan lectures accordingly (Vacca et al., 2021).

Using anticipation guides in the classroom helps learners activate prior knowledge before beginning an instructional session (Antoni, 2017). They are often used as pre-learning strategies that motivate learners to engage with learning materials by challenging, activating, or validating their prior knowledge and predictions about a subject (Natercia Valle, 2020). Students can read with purpose and anticipation by activating prior knowledge and generating interest (Vacca et al., 2021). It will help them make connections between what they know and what they will learn.

In fact, when students are given an anticipation guide, their test scores tend to increase (Natercia Valle, 2020). Using anticipation guides significantly improves

students' comprehension of main ideas, textual references, and word meanings (Sari & Sari, 2019).

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Larysa Fedosenko
Public Institution of Sumy Regional Council –
Hlukhiv Lyceum-Boarding School
with Enhanced Military and Physical Training

IMPROVING THE MODERN LESSON BY IMPLEMENTING THE LATEST TECHNOLOGIES IN THE CONDITIONS OF CREATIVE EDUCATION

The rapid changes taking place in Ukrainian society, the modernization of the educational system, and advancements in the theory and practice of foreign language teaching necessitate updating the content and methods of applying innovative approaches to foreign language teaching in a professional context. In modern society, there is a clear social order for mastering foreign languages.

Presentation of the main material. Considering the experience of teaching foreign languages of many linguistic schools in recent years, it can be said that teaching foreign languages, in the present conditions, is conducted using a communicatively oriented methodology, which facilitates language acquisition through live communication. The basis of the process is active participation in dialogues and role-playing games, reading texts, mastering basic grammatical constructions, and the study of standard written grammatical and lexical rules is mandatory. There can be many varieties of information presentation, but the main result in any case will be mastery and understanding of the language [2]. The teacher's task is to create conditions that promote practical language acquisition for every student. This includes selecting teaching methods that would allow each student to show his activity, his creativity, to activate cognitive activity in the process of learning foreign languages. Modern pedagogical technologies such as cooperative learning, project-based methodology, and the use of new information technologies and Internet resources help implement a personality-oriented approach to learning, provide individualization and differentiation of learning taking into account students' abilities, their level of learning, inclinations, etc. [3].

To make traditional classes more interesting, increase the effectiveness of the educational process and the level of students' knowledge, modern educators recommend integrating both classical and innovative teaching methods. Unlike traditional lessons, which primarily focus on knowledge acquisition, these modern approaches account for students' individual interests, talents, and learning preferences. They combine elements of traditional teaching — such as the introduction of new material, comprehension, and generalization — with more interactive and creative techniques. Innovative language-teaching methods include:

- Interactive teaching approaches;
- The use of technological tools (computers, multimedia, and the internet)

for knowledge assessment, material storage, and instructional support.

One of the key requirements of modern foreign language teaching is fostering interaction in the classroom, often referred to as interactivity.

Innovative teaching methods frequently incorporate role-playing activities, which enhance students' cognitive engagement and mental activity. Role-playing enables students to assimilate material more effectively and apply their knowledge in new contexts. This method requires students to make decisions within a problem-solving scenario while adopting specific roles.

New learning tools: implementation and standardization issues. The realization of this idea is impossible without the development and implementation of appropriate learning technologies. This can be achieved through an interactive learning environment, which fosters engagement through dialogue and conversation.

Interactive learning involves active engagement between students and teachers, encouraging mutual understanding, collaborative problem-solving, and the development of personal skills. Educational material is retained more effectively when students actively participate rather than passively absorb information.

It is important for a modern teacher to know the latest foreign language teaching methods and instructional techniques in order to select the most appropriate methodologies based on students' knowledge levels, needs, and interests.

The development of education today is organically linked to increasing the level of its information potential. This characteristic feature largely determines both the direction of evolution of education itself and the future of the entire society. For the most successful orientation in the global information space, students must master information culture, as well as computer-screen culture, since the priority in searching for information is increasingly given to the Internet [1].

The ultimate goal of foreign language learning is to enable students to navigate real-life language environments and respond appropriately in different situations. New views on the language learning outcomes contributed to the emergence of modern instructional technologies and the gradual replacement of outdated methods. Today, new methods using Internet resources contrast with traditional foreign language teaching methods. To foster communication in a foreign language, real-life scenarios must be created to simulate authentic interactions. This principle of authenticity motivates learners and encourages them to apply language skills in practical contexts.

The integration of internet-based resources into foreign language instruction can significantly enhance the effectiveness of language acquisition by addressing various didactic tasks, such as:

- a) Developing reading skills through exposure to diverse online materials of varying complexity levels;
- b) Enhancing listening skills through authentic audio materials available on the internet, appropriately selected by the teacher;
- c) Improving monologic and dialogic speaking skills through problem-based discussions using online content;
- d) Strengthening writing skills through collaborative writing tasks, such as composing responses, abstracts, and essays;

e) Expanding both active and passive vocabulary by incorporating modern English lexicon, which reflects the cultural, social, and political dynamics of contemporary society;

f) Developing cultural competence, including language etiquette, specific features of linguistic behavior across different cultural contexts, and an understanding of the traditions and customs of the target language's country;

g) Fostering sustained motivation for foreign language acquisition through the systematic use of authentic materials, engaging discussions on textbook content, and the exploration of current, relevant topics of interest.

When innovative teaching approaches are skillfully integrated with traditional methods, the teacher's role shifts towards facilitating and guiding students' development. Instead of solely transmitting knowledge, educators become collaborators, fostering an environment of cooperation and creativity that enhances students' linguistic proficiency and personal growth.

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Lilia Lavryk

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

*Supervisor: Candidate of Pedagogical Sciences Senior Lecturer **Vira Butova***

LEARNING ENGLISH BASED ON READING TEXTS

The initiation of oral language based on reading texts is a topic that has been examined in depth by educators, linguists, and cognitive scientists over the past several decades. Research consistently indicates that early exposure to reading, both in the form of listening to and actively reading texts, plays a crucial role in developing oral language skills.

According to the national assessments and studies carried out in several countries, children who are introduced to systematic reading practices tend to exhibit more robust vocabulary development, improved syntax, and enhanced narrative skills when compared to peers with less exposure. For instance, data from the National Assessment of Educational Progress in the United States have revealed that structured reading sessions are associated with measurable improvements in language proficiency among early learners. Similar findings are echoed by studies in Europe, where organizations such as the Organization for Economic Cooperation and Development have reported that early literacy interventions contribute significantly to later academic performance and communicative competence [2].

The theoretical underpinnings of the initiation of oral language through reading texts are grounded in both socio-cultural and psycholinguistic models. Lev Vygotsky's socio-cultural theory emphasizes that language acquisition is largely dependent on social interactions and guided participation, wherein reading texts provide a shared experience that fosters dialogue and reflection. Within this perspective, the act of reading aloud becomes a social activity in which educators and caregivers support the development of language by scaffolding children's understanding of vocabulary, grammar, and narrative structure. In parallel, the psycholinguistic approach argues that repeated exposure to linguistic patterns within texts strengthens neural networks

associated with language production and comprehension. Empirical studies have documented that children engaged in regular reading sessions, especially those that involve interactive discussion, demonstrate a statistically significant increase in oral language metrics such as vocabulary range and syntactic complexity over periods as short as six months. This dual theoretical approach underscores the multifaceted nature of the language development, showing that the benefits of reading extend beyond mere literacy to include comprehensive oral communication skills [1].

A wealth of the empirical evidence supports the effectiveness of using reading texts as a means of initiating oral language. In Finland, for example, research conducted by the Finnish National Board of Education found that interactive reading sessions in preschool classrooms led to an approximate 15% increase in the use of new vocabulary terms over the course of the academic year. Comparable research in Canada has demonstrated that students participating in daily reading activities scored, on average, 12% higher on oral language proficiency tests compared to students with less exposure to guided reading sessions. Additional studies from Australia and the United Kingdom have reinforced these findings by showing that systematic reading interventions are linked with improvements in both oral fluency and comprehension. In one controlled study involving over 500 students, those who participated in regular reading-aloud exercises showed significant gains in their ability to form complex sentences and engage in sustained conversations. These data, gathered from diverse educational systems, highlight the universal applicability of reading as a tool for oral language initiation and development, thereby offering practical benchmarks for educators and policymakers aiming to improve language outcomes in early education [3].

In practical terms, the initiation of oral language based on reading texts is implemented through a variety of educational strategies designed to maximize learner engagement and language acquisition. One widely adopted method is dialogic reading, in which teachers encourage children to participate actively by asking questions, prompting predictions, and inviting interpretations of the text. This technique not only

reinforces comprehension but also helps learners internalize new words and grammatical structures through conversational practice. For example, several school districts in the United States have integrated dialogic reading into their early childhood curricula, leading to documented improvements in both expressive language and listening skills. Another practical approach involves the use of multimedia resources that combine traditional print with audio components; these tools allow students to hear the correct pronunciation and intonation of words while simultaneously following the written text. Funding from institutions such as the National Institute of Child Health and Human Development has supported research into these multimodal teaching methods, which have been shown to enhance phonemic awareness and overall language fluency. Furthermore, professional development programs for educators increasingly emphasize the importance of incorporating reading texts into daily classroom routines. Initiatives supported by education departments in the United Kingdom and Canada provide teachers with structured frameworks and evidence-based strategies to promote oral language skills, including the use of repeated reading, group discussions, and targeted vocabulary exercises [4].

So, the initiation of oral language based on reading texts represents the comprehensive approach to early language development that is supported by both theoretical models and extensive empirical data. The integration of reading practices into language instruction not only bolsters vocabulary acquisition and syntactic understanding but also fosters improved communication skills that are critical for academic and social success. Evidence from studies conducted in North America, Europe, and other regions demonstrates that structured reading activities, particularly those that emphasize interactive and multimodal methods, contribute to measurable gains in oral language proficiency. These findings provide a compelling rationale for educational systems to prioritize reading-based language initiatives in early childhood curricula.

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Liudmyla Korziukova

Detached Structural Unit «Professional Pedagogical Specialty College of Oleksandr Dovzhenko Hlukhiv National Pedagogical University»

THE ROLE OF SOCIAL NETWORKS AND TECHNOLOGIES (ARTIFICIAL INTELLIGENCE, APPS, VR) IN LEARNING ENGLISH

Today, social networks are studied not only in the context of interpersonal relationships, but also as a means of communication in a digital environment, such as social media. Social networks have become an integral part of the lives of billions of people in the world, providing a platform for instant information exchange and interaction. According to the latest data, the number of active users of social networks in the world reaches more than 5.2 billion, which is about 63.8% of the world's population [3]. Such a wide reach makes social networks a powerful tool for interaction, marketing and education. Information on social networks spreads much faster than through traditional media. Thanks to recommendation algorithms, users receive news based on their preferences and behavior. Social networks allow users not only to consume information, but also to participate in its creation and distribution through reposts, comments, “likes” and discussions. Social network algorithms analyze user behavior and form a news feed containing the most relevant content for them. In general, social networks can be divided into several main types depending on their functional purpose, although this division is rather conditional. Networks for communication and information exchange (Facebook, Telegram, Twitter) – focused on text and multimedia interaction. Platforms for creating visual content (Instagram, Pinterest) – aimed at sharing photos and videos. Professional networks (LinkedIn) – serve for career development, job search and professional exchange. Multimedia platforms (YouTube, TikTok) – focused on creating, viewing and distributing video content. Thematic networks (Goodreads, ResearchGate) – provide specialized interaction related to books, science, etc. Having a page or account on social networks is now a must for effective activity and communication. In Ukraine, social networks

also have a wide range of influence and activity [1]. Facebook and Instagram are the leaders in terms of the number of users in Ukraine.

VR technologies are developing rapidly and are already transforming education. Imagine: you are traveling through the bustling streets of London, talking to a friendly barista in a cozy cafe, ordering theater tickets for an evening performance... And all this without leaving your home!

Virtual reality is turning the idea of language learning upside down. Interactive technologies immerse us in the language environment, making the learning process exciting, effective and as realistic as possible.

Popular VR platforms:

- Mondly VR. Allows you to learn English, Spanish, French, German, Italian and other languages.
- ImmerseMe. Creates personalized VR lessons based on our goals and interests.
- Engage VR. A metaverse where you can communicate with other people, attend events, take courses, and much more.
- Language Lab. A virtual reality game that emphasizes language learning rather than practicing language skills.

The benefits of virtual reality are obvious. Students who studied English using VR performed better on exams than those who studied using traditional methods. And people who were shy about speaking English were able to overcome their fear with VR training. The main thing is to choose the best program for themselves.

Scientific progress plays a significant role in the life of society, and its highest manifestation is the creation of artificial intelligence. In 1956, D. McCarthy first used the term “artificial intelligence” at a conference at Dartmouth College in Hanover (New Hampshire). The next step in the development of the theory of artificial intelligence was the GPS (general problem solver) program. Its main function is to solve any logical problems.

In the project “Concepts for the Development of Artificial Intelligence in Ukraine” it is defined as “the property of systems to correctly interpret external data in accordance with the set goal, to learn from such data and to use the results of learning to achieve the set goals, including the collection and use of new data through interaction with the environment”. In this sense, the task of education should be to train specialists who are able to develop and use systems that have this property. That is why the characteristic of foreign language competence as a special competence includes the ability to classify professional tasks with subsequent solution and choice of a certain technical means during language learning and the ability to manage a specific sign-symbolic system in various forms and in various ways.

Gartner analysts identify five of the most effective proposals for introducing artificial intelligence into the educational process of higher education institutions for learning a foreign language: 1) Augmented intelligence (these are automation tools that help increase the productivity of human mental labor. They help organize a “partnership” between the student and artificial intelligence, in which the human factor takes precedence. The use of artificial intelligence helps reduce the number of errors in the process of completing tasks. Effective in this regard is the use of ICT for presenting and processing educational material, case methods, and game modeling in learning foreign languages). 2) Chatbots (virtual assistant; automatic communication using chatbots is carried out using text or voice messages). 3) The use of multimedia learning technologies. The principle of operation of these pedagogical technologies is to organize the learning process based on the formation of foreign language competence by activating modular educational blocks during language learning according to an individual educational trajectory (conducting practices, webinars, didactic games, implementing educational program projects). 4) Gamification. Game elements are used for students to acquire game practices in a non-game context to involve users in solving problems. 5) A vivid example of the use of artificial intelligence for effective learning of a foreign language is the use of specially

developed programs and applications (for example, the interactive platform MyEnglishLab from Pearson). It is also worth paying attention to the active use of so-called speaking robots, which is quite widespread and incredibly popular [2].

AI penetrates higher education together with auxiliary technologies, that is, such computer programs that allow in the process of learning foreign languages to convert text into speech and speech into text, perform scaling, text prediction, spell check, and launch search engines. These technologies now create conditions for educational interaction of students around the world, expanding the opportunities for learning and designing educational experiences [2]. In this regard, scientific interest in artificial intelligence as a potentially effective direction of development of digital technologies in teaching foreign languages is constantly growing.

Thus, the use of artificial intelligence in English language classes in higher education allows you to create more visual and interesting classes, increases the intensity of the learning process, promotes instant feedback, forms motivation for cognitive activity, activates mental abilities, involves passive students in work, forms abstract and logical thinking and promotes individualization and intensification of learning through independent work with digital resources.

Thanks to AI, applications, social networks and virtual reality in the process of learning foreign languages in higher education, students will be able to learn from anywhere in the world at an individual pace according to an individual plan. In addition, artificial intelligence, apps, networks, virtual reality will help develop engaging games, case studies, and other educational and research activities that combine foreign language programs in higher education with students' interests.

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Maksym Hohol

Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Pedagogical Sciences, Associate Professor
Nataliia Hrychanyk

IMPLEMENTING THE IDEA OF A DIALOGUE OF CULTURES IN TEACHING LANGUAGE AND LITERARY DISCIPLINES AT HIGHER EDUCATION INSTITUTIONS

The key task of modern higher pedagogical education is to implement the idea of dialogue of cultures in teaching language and literary disciplines. The dialogue of cultures is a process of interaction and exchange between different cultural traditions, which results not only in mutual knowledge but also in the mutual enrichment and integration of cultural elements. It is focused on the formation of professional competencies and programme learning outcomes for higher education students aimed at developing critical thinking, intercultural communication, and understanding cultural diversity in the globalised world (Osypova, Sadovska, 2010).

Mastering the disciplines of language and literary education at higher education institutions involves the transmission of cultural values through language, literature and culture, comparing and understanding different cultural practices, literary traditions, and language systems.

It is noted that fiction is one of the main means of intercultural communication. It enables to deepen in the world of another culture, master historical, philosophical, social, psychological and other contexts, compare national canons, and analyse common themes, issues, or images in Ukrainian and foreign works (Vysotska, 2020). For example, while studying the discipline “History of Foreign Literature”, higher education students have the opportunity to compare cultural and literary norms, stereotypes based on common themes, issues, and images, etc.

An interdisciplinary approach plays an important role in this process, so teaching language and literary disciplines in conjunction with History, Philosophy, and

Ethnology can provide a deeper immersion in the context of the literature and culture under study.

The modern individual educational trajectory of higher education students should be focused on the integration of elements of intercultural communication. Therefore, the idea of dialogue of cultures ought to be represented in curricula through a number of elective courses that will contain educational materials from different cultures, languages, and literature. The following steps can contribute to students' better understanding of the richness of human experiences and views, broadening their outlook, and avoiding prejudice against other cultures. For example, the discipline of Comparative Literature involves a comparative study of different literatures, such as: Ukrainian, European, Asian, American, etc. Their comparison can help students realise the diversity of literature and cultures of the world.

Among the forms of work and types of educational activities aimed at implementing the idea of the dialogue of cultures in the educational process of higher education institutions should be highlighted the following ones:

1. Intercultural discussions. Higher education students can participate in discussions and projects to study the different literature and culture. In the educational environment of the higher education institution, it is important to create conditions for an open exchange of views between students and teachers to form emotional sensitivity and tolerance to the artistic heritage of mankind.

- 2) Thematic lectures and practical classes. While teaching language and literary disciplines at higher education institutions, lectures and practical classes should be focused on cultural aspects of the work of artists from different countries and eras for determining and evaluating their influence on the global cultural processes of mankind.

3. Using digital technologies. The use of multimedia materials (e.g. films, interviews with authors, video blogs, etc.) can enable students to compare Ukrainian and world literature to consider the artistic parallels, and highlight common and

distinctive literary traditions in order to preserve the cultural code of the Ukrainian nation.

Higher education students' professional competencies and programme learning outcomes should be aimed at developing the ability to navigate the information space, using available digital educational resources and create new ones, as well as information and communication technologies in professional activities, and processing, analysing and critically evaluating relevant information from various sources (Yatsenko, 2013). Consequently, in reforming the modern system of higher education, it is necessary to focus on the following effective steps aimed at developing students' ability to navigate the information space in order to implement a dialogue of cultures, such as:

1. Internationalisation of the educational process, which involves the expansion of academic mobility programmes, and the creation of joint courses with foreign universities to help students deepen into global cultural processes.

2. The development of digital platforms can ensure the use of open online courses, virtual tours, and multimedia resources for overcoming barriers and accessing authentic cultural materials.

3. Deepening of the interdisciplinary approach in order to involve new fields of knowledge in the analysis of linguistic, literary and cultural materials for a comprehensive understanding of linguistic, literary and cultural contexts, and using various methods and techniques of text analysis.

Language barriers may be one of the obstacles and challenges in implementing the idea of dialogue of cultures. Higher education students must acquire in-depth knowledge of a foreign language, build professional competencies aimed at observing modern language norms (in both foreign and Ukrainian languages), and use various forms and types of communication in educational activities. The programme learning outcomes should focus on students' mastery of bilingual and integrated language

teaching methods, multilingualism and methods of parallel learning of related languages.

Thus, the dialogue of cultures implies intercultural cooperation considering the recognition of mutual importance. At the same time, the global processes in the world, the blurring of cultural boundaries, and the interpenetration of different cultures contribute to the fact that another current issue is preserving the national cultural code and shaping the individual's self-identification. Implementing the idea of the dialogue of cultures via the educational components of the language and literary disciplines at higher education institutions can contribute to building students' cultural competence, and their ability to deeply understand, respect and cooperate with representatives of different cultures. Interdisciplinary approach in teaching both normative and elective educational components of integrated national and foreign cultural orientation will contribute to the formation of a more open and tolerant social model, where each culture is an equal part of the great cultural heritage of mankind.

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Maryna Yefimenko
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Pedagogical Sciences, Senior Lecturer Vira Butova

ECOLOGICAL APPROACH IN TEACHING ENGLISH

In today's rapidly evolving world, with the constant advancement of science and technology, humanity is facing urgent global challenges. These challenges, including climate change, technological disasters, and social inequalities, require urgent changes in educational practices. As global issues evolve, so must the priorities of educational systems, which increasingly need to move away from traditional, rigid structures and towards more interdisciplinary and innovative approaches. These changes are not only essential for fostering critical thinking and creativity in students but also for promoting responsible, sustainable behavior that will protect the environment for future generations. Thus, environmental education, especially ecological safety, becomes an essential component of modern teaching [1].

Environmental awareness, or ecological literacy, forms the foundation for developing an ecological personality. It includes knowledge of ecological processes and, importantly, the practical skills needed to apply this knowledge to solve real-world problems. Today, ecological safety is viewed as ensuring sustainable and secure existence for humanity within Earth's boundaries, without causing harm to the environment or public health. One of the most effective ways to achieve ecological safety is through education, which fosters a sense of responsibility and action among individuals toward environmental protection.

The integration of ecological safety into education should not be limited to theoretical knowledge. Instead, it is necessary to engage students in active, interdisciplinary learning that connects the ecological issues with their daily lives, future careers, and the global community. In this context, integrating environmental topics into the learning of foreign languages, particularly English, can be an innovative

and effective way to engage students. Ecological themes in language lessons enable students to develop their language skills while also raising their awareness of key global challenges and fostering a sense of responsibility towards the environment [3].

One such opportunity lies in exploring contemporary, youth-oriented issues such as the environmental impact of overconsumption, especially the fast fashion industry. The overproduction of clothing, driven by social media trends and consumer culture, is one of the largest contributors to environmental degradation today. Fast fashion companies encourage the purchase of massive quantities of clothing, often of poor quality, which is quickly discarded after only a few uses. This has significant environmental consequences, including the depletion of natural resources, pollution from synthetic fabrics, and the generation of enormous amounts of textile waste.

Incorporating discussions about these issues into English language lessons provides an excellent opportunity to engage students in a topic they are familiar with and care about. By discussing the environmental damage caused by fast fashion, students can learn about the implications of their consumer choices, while also practicing English vocabulary related to environmental protection, sustainability, and ethical consumerism. These topics not only raise awareness about the ecological impact of overconsumption but also help develop critical thinking skills, as students explore the interconnectedness of their lifestyle choices and environmental health. Project-based learning is an excellent method for involving students in environmental issues and encouraging them to take action. This method promotes active learning, where students engage in hands-on projects that involve researching and addressing real-world problems. In the case of ecological education, project-based learning allows students to work on practical solutions to environmental challenges, such as designing campaigns to reduce clothing waste, promoting sustainable fashion, or organizing local clean-up events.

This approach has several benefits. First, it encourages students to develop not only their language skills but also critical thinking and problem-solving abilities.

Second, it fosters collaboration and teamwork, as students must work together to achieve their project goals. Third, it empowers students by giving them a sense of ownership over the project and its outcome, which in turn strengthens their commitment to environmental sustainability. For instance, a project where students research the environmental impact of textile waste could lead to a discussion on the importance of recycling, the benefits of buying second-hand clothes, or the role of social media in promoting sustainable fashion. Through such projects, students would not only improve their English skills but also gain a deeper understanding of how their actions contribute to global environmental issues [3].

The integration of ecological safety and ecological education into English language teaching at the senior level is crucial for forming an environmentally conscious and responsible generation. By introducing ecological topics into language lessons, teachers not only help students develop their linguistic abilities but also raise awareness of the significant environmental challenges facing the world today. In particular, addressing contemporary issues like the environmental impact of fast fashion makes ecological education more relevant and engaging for young people.

The challenges of incorporating ecological topics into language lessons, such as the lack of appropriate materials, can be overcome through creative and interdisciplinary approaches, such as project-based learning. This method encourages active student involvement, fosters critical thinking, and provides a platform for students to take meaningful action towards environmental sustainability. By equipping students with the knowledge and skills to tackle ecological problems, educators can help shape a generation that is not only linguistically proficient but also committed to protecting the planet [5].

In conclusion, ecological education plays a crucial role in shaping responsible and environmentally conscious citizens who are aware of the intricate relationship between human actions and the natural world. It is essential to equip the younger generation with the knowledge, skills, and attitudes necessary to address the growing

environmental challenges. By incorporating innovative teaching methods, such as project-based learning, and integrating relevant ecological topics into the curriculum, educators can inspire students to actively engage in preserving the environment. These methods not only help students understand environmental issues but also foster critical thinking and problem-solving skills, empowering them to contribute to sustainable practices both in their personal lives and in society.

Ultimately, a comprehensive approach to ecological education that combines traditional teaching methods with modern technological tools like social media will equip young people with the necessary knowledge and motivation to contribute to a more sustainable and environmentally responsible future.

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Sergii Inozemtsev
Oleksandr Dovzhenko Hlukhiv Pedagogical University
Supervisor: Professor Liudmyla Biriuk

MODEL OF FORMING ENVIRONMENTAL COMPETENCE OF PRIMARY SCHOOL STUDENTS IN EXTRACURRICULAR EDUCATION

In the 21st century, the intensification of environmental problems necessitates the active involvement of educational institutions in fostering environmental awareness and sustainable behavior among students. Research indicates that developing ecological competence should begin at an early age to establish a foundation for responsible environmental attitudes [1; 2].

Extracurricular education in Ukraine serves as a crucial platform for implementing innovative educational models aimed at enhancing ecological competence among primary school students. The objective of this study is to present a pedagogical model for the ecological competence formation, which integrates cognitive, value-based, and practical components. These components are designed to foster ecological literacy, responsible attitudes towards nature, and practical environmental skills.

Understanding ecological issues from an early age helps students to recognize the impact of their actions on the environment. Educational institutions, especially those outside the formal school system, have the flexibility to use creative and engaging methods to instill these values in young learners. Various programs emphasize interactive learning, real-world applications, and community involvement, ensuring that ecological awareness is not just theoretical but actively practiced in everyday life [1].

The proposed model for primary school students' ecological competence forming consists of three key components:

1) Cognitive Component. The cognitive component focuses on acquiring ecological knowledge and understanding fundamental principles of environmental

science. It includes interactive lessons, project-based learning, and the use of information and communication technologies (ICT) to enhance students' environmental awareness [1; 2]. Essential elements include discussions, case study analyses, and problem-solving tasks, which help students develop systematic ecological thinking. In addition, students engage in storytelling activities where they learn about environmental challenges through fictional narratives that highlight real-world ecological issues. Virtual field trips and augmented reality applications enrich their further learning experience by providing immersive exposure to different ecosystems, helping them to understand biodiversity and conservation principles.

2) Value-Based Component. This component aims to shape positive values and attitudes towards nature. It involves engaging students in environmental initiatives, reflective exercises, and discussions on the moral and ethical aspects of environmental issues [3]. Through such activities, students develop responsibility, empathy, and respect for the natural world. Ethical discussions about resource consumption, waste management, and sustainable living practices are integrated into the curriculum. Role-playing activities help students understand different perspectives, such as those of policymakers, environmental activists, and community members. This immersive learning experience fosters a deeper appreciation of environmental responsibilities at both individual and collective levels.

3) Practical Component. The practical component emphasizes the application of ecological knowledge in real-life situations. It includes activities such as tree planting, waste sorting, reducing plastic consumption, and participating in local environmental projects [4]. Practical engagement reinforces ecological knowledge and skills in everyday contexts. Students also participate in citizen science projects where they collect and analyze environmental data, such as air and water quality measurements, biodiversity tracking, and climate observations. These projects not only strengthen scientific skills but also empower young learners to contribute meaningful data to larger environmental research initiatives. Moreover, educational institutions

collaborate with local communities and environmental organizations to organize cleanup campaigns, sustainable gardening programs, and eco-friendly workshops. These partnerships provide students with hands-on opportunities to apply their knowledge in real-world settings, reinforcing the importance of proactive environmental stewardship.

To effectively implement this model in extracurricular education, the following strategies are essential:

- **Project-Based Learning:** students work on long-term ecological projects aimed at local environmental issues, such as developing green spaces in urban areas or designing sustainable waste management plans for their schools.
- **Gamification Techniques:** learning is enhanced through eco-themed games, challenges, and competitions, making ecological education more engaging and interactive.
- **Parental and Community Involvement:** schools and extracurricular institutions actively involve parents and community members in environmental activities to create a holistic support system for sustainable learning.
- **Integration of Modern Technologies:** virtual simulations, interactive mobile applications, and online ecological platforms provide students with up-to-date information and interactive ways to be engaged in environmental issues [5].

The proposed model for developing primary school students' ecological competence in extracurricular education institutions is an effective tool for fostering ecological literacy, responsible environmental attitudes, and sustainable behavior. The integration of cognitive, value-based, and practical components ensures that students not only gain knowledge but also develop a lifelong commitment to environmental conservation.

Further research may focus on adapting the model for different age groups, expanding its application in formal education, and analyzing the long-term impact of environmental education on student behavior. By continuously evolving educational

strategies and fostering interdisciplinary collaboration, the implementation of this model can significantly contribute to the development of a more ecologically responsible generation.

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Valeriia Serdiuk

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Supervisor: Doctor of Pedagogical Sciences, Professor Iryna Pinchuk

THE POTENTIAL FOR INTEGRATING ART THERAPY AND DIGITAL TECHNOLOGIES IN PRIMARY EDUCATION

The integration of art therapy and digital technologies in primary education offers a unique opportunity to enhance learning experiences and support pupils' emotional and cognitive development. Art therapy allows children to express emotions creatively, while digital tools provide interactive and engaging learning environments.

Art therapy is a valuable educational tool that can help primary school children manage stress, build self-esteem and develop communication skills. Through activities such as drawing, painting and sculpting, pupils can express emotions and experiences non-verbally. This approach is particularly beneficial for children with special educational needs, allowing them to engage in learning without the constraints of traditional verbal expression.

Studies suggest that art therapy improves problem-solving skills, fosters creativity and supports emotional resilience [1]. In inclusive classrooms, art therapy provides an opportunity for children of all abilities to work together and develop social-emotional skills in a safe and supportive environment.

Digital technologies have transformed education, making learning more interactive and adaptable. Educational software, tablets and online platforms enable personalised learning experiences and provide visual and auditory supports that benefit students with different learning styles. Research shows that digital tools increase engagement, improve knowledge retention, and support differentiated instruction [2].

For students with learning difficulties, technology-based interventions, such as speech-to-text software and adaptive learning applications, provide tailored support.

Digital tools also encourage collaboration through interactive activities, allowing students to create and share digital artwork, stories and projects.

The combination of art therapy and digital tools enhances creative expression and accessibility to learning. Digital drawing applications such as Procreate and Tayasui Sketches allow students to experiment with artistic techniques without material constraints. Virtual reality (VR) and augmented reality (AR) further extend creative possibilities, providing immersive art experiences that increase engagement and confidence [3].

Gamification elements, such as interactive storytelling and digital art challenges, make learning fun and encourage artistic exploration. Online platforms can also be used to create digital art portfolios that help students track their progress and showcase their work [4].

Several schools have successfully integrated digital art therapy into their curricula. Digital platforms enable educators to design inclusive lessons that cater for different skill levels and learning needs. For example: interactive digital whiteboards enable real-time collaborative art projects; tablet-based applications offer step-by-step art tutorials and creative exploration tools; VR art therapy sessions provide safe spaces for children to express emotions in innovative – ways.

Despite the many benefits of integrating digital art therapy into primary education, there are challenges that need to be addressed:

- limited access to technology: Many schools may lack the necessary digital resources and infrastructure to effectively support art therapy initiatives;
- need for teacher training: Teachers need professional development and training to effectively use digital art therapy tools in the classroom;
- balance between digital and traditional methods: It is crucial to ensure a balanced combination of digital and traditional art activities to maintain student well-being and engagement;

– ensuring privacy and security: Schools should adopt appropriate policies and security measures to protect student data when using digital platforms.

The integration of art therapy and digital technologies in primary education has the potential to transform the learning experience by promoting creativity, emotional well-being and personalised learning. Addressing challenges related to technology access and teacher training will be essential for effective implementation. Future research should focus on developing best practices for combining these approaches to maximise their benefits in primary education.

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Valeriia Zub

Municipal Establishment “Kharkiv Humanitarian-Pedagogical Academy” of Kharkiv Regional Council

Supervisor: Doctor of Pedagogical Sciences, Professor Yaroslava Belmaz

INTEGRATING COMMUNICATIVE STRATEGIES INTO THE PPP METHOD: A PATH TO EFFECTIVE GRAMMAR TEACHING

PPP (Presentation, Practice, Production) is the language teaching method in which the teacher introduces the target language, guides students through controlled practice, and then allows independent use.

Although initially viewed as entirely non-communicative, educators and methodologists have adapted the PPP method by integrating communicative tasks into each stage. As a result, teacher-centered lessons have shifted toward a more learner-centered approach, aligning with the principles of communicative language teaching. This transformation has made PPP the foundation of many modern teaching materials and curricula [3, p. 130].

There are several ways to modify the traditional PPP (Presentation, Practice, Production) structure to enhance its effectiveness [2]:

- expanding the presentation stage by incorporating elicitation techniques to actively engage learners;
- transitioning from deductive to inductive learning, encouraging students to identify grammar patterns independently rather than receiving explicit instruction;
- integrating collaborative tasks in the practice stage, requiring students to use the target language to complete meaningful activities;
- incorporating meta-learning strategies to help students develop independent language acquisition skills;
- increasing exposure to incidental language throughout the lesson, allowing learners to encounter grammar in a more natural context;

- transforming the production stage into a task-based activity, aligning with principles of task-based learning to promote real-world language use.

Grammar instruction begins with the **presentation** stage, where the teacher introduces a new structure using relevant visuals or contexts to encourage student engagement. Oral reception should precede reproduction, as it is essential for developing grammar skills. Written reception, involving grammar comprehension through reading, occurs later in the process.

The presentation phase introduces new language through contextualization and noticing, using interactive teaching to explore meaning, form, and usage. Scaffolding strategies, such as think-pair-share and guided discovery, foster collaborative and independent learning. Noticing and consciousness-raising techniques are particularly effective when introducing entirely new structures [1, p. 18]. Once these foundational concepts are established, students transition to the practice phase, where they engage in structured exercises to reinforce their understanding and begin applying the new language in controlled contexts.

Grammar is often taught inductively, requiring students to deduce rules during the lesson. The selected grammar structures and vocabulary should match learners' proficiency levels. Lessons primarily focus on vocabulary and grammar, with structured exercises playing a central role [3, p. 130]. To introduce new grammar concepts or vocabulary, teachers can use real-life materials such as newspaper clippings, household objects, hobby-related items, movie or TV show clips, and short audio recordings. These authentic resources create a meaningful context for learning, making the material more relatable and engaging. This stage ensures students understand the context and begin interacting with it. Encouraging students to relate the material to personal experiences – such as discussing whether they or a family member have been in a similar situation – fosters engagement and reinforces prior learning [5].

A common issue in grammar lessons is an overemphasis on theory with insufficient student practice. The real challenge lies not in theoretical knowledge but

in the tasks assigned to students [4, p. 150-151]. To enhance grammar instruction, educators can use visual aids, such as images or real-life examples, to introduce key structures in context. Students can then practice applying these grammatical concepts through structured sentences [6].

For example, when teaching prepositions of place, sentences like “The book is on the table” or “The keys are under the chair” help reinforce both grammatical structures and their meanings. To enhance understanding, teachers can engage students in interactive activities, such as describing object placements using target grammar structures: “The lamp is next to the sofa.” Additional exercises, including matching activities, gap-fill sentences (“The cat is ___ the bed”), and role-playing scenarios, further support comprehension and practical application.

In the **practice** stage, students who have mastered oral material transition to written practice through drilling. Drilling involves repetitive exercises that reinforce learning. Various tasks can be incorporated at this stage, such as gap-fill exercises, sentence transformations, and rewriting activities [3, p. 130]. Additionally, structured writing tasks help students internalize grammatical patterns, while creative exercises, such as short paragraph writing or dialogue completion, encourage more independent language use. Pair and group activities, like peer editing or collaborative storytelling, further enhance written fluency and reinforce grammatical structures in a meaningful context.

The practice stage is usually teacher-controlled, ensuring that learners correctly say or write the language structure or vocabulary. Teachers should model and provide corrective feedback when necessary [5].

To support this stage and prepare students for production, digital tools, worksheets, and interactive classroom games play a crucial role in reinforcing grammar. These resources offer diverse opportunities for structured practice, ensuring that learners internalize language patterns before transitioning to free production. By

combining controlled exercises with engaging activities, students gain the confidence needed to communicate effectively in spontaneous, real-life situations.

After structured practice, students move to free practice, where they use language to express ideas and share experiences. The choice of activities depends on the language and student level. Effective options include information gaps, role plays, interactive games, interviews, simulations, picture comparisons, problem-solving tasks, personalization activities, and board games [4, p. 152]. This stage is crucial in grammar instruction, as true learning occurs when students actively engage in using the language.

In the **production** stage, students use the target language fluently and independently through autonomous, creative tasks that mimic real-world communication. The teacher should avoid immediate corrections, addressing errors afterward to maintain fluency and confidence.

In the production stage, the teacher's role is minimal, allowing students to take the lead in communication. Learners should actively engage in speaking, using the language about 90% of the time, while the teacher offers minimal guidance. This approach helps students build confidence and develop their language skills independently [6].

The PPP approach offers teachers a practical framework for lesson planning and provides students with a structured learning experience that aligns with their expectations and attention spans. More cognitively demanding content is introduced at the beginning of the lesson, while interactive and enjoyable activities are incorporated toward the end – assuming the lesson progresses as intended [1, p. 19].

The PPP method remains one of the most widely used approaches in language instruction due to its structured yet flexible nature. By incorporating communicative elements and adapting lessons to learners' needs, teachers can maximize student engagement and effectiveness. The ongoing evolution of PPP, influenced by communicative language teaching and task-based learning, ensures its relevance in

contemporary educational contexts. Future research could explore further refinements to enhance student autonomy and integrate digital learning tools more effectively into each phase of the PPP framework.

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Volodymyr Velychko
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Philological Sciences, Senior Lecturer
Maryna Kushnieriova

DEVELOPING INTERCULTURAL COMPETENCES THROUGH READING OF AUTHENTIC TEXTS

In the modern multicultural world, developing intercultural competence is one of the key goals of foreign language education. Language is closely connected with culture, and teaching reading of authentic texts provides excellent opportunities to foster students' awareness of cultural diversity.

Intercultural competence refers to the ability to communicate effectively and appropriately with people from different cultural backgrounds. It includes knowledge of other cultures, respect for cultural differences, tolerance and empathy, flexibility in communication.

Authentic materials are believed to be the best types of materials for developing intercultural communicative competences of foreign language learners. Authentic texts are materials created by native speakers for native speakers without educational adaptation. These may include newspaper articles, literary works, blogs, podcasts, radio programmes, advertisements, interviews, social media content, etc.

There are a lot of materials that could be used in teaching culture. Several English language textbooks offer materials developing intercultural competence in separate parts called "cultural notes", "cultural pages". Culture is an inseparable part of foreign language teaching. Using authentic materials gives language learners the chance to experience how the language is used in real life. This can strongly motivate them and helps them understand that the language is not just a subject to study, but a means of communication used by real people in their everyday lives.

Authentic materials include audio, visual and printed materials. Reading visual and printed materials helps students to see real language in use, understand cultural

codes and values, compare cultural norms, expand vocabulary with culturally marked words and expressions.

Visual literacy is increasingly recognized as an essential component of intercultural competence, referring to the ability to interpret, analyze, and respond appropriately to visual forms of communication, including images, film, gestures, spatial relations, and other non-verbal cues. In intercultural contexts, visual signs often carry culturally specific meanings, which may not be immediately accessible to learners without prior exposure or guided interpretation. A gesture or symbol considered neutral or positive in one culture may carry negative or ambiguous connotations in another. Thus, developing visual literacy enables language learners to navigate such differences more effectively, fostering not only more accurate comprehension but also greater empathy and cultural sensitivity. By enhancing learners' capacity to decode and critically reflect on visual messages, educators contribute to a deeper and more nuanced understanding of the target culture, which is a core element of communicative and intercultural competence.

Developing intercultural competence while learning a language is a multidimensional process that goes beyond vocabulary and grammar acquisition. One of the most effective ways to foster this competence while learning English is through the use of authentic texts – materials originally created for native speakers – which reflect the cultural norms, values, and perspectives of the target language community.

To fully leverage the intercultural potential of such texts, teachers can implement the following strategies: selecting texts with rich cultural content (these texts expose learners to diverse viewpoints, traditions, and social realities, serving as windows into the lived experiences of native speakers), providing pre-reading cultural background (key cultural information may include historical context, social norms, or explanations of culturally specific references; pre-reading tasks may include guided questions, vocabulary previews, or short presentations on relevant cultural topics), post-reading activities (comparisons between the learners' native culture and the target culture,

encouraging students to identify similarities and differences), using interactive tasks (learners can simulate real-life scenarios depicted in the text or debate issues related to cultural values and behaviors), reflecting on cultural stereotypes and challenging them.

Reading of authentic texts are powerful tools for developing not only language skills but also intercultural competence. They allow students to explore real life, real culture, and real language – making foreign language learning much more meaningful and inspiring.

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SECTION THREE. PERSPECTIVES IN HUMANITIES

Anastasiia Ananieva

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Supervisor: Candidate of Philological Sciences, Associate Professor

Dmytro Marieiev

THE REPRESENTATION OF GENDER CONSTRUCTS DENOTING THE CONCEPT OF WOMAN IN ENGLISH PHRASEOLOGY

The phraseological component of language is of particular interest in gender linguistics, as it encapsulates cultural wisdom, truth, and traditional moral views expressed metaphorically. Proverbs and idioms are easily memorized and transmitted across generations, acting as carriers of societal norms and values [3]. Phraseological units serve as a powerful means of storing and conveying information, shaping the worldview of speakers and reflecting the national identity embedded in communicative behavior.

One of the most prominent functional-semantic groups within English phraseology includes idioms related to gender constructs. These expressions offer rich insights into the characterization of individuals based on gender, social status, and personal qualities. Particularly noteworthy is the portrayal of male and female roles in society through these idioms.

In idioms depicting social and familial roles, men are often portrayed as dominant and authoritative figures. Expressions such as *lord and master* or *master of the house* reinforce the traditional patriarchal structure, while the idiom *family man* further emphasizes the man's central role in the family. Interestingly, there is no direct equivalent such as *family woman*, which subtly implies that a woman's role within the family is assumed and requires no special linguistic emphasis [1]. Her identity is primarily linked to homemaking and motherhood, with related idioms generally presenting neutral or positive connotations.

However, a notable feature of English phraseological material is the prevalence of negative evaluations directed at women and their behavior. This imbalance suggests a linguistic bias shaped by androcentric perspectives [2]. An analysis of idioms reveals recurring negative character traits attributed to women. Commonly highlighted traits include quarrelsomeness, deceitfulness, intellectual inferiority, excessive talkativeness, and fickleness.

For instance, idioms like *There is no devil so bad as a she devil* and *Three things drive a man out of his house: smoke, rain, and a scolding wife* portray women as sources of conflict and domestic unrest. In terms of deceit and cunning, sayings such as *There are two kinds of women: those who take what you are and those who take what you have* reflect a cynical view of female intentions. The intellectual capacity of women is also disparaged in expressions like *Women have long hair and short brains*.

Further, idioms targeting female speech and communicative behavior often carry negative implications. Phrases like *A woman's tongue wags like a lamb's tail* and *old wife's fable* trivialize or mock women's verbal expression. Female inconstancy is another recurring theme, with expressions such as *Women are as fickle as April weather* reinforcing stereotypes of emotional instability.

Interestingly, while idioms highlighting female intellect are notably absent, motherhood is portrayed in an overwhelmingly positive light. Metaphorical uses of the word *mother* include expressions such as *A mother's love never ages*, *A man's mother is the other God*, and *a mother hen* (the latter referring to an overly protective but caring figure). These idioms emphasize nurturing and selflessness, aligning with traditional maternal archetypes.

In the domain of female appearance and behavior, phraseological expressions can be grouped into three semantic zones: attitudes towards physical appearance, perceived physical weakness, and behavioral characteristics.

Expressions concerning a woman's attitude toward her appearance often reflect superficial or age-related concerns. For example, *Every woman would rather be*

beautiful than good and *The woman who tells her age is either too young to have anything to lose, or too old to have anything to gain* suggest societal pressure on women to prioritize beauty over virtue.

The perceived fragility of women is conveyed in metaphors such as *Glasses and lasses are brittle ware* and *A woman and a glass are ever in danger*, indicating a stereotype of physical delicacy and vulnerability. Behavioral idioms like *the eternal feminine*, *a lady of fashion*, and *a lady of virtue* associate women with timelessness, social display, and morality, respectively.

Sexual objectification is another prominent theme, especially in idioms that evaluate women based on appearance and their desirability to men. Phrases like *A man is as old as he feels*, and *a woman as old as she looks* emphasize the visual evaluation of women, linking their social value to youthful beauty.

The metaphors used to describe attractive women include expressions such as *basket of oranges*, *bit of soap*, *campus queen*, *fair charmer*, and *treat for sore eyes*. In contrast, unattractive women are metaphorically described with derogatory images such as *sunkist lemon*, *poison pan*, or *lousy dish*. These expressions further reflect a male-centered gaze in evaluating female appearance.

In conclusion, the ideographic parameters of the concept *WOMAN* in English phraseological expressions collectively construct a linguistic image of women as homemakers and caretakers. These idioms reinforce traditional gender roles and suggest behavioral models aligned with patriarchal expectations. Although some expressions celebrate the virtues of motherhood, the overall phraseological field is marked by a tendency toward negative stereotyping and sexual objectification, reflecting broader societal attitudes embedded in language.

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Demian Ivashchuk

Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Pedagogical Sciences, Associate Professor
Olha Miliutina

ENGLISH AS A UNIFYING FORCE IN THE DECOLONISATION PROCESS

In today's globalised world, most countries strive to create and maintain mutually beneficial relations. In this case, the English language is a key element for representatives of different countries to interact with each other. It is worth noting that studying English and History is closely interrelated. Looking at language learning from a historical perspective helps understand its development, cultural and social changes, etc. It also provides a better interpretation of literary texts, historical documents, and the evolution of language norms.

It should be noted that English has played an important role in the decolonisation process, serving as a means of communication and unification for multinational and multilingual societies gaining independence. After the collapse of colonial empires, many new states faced the need to forge a common identity. In this context, English, like a legacy of the colonial past, has become a neutral instrument of understanding between different ethnic groups, contributing to political stability, economic development and international integration.

It is proved that the British Isles became the starting point for spreading English around the world. The emergence of England as a maritime power, which began in the era of great geographical discoveries, and the development of international trade had a direct impact on the emergence of English as an international language [2]. The empire not only set language standards in the colonies, but also encouraged learning among the local population as a force for social mobility and interaction with the colonial administration. With sea voyages and trade expeditions, English spread along with British trade and military convoys, penetrating different parts of the world. The process continued even after the collapse of the British Empire, as English remained the

language of international communication in the areas of trade, politics, science and culture [3].

In the second half of the twentieth century, after the two World Wars, European empires were severely weakened and did not have the resources to control vast overseas territories. At the same time, national liberation movements in the colonies were growing, which marked the beginning of the decolonisation process [4].

The issue of language was one of challenging aspect faced by the new countries of Africa, Asia, the Middle East, the north and south Americas. On the one hand, English in the former colonies has become a solution to the problem of communication. For example, India has over 120 main languages and 1600 dialects, Nigeria has over 500 languages, and South Africa has 11 official languages [4]. In this case, English serves as a convenient means of communication between different groups. But on the other hand, the British, French, Spanish and others always imposed their language on local traders to facilitate communication. The imperialists' language almost always became the dominant one in the colonies. Unfortunately, it had not very good consequences for the locals. European countries imposed their culture and language on the new lands, rooting it for centuries to come, and destroying the indigenous population. For example, many Indian settlements in North America, Mayan and Inca civilisations in Central and South America, and others were erased forever [1].

Thus, English became a good tool for stabilisation and further development in the former colonies of the British crown. It connected the new countries with the rest of the world in terms of trade, which provided them with easier integration into the global system of interaction.

The use of English could help unite different ethnic and linguistic groups within one country, helping to reduce conflict and develop a unified national identity. But at the same time, a balance needs to be struck between a global language and support for local cultures. In modern world English should play the role of an international medium

of communication, while the native language remains a way of communicating within the country and helps develop local cultures.

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Dilnoza Furkatova
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Pedagogical Sciences, Senior Lecturer Olena
Chaika

AMERICAN DIALECTS AND PEDAGOGY

In general, standard American regional speech patterns are mutually intelligible. Seldom does a speaker encounter any serious misunderstanding due to dialect differences alone. Students of English as a second or foreign language, who may have more difficulty comprehending slightly different sounds and patterns than native speakers do, ought to have some exposure to the geographical varieties of English, including the dialects of American English.

If a student of English has a choice of which variety of English he or she ought to master, the choice should be based on practical considerations rather than on false notions of the superiority of one regional variety over another. For example, a student who will have most contact with Australians in his or her travel or professional life, obviously ought to pay more attention to Australian than to South African, British American English.

On the other hand, all students of English would be well advised to be more concerned about the mastery of English as a medium of international communication than about the mastery of some of its specific sub-variety. It is the experience of many teachers of English that students often trouble themselves with questions of region and/or propriety before they have mastered the common essentials of the language. That is, indeed, a poor ordering of priorities. Teachers themselves are often guilty of emphasizing distinctions, particularly in pronunciation, that are not supported by millions of native speakers of one variety or another of standard English. In the author's opinion, this is a poor ordering of priorities. Keeping in mind that a student's English must be intelligible, the teacher, at the same time, should be aware of the range of world varieties of English that are mutually intelligible and see to it that these varieties are

intelligible to the student and that they are all referred to as possible models for the student's production. We urge, in particular, the use of considerable variety in exercises, which stress comprehension.

Finally, it is worth noting that although native speakers of English appreciate accurate and thorough control of English by those who have learned it as a second or foreign language, they are, in general, quite tolerant of student errors. Native speakers may even be slightly resentful of a student's complete mastery of a specific variety of English (such as the dialects of American English treated here). Perhaps the student's best focus is on comfortable, fluent performance – without excessive attention to dialectal subdivision, with the proviso that he or she become proficient in the comprehension of a wide range of standard varieties.

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Ihor Miahkostup
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Pedagogical Sciences, Associate Professor
Iryna Danylchenko

PROFESSIONAL IMAGE OF A MODERN TEACHER

Today, when solving the most crucial problem of the reproduction of full human potential, our society must rely on talented, intelligent, morally perfect teachers who are able to change the educational space creatively. An important task of today is for teachers to create their own highly moral and positive professional image in order to be a true leader, educator and psychologist in the system of information influence on the younger generation.

The concept of “image” in the educational system became relevant during Ukraine's independence period and the rethinking of approaches to the educational process at all levels. In pedagogy, as well as in other sciences, “image” has gained recognition. The appearance of a teacher in the halo of a person who creates his image allows us to talk about the emergence of a new branch of imageology – pedagogical imageology. It is generally recognized that the image of a teacher is an expressively colored stereotype of the teacher's image in the view of a group of children, colleagues, social environment, and in the mass consciousness. [1]. When forming the image of a teacher, the existing qualities are intertwined with the qualities attributed to him by the people around him.

The formation of the professional image of a future teacher should be carried out in two directions: the development of personal and the improvement of professional qualities. A teacher has always been and remains a model of aesthetic taste, refined manners, and high personal image; he has been and should be a role model for others.

Scientists define a positive professional image as a qualitative characteristic of a teacher's personality, which allows to form an integrated dynamic image of a specialist in the minds of various participants of educational interaction and the public, based on

one's high professionalism, authority, as well as trust of children and adults in him, characterized by positive emotional and behavioral reactions on their part during interaction with the educator both in the preschool educational institution and beyond. The structural components of a positive professional image are: visual (appearance, non-verbal means of communication, the educator's professional environment), auditory (mastery of the technique and communicative qualities of speech, rhetoric), professional (educator's competence, quality of work in general, experience, reputation, ability to improve) and internal (pedagogical orientation, mental and psychological, social and spiritual health, personal and professional qualities of the educator) [3].

The study of teacher image formation processes is the main task of research in the pedagogical imageology field. The successful formation of the teacher's professional and pedagogical image is impossible without recognizing the importance of changes in the general training program of future teachers. The necessity of moving to innovative methods of teaching and education of young people dictates certain requirements for the image of a teacher, namely: care not only for one's professional interests, motives, etc., but also for compliance with the system of ideas, traditions and culture in the broad sense of the word. According to V. Kremen, the teacher, as a mediator between these categories and children, should educate worthy successors of the achievements of human civilization. In realizing the teacher's image as the central icon of the educational institution, the role of professional and pedagogical image should not be underestimated [5].

The professional activity of an educator requires excessive patience, spiritual strength, pedagogical tact, prudence, and responsibility. The lack of culture in relations with parents leads to the collapse of the work and often turns into a psychological drama.

Therefore, the image of a teacher must meet psychological and pedagogical requirements, which will allow him to direct his pedagogical activity in the right direction.

Unlike representatives of other professions, as N. Hrybenko notes, it is more difficult for a teacher to live up to his image, the image of a creator of souls, who must sow “good” and “eternal” [4].

First, the period during which an educator remains in one’s “image” when interacting with children is much longer than the few hours during which an artist or politician is in the public eye.

Secondly, the regulated circumstances and space in which, for example, an actor, model, showman, or even a politician works, exclude the emergence of non-standard situations. The sphere of pedagogical activity is each time a specific condition with the necessity of a correct choice of behavior and an adequately chosen position of the teacher [4].

Thus, the image of each teacher is individual, but at the same time, it contains general features inherent in his profession.

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Maksym Skorobahatyi

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Supervisor: Candidate of Pedagogical Sciences, Senior Lecturer Vira Butova

COMPARING THE TURKISH AND UKRAINIAN HIGHER EDUCATION SYSTEMS

The modern education system in Turkey began to develop after the proclamation of the republic in 1923. Before the Ataturk revolution, most educational institutions were concentrated in cities and were in the hands of religious institutions. After the proclamation of the republic, all educational institutions came under the control of the state, and education had a secular nature. Universal compulsory free primary education was introduced in 1924, and coeducation at all levels was introduced in 1927. In April 1928, President Mustafa Kemal Atatürk established the Alphabet Commission. The renewed Turkey became a secular state [2].

The higher education system in Turkey can be considered elitist, as it allows representatives of low and middle income classes to raise their standard of living and social status. There are always a large number of people who want to become university students. However, the state is not working to expand the university system. This is explained by the lack of a sufficient number of highly qualified teaching staff and the unwillingness to lower the level of education [1].

Since 2002, training in the higher education system of Ukraine has been carried out according to educational programmes that culminate in the award of a junior specialist degree (incomplete higher education), a Bachelor degree (basic higher education), and a Master degree (complete higher education).

In 2005, Ukraine joined the Bologna Process and began implementing a three-level system of higher education (bachelor, master and doctor of philosophy). After the adoption of the Law of Ukraine “On Higher Education” in 2014, the three-level system was gradually implemented in the educational programs of higher education institutions. This change provided greater diversity and flexibility for individuals

wishing to obtain higher education in planning and implementing individual educational trajectories, and also served to increase the comparability of the educational process in Ukraine and other countries of the European Higher Education Area. At the same time, an integral part of the higher education system of Ukraine remains the initial level (short cycle) of higher education.

Training at higher education levels is carried out according to educational programs of academic and professional orientation. Educational programs are developed and approved by higher education institutions (scientific institutions) independently, taking into account the requirements for the corresponding level of higher education established by legislation and higher education standards for higher education levels within each specialty.

Higher education standards are developed in accordance with the National Qualifications Framework, which includes a description of qualification levels and levels/stages of the education system of Ukraine and is harmonized with the European Qualifications Framework for Lifelong Learning and the Qualifications Framework of the European Higher Education Area.

Thanks to the common processes in both education systems it is possible to organise the academic exchange of teachers and students. I am lucky to have such a chance to get to know the system of Turkish higher education from inside.

Studying in Turkey is an interesting thing. Of course, the exams are unusual after 7 weeks of study (this number varies depending on the faculty). It's like you're just getting used to everything when the first exams start. And although I haven't taken any exams yet, I already understand that students here are treated like adults. They won't write to you asking you to hand in an assignment because you didn't do it. You are also solely responsible for any absences. You are independent, and you know how to gain knowledge. It's also worth noting that life here is very dynamic. Here is a fast, there is a trip to the mountains, another city, concerts, outdoor games, or trips to the youth center to play games and listen to others play musical instruments. And you are already

filled with the feeling: “So this is what it’s like, real student life”. People are mostly friendly and ready to help, and when they hear that you are from abroad, they start to welcome you to Turkey and ask about your impressions of the city and the country.

We can’t help but mention how the teaching is conducted. They treat it more simply here, but with interest. Let’s take for example the subject called “Language and Literature Teaching”. Last semester they studied methods and activities, and this semester they are using them in practice, preparing their own literature lessons and presenting them to the teacher for assessment. The teacher evaluates the quality of the lesson and the students’ performance. Each lesson is prepared by a group of three people. Each student prepares one activity for the lesson. That is, we can say that they combine the pleasant with the useful. Studying works, but at the same time gaining skills and experience in conducting a lesson and observing others so as not to repeat their mistakes. There is no tense atmosphere in the classes, and the classes are based on presenting new material and finding out the students’ opinion on this material.

And, of course, we can't avoid discussing the topic of the war in Ukraine. As it turned out, a lot of people think that the war has long been over. But after a short explanation, people begin to understand the real realities and begin to support us. Overall, the impressions from the six weeks of training are positive, but there is still so much ahead. And I am sure that this experience will be truly unforgettable.

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Mariia Subotovska, Olha Shemet
Municipal Establishment “Kharkiv Humanitarian-Pedagogical Academy”
of the Kharkiv Regional Council
Supervisor: Candidate of Pedagogical Sciences, Senior Lecturer Vira Butova

THE MOST PERSPECTIVE TRENDS IN STUDYING HUMANITIES

The humanities, a broad spectrum of disciplines encompassing philosophy, history, literature, art, and languages, delve into the intricacies of the human experience. At the B1+ level, we begin to explore not just what these disciplines study, but also how they approach the subject matter and the evolving perspectives they offer. Traditionally, the humanities often focused on the canonical texts and established narratives, often from the Western-centric viewpoint. However, contemporary scholarship is increasingly characterized by several features.

Decolonization and Postcolonial Studies: this movement challenges Eurocentric perspectives, examining the impact of colonialism on cultures and societies. Scholars analyze how colonial power structures have shaped knowledge, language, and identity. For instance, postcolonial literature often reclaims marginalized voices and narratives, offering alternative interpretations of historical events [4].

Interdisciplinarity: boundaries between disciplines are becoming increasingly blurred. Historians might utilize literary analysis to understand social movements, while philosophers might engage with scientific findings to explore ethical dilemmas. This cross-pollination of ideas enriches our understanding of complex issues. For example, environmental humanities combines ecological science, philosophy, and literature to address the climate crisis.

Digital Humanities: the integration of the digital tools and methods is transforming how humanities research is conducted. Digital archives, text mining, and network analysis enable scholars to analyze vast amounts of data and uncover new patterns and insights. This allows appearing the new forms of analysis of large corpuses of text, and the creation of digital archives [1; 5].

Environmental Humanities: this growing field examines the relationship between humans and the environment, focusing on ethical, cultural, and historical dimensions of environmental issues. It considers the role of literature, art, and philosophy in shaping our understanding of the natural world and promoting environmental sustainability [2; 6].

As for the future directions in the development of the humanities, it can be seen in the vital role in fostering critical thinking, empathy, and cultural understanding. In an increasingly complex and interconnected world, these skills are essential for navigating ethical dilemmas, promoting social justice, and fostering intercultural dialogue.

Future directions in the humanities may include:

- Further development of interdisciplinary approaches to address complex global challenges.
- Increased use of digital tools and methods to expand access to knowledge and facilitate research.
- Continued engagement with marginalized voices and perspectives to create a more inclusive and equitable understanding of human experience.
- Increased study of the effects of social media and digital communication on human interaction and culture.

Humanities in the context of the Ukrainian education

In Ukraine, the humanities are undergoing significant transformations to align with global educational standards. Efforts are being made to integrate digital tools into humanities education, enhancing the learning experience and making it more relevant to current societal needs. This shift aims to prepare students for the complexities of the modern world by fostering critical thinking and cultural awareness.

Convergence of the qualitative and quantitative approaches

Rising trends in research methodologies are challenging traditional paradigms by blending qualitative and quantitative approaches. This convergence, known as mixed

methods research, allows for a more comprehensive analysis of complex social phenomena. By integrating numeric data with narrative analysis, researchers can provide richer, more nuanced interpretations [3].

Innovations in the research methodologies

The landscape of academic investigation is being transformed by novel research methodologies. Researchers are embracing innovative approaches to deal with complex questions, exploring the complexity of the world around us. These methodologies challenge traditional research paradigms, opening up new horizons for knowledge development and discovery.

So, the humanities are dynamic and evolving fields that offer diverse perspectives on the human condition. By embracing interdisciplinary approaches, challenging traditional narratives, and engaging with contemporary issues, the humanities continue to provide invaluable insights into the complexities of our world.

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Olena Chaika

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

THE INTERNET-BASED TEACHING OF WRITING AND READING ENGLISH IN ESL

English language teachers are trying to keep up with new developments in the modern educational environment. A recent trend in the research and practice is the creation or employment of innovative approaches that respond to the need for an underlying pedagogical framework. As a medium in this field, a weblog may be used in the language classroom as a tool to enhance learning.

Weblogs have exploded in popularity in the last few years, and language teachers have a new way to entice students to communicate through their reading and writing.

In short, the weblog offers free online publishing facilities for anyone who cares to write and for those who care to read it. The weblog is usually motivated solely by the need for self-expression, and often communicates something about the personality behind the blog, through the style of writing and the choice of topics.

Writing group blogs can help make the writing process transparent, not only to the students but to instructors as well. Teaching ESL writing for an audience is a challenge, especially when teaching students who have never written anything in English except assignments for their teacher. For the language teacher, the weblog is a timely arrival that can fulfil many of the needs identified for the effective teaching of ESL writing. Indeed, continually updating a weblog may help writing students to appreciate that writing is an ongoing process. The weblogs combine the best elements of portfolio-driven courses, where student work is collected, edited, and assessed, with the immediacy of publishing for a virtual audience.

Another advantage is the ability to communicate without the inhibitions and preconceptions that accompany most face-to-face interactions. Writing a weblog is less formal and less threatening, thus students can write without self-consciousness or

inhibition. The practice has shown that when communicating online, students show fewer inhibitions, display less social anxiety, and reduce their public self-awareness.

The technology of blogging can provide dynamic content, connect multiple authors, facilitate an interactive relationship with an infinite and unknowable audience, allow the adoption of multiple personas, and incorporate multimedia. In addition to promoting extensive ESL writing skills, it could also be argued that blogs help to develop ESL reading skills through both content and form. For the B2 language learner, a wide choice of readily available B2 content covering a myriad of current specialized topics is available for free online. This material is also an invaluable source of authentic and communicative language in use. Another serendipitous advantage of blogging for the student is that the weblog reader, like the web surfer, develops effective lateral skimming and scanning skills through regular use of this medium. The new Internet technology, Weblogs, is redefining the way students and teachers use the Internet, turning them from mere readers into writers to the Web as well. Many weblog hosts now feature a constantly updated list of the most recently “published” blogs in continual rotation. This means that the weblog reader can also skim through these “racks” of blogs at random, like browsing through magazines in a library rather than searching for a particular book. This could be a powerful motivating factor for the ESL blog writer to write regularly to develop a readership.

There are concerns about some of the disadvantages to writing skills that may be developed from activities such as blogging. This echoes the concerns of those who believe that technological communication advances, such as instant messaging and mobile phone SMS-ing, are also hurting literacy. There have been many cases of students using phrases like BTW (by the way), cuz (because), and U (you) in submitted written work.

In addition to the possible disadvantages related to reading and writing, there are other risks linked to the public nature of weblogging. Students who post their work and ideas in the public sphere may receive some criticism, which could be unproductive,

hurtful, or even offensive. If necessary, the students can block comments on their blog pending approval from the author. They also need to ensure that their comments on others' blogs do not unwittingly offend.

As ESL teachers, if we are to equip our students with the ability to communicate in the online age, we cannot afford to ignore blogging or neglect the opportunities that this new medium offers for developing writing and reading skills. Blog-assisted language learning not only provides teachers with an exciting new way to approach communicative language learning, but it also gives the students a new reason to enjoy reading and writing!

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Roman Ryha

Pavlo Tychna Uman State Pedagogical University

Supervisor: Associate Professor Natalia Gut

THE IMPACT OF THE VICTIMIZATION ON THE INDIVIDUAL'S INTERACTION WITH THE SOCIETY

The increase in cases of violence, fraud, discrimination and other forms of aggression results in researchers' studying and analyzing the main psychological consequences of victimization of a person and determining the impact of the processes on the further social adaptation. An individual experiences the physical and severe psychological consequences that can directly affect social interaction. The study of the victimization impact on the psycho-emotional state of a person is important for the development of effective mechanisms for support and social rehabilitation of victims [2]. The recent researches provide convincing evidence of a direct correlation between victimization and changes in individual welfare, suggesting that these experiences fundamentally alter the cognitive structures by which victims see themselves and their roles in broader social contexts.

Considering the connection between victimization and social life, we are to pay attention to the psychological state of victims as a result of victimization processes undergoing negative changes that affect their self-esteem, emotional balance and general perception of the world. They may often experience constant fear and anxiety that a similar situation may happen again, which can lead to the development of an anxiety disorder and avoidance of certain situations, places, or even people. Besides, many victimized individuals tend to blame themselves for what happened, and it results in loss of confidence, isolation, and even severe depression. Post-traumatic stress disorder with such symptoms as intrusive memories, nightmares, emotional withdrawal, and uncontrollable outbursts of anxiety or aggression is often the consequence for those who have experienced serious victimization (violence, robbery, humiliation).

In addition, the cyclical nature of victimisation and the resulting altered perception are salient in understanding community dynamics [3]. The scientists emphasize that greater fear can also lead to increased victimization, creating a cycle of feedback that jeopardizes the safety and trust of the community. When individuals act out of fear, they can inadvertently make choices that increase their vulnerability, such as avoiding formal or informal mechanisms of social support or engaging in behaviours that attract negative attention. Consequently, the perception of security continues to decline, further exacerbating feelings of isolation and distrust. Victimization affects a person's social relationships, which can lead to conflicts, isolation or problems in professional and personal life and causes. Victims may begin to perceive others as potential threats, which make it challenging to form new social ties. Victims may avoid contact with other people and be afraid to talk about their experiences for fear of being judged or misunderstood. Work performance may suffer due to decreased motivation, persistent anxiety, or an inability to work effectively in a team. Some victims of victimization deliberately limit their social activities, refusing to attend meetings and events and making new acquaintances.

Besides, the altered perceptions deriving from the victimization processes lead to profound implications for the dynamics of the community. Community members can develop social stereotypes about victims of victimization. As a result, a retreat is pushed away from public spaces and everyday interactions. This change creates an environment where fear and suspicion can thrive, undermining the foundations of social cohesion and exacerbating community divisions. Understanding the interconnected nature of these processes is crucial for developing effective intervention strategies to mitigate the effects of victimization. Identifying and tackling how victimization remodels identity, transforms social relationships and alters perceptions allows a more informed approach to the development of community support systems that favour resilience. As the researchers suggest, re-evaluating how we perceive and respond to victimization can significantly influence the socio-

economic recovery of communities, providing vital insights into how politics and practice can better reflect the experiences of affected individuals [1, p. 5].

To conclude, victimization affects not only individuals' psychological state but also social relations and the level of integration into society. The availability of support from family, friends and professionals (psychologists, psychotherapists, social workers), implementation of developed rehabilitation programs, and a change in public attitudes toward victims of victimization can significantly facilitate the process of overcoming the negative consequences.

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Viktoriia Rudina

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Supervisor: Candidate of Pedagogical Sciences, Senior Lecturer

Olena Chaika

ADVANTAGES AND DISADVANTAGES OF USING ARTIFICIAL INTELLIGENCE IN LEARNING ENGLISH

The evolution of education with digital means opens avenues for instructors and amplifies the flexibility and appeal inherent in the learning experience. This transformation primarily involves incorporating information and communication technologies (ICT), employing online learning environments such as Moodle and Google Classroom, and embracing flexible learning frameworks like Zoom and MS Teams, which allow for adapting instruction to individual needs. Such digital resources contribute to constructing an educational context that efficiently caters to the needs of learners and instructors alike. Studies demonstrate that these technological improvements not only raise the standard of education but also enable educators to pioneer novel instructional techniques tailored to contemporary educational requirements, facilitating cooperation and streamlined communication across the entirety of the learning ecosystem.

Some Advantages of Digital Education:

- *Personalized and adaptive instruction:* educational platforms powered by artificial intelligence, leveraging machine learning, personalize the learning experience. These platforms analyze student data to adapt the curriculum. They consider the students' existing knowledge, preferred methods of teaching, and unique requirements. This adaptive approach fosters improved understanding and knowledge retention for each learner [2].
- *Enhanced engagement and collaboration:* Digital resources enable interactive sessions, collaborative projects, and multimedia inclusion, thus transforming the learning process into a more engaging and inclusive experience [3].

- *Automated assessment and instant feedback:* Applications fueled by artificial intelligence, such as Grammarly and Duolingo, furnish immediate evaluations of textual material. These tools deliver corrections of grammar, writing style, and spelling mistakes, assisting individuals in refining their linguistic abilities [1].

- *Accessibility and learning flexibility:* Digital learning environments dismantle the constraints of location and monetary limitations. This, in turn, vastly improves the availability of high-caliber education. This holds especially true for learners facing unique learning challenges [5].

- *Data-driven learning strategies:* With artificial intelligence analytics, teachers can monitor student advancement, pinpoint areas for enhancement, and deliver tailored assistance [2].

Some Disadvantages of Digital Education:

- *Contextual Limitations of Artificial Intelligence:* Despite the advances in accuracy seen in artificial intelligence translation and language-learning programs, these tools frequently fall short when it comes to handling the subtleties of context and style, which could result in misinterpretations [6].

- *Reliance on Data Quality:* The effectiveness of artificial intelligence algorithms hinges on comprehensive datasets; consequently, errors within the training data can lead to skewed or untrustworthy language learning support [2].

- *Reduced Teacher-Student Interaction:* Over-reliance on technology can lessen face-to-face communication between teachers and students, potentially harming the growth of language sense and social abilities [4].

- *Ethical Considerations and Data Security:* Artificial intelligence integration into education prompts worries about data protection, ownership of ideas, and the moral dimensions of AI-driven evaluations [2].

- *Need for Teacher Training in Digital Competencies:* Teachers should build solid digital abilities to use artificial intelligence tools in classes. Ongoing training programs are key to getting the most from technology in schools [2].

Thus, digital technologies are making learning more accessible, tailored to individual needs, and ultimately, more impactful. It's crucial, though, that these digital tools are seen as supportive additions to established pedagogical practices, not total replacements. Although artificial intelligence offers considerable benefits in the educational field, there are definite hurdles to overcome. These include the potential for AI to misunderstand the nuances of context, important ethical considerations, and the need for teachers to have sufficient digital skills. The optimal approach involves a blend of technological innovation and genuine human connection to achieve the most favorable outcomes in digital education.

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Yevhen Zheba

Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Pedagogical Sciences, Associate Professor
Roman Kukharchuk

LEGAL COMPETENCE AS A COMPONENT OF LEGAL CULTURE

Legal culture is a multi-level system that encompasses legal norms, traditions, legal consciousness, and mechanisms for their implementation in society. It serves as the foundation for the effective functioning of the legal system, ensuring not only compliance with legislation but also a high level of lawful behavior among citizens. The key components of legal culture include legal norms, the system of legal relations, the level of legal consciousness, and the overall state of legality and law and order in the country [1, p. 178].

Scholarly literature identifies two levels of legal culture: societal and individual. The legal culture of society encompasses the state's legal processes, including legislative activities, law enforcement practices, and the degree of compliance with legal norms. The legal culture of an individual reflects the level of knowledge, beliefs, and skills related to the application of legal norms in daily life [2, p. 124].

Legal competence is a crucial component of legal culture. It encompasses a cognitive component, which includes knowledge of fundamental legal principles, and mechanisms for exercising rights and obligations; a value-based component, which involves an awareness of the significance of law as a regulator of social relations; and a practical component, which reflects the ability to apply legal knowledge in professional activities [3, p. 27].

Educators play a vital role in shaping the legal culture of young people. The level of their legal competence significantly influences the legal consciousness of future citizens. The legal culture of educators includes: a value-motivational aspect, which involves a commitment to legal compliance and the ability to instill this commitment in students; an innovative-cognitive aspect, which entails knowledge of educational

law and the ability to analyze legal and regulatory documents; a behavioral-activity aspect, which determines the ability to apply legal norms in the educational process; an emotional-volitional aspect, which manifests in responsibility and legal reasoning in complex pedagogical situations; a personal-reflective aspect, which involves the ability to assess one's behavior from a legal perspective [4, p. 32].

The formation of students' legal culture facilitates their socialization, adaptation to legal realities, and development of legal responsibility. Integrating competency-based and cultural approaches into legal education not only expands students' legal knowledge but also fosters their legal self-awareness [5, p. 48].

Legal competence serves as an essential regulator of individual legal behavior and a key element of society's legal culture. Enhancing legal literacy levels will contribute to the development of youth's legal consciousness and the strengthening of law and order in the state.

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SECTION FOUR. INNOVATIONS IN NATURAL SCIENCES AND METHODS OF TEACHING

Anna Popravko

Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Supervisor: Doctor of Agricultural Sciences,

Senior Researcher, Associate Professor Serhii Mishchenko

BIOENERGY AS A KEY COMPONENT OF SUSTAINABLE ENERGY DEVELOPMENT: RESOURCES, TECHNOLOGIES, AND POTENTIAL IN UKRAINE

Bioenergy is a field of energy production centered on the use of biofuels, which are obtained from biomass. Biomass refers to non-living organic material and serves as the foundational resource for the bioenergy sector. The study of bioenergy focuses on the mechanisms and regularities of energy transformation occurring in the life processes of organisms. Biomass includes plant material, animal-derived substances, and organic components in household waste. It can be classified into two main categories: woody and agricultural.

Woody biomass comprises branches, logs, and wood chips. Agricultural biomass is further divided into three groups:

- **Primary biomass** – byproducts of crop production (e.g., straw, plant stems);
- **Secondary biomass** – residues from food processing (e.g., oil cake, beet pulp, husks);
- **Tertiary biomass** – organic waste such as manure or decomposed plant and animal remains [1].

Law of Ukraine “On Amendments to the Law of Ukraine “On Electric Power Industry” Regarding the Stimulation of Electricity Production from Alternative Energy Sources” (No. 5485-VI, dated November 20, 2011), defines **biomass** as “a non-fossil biologically renewable organic substance in the form of forest and agricultural waste (from both crop and livestock farming), fishery by-products, and related industrial

sectors that are biologically degradable, including the biodegradable portion of industrial or household waste” [3].

Biomass can be converted into energy using a variety of methods depending on its physical and chemical properties:

- **Thermochemical processes:** direct combustion, pyrolysis, gasification, catalytic cracking, hydrocracking, and hydrolysis;
- **Physico-chemical processes:** extraction, transesterification, hydrogenation, and briquetting;
- **Biotechnological processes:** biophotolysis, alcoholic fermentation, and anaerobic digestion.

These processes yield solid, liquid, and gaseous biofuels. The biomass conversion cycle typically involves the following stages: biomass cultivation and harvesting, mechanical processing (e.g., grinding), drying or humidifying, impurity removal, and final product production [2].

Ukraine holds considerable potential for biogas production. However, the implementation of biogas technologies remains limited. One of the earliest biogas facilities utilizing livestock waste was launched at the pig farm of PJSC Zaporizhstal in 1993. By 2012, four biogas plants were operating in Ukraine, located at Agro-Oven, Elita, and the Ukrainian Dairy Company [4].

Scenarios for transforming the energy sector increasingly focus on sustainable, low-carbon, and climate-resilient foundations. These transformations offer long-term economic stability, reduce dependency on imported fuels, and support job creation, economic growth, improved living conditions, and higher overall well-being. It is estimated that 70% of global energy-sector CO₂ emissions can be reduced by 2050, with over 90% of this reduction achievable through renewable energy and energy efficiency measures [6].

Ukraine’s agricultural sector produces a substantial volume of organic waste, with the potential to replace approximately 2.6 billion cubic meters of natural gas

annually through biogas production. This potential could grow to between 7.7 and 18.1 billion cubic meters depending on agricultural development and the use of green manure crops such as silage and grass. One scenario assumes that 6% of Ukraine's arable land (50% of currently abandoned land) is used to cultivate corn for silage with a conservative yield of 30 tons per hectare. Under this model, corn silage would contribute 53.0% of the total biogas potential, with 5.7% from agricultural residues, 5.3% from food processing waste, and 36% from livestock waste. Another scenario considers using 7.9 million hectares to grow corn for biogas with increased productivity [5].

While the entire biomass production and energy conversion cycle involves some greenhouse gas emissions and energy inputs, these are significantly lower compared to fossil fuel combustion (e.g., coal, oil, and natural gas). This difference is particularly evident in heat and electricity production.

The use of biofuels and bioreactors presents one of the most promising strategies for reducing dependence on fossil fuels. Key advantages include:

- **Renewability** – biomass is plant-based and can be constantly replenished;
- **Environmental benefits** – biofuel use contributes to CO₂ emission reduction and climate change mitigation;
- **Local production and employment** – bioenergy can be produced locally, reducing energy imports and creating jobs;
- **Diversification of energy sources** – enhances energy security and reduces price volatility from oil and gas markets.

In the long term, energy transition through bioenergy adoption can reduce fossil fuel dependency and prices, while promoting broader socio-economic development. A holistic policy approach to energy decarbonization aligns environmental goals with economic and social priorities. The European Union remains a key driver of this transition, exemplified by initiatives such as the European Green Deal and its implementation roadmap [7].

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Diana Tkach

*Separate structural subdivision "Hlukhiv Agrotechnical Professional College
of Sumy National Agrarian University"
Supervisor: **Nataliia Honcharova***

PROSPECTS FOR MODERN ORGANIC FRUIT AND BERRY PRODUCTION IN UKRAINE

Abstract. This thesis addresses a topical issue – the expansion of organic fruit and berry cultivation as a promising sector for producing environmentally safe, high-quality products. Particular attention is paid to the insufficient consistency and limited awareness of organic farming technologies, which remain significant barriers to the sector's development in Ukraine. The study analyses the country's organic market, which is currently in a formative stage. Furthermore, the advantages of organic products are discussed.

Keywords: fruit and berry cultivation, development prospects, organic horticulture, organic fertilizers, sustainable products, environmentally friendly agriculture, organic farming.

Problem Statement. Each year, Ukraine is moving closer to the global trend of healthy eating, with organic products experiencing growing demand. Increasing attention is being paid to healthy lifestyles and nutrition, and today there are rising expectations for food quality and safety. In this context, the organic production of fruits and berries is becoming a priority. New enterprises are emerging that promote the development of a domestic eco-friendly culture and serve as suppliers of environmentally friendly products.

Analysis of Recent Research and Publications. Over the past fifteen years, the issues related to the production and consumption of organic products have been widely explored. Numerous studies have substantiated the advantages of cultivating such products and have examined the formation of both domestic and international markets for organic fruits and berries. Relevant contributions have been made by researchers

such as Y.S. Amelina, O.D. Baranovska, V.A. Borisov, P. Schmeiser, V.I. Polyansky, L.F. Polyanska, T.I. Sytnyk, O.A. Berezovska, P.V. Kondratenko, I.K. Omelchenko, T.A. Markina, K.V. Mazur, O.V. Kravets, L.A. Kostiuk, O.V. Rybakova, O.O. Yatsukh, among others. These studies demonstrate that the topic of organic fruit and berry production has been widely addressed from various perspectives.

Thesis Objectives. To explore the current state and prospects of organic fruit and berry production in Ukraine.

Summary of the Main Research Material. Organic products are environmentally friendly goods produced using no-till farming technologies, without the application of mineral fertilizers, herbicides, pesticides, genetically modified organisms (GMOs), or other substances that alter the natural taste, aroma, or colour of the product.

Organic production offers a range of competitive advantages for both businesses and consumers. These include:

- High product quality and safety, primarily achieved through the absence of pesticide residues and GMOs.
- Positive effects on human health due to the natural composition of the products.
- Environmental sustainability, as organic farming practices contribute to the restoration and preservation of natural resources, particularly soil fertility.
- Preservation of nutrients, which enhances the nutritional value of food.
- Improved quality and safety of processed products resulting from the use of natural raw materials. [1, p. 3]

The core principle of international organic farming standards, as adopted by IFOAM (International Federation of Organic Agriculture Movements), is to ensure the ecological sustainability of agricultural practices and the production of environmentally friendly products. This is achieved through compliance with the following requirements:

- The soil used for cultivation must be free from pesticides, radionuclides, heavy metals, and other harmful chemicals.

- The use of herbicides, fungicides, and other pesticides, as well as any synthetic chemical substances, is strictly prohibited during the cultivation process.
- Planting materials and seeds must be environmentally safe and free from genetic modification.
- Only organic fertilizers are permitted.
- Soil tillage must be carried out without deep ploughing or the inversion of soil layers.
- Disease, pest, and weed control must rely exclusively on biological and non-chemical agricultural methods.
- Soil protection practices must include mulching. [2, p. 44]

The primary objective of organic gardening is to produce environmentally friendly products by eliminating the use of chemical plant protection agents and mineral fertilizers. Creating an organic orchard requires the development of a comprehensive technological framework, which includes the selection of appropriate varieties and rootstocks, soil enrichment, mulching, as well as protection against diseases and pests.

A crucial component in organizing organic gardening is the careful selection of fruit tree varieties. High productivity is not necessarily a priority; rather, the emphasis is placed on resistance to various diseases. Cultivating disease-resistant varieties allows for the complete elimination of fungicides and focuses efforts solely on pest control.

All technological practices must aim to create optimal conditions for achieving high yields. This involves the following key components:

- Thorough soil preparation prior to planting (including the removal of perennial weeds and soil-dwelling pests, application of organic fertilizers or limited use of mineral fertilizers, and deep tillage or ploughing).
- Use of high-quality planting material.
- Implementation of non-chemical pest, disease, and weed management systems.
- A fertilization strategy that may include foliar feeding.

- Proper tree shaping and pruning techniques.
- Effective soil maintenance in both the row spacing and the tree trunk zones.

Only after making highly productive plantations that have started full fruiting can these be transitioned into organic production systems. [3]

Gardeners who practice organic gardening cultivate plants without the use of synthetic chemicals or artificial fertilizers. Instead, to achieve a high-quality and abundant harvest, they rely on natural organic materials such as compost, garden humus, manure, wood ash, leaves mold, and other types of organic fertilizers.

The number of pests is controlled by using biological methods — primarily through the attraction of birds and beneficial predatory insects (entomophages) that naturally feed on harmful pests. Practical experience has demonstrated that biological control methods are often more effective than chemical alternatives, offering a sustainable and ecologically safe approach to pest management.

The Hlukhiv Agricultural College of Sumy National Agrarian University manages 4 hectares of fruit plantations as part of its plant production laboratory. These include 0.70 hectares of raspberries of the *Phoenix*, *Phenomenon*, and *Polana* varieties; 0.30 hectares of currants of the *Amethyst* and *Sofiyivska* varieties; and 3 hectares of apple trees of various cultivars, including *Florina*, *Edera*, *Liberty*, *Teremok*, *Glory to the Winners*, *Synod of Orlov*, and *Champion*.

The cultivation technology employed is close to organic standards: high-quality fruit yields are obtained without the use of pesticides. Only organic fertilizers are applied, and weed control is carried out through mechanical methods. The harvested berries are processed into jams, which are further used in the production of confectionery. Apples are processed into natural juice.

Conclusions. Ukraine is currently at the early stage of developing modern organic horticulture. Organic fruit and berry cultivation is gaining popularity, and current trends indicate a gradual increase in perennial plantations. Furthermore, the export of organic horticultural products is steadily expanding.

It is expected that the consumption of organic fruits, berries, and processed products will continue to grow. In the long term, organic horticulture has the potential to become one of the most competitive sectors of the national economy and to gain a strong presence in international markets.

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SECTION FIVE. NEW TRENDS IN PROFESSIONAL AND TECHNOLOGY EDUCATION

Chen Jiongxu

Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Philological Sciences, Associate Professor
Dmytro Marieiev

APPLYING ARTIFICIAL INTELLIGENCE IN EDUCATION

The digitalization of education is one of the key trends in the modern world, shaping new opportunities for participants in the educational process. At the same time, it raises discussions on ethics, academic integrity, and the future of pedagogical practice.

The implementation of artificial intelligence (AI) is transforming teaching methods and technologies, shaping new approaches to knowledge assessment, and opening prospects for personalized learning. As technology advances, the educational process integrates intelligent systems that analyze data, predict learning outcomes, and adapt educational content to meet the needs and capabilities of learners.

Generative artificial intelligence, which gained widespread adoption following the release of ChatGPT in late 2022, has become a catalyst for rethinking the role of technology in education [3, p. 653].

Ukraine is actively integrating artificial intelligence into various sectors, including education, through the development of strategic documents such as the “*Concept for the Development of Artificial Intelligence in Ukraine*” [4].

The key issues that need to be addressed in the education sector include:

- the low level of digital literacy and awareness regarding the general aspects, opportunities, risks, and safety of using artificial intelligence;
- the absence or inadequacy of legal regulation of artificial intelligence, as well as shortcomings in personal data protection legislation;

- the low level of investment in the development of artificial intelligence technologies;
- the low level of mathematical competence among graduates of general secondary education, which is necessary for the development and research in the field of artificial intelligence;
- the insufficient quality of higher education and educational programs aimed at training specialists in the field of artificial intelligence in higher education institutions.
- the lack of modern professional development programs for university faculty in the field of artificial intelligence;
- the low level of investment in artificial intelligence research at higher education institutions [1, p. 156].

Thus, the implementation of AI technologies in the education sector requires a comprehensive approach that takes into account the effectiveness of their integration, the changing role of the educator, ensuring equal access to innovative technologies, and issues of ethics and data security [2, p. 46–47]. These aspects are crucial in research on the impact of artificial intelligence on modern education and form the foundation for the future development of educational technologies in Ukraine.

According to L. Hunaza, «in the field of education, three main directions for the development of artificial intelligence systems are identified: systems aimed at optimizing the management of the educational process; systems aimed at individualizing learning for students; systems aimed at supporting teachers» [2, p. 50]. Specifically, platforms such as OUAlyse, D2L Brightspace, Swift, ALP, and “Unified School” enable the formation of schedules, monitoring student performance, analyzing their needs, and adapting educational materials according to each student's level. Khan Academy, Third Space Learning, Duolingo, and Babbel use algorithms to track student progress and provide relevant tasks, improving learning effectiveness and motivation. Virtual and augmented reality are integrated into educational processes, enriching learning in various subjects through interactive technologies, implemented

via platforms like Blippar, EonReality, and Google Education. At the same time, applications to support teachers, such as “Jill Watson” (developed at the Georgia Institute of Technology), help automate assessments, plagiarism detection, and communication with students [2, p. 50–51].

Matthew Lynch notes that artificial intelligence enhances classroom learning by providing personalization, adaptive learning, automated assessment, course quality analytics, and effective feedback. It helps to take into account students' individual needs, identify their learning styles, analyze performance, and respond promptly to difficulties. With adaptive prompts and quick response analysis, AI contributes to creating a safe environment where mistakes become part of the learning process, increasing students' confidence [5].

Artificial intelligence is rapidly transforming education by creating personalized learning paths, eliminating language barriers, and enhancing accessibility, especially for individuals with special needs. Innovative technologies contribute to the automation of routine processes, ease teaching and assessment, and assist teachers in selecting tasks and tracking student progress.

The use of AI helps increase student motivation by adapting content to their interests, improving digital literacy, and providing immediate feedback. However, there are risks related to the loss of student autonomy, limitations on freedom of choice, and social aspects, particularly the decline in communication quality.

Thus, in Ukraine, the development of artificial intelligence in education is a strategic direction that promotes the optimization of educational management, individualization of learning, and support for teachers. However, it is essential to ensure a balanced implementation of these technologies, adhering to ethical standards, confidentiality, and security. Teachers remain key participants in the educational process, and successful AI integration is only possible with the collaboration of all parties involved.

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Dmytro Marieiev
Oleksandr Dovzhenko Hlukhiv National Pedagogical University

THE PLACE OF DIGITAL COMPETENCE IN THE FUTURE FOREIGN LANGUAGE TEACHERS' SYSTEM OF COMPETENCES

The concept of the New Ukrainian School defines ten key competencies: communication in the state (and native, if different) languages; communication in foreign languages; mathematical competence; basic competences in natural sciences and technologies; digital competence; learning to learn throughout life; initiative and entrepreneurship; social and civic competences; awareness and self-expression in the field of culture; environmental literacy and healthy living. Among these, digital competence plays a crucial role, especially under conditions of blended or distance learning: without digital skills and the ability to operate in a digital environment, it is impossible to organize and ensure the educational process.

According to the Basic Standard of Secondary Education, “digital competence implies the confident, critical, and responsible use of digital technologies for personal development and communication; the ability to safely apply information and communication tools in education and other life situations, while adhering to the principles of academic integrity.” [2].

Since a teacher is responsible for developing students' digital competence, they themselves must possess such competence. This is also emphasized by the Professional Standard “Teacher of a General Secondary Education Institution,” adopted on August 29, 2024 [1], which outlines the competencies that a professional should acquire: the ability to navigate the information space, to search for and critically evaluate information, and to apply it in professional activities; the ability to effectively use existing and, if necessary, create new (electronic) digital resources; and the ability to use digital technologies in the educational process.

At the same time, there is no established educational standard for the specialty 014 Secondary Education, particularly for the subject specialization 014.02 Secondary Education (Language and Literature, with specification of the language). As a result, higher education institutions, when designing educational programs at the first (bachelor's) and second (master's) levels, develop their own curricula based on various regulatory documents, which may not include the requirement to develop digital or information-digital competence in future specialists.

An analysis of Ukrainian educational and professional programs in the specialty 014 Secondary Education, subject specialization 014.02 Secondary Education (Language and Literature, with specification of the language), with a focus on English Language and World Literature, has shown that many of these programs lack competencies related to the use of digital learning tools.

In order to comply with the Professional Standard “Teacher of a General Secondary Education Institution”, digital skills must be incorporated into the educational and professional programs for the training of foreign language teachers, particularly English language teachers.

Thus, digital competence constitutes an integral component of the professional competence of a foreign language teacher. Educational programs for training such teachers should include this competence as part of both general and/or subject-specific competencies.

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Oleksandr Maksymovych
*Detached Structural Unit «Professional Pedagogical
Specialty College of Oleksandr Dovzhenko Hlukhiv National Pedagogical
University»*

APPLICATION OF THE «KOMPAS-3D» SOFTWARE IN THE PROFESSIONAL TRAINING OF FUTURE VOCATIONAL TRAINING AUTOMOTIVE FIELD MASTERS AT COLLEGES

The current stage of technological development demands that automotive specialists possess not only knowledge in vehicle operation and repair but also proficiency in using modern design tools. One such software actively integrated into the educational process is KOMPAS-3D. This powerful tool enables the creation of 3D models, technical drawings, and documentation, significantly simplifying and enhancing the learning experience [1, p. 45].

In colleges that train future vocational education instructors in the automotive field, the use of KOMPAS-3D enables students to master modern methods of designing parts, assemblies, and mechanisms. This software facilitates object visualization, which is particularly important when studying complex technical systems. For instance, while developing drawings of automobile components, students can not only create 2D sketches but also build 3D models, allowing them to better understand the structure and interaction of elements [3, p. 78].

Moreover, the use of KOMPAS-3D helps future instructors develop computer-aided design (CAD) skills, which have become an integral part of modern manufacturing. The software automates many processes, such as calculating part parameters, verifying compliance with standards, and generating specifications. This significantly accelerates task completion and reduces the likelihood of errors – an essential factor in professional practice.

An important component of training involves practical assignments focused on design and modeling. With the help of KOMPAS-3D, students can develop their own

projects, such as modeling transmission components, suspension elements, or other automotive parts. This approach not only deepens their technical knowledge but also promotes creative thinking and enhances their ability to analyze and optimize designs [4, p. 56].

Additionally, the software enables simulation of mechanism operation through kinematic analysis functions, allowing students to study the movement of parts within assemblies, identify potential design flaws, and make necessary adjustments. These skills are invaluable for future vocational training instructors, who must not only understand theoretical concepts but also apply them effectively in practice.

Teaching with KOMPAS-3D also facilitates the integration of theoretical knowledge with practical application. For example, when studying subjects related to vehicle maintenance, students can simulate disassembly and assembly processes, helping them gain a deeper understanding of the material. This approach is particularly valuable for future instructors, who will be responsible for teaching students how to work with real-life mechanical systems [2, p. 112].

Thus, the integration of KOMPAS-3D into the educational process at colleges training vocational instructors in the automotive field represents a crucial step toward enhancing the quality of education. It not only helps students master modern design tools but also fosters the development of professional competencies, effectively preparing them for careers in an era of rapid technological advancement.

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Tetiana Samus
Doctoral Candidate
Oleksandr Dovzhenko Hlukhiv National Pedagogical University

INNOVATIVE TECHNOLOGIES IN FORMING PROFESSIONAL COMPETENCE OF FUTURE VOCATIONAL EDUCATION TEACHERS

The development of vocational education in Ukraine depends on the effective formation of readiness among future Bachelor's degree students in the specialty 015 "Vocational Education (Specializations)" to implement innovative technologies. Modern achievements in the fields of general and vocational pedagogy, psychology, as well as teaching methods for various educational components, indicate that mastering innovative technologies requires particular emphasis on methodologies based on a comprehensive approach to forming such readiness [2, 4]. Among the most effective methodological tools, the following can be highlighted:

1. Methodology for Analytical and Conscious Work with Innovative Information Cases, Texts, Projects, Instructions, etc.

This methodology aims to develop students' ability to analyze the author's intent and design their own action plans based on working with innovative materials. The primary goal is to orient students toward modern technologies, understanding their essence and implementation algorithms. This approach allows for effective work with cases, instructions, and the exploration of meta-connections between cases for a deeper understanding of innovations.

2. Methodology for Resolving Cognitive Contradictions.

This methodology serves as the foundation for developing critical thinking, analysis, and finding effective ways to introduce innovative technologies into the industry and system of vocational teacher training. It focuses on identifying, analyzing, and resolving contradictions that may arise both in technological and production activities. For instance, contradictions between state regulations and the interests of agricultural businesses, the high cost of agricultural machinery, its

operating expenses, and its efficiency during technological operations, as well as between classical and modern methods of designing technological processes in agricultural production.

3. Methodology for Clip-Based Perception of Information.

This methodology aims to develop the ability to quickly and effectively process large volumes of information, particularly digital information. It enables students to skillfully handle different types of data (visual, auditory, or textual), creating algorithms for assimilating and practically using this information in the context of modern agricultural technologies [1].

All these methodologies provide a comprehensive approach to forming the professional competence of vocational education teachers specializing in 015.37 “Vocational Education (Agricultural Production, Agricultural Product Processing, and Food Technologies),” allowing future specialists to be flexible, efficient, and ready for innovations in the agricultural sector. This is also facilitated by the use of a democratic communication style, which, based on mutual responsibility, ensures equal partnership among all participants in the educational process. This, in turn, requires a high level of pedagogical readiness from higher education instructors and future vocational education teachers for effective interaction.

To effectively form the professional competence of future vocational education teachers and enhance the effectiveness of the mentioned methodologies, it is advisable to use modern digital technologies and tools according to the specialization or subject area of production [3]. These technologies ensure interactivity, accessibility, and practical orientation of the learning process, creating conditions for integrating theoretical knowledge with practical activities. For the specialty 015 “Vocational Education,” specialization 015.37 “Vocational Education (Agricultural Production, Agricultural Product Processing, and Food Technologies),” digital platforms, simulation equipment, virtual reality, relevant software, and interactive learning environments are used. These tools contribute to enhancing the professional

competence of future teachers and their adaptation to the requirements of modern educational and production environments, such as:

- Virtual simulator John Deere GoHarvest Premium;
- Forward MTZ-1221 tractor simulator;
- Farm Mechanic Simulator game;
- “Smart Village” software suite;
- Scouting application;
- EOSDA Crop Monitoring digital platform;
- BAS AGRO ERP software;
- Data Manager tool, and others.

Teaching disciplines with the use of the above digital software and toolsets broadens the professional training of future vocational education teachers in applying innovations in the agricultural sector. As a result, students develop an understanding of modern agricultural production technologies, the principles and features of managing technological processes, which ensures a holistic perception of the learning material and practical implementation of acquired professional skills.

Thus, the formation of professional competence in future vocational education teachers during their education at higher education institutions is an ongoing process of their professional development, encompassing the development of professional capabilities and personally significant qualities, achieved through creative and practical professional activities.

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Uliana Sashniova
Separate Structural Subdivision
"Hlukhiv Agrotechnical Professional College of
Sumy National Agrarian University"
Supervisor: Liudmyla Petrushova

COMPETENCY-BASED EDUCATION AS A NEW TREND IN PROFESSIONAL AND TECHNOLOGY EDUCATION

In current fast-changing professional and technology education landscape, one trend stands out as truly transformative and is called Competency-Based Education (CBE). Unlike traditional models that measure learning based on time spent in a classroom, CBE shifts the focus to what really matters: skill mastery. It's not about how much time a student spends in a lecture hall, it's about what they can actually do and how well they can apply what they've learned in real-world settings.

The essence of CBE is student-centered learning. This approach allows students to move at their own pace, mastering skills before progressing to the next stage. Personalized learning paths ensure that instruction is tailored to the specific needs, learning styles, and goals of each learner. This makes education not only more effective but also more relevant to the demands of the modern workforce and industry.

One of the most distinctive features of CBE is its assessment system. Traditional exams are often replaced or at least supplemented by practical, performance-based assessments. These may include projects, simulations, portfolios, and real-world problem-solving tasks that reflect professional environments. This ensures that learners are not merely memorizing facts, but actually applying knowledge in meaningful, measurable ways.

Another crucial aspect of CBE is its strong alignment with industry standards. Curricula are carefully designed to reflect real-world competency requirements, ensuring that graduates are job-ready from day one. Many educational institutions now work closely with businesses and professional bodies to develop and update programs

that keep pace with the evolving labor market. This helps to bridge the gap between education and employment, ensuring that what students learn is what employers actually need.

In fact, new professions have emerged in the last decade that didn't exist before. It is estimated that 75% of children entering primary school today will have the profession that does not yet exist. More than one-third of the skills that employers currently value will likely be replaced by abilities not yet considered important. To prepare for these shifts, educators and institutions must understand global trends and forecast the skills and competencies that the future labor market will demand.

Some of these upcoming global changes include: technological advances that will lead to an explosion of data, requiring professionals to analyze and interpret patterns for better decision-making; increased collaboration between organizations will drive innovation across sectors; complex problem-solving skills will be in demand for over 36% of jobs across all industries; a shift toward interconnected and network-oriented work environments will change how individuals collaborate and contribute; multicultural and multigenerational workplaces will become the norm, as globalization brings people of different backgrounds and ages together; organizations will need to be highly adaptable, responding quickly to market changes and evolving customer needs.

To address these demands, several best practices in modern CBE have emerged globally.

Institutions typically define between 6 to 10 transversal competencies, which are broad, transferable skills applicable across professions.

The most frequently developed generic competencies include: effective communication, critical thinking, lifelong learning, cultural knowledge, problem solving, global perspective, ethics, decision making, diversity, teamwork and technology literacy.

Most organizations now offer online learning, in addition to traditional campus-based formats. A blended learning option—combining both—is also widely used.

Teaching methods are highly focused on experiential learning, giving students the chance to learn by doing.

Competencies are taught in two main ways: as part of specific courses, and embedded across the curriculum.

A variety of assessment methods are used to determine whether students have met learning objectives. These include standard tests, assignment grades, portfolios, observation, self-assessment, and rubrics based on evidence.

In some systems, competency achievement is reported simply as passed or did not pass, emphasizing mastery rather than numerical scores.

Technology plays a significant role in facilitating this transformation. Learning Management Systems (LMS), Artificial Intelligence (AI), and data analytics enable personalized learning, offer immediate feedback, and help educators to monitor student progress. These tools allow both students and teachers to identify strengths and areas for improvement, leading to more focused and efficient learning.

Furthermore, CBE supports lifelong learning through flexible models such as microcredentials and stackable certifications. Instead of enrolling in long degree programs, professionals can earn short, targeted qualifications that they build up over time. This model suits today's fast-paced, ever-changing job market, where skills need constant updating.

Work-based learning and apprenticeships are also fundamental to the CBE model. By integrating on-the-job training, students gain practical experience that increases their employability. This hands-on component, combined with strong theoretical grounding, makes graduates more prepared to enter the workforce with confidence and competence.

Of course, implementing CBE is not without challenges. Standardizing assessment criteria, training faculty, and ensuring accreditation alignment require strategic

planning, resources, and time. However, these obstacles are being addressed through ongoing research, international collaboration, and technological innovation.

In conclusion, Competency-Based Education is redefining professional and technology education. It prioritizes skills over seat time, aligns closely with industry standards, incorporates cutting-edge technology, and prepares students for the challenges of the modern workforce. As this approach continues to grow and evolve, it is vital for educators, policymakers, and industry leaders to collaborate and refine CBE models to ensure their long-term success and relevance in a rapidly changing world.

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Viacheslav Chika

Oleksandr Dovzhenko Hlukhiv National Pedagogical University
Supervisor: Candidate of Pedagogical Sciences, Associate Professor

Tetiana Samus

IMPLEMENTING A HEALTH-SAFE APPROACH TO ORGANIZING PROFESSIONAL TRAINING FOR FUTURE MASTERS OF VOCATIONAL TRAINING

Among pedagogical professions, the vocational training master holds a special place. They must combine high professionalism, competence, profound pedagogical knowledge, and possess the most advanced skills in accordance with modern achievements in science and technology. To effectively teach future skilled workers, an industrial training master must not only be proficient in their profession but also possess appropriate professional training. A healthy environment, which significantly impacts all participants in the educational process, includes physical, psychological, and social aspects. Therefore, creating a health-preserving environment in educational institutions that ensures the preservation and development of the health of future specialists is essential.

Maintaining the psychological and physical health of educators is critically important not only for the educators themselves but also for the formation of a healthy educational process [3]. Since educators often experience significant stress, emotional burnout, and overloads, it is necessary to develop and implement strategies that support their health and develop self-regulation skills.

One of the main tasks of health-preserving pedagogy is, on the one hand, the formation of special knowledge, skills, and competencies for preserving and strengthening one's health, and on the other hand, providing timely forecasting opportunities for implementing innovative pedagogical technologies that help individuals make independent attempts to improve themselves, their body, psyche,

emotions, and develop communication skills, while considering humane attitudes toward the world, the environment, and oneself [2, p. 44].

Health-preserving approaches are realized by creating conditions for improving the health of future specialists, considering the impact of the educational process on students' psychological and physiological state [1, p. 237].

The peculiarities of the professional activity of future industrial training masters determine the pedagogical conditions for the formation of their health-preserving culture. The first condition for forming a health-preserving culture is the integration of health-preserving components into educational disciplines and practical activities. This includes emphasizing labor safety, hygiene, and healthy lifestyles [4].

The second condition is the use of modern health-preserving technologies in the educational process. These include interactive methods (group discussions, project activities, role-playing games), multimedia tools (video lectures, online platforms), as well as physical exercises and relaxation techniques [4]. The combination of traditional and innovative methods and forms of learning contributes to the effective acquisition of theoretical material by future specialists, which further stimulates the development of health-preserving thinking. The principle of visibility and visualization allows for the representation of acquired information, drawing attention to the key elements of professional training content, which creates a foundation for the development of cognitive and practical skills and activates health-preserving thinking in future masters.

Training sessions aim to form readiness for future professional activity, as well as to achieve and maintain a certain level of functional preparation for future qualified industrial training masters. Significant importance in this process lies in the development of students' personal experience regarding the improvement of their own physical development, as well as acquiring health-preserving and professionally necessary skills and psychophysical qualities. During professional training, it is important to use methods of learning that contribute to the awareness of the importance of a healthy lifestyle and the formation of stable motivation to maintain it. This includes

acquiring knowledge about health, ways to preserve and strengthen it, and developing skills not only to maintain one's health but also to transmit this knowledge to others in future professional activities.

Health-preserving activities in the educational process depend on all its participants. In the conditions of martial law in Ukraine, scientists actively recommend promoting a positive attitude, which helps individuals overcome difficulties more effectively, achieve goals faster, and create a positive impression on others [5]. Therefore, it is important for educators to contribute to forming this attitude among students, helping them stay optimistic and focused on the educational process, despite challenging circumstances.

Thus, the implementation of a health-preserving approach to organizing the professional training of future industrial training masters is a necessary step in ensuring the high quality of education and the preparation of qualified specialists who are capable not only of performing their professional duties but also of maintaining their health and contributing to the preservation of others' health [6]. An essential role in this process is played by the application of various teaching methods and forms, particularly the combination of theoretical knowledge with practical skills, which will help develop professional qualities and health-preserving competencies.

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The 21st Century Challenges in Education and Science

Наукове видання

**THE 21ST CENTURY CHALLENGES IN
EDUCATION AND SCIENCE**

*Збірник наукових праць молодих учених, магістрантів, студентів іноземними
мовами у різних галузях науки*

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