

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
COMPARATIVE PEDAGOGY DEPARTMENT OF THE INSTITUTE OF PEDAGOGY
OF THE NATIONAL ACADEMY OF PEDAGOGICAL SCIENCES OF UKRAINE
THE INSTITUTE OF VOCATIONAL EDUCATION OF THE NATIONAL ACADEMY
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OLEKSANDR DOVZHENKO HLUKHIV NATIONAL PEDAGOGICAL UNIVERSITY
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MUNICIPAL ESTABLISHMENT «KHARKIV HUMANITARIAN PEDAGOGICAL
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INTERNATIONAL ACADEMY OF APPLIED SCIENCES IN LOMZA
SEPARATE STRUCTURAL SUBDIVISION «HLUKHIV AGROTECHNICAL
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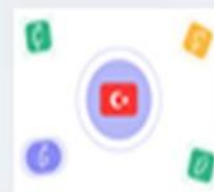


MATERIALS

*of the 14th All-Ukrainian Scientific Pedagogical
Readings of Young Scientists, Master's and
Bachelor's degree students*

**«THE 21ST CENTURY CHALLENGES
IN EDUCATION AND SCIENCE»**

April 14-15, 2026



Hlukhiv – 2026

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Затверджено Вченою радою Глухівського національного педагогічного університету імені Олександра Довженка (протокол №10 від 29 квітня 2026 р.)
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SECTION ONE. UNSOLVED PROBLEMS IN LINGUISTICS AND LITERATURE STUDIES

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THE PROBLEM OF THE KHAZAR-PUSHTUN CONFLICT IN KHALEDA GOSSAINI'S NOVEL "THE KITE RUNNER": HISTORICAL AND CULTURAL CONTEXT AND LITERARY INTERPRETATION

The relevance of this study stems from current socio-political developments in Afghanistan following the Taliban's return to power and the intensification of persecution against the Hazara minority. Khaled Hosseini's artistic reflection on the mechanisms of ethnic oppression takes on particular documentary and humanistic significance today.

The aim of the study is to analyse the system of imagery in the novel "The Kite Runner" as an artistic means of depicting the Hazara-Pashtun conflict, and to identify the distinctive features of the author's interpretation of the ethnic conflict within its historical and cultural context.

The Hazara are one of the oldest ethnic groups in Central Asia, of Mongolian and Turkic origin. They are Shia Muslims, which distinguishes them from the Sunni Pashtun majority and has, for centuries, served as an ideological justification for their systematic oppression. A turning point in the fate of the Hazara came during the reign of Emir Abdurrahman (10–1901): the suppression of uprisings was accompanied by mass killings and the confiscation of land [1]. The arrival of the Taliban in 1996 drastically worsened the situation of the Hazara: in 1998, following the capture of Mazar-i-Sharif, the Taliban carried out a mass slaughter of the city's Hazara population, which human rights organisations classified as ethnic cleansing [3].

The novel “The Kite Runner” (2003) spans the period from the 1970s to 2003 and is told in the first person by the Pashtun character Amir. Through the personal destinies of two boys—the Pashtun Amir and the Hazara Hassan—, Hosseini recreates all dimensions of the Hazara-Pashtun conflict: spatial, linguistic, physical and legal.

Spatial markers of oppression: Amir’s family lives in a luxurious mansion, whilst Ali and Hassan occupy a “modest mud hut” in the very same courtyard [4]. This boundary between the main house and the servants’ hut embodies the social hierarchy of Afghan society.

Linguistic inequality: Hassan’s illiteracy is presented as a predetermined fate, for “what, after all, use is the written word to a servant?” [4]. Access to education remains the privilege of the Pashtun – a classic sign of structural discrimination [1].

Physical stigmatisation: Ali and Hassan’s Mongoloid features become a pretext for humiliating nicknames. Significantly, neither school textbooks, nor teachers, nor his father ever told Amir about the persecution of the Hazara. When he shows the teacher the chapter about this people, the teacher waves him away in irritation: such an episode serves as a fictional model of institutional silence.

The novel’s central theme – passive complicity in violence – revolves around the scene of Hassan’s rape in the alley. Amir witnesses the crime but does not intervene. Hosseini portrays this act of inaction not as an exceptional act of teenage meanness, but as a symptom of a cultural code in which the status of the victim is determined by their ethnic origin.

The character of Assaf serves as the embodiment of destructive ethno-nationalism: having idolised Hitler from a young age, he becomes a Taliban commander by the end of the novel. Through this narrative device, Hosseini draws a continuous line from childhood sadism to state-sponsored terror.

The theme of memory and its suppression runs through the entire work: school textbooks “say almost nothing” about the Hazara, whilst teachers brush aside uncomfortable questions. This silence acts as a mechanism that enables discrimination to be perpetuated from generation to generation [1]. In the finale,

Amir travels to occupied Afghanistan to rescue Hassan's son – a gesture of personal atonement and a metaphor for the moral effort required for society to come to terms with its own dark past.

Conclusions. "The Kite Runner" is a literary work in which personal drama is intertwined with the tragedy of an entire people. The Hazara-Pashtun conflict is presented not as an abstract social fact, but as the living fabric of everyday existence: in the spatial alienation of master from servant, in the normalised humiliating nicknames, in the teachers' contempt, in the paralysing silence of the witness to violence. By adopting the narrative perspective of a member of the privileged group, Hosseini achieves a unique effect: the voice of the dominant culture becomes the vehicle for the pain of those whom that culture oppresses. The novel argues that great crimes grow out of small acts of silence, indifference and passive consent – and therein lies its most important humanistic message.

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PECULIARITIES OF RENDERING ACCENT IN TRANSLATION

Introduction. Throughout its extensive historical evolution, literary fiction has served as a tool of the intercultural communication, ensuring not only the transmission of narratives, but also the interaction between the diverse cultural traditions. In order to represent multidimensional nature of reality, writers employ a wide range of linguistic and stylistic devices, among which a reproduction of rendering the characters' accents, as an element of their description, plays an essential role. This issue has been explored in the works of numerous domestic and foreign scholars, including O. Kuharenko [7], O. Mohorovskyi, T. Nekriach, V. Kochubey, A. Stativka and O. Sung. At the same time, in translation practice, the need to reproduce the phonographic stylization remains constant and urgent, which determines the relevance and ongoing significance of the study.

Research methods. The research employed a comparative (contrastive) method and linguostylistic analysis.

Traditionally, it is not so much the peculiarities of the speech themselves, as stereotypical image, associated with the generalized representation that forms an integral part of the speakers' linguacultural worldview. However, these elements also contribute to creating challenges in translation in advance. In the academic discourse, accent is represented though graphons or phonographic stylization. As A. Stativka observes, in the generalized interpretation, phonographic stylization is "a stylistic device aimed at highlighting speech anomalies caused by physiological, psychological, and social factors" [6, pp.53]. According to V. Kochubey, accent is defined as "a phonetic phenomenon, a dynamic system of deviation from the pronunciation norm of a non-native language, arising as a results of the interference from the speaker's native phonetic system, encompassing all the aspects of the sound

structure of the foreign language and recognizable by its native speakers”. [6, pp. 52-53].

The translation of contaminated speech, or the degree and intensity of a foreign accent, is typically carried out through the following transformations:

1. Phonetic means are represented through devoicing the voiced consonants, alternation between the palatalized and non-palatalized consonants, changes in vowel articulation and modification in the palatalization of /l/;
2. Deviation from the morphological and syntactic norms, reflected in the incorrect use of the grammatical categories such as gender, number, person and case, as well as verb tenses and moods;
3. Incorrect use of lexical units, including the incorporation of foreign elements;
4. The application of the compensatory translation strategies aimed at ensuring naturalness and plausibility of sound [3, p.159].

From the perspective of translation, it is possible to examine the combination of several fragments. The first fragment is a quotation from Stephen King’s novel “Pet Sematary”, in which one of the characters speaks with the traditional Southern American accent: “ Got t’get the stinga out ‘n put some bakin soda on’t. ’T’ll go daown»[2] — «Тре’ в’тягти жало і всипнути харч’вої соди»[1, p.8]. In this case the accent is rendered in a manner similar to the original, through truncation. However, the translation also showcases the significant role of the compensatory strategies. While the translation may be regarded as equivalent, it does not evoke the identical perception to that to the original in the target audience.

The subsequent fragment is also rich in truncation, which is compensated for within boundaries of the single utterance: “Big ’un,” he remarked. “No prize-winner, but it’d do for a ribbon, I guess.”[2]— «Здоровецьке падло, ‘ге ж? Городським не тре’, але для села піде!» [1, p.8]. This fragment also illustrates the significant degree of explication and semantic modulation, oriented toward the Ukrainian reader. Overall, the translation can be considered equivalent; however, the Ukrainian version clearly demonstrates the higher degree of emotionality.

The following example of phonographic stylization is represented by the speech of one of the characters, Rubeus Hagrid. '*S-s-sorry, ' sobbed Hagrid, taking out a large spotted handkerchief and burying his face in it. But I c-c-can't stand it – Lily an' James dead – an' poor little Harry off ter live with Muggles*'[4, p.17] «— *В-в-вибачейте, — проскиглив Гегрід, дістаючи велику й брудну хустинку і закриваючи нею обличчя. — Але м-м-маю такий жаль... Лілі і Джеймс загинули, а Гаррі, бідне дитятко, тепер мусит жити з маглами...*»[5, p.13]. This fragment demonstrates not only the considerable degree of reproduction of the original, but also the high level of translator's creativity: compensation can be traced in the words *дитятко* та *мусит* which functionally compensate for the contraction *an'*.

The following fragment demonstrates considerable degree of authorial compensation: "*I'd like ter see a great Muggle like you stop him, ' he said* "[4, p.43] — «*Хотів би я видіти, як такий цілковитий магл, як ти, зможе його зупинити, — крєкнувши, проказав Гегрід*»[5, p.37]. The phonetic deviation from the norm *ter see* instead of the standart *to see* is rendered in translation as *видіти*, which simultaneously reflects incorrect lexical usage compensation through orthographic deviation thus ensuring a relatively equivalent rendering in this case. A further translation transformation is the replacement of *great Muggle* with *цілковитий магл*, where a certain semantic loss is obvious. Here *muggle* is used as an insult; however, it remains unrecognized by addressee, which creates an exaggerated effect. The Ukrainian equivalent *цілковитий* highlights the negative connotation but removes implicit nature of the insult, rendering it more explicit. Additionally, compensatory translation is evident in the addition in the utterance *крєкнувши, проказав Гегрід* instead of neutral *he said*. This element completes Hagrid's sharp remark and serves as a means of conveying its overall tone.

In the final fragment, omission becomes the dominant strategy: "*Well, it's best yeh know as much as I can tell yeh – mind, I can't tell yeh everythin', it's a great myst'ry, parts of it*"[4, p.44]— «*Що ж, певне, краще тобі знати все, що я можу розповісти... Всього мені казати не вільно, це велика таємниця, я можу*

тільки часточку»[5, p.38]. The non-standard form *yeh*, used in place of *you* in the original, is not rendered in the translation at all. However, compensation can be observed in *can't tell yeh everythin'*, which is translated as *всього мені казати не вільно*, which leads to the different perception among English- and Ukrainian-speaking recipients. Furthermore, the phonetic deviation in *it's a great myst'ry* is also omitted which significantly reduces the expressive and semantic depth of the text in the Ukrainian translation.

Conclusion. Accent remains an important marker of the cultural identity, representing the social and regional characteristics. Consequently, its translation constitutes the promising area for the further research. In such cases, the translator is required not only to possess the extensive background knowledge of target language but also demonstrate sensitivity to the stylistic features of the source text.

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PROPER NAMES IN CHILDREN'S LITERATURE: FUNCTIONS AND MEANING

Proper nouns constitute a fundamental element within literary compositions. Their function extends beyond mere character identification, actively contributing to the creation of semantic depth and shaping readers' perceptions. Specifically, in children's literature, such nomenclature often demonstrates heightened expressiveness, conveying additional emotional and symbolic meaning.

Within a literary text, proper names do not exist independently but form a structured network commonly referred to as the onomastic space. This system includes the names of characters, locations, and significant objects, all interconnected. These relationships contribute to the narrative's coherence and enhance its internal consistency. As a result, proper names not only label elements of the story but also help construct the fictional world and express its deeper thematic layers, creating a unified and cohesive reading experience [1, p. 10].

Personal names fulfil several important roles in literary texts. First, they serve to identify characters and distinguish them within the narrative. At the same time, these names help shape a character's nature by suggesting personal qualities and creating specific emotional associations. In addition, they often carry evaluative meaning, which influences the reader's perception of characters. These functions are realised through different levels of meaning, which reflect how proper names convey and develop their semantic potential in a literary text [3, pp. 299-306].

Proper names can be viewed as types of signs that evoke different kinds of associations. While their primary function is indexical, referring to specific entities, they may also carry additional meanings through interpretation. These meanings can be analysed according to the types of associations they evoke, which are commonly classified as iconic, indexical, and symbolic [3, pp. 299-306].

The first level is the iconic level, where meaning is suggested through sound. In this case, the phonetic form of a name can evoke certain associations and contribute to character perception [3, pp. 306-309]. It's commonly observed that harsh consonants and complex consonant clusters are often associated with negative or aggressive feelings, whereas gentler sounds tend to foster more positive and pleasant associations [4, pp. 50-53]. This phenomenon is distinctly evident in «Matilda». For instance, «Miss Trunchbull» features numerous strong consonant clusters like [tr] and [ntʃ], as well as sudden plosive sounds such as [b]. These elements combine to create a weighty and abrupt auditory impression, effectively shaping the character's portrayal as strict, aggressive, and intimidating.

The second level is the indexical level, where the meaning of a proper name develops throughout the narrative. To begin with, a name might appear quite ordinary, not carrying much immediate significance. However, as the plot progresses, it starts to acquire associations based on the individual's deeds and behaviour [3, pp. 306-309]. For instance, the name «Matilda» itself feels relatively unassuming at the outset. However, as the story unfolds, it becomes associated with intelligence, courage, and independence. In this way, the name gains meaning through the surrounding context, thereby enhancing the audience's developing perception of the character.

The last level is the symbolic level, where the name functions as a meaningful sign that carries cultural, emotional, and evaluative associations. Unlike other levels, symbolic meaning is based on interpretation, which makes it the most complex and highest level of meaning [3, pp. 306-309]. For instance, the name «Lavender» immediately evokes gentleness, niceness, and comfort, which perfectly match her kind, supportive personality. Thus, symbolic meaning allows proper names to express deeper ideas and contributes to the interpretation of the text.

This evaluative aspect of proper names can be further explained from a cognitive perspective. It is rooted in fundamental human experience. People tend to associate pleasant and attractive qualities with positive meanings, while unpleasant or frightening features are viewed negatively. This basic opposition is reflected in

language through common mental frameworks, such as attraction versus repulsion or beauty versus ugliness. As a result, proper names that contain such associations can indicate whether a character is perceived as positive or negative. This idea is particularly evident in children's stories, as names often rely on simple, instinctive evaluations that help young readers easily understand the characters [2, pp. 317-320]. For example, in «Matilda», the name «Miss Honey» symbolizes kindness, warmth, and gentleness, as honey is commonly associated with sweetness, comfort, and positive emotions. In contrast, the name «Wormwood» evokes negative associations and reflects unpleasant, dishonest character traits, as it stems from a bitter plant historically linked with disagreeable tastes and unease.

To sum up, proper names play a crucial role in literary texts, especially in children's literature. They are not just labels for identification, but meaningful elements that help develop characters, express attitudes, and shape the reader's understanding. Functioning on various levels of meaning, names help build a unified and vivid fictional world. Therefore, the analysis of proper names can be considered an effective approach to interpreting literary works.

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GENRE CHARACTERISTICS AND THEMATIC FEATURES OF CHIVALRIC ROMANCE

Chivalric romance is an important genre in medieval literature that reflects the values and ideas of knightly culture. It focuses on the adventures of knights, their bravery, loyalty, and devotion to honour and love. These stories often include elements of fantasy, such as magical events, mythical creatures, and heroic quests.

The genre has both specific structural features and clear thematic patterns. Typical elements include a noble hero, a journey or quest, and challenges that test the character's moral qualities. Chivalric romances explore themes such as courage, loyalty, courtly love, and the struggle between good and evil. Understanding the genre and thematic features of chivalric romance helps to see how these texts reflect the social and cultural values of their time. It shows how these ideas continue to influence modern literature and storytelling.

One of the main genre features of chivalric romance is the presence of a noble hero, usually a knight, who follows a personal code of conduct known as chivalry. This code includes moral rules such as protecting the weak, being faithful to the ruler, and showing respect to women. The hero often goes on a quest, which is a central plot element of the genre. During this journey, the knight faces different challenges, fights enemies, and proves his courage and moral strength. Another important feature is the combination of reality and fantasy. Chivalric romances often include magical elements, such as enchanted objects, mythical creatures, or supernatural events. These features make the stories more exciting and symbolic, helping to highlight the hero's qualities and the moral message of the text.

Chivalric romance is clearly represented in medieval works such as Sir Gawain and the Green Knight, Chrétien de Troyes' Yvain, the Knight of the Lion, and the story of Tristan and Isolde. These texts show typical genre features, including heroic knights, moral trials, quests, and a strong connection between honour and personal identity.

The late 14th-century chivalric romance Sir Gawain and the Green Knight tells an Arthurian story about a beheading game. Sir Gawain, one of King Arthur's knights, accepts a challenge from the Green Knight to exchange blows. Gawain's journey becomes a moral test of honesty, courage, and loyalty. The poem combines realistic medieval settings with supernatural elements, which is a key feature of chivalric romance. The story in general presents a serious test of Sir Gawain's chivalry, loyalty, and honour. After accepting the Green Knight's challenge, he faces a difficult dilemma. If he refuses to continue the game, he loses his honour, but if he agrees, he risks losing his life. At the same time, he also faces another moral challenge during his stay at the castle: the lady's attempts to seduce him. If he gives in, he breaks his moral code, but if he refuses, he risks being rude to his host.

In Yvain, the Knight of the Lion, the hero Yvain goes on a personal quest after losing his honour. During his adventures, he helps others, fights enemies, and is accompanied by a lion, which symbolises loyalty and strength. This story shows the importance of courtly love, especially in Yvain's relationship with Laudine.

The legend of Tristan and Isolde focuses more on emotional love and emotional conflict. Tristan, a knight, falls in love with Isolde, the wife of his uncle, King Mark. Their love is powerful but forbidden, which creates a tragic conflict between love, loyalty, and duty. This story highlights the tension between feelings and social rules.

These works show common thematic features of the genre, such as honour, loyalty, love, and moral testing. Knights are often placed in difficult situations where they must choose between personal desire and duty. In addition, the combination of realistic medieval life with fantasy or symbolic elements helps to emphasise moral and emotional lessons. These chivalric romances reflect the values of medieval

society while also exploring universal human problems, such as identity, love, and moral responsibility. They remain important examples of how literature can combine adventure with ethical reflection.

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CONTEMPORARY REINTERPRETATIONS OF CLASSICAL PLOTS IN ANGLOPHONE LITERATURE

The modern English-language literary process shows a stable tendency to bring back the legacy of antiquity, often in the form of “revisionist mythmaking.” Ancient stories, which for centuries formed the basis of European culture, are being deeply rethought in the 21st century. Writers do not limit themselves to simple imitation or adaptation of classical plots; instead, they use mythological material as a tool to question traditional narratives and to explore important issues of today, such as gender inequality, war trauma, identity, and the nature of power.

A central direction of this new reading of antiquity is the change of narrative focus. In classical texts (such as Homer’s epics or the tragedies of Aeschylus and Sophocles), the main subject of action was usually a male hero with strength and power, while women, slaves, or foreigners were shown as objects or passive observers. Modern English-language literature (M. Atwood, M. Miller, P. Barker, N. Haynes) shifts attention “from the margins to the center,” giving a voice to characters who had no agency in canonical sources. This approach helps not only to fill gaps in ancient stories, but also to question the objectivity of “official” history written by the winners.

The feminist perspective is especially important here. A clear example is Margaret Atwood’s novel *The Penelopiad*, where the story of Odysseus is told through the eyes of his wife Penelope and the chorus of hanged maids. The author challenges the image of the “faithful wife,” showing the complexity of women’s experience in a patriarchal society and criticising double moral standards. Similar ideas can be seen in the works of Madeline Miller. In her novel *Circe*, she turns the image of a dangerous witch from *The Odyssey* into a complex character who goes

through a journey of self-discovery, struggle for independence, and acceptance of both her divine and human nature.

Another important aspect is the rejection of the heroic image of war and a stronger focus on its psychological side. Pat Barker's novels *The Silence of the Girls* and *The Women of Troy* present a realistic view of the Trojan War through the eyes of Briseis, a captive woman. While *The Iliad* praises military glory, modern texts focus on the suffering of civilians, poor living conditions, and psychological trauma. The heroic epic becomes a psychological drama, where Achilles is shown not as a perfect warrior, but as a complex person capable of both cruelty and deep attachment.

Besides gender issues, modern interpretations also explore queer identity, which was often ignored or censored in earlier periods. Madeline Miller's novel *The Song of Achilles* rethinks the relationship between Achilles and Patroclus, bringing their romantic connection to the center. This reading does not contradict ancient sources, but changes the focus, allowing readers to explore themes of loyalty, love, and fate in the context of modern tolerance and inclusion.

Another feature of the modern approach is the mixing of genres. Ancient stories are combined with elements of postmodern novels, fantasy, young adult literature, and even dystopia. This helps to make classical heritage more popular among a wide audience and makes complex philosophical ideas easier to understand. At the same time, authors often use modern language and psychology in their characters, which makes them feel closer and more relatable to today's readers.

It is also important to note that the reinterpretation of myths works as a tool of social criticism. Through symbolic images of gods and heroes, writers analyse systems of power, tyranny, and corruption. For example, in modern retellings of myths (such as those by Stephen Fry), the Olympic gods are often shown as a selfish and careless elite whose actions harm ordinary people. This reflects modern social and political concerns about inequality.

In conclusion, the modern reading of ancient stories in English-language literature is a complex and layered phenomenon. It does not aim to reject classical

works, but rather enters into a meaningful dialogue with them. Through myth, modern authors explore universal human problems, adapting ancient patterns to the challenges of today. This literary strategy keeps a living connection with the past while opening new ways to understand human nature in a globalised world.

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SECTION TWO. NEW CHALLENGES IN TEACHING METHODS

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TABLE TENNIS AS A MEANS OF PHYSICAL RECREATION FOR SCHOOLCHILDREN

The current state of health among school-aged children is characterized by a persistent decline in levels of physical fitness and overall motor activity. The widespread prevalence of hypodynamia, the increasing academic workload, the digitalization of the educational environment, and the dominance of sedentary leisure activities necessitates the search for effective, accessible, and motivationally attractive means of physical recreation. In this context, table tennis gains particular relevance as a form of physical activity that integrates elements of sport, play, and health-enhancing exercise.

Physical recreation is defined as voluntary health-oriented motor activity performed during time free from compulsory academic obligations, aimed at restoring working capacity, strengthening health, promoting harmonious personal development, and fostering a positive attitude toward physical culture. Its functions encompass health-promoting, restorative, socializing, compensatory, and educational aspects. Table tennis fully corresponds to these functions due to its accessibility, relative safety, adaptability of load, and high emotional appeal for children of different age groups.

Contemporary research has demonstrated that the implementation of a table tennis-based physical activity program contributes to significant improvements in gross motor skills among preschool children regardless of sex [1]. These findings confirm the effectiveness of this type of motor activity in developing fundamental movement skills, which constitute the foundation for subsequent physical fitness development.

It has been established that regular participation in table tennis among children aged 10–11 years positively influences body composition indicators and overall physical fitness compared to peers engaged in other forms of physical activity [3]. In particular, improvements in speed abilities, coordination, and endurance have been reported, which are of substantial importance for the comprehensive physical development of schoolchildren [3].

Empirical evidence indicates that systematic table tennis practice promotes harmonious physical and psychological development in adolescents, reduces levels of anxiety, enhances concentration, and positively affects social adaptation [4]. The dynamic nature of the game, the necessity for rapid analysis of game situations, and immediate decision-making stimulate the development of operational thinking, visuomotor coordination, and reaction speed [4].

Research on the implementation of table tennis in the educational process demonstrates a positive attitude among physical education teachers toward the use of this activity in schools [2]. Its considerable health-preserving potential, versatility in both curricular and extracurricular settings, and strong motivational appeal for students of different ages have been emphasized [2].

From a physiological perspective, table tennis represents a form of activity characterized by variable intensity, combining short bursts of speed-strength actions with periods of active recovery. Such a load profile contributes to the development of the cardiovascular and respiratory systems, improves metabolic processes, and enhances coordination abilities and reaction speed. Regular practice provides moderate aerobic exercise, which is optimal for school-aged children [3].

Table tennis is particularly valuable for the development of coordination abilities, as it requires high precision of movements and synchronization between the visual analyzer and the musculoskeletal system. The constant variation in ball trajectory, its speed, and the need to anticipate an opponent's actions contribute to the formation of complex coordination patterns, thereby positively influencing the overall level of motor culture in schoolchildren [1].

The socio-educational potential of table tennis lies in the formation of cooperation skills, communication abilities, responsibility, and adherence to the principles of fair play. Through competitive activity, children learn to regulate emotions, respond adequately to success and failure, and develop self-discipline and perseverance, which positively affects their social adaptation [4].

The organizational and methodological aspects of implementing table tennis as a means of physical recreation involve the establishment of appropriate material and technical resources, teacher training, the use of diverse forms of activity, and adherence to the principles of accessibility, gradual progression, and safety [2]. Recreational activities may be organized in the form of clubs, sections, intramural tournaments, sports festivals, or elective courses. The optimal duration of a session ranges from 30 to 45 minutes, with a frequency of two to three times per week, ensuring a sufficient health-enhancing effect without overloading the body [3].

Within the context of educational modernization and the implementation of a competence-based approach, table tennis may be considered an effective instrument for developing health-preserving competence among schoolchildren. Its integration into the educational process contributes to increased levels of motor activity, the formation of stable motivation for physical education participation, and the development of socially significant personal qualities [2].

Thus, scientific evidence confirms that table tennis constitutes an effective means of physical recreation for schoolchildren, exerting a positive influence on motor development [1], physical fitness and body composition indicators [3], adolescents' psycho-emotional state [4], and health-preserving aspects of the educational process [2]. Its comprehensive impact, accessibility, and emotional attractiveness justify its systematic integration within the practice of physical culture and health-related activities in general secondary education institutions.

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DEVELOPMENT OF ENGLISH WRITTEN COMPETENCE IN PROFILE SCHOOL STUDENTS THROUGH PROJECT-BASED LEARNING TECHNOLOGIES

The rapid transformation of the global digital information space and the growing role of the English language in academic, professional, and everyday communication are driving significant changes in the educational priorities of modern schools. According to the *Common European Framework of Reference for Languages: Companion Volume*, written production is defined as a complex activity requiring the integration of linguistic, cognitive, and socio-communicative skills [1]. The State Standard of Basic Secondary Education (2020) emphasizes that writing is an important instrument for developing students' informational, civic, communicative, and cultural literacy, and that its mastery should contribute to students' ability to express ideas, analyze information, and participate in academic and social situations that require written communication [2].

Among the types of speech activity, writing holds a special position. J. Harmer underscores that writing is the most reflective type of activity, as it requires the student to analyze content, select linguistic means, and continuously monitor their own output [3]. Unlike speaking, writing involves a considerably greater number of cognitive processes: planning, selecting appropriate language, logically structuring the text, editing, and revising. In practice, however, this activity is often reduced to reproductive exercises that do not promote creative or analytical writing, leaving students' writing skills insufficiently developed.

The psycholinguistic foundations of writing were elaborated by L. Flower and J. Hayes, who proposed a cognitive process model consisting of three interrelated

phases: planning, translating ideas into text, and reviewing [4]. The model demonstrates that writing is not a linear process — the student constantly returns to earlier stages, refines ideas, and improves linguistic expression. K. Hyland further notes that the development of written competence is linked to the mastery of text structures, genre characteristics, and social expectations associated with each type of writing [5]. S. Graham and D. Perrin established that systematic instruction in planning and revision strategies significantly increases the quality of written production in adolescent learners, and that a process-oriented approach can improve text quality by 20–40% compared to control groups [6].

Written competence is a multi-component construct that encompasses linguistic, textual, communicative, strategic, and sociocultural components. The linguistic component involves mastery of grammatical and lexical means; the text-building component is associated with the ability to ensure cohesion and coherence; the communicative component presupposes consideration of the purpose and audience; and the strategic component is linked to planning, drafting, editing, and self-monitoring of writing activity [5]. Forming these components corresponds to the requirements of the CEFR and national educational standards, which orient the educational process towards the development of key competencies and the ability to argue one's position in written form [1; 2].

One of the most effective tools for developing written competence is project-based learning (PBL). Rooted in the activity-based principles of J. Dewey, PBL creates authentic communicative contexts in which writing acquires real meaning: students produce texts for a specific audience and with a defined communicative purpose [4]. Within project activities, writing functions as a key instrument at every stage — from formulating research questions and taking notes to drafting and producing the final written product and engaging in written reflection. Group forms of work play a particularly significant role: students collaboratively plan and structure a text, distribute writing responsibilities, and review and edit each other's drafts. This interaction activates metacognitive processes and deepens genre awareness. Research confirms that collaborative text creation promotes greater

linguistic accuracy, syntactic complexity, and textual cohesion compared to individual writing [6].

In the context of digitalization, information and communication technologies substantially expand the possibilities for developing writing within group projects. Online tools such as Google Docs and Microsoft 365 enable real-time co-authoring, transparent tracking of each participant's contribution, and immediate feedback. Peer review as an element of project work further reinforces the development of written skills: when students analyze peers' texts and justify their suggested corrections, they internalize quality criteria and develop the habit of systematic revision [6]. The use of PBL thus integrates the communicative, process-based, genre-based, and sociocultural approaches to writing instruction, creating conditions for the development of all aspects of written competence — content, structural, linguistic, and strategic.

In conclusion, the theoretical analysis confirms that project-based learning technologies constitute a powerful linguodidactic tool for developing English written competence in profile school students. They foster motivation to write, support critical thinking and metacognitive skills, promote academic literacy, and integrate writing into interdisciplinary and socio-communicative contexts [1; 3; 5]. The prospects for further research involve the design of digital educational projects incorporating multimodal texts, as well as the investigation of opportunities for applying artificial intelligence tools to support the academic writing process.

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PRINCIPLES OF TEACHING PHRASEOLOGISMS

The principle of contextualization involves learning foreign words not in isolation, but in a natural speech environment (sentences, texts, situations). This provides an understanding of the meanings, connections and stylistic features of the vocabulary, increasing the effectiveness of memorization, motivation and communicative competence. Key aspects of the principle of contextualization: Semanticization in context: The word is learned through the situation (visualization, description), which helps to avoid direct translation. Functional approach: Emphasis on how the word functions in the language (grammatical form, lexical connections), and not only on its nominative meanings. Professional orientation: Use of contextualization to learn professional vocabulary through simulation of real professional situations. Authenticity: Use of examples from real texts, dialogues or songs, which makes learning more practical. Contextualization allows you to form not only word knowledge, but also vocabulary skills necessary for real communication [4].

This is especially relevant for foreign language lessons, where visual materials contribute to the development of speaking skills, the formation of associations and a better understanding of new material.

Modern forms of visualization are innovative approaches to presenting information using graphic, digital, and interactive tools. Their goal is to make learning more understandable, interesting and effective for students. In the context of foreign language lessons, visualization helps students better perceive new material, form associations between words and images, and develop speaking skills.

Modern forms of visualization include:

- Infographics: graphical representation of data or grammar rules.

- Mind maps: tools for structuring knowledge that help learn vocabulary or grammar topics.
- Presentations: multimedia materials containing text, images, videos and interactive elements.
- Online whiteboards and interactive posters: for example, Padlet, Canva or Jamboard for collective work.
- Flash cards: digital or paper cards for learning words or idioms.
- Gamified elements: visual tasks, for example, quests or puzzles.

Such forms of visualization not only improve the perception of information, but also stimulate creativity, cooperation and interest in learning. They are especially useful in today's learning environment, where digital technologies are becoming an integral part of education.

Mental maps

Bubbl.us is an online mind mapping tool used to organize information, generate ideas, and visualize concepts. Its simple interface and convenient functionality make it an excellent choice for educational needs, especially for foreign language classes.

Using at the English lessons:

Vocabulary: creating maps to group words by topic

The principle of the functional approach in the study of foreign language vocabulary is based on learning words not as isolated units, but through their role, meaning and use in the context of communication. Vocabulary is studied in connection with its form and function in the process of formulating thoughts, which provides motivation and automation of skills through speech exercises. The main characteristics of the functional approach: Contextuality: Words are introduced and fixed in real communication situations, and not by simple spelling. Communicative orientation: Vocabulary (lexical units) is learned to solve specific speech tasks (for example, expressing requests agreement, advice). Active practice: Automation occurs through the performance of conditional-communicative and communicative exercises, where students independently choose and combine words [1].

Using the authentic materials: Use of videos, songs and texts, which increases motivation and shows how vocabulary functions in real language. Interrelationship: Learning form (how a word is written/pronounced), meaning (what it means) and function (how it is used) occurs simultaneously. This approach allows you to turn a passive vocabulary into an active one, since the student understands not only what to say, but also how to use it correctly in the context of a conversation.

Authentic materials are materials that have been chosen for use from real sources and are not intended for the educational process. The most common sources of authentic material, that can be used during classes are magazines, newspapers, brochures, maps, literature and materials from the Internet. Since information on the Internet is constantly updated, students are interested precisely in the use of this source. Besides online materials are visually stimulating and usually interactive, which implements active reading. Authentic materials enable schoolchildren learn real language and its content used in the real context. Therefore, when choosing the material, the teacher should take into account the fact that the student must understand the meaning, not the form [2].

Due to the wide variety of texts, it is difficult to determine what exactly will interest students. Therefore, it is advisable to prepare various materials for the lesson, to enable students to choose what they want to read. This will further interest students and help them read with more enthusiasm. In addition, the use of authentic materials during teaching English helps to motivate students by giving them a sense of achievement if they understand and assimilate the read material, and also helps students determine learning goals and encourages the use of repetition methods [3]. The more students practice reading, the higher their level of proficiency language, and accordingly self-confidence.

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HAND-TO-HAND COMBAT AS A MEANS TO ENHANCE PHYSICAL ACTIVITY LEVELS IN HIGH SCHOOL STUDENTS

The contemporary educational environment presents numerous challenges regarding the promotion of physical activity among adolescents. Over the past decades, there has been a marked decline in overall physical activity and fitness levels among high school students, attributed to the increased prevalence of sedentary behaviors, digital media consumption, and academic workload. These trends have prompted educators and researchers to explore effective, engaging, and structured interventions capable of enhancing motor competence, physical fitness, and psychosocial development. Hand-to-hand combat, as a structured form of martial arts and combat sports, has emerged as a promising means to address these issues by integrating physical, cognitive, and social dimensions of learning [1; 2].

Hand-to-hand combat refers to organized martial activities that emphasize the development of self-defense skills, coordination, balance, muscular strength, and endurance. These activities typically involve controlled physical engagement with partners, adherence to technical rules, and a structured progression of skills. The unique characteristics of hand-to-hand combat enable the simultaneous development of multiple domains of physical fitness, including aerobic and anaerobic capacity, muscular strength, flexibility, reaction speed, and coordination [3].

Research has demonstrated that participation in martial arts and combat sports significantly enhances the motor competence of children and adolescents. Interventions targeting school-aged populations have reported improvements in fundamental motor skills, including balance, agility, coordination, and reaction time which constitute the foundation for lifelong physical activity and participation in diverse sport settings [3; 5]. The structured nature of hand-to-hand combat training,

with clearly defined levels of progression and skill acquisition, ensures that students experience both success and challenge, fostering intrinsic motivation and a positive attitude toward physical activity [1; 4].

From a physiological perspective, hand-to-hand combat provides a variable intensity workload that integrates periods of high-intensity bursts with phases of active recovery. Such intermittent activity promotes cardiovascular and respiratory adaptations while enhancing muscular strength and endurance. Additionally, engagement in controlled sparring and technical drills stimulates neuromuscular coordination, proprioception, and kinesthetic awareness, which are essential components of adolescent physical development [5]. Evidence indicates that consistent practice over several weeks or months produces measurable improvements in aerobic capacity, muscular endurance, and overall physical fitness among high school students [3]. Beyond the physical benefits, hand-to-hand combat contributes to psychosocial development. Structured training environments encourage discipline, respect, self-regulation, and goal setting. Adolescents learn to manage frustration, regulate aggression, and engage in cooperative problem-solving with peers. Longitudinal studies have reported reductions in anxiety, increased self-confidence, and enhanced emotional resilience among children and adolescents participating in martial arts programs [1; 2].

Systematic reviews and meta-analyses underscore the comprehensive benefits of martial arts participation. Evidence suggests that children involved in combat sports demonstrate higher levels of physical activity, improved motor competence, and better psychosocial adjustment compared to peers engaged in conventional physical education or non-structured play [4]. Importantly, these benefits are observed across genders and diverse cultural contexts, supporting the generalizability of hand-to-hand combat as a tool for school-based interventions. The versatility of hand-to-hand combat also allows integration into various curricular and extracurricular formats, including physical education classes, after-school programs, and specialized sport clubs [4; 5].

From an educational perspective, implementing hand-to-hand combat within school curricula requires careful planning and adherence to safety protocols. Adequate instructor training, appropriate equipment, and structured progression of skills are critical to ensure student safety and maximize developmental outcomes. The design of training sessions should consider the age, physical capacity, and prior experience of participants, with gradual increases in intensity and complexity to prevent injury and enhance engagement [2; 3]. Hand-to-hand combat also supports social learning and cooperative engagement. Partner drills and sparring exercises necessitate communication, mutual respect, and adherence to rules, promoting prosocial behavior and teamwork skills. Adolescents acquire competencies such as empathy, patience, and conflict resolution, which have been associated with improved peer relationships and classroom climate [1; 4].

In addition to the school context, hand-to-hand combat can contribute to health promotion and preventive strategies. Adolescents engaging in martial arts demonstrate lower prevalence of sedentary behavior, improved cardiovascular markers, and increased overall daily physical activity levels [3]. Several intervention studies highlight the role of hand-to-hand combat in enhancing coordination and fine motor skills. The execution of precise movements, rapid adjustments to an opponent's actions, and integration of upper and lower body mechanics contribute to enhanced visuomotor integration, reaction time, and postural control [5].

Empirical research also emphasizes the importance of individualized instruction and feedback in hand-to-hand combat training. Adolescents exhibit heterogeneous physical and cognitive profiles; therefore, tailored interventions that adjust intensity, complexity, and duration according to individual capabilities maximize skill acquisition, engagement, and safety [2; 3]. The integration of hand-to-hand combat into broader physical education curricula presents both opportunities and challenges. While the benefits for physical, cognitive, and psychosocial development are well documented, educators must consider constraints such as instructor expertise, facility availability, and cultural perceptions of martial arts. Successful implementation requires administrative support, teacher training

programs, and the development of age-appropriate teaching materials that align with educational standards [4].

In conclusion, hand-to-hand combat represents a multifaceted intervention capable of enhancing physical activity levels, motor competence, and psychosocial development in high school students. Empirical evidence supports its effectiveness in improving cardiovascular and muscular fitness, coordination, self-regulation, and social skills [1; 2; 3; 4; 5]. The combination of structured technical training, cognitive engagement, and social interaction provides a compelling model for school-based interventions aimed at promoting lifelong physical activity and overall adolescent development.

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TECHNOLOGIES AS A MEANS OF INCREASING THE LEVEL OF PHYSICAL ACTIVITY IN SENIOR SCHOOL STUDENTS

In the modern context of the rapid development of the information society, the problem of insufficient physical activity among students has become particularly acute. Students in specialized schools, particularly those in upper secondary education, constitute one of the most vulnerable groups, as this age is characterized by a significant increase in academic workload, extended time spent on computers and gadgets while the level of organized physical activity, on the contrary, decreases. According to recent pedagogical and biomedical studies, over 70% of students in specialized schools have insufficient levels of physical activity, which leads to a decline in physical condition, increased fatigue, reduced adaptive capacity of the body, and a higher risk of developing musculoskeletal, cardiovascular, and nervous system disorders.

Currently, the field of physical education in general secondary education institutions is undergoing a period of active change aimed at modernizing educational content and implementing innovative technologies. The New Ukrainian School, which is oriented toward a competency-based approach, emphasizes the need to develop students' ability to independently organize physical activity, understand its value, and apply knowledge about a healthy lifestyle in everyday life. This requires an update of the content and methods of physical education, a shift from predominantly standardized training to interactive and individualized forms of instruction (A. V. Afanasiev, 2020 [1]).

Innovative technologies, such as fitness platforms, mobile applications for tracking physical activity, video workouts, interactive movement games, digital

sensor systems, elements of augmented reality, the use of fitness bracelets, and online training—open qualitatively new opportunities for increasing the physical activity of senior school students (V.V. Zhabchyk, 2021 [2]). They make physical exercises more engaging, accessible, and personalized, promote the development of intrinsic motivation, and create conditions for active interaction among students during lessons.

The study of the impact of innovative technologies on the level of physical activity in senior school students is of particular relevance, as this age is characterized by the formation of stable value orientations, the establishment of life priorities, and an increasing role of independent activity (I. Kuzmenko, 2022 [3]). The implementation of modern innovative tools in the physical education process can become an effective means of counteracting physical inactivity, enhancing students' interest, and fostering a positive attitude toward physical activity and a healthy lifestyle.

The aim of the research is to investigate the theoretical aspects of increasing the level of physical activity in senior school students through the use of innovative technologies.

Contemporary conditions in the development of the educational environment necessitate a rethinking of approaches to organizing physical education in specialized schools. Tenth-grade students, being at a stage of intensive intellectual and social development, often demonstrate a decline in physical activity, which is caused by increased academic workload, the digitalization of the educational process, and changes in leisure patterns. In this context, the application of innovative technologies in physical education becomes an effective means of enhancing motivation, diversifying lesson formats, and optimizing students' movement routines.

One promising direction is the use of digital platforms and mobile applications for recording and analyzing physical activity. The use of fitness bracelets, pedometers, and programs for monitoring heart rate and physical activity (Google Fit, Strava, MyFitnessPal) allows students to receive real-time feedback on their own

physical activity. This promotes the development of self-monitoring skills, responsibility for personal health, and creates conditions for an individualized trajectory of physical development [5].

The spread of multimedia technologies significantly diversifies the educational process in general secondary education institutions. Video workouts, interactive exercises, and movement games using Kinect, Wii Fit, and VR simulators provide additional motivation for students. Such tools allow the simulation of competitive and training situations, progressively increase the complexity of motor tasks, and adapt activities to the individual level of students' preparedness.

The implementation of modern fitness technologies, such as interval training via video instructions, online marathons, digital exercise complexes, as well as elements of CrossFit, Tabata, and functional training, contributes to increasing students' interest in physical education. Senior school students respond positively to the opportunity to choose forms of physical activity, including dance workouts, strength training complexes, yoga, stretching, cardio training, and others [4]. Engaging students in such activities fosters intrinsic motivation for physical education, broadens their understanding of modern types of physical activity, and promotes an overall increase in physical development.

One of the key advantages of innovative technologies is the ability to organize students' independent physical activity outside of regular lessons. The use of online activity journals, home workout systems, fitness platforms (YouTube Fitness, Yoga with Adriene, Nike Training Club), and remote challenges allows for the expansion of physical activity among senior school students during extracurricular time. Such approaches help students develop a habit of regular exercise, learn to plan their own movement routines, and cultivate responsibility for their personal physical health [1]. Importantly, remote formats allow for the individualization of pace and content, which is particularly relevant for students with varying levels of physical fitness.

Thus, innovative technologies in the physical education system for senior school students serve as an effective means of optimizing movement routines, enhancing the motivational sphere, and shaping value orientations toward health

preservation. Their integration into the educational process contributes not only to the improvement of students' physical development but also to the formation of competencies essential for contemporary youth – such as independence, responsibility, critical thinking, and self-organization skills.

The conducted analysis of the current state of students' physical activity demonstrated that senior school students tend to experience a decline in physical activity due to increased academic workload, prolonged time spent on computers, and insufficient organization of extracurricular physical activities. Innovative technologies, including mobile applications for monitoring physical activity, fitness bracelets, video workouts, interactive movement games, and elements of augmented reality, allow for increased student engagement in physical education, motivate systematic participation, and create conditions for the individualization of movement routines.

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STAGES OF FORMING PUPILS' GRAMMATICAL COMPETENCE

It is widely recognized that the use of correct grammatical structures is a crucial stage in the development of pupils' speech competence [2]. The process of forming communicative grammatical competence is carried out progressively and encompasses several distinct stages.

In our study, following N. Kurakh, O. Ponomarenko, and Yu. Shulzhenko, we distinguish three stages: orientation-preparatory, reproductive-situational (standardizing), and variative-situational. Each of these stages performs a specific function in establishing the pupils' ability to use grammatical structures correctly and appropriately in speech [1].

At the initial, orientation-preparatory stage, a new grammatical phenomenon or construction is introduced within a speech context or a communicative situation. Pupils perform their first grammatical actions by following a provided model if the structure is simple, or by gradually mastering the individual operations that comprise a grammatical action while becoming aware of the methods of its implementation. A vital task of this stage is not only the primary application of the grammatical form but also the formation of corresponding theoretical ideas regarding its meaning, formation methods, and usage rules.

Contextual presentation of grammatical material plays a special role in the first stage; this can be implemented through short texts of various genres, including poems, songs, dialogues, and video fragments. It is advisable to combine auditory and visual perception channels to increase learning efficiency. When using video materials, it is recommended to first focus the pupils' attention on the audio

component, introducing the visual accompaniment after the initial viewing to prevent the loss of essential information.

During the orientation-preparatory stage, pupils not only encounter the new grammatical structure but also acquire basic knowledge of its functioning in speech. Key objectives at this stage include ensuring a conscious understanding of the material, organizing assessment, and initiating the primary consolidation of grammatical skills.

The second stage – the standardizing, or reproductive-situational stage – is aimed at forming stable skills through multiple repetitions of grammatical structures in typical speech situations. At this level, the automation of grammatical actions occurs primarily within individual phrases, which ensures a reduction in conscious control over their execution.

This stage focuses on the systematic practice of new grammatical material and ensures the further development of receptive skills and the initial establishment of reproductive grammatical skills. Pupils refine their ability to recognize grammatical forms and comprehend their meaning by performing specially selected tasks oriented toward identification, differentiation, and recognition of the relevant grammatical phenomena.

Parallel to this, reproductive grammatical skills are formed through quasi-communicative exercises of a receptive-reproductive nature. Such tasks include imitating speech models, substituting linguistic units into provided patterns, transforming grammatical constructions, asking and answering questions, completing utterances, and reproducing speech models at the phrase level. These exercises can be organized through frontal or pair work under conditions of full or partial pedagogical guidance.

A key methodological requirement of this stage is the clear definition of the level of pedagogical management of pupils' learning activities. It involves a gradual transition from full teacher control to some degree of pupil autonomy, as well as the phased removal of instructional scaffolds that were artificially created to facilitate the execution of grammatical actions.

At the final, variative-situational stage, the automation of grammatical actions continues within an expanded speech context – at the level of supra-phrasal units and complete texts. Pupils apply mastered grammatical structures in changing communicative situations, which fosters speech flexibility and the ability to choose linguistic means independently.

This third stage is oriented toward the practical application of grammatical material in shifting communicative environments and is aimed at deepening and stabilizing the formed grammatical skill. At this level, the automation of speech actions continues, promoting skill flexibility and the pupils' ability to adapt grammatical structures to various discourse contexts. Learning activities are realized through communicative and quasi-communicative productive tasks that involve combining individual utterances into supra-phrasal units of both dialogic and monologic types.

Work at this stage is mostly organized in individual or pair forms and is carried out under conditions of partial, or in some cases minimal, pedagogical support, which stimulates pupil autonomy in speech activity.

In conclusion, the effective formation of grammatical competence depends on a well-conceived and logically structured system of exercises. Such a system should involve the appropriate selection of tasks according to the specifics of skills and abilities, the determination of an optimal sequence for their execution, the rational organization of the educational process, and a balanced combination of its components. Regularity, systematic training, and ensuring the interconnectedness of various types of speech activities are also essential conditions for success.

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IMPLEMENTATION OF INNOVATIVE ACTIVITIES IN PRESCHOOL EDUCATION INSTITUTIONS

One of the priority directions of educational reform in Ukraine, in accordance with the State National Program “Education (Ukraine of the XXI Century)” and the Law of Ukraine “On Education,” is to ensure the development of education on the basis of advanced progressive concepts and the introduction of modern pedagogical technologies and scientific-methodological achievements into the educational process [5].

The issue of renewing the pedagogical system remains highly significant and relevant. Innovations provides more effective pathways for improving the quality of scientific research and enhancing educational practice. The innovative activity of educators is manifested in the creation of new types of educational institutions, the development and introduction of elements of new educational content, new educational technologies, the strengthening of links between practice and science, and the appeal to international pedagogical experience.

Contemporary Ukrainian scholars conceptualize innovation in education as the process of creating, disseminating, and using new means (innovations) to solve pedagogical problems that were previously addressed differently (O. Savchenko); as a “complex, purposeful process of creating, spreading, and using innovations” (L. Vashchenko); as the result (product) of a creative search by an individual or a collective that reveals something fundamentally new in science and practice, as the result of the emergence, formation, and implementation of new ideas (V. Palamarchuk); as a process of renewing or improving the theory and practice of education that optimizes the achievement of its goals (L. Danylenko); and as

innovation, novelty, the creation of a new socially significant product of human activity characterized by two main features: the transformation of phenomena, objects, and processes, as well as novelty and originality (I. Bekh) [2].

Today, a variety of comprehensive programs initiated by the Ministry of Education and Science of Ukraine are being revised and republished; while new authorial national programs are actively developed; and pedagogical teams have emerged that implement in practice the ideas of Maria Montessori, Sofia Rusova, Vasyl Sukhomlynskyi, and other outstanding educators. These institutions develop their statutes based on the concepts of these pedagogues and other innovations. Educators are given the opportunity to choose methods and means of organizing the educational process with children.

Most Ukrainian preschool institutions draw upon the pedagogical ideas of Sofia Rusova, particularly her concept of the *“Ukrainian Kindergarten,”* when organizing the educational process. According to the scholar, “the principles for building a Ukrainian preschool institution should include humanism, democracy, scientific grounding, and national spirit; their implementation will ensure the ethnization of the individual, the child’s entry into the spiritual world and traditional life of the Ukrainian people, and the cultivation of national and universal culture” [4].

The educational technology of Maria Montessori, known as the *“House of the Free Child,”* is also widely implemented in preschool education. The core principle of this approach lies in creating a subject-spatial environment in which the child can fully realize his or her natural abilities and inclinations. Within this framework, a child’s activity should be free and independent [1].

An increasing number of preschool education institutions are incorporating into their practice the physical education technology developed by Mykola Yefymenko, *“The Theater of Physical Development and Health of Children.”* According to this approach, physical education classes are conducted in the form of play-based performances. The form of children’s physical activity is a horizontal plastic ballet (“plastic show”), which integrates musicality, choreography, and

aesthetic expression. Its shortened programs are used as physical activity breaks, pauses, as well as for entertainment and celebrations [4].

In some classes, teachers apply the technology for the development of a creative personality proposed by Genrikh Altshuller. The central idea of this technology is to move tasks from a lower level of complexity to a higher one. For its successful implementation, children must learn to identify problems and understand why simple tasks are solved easily while complex ones require greater cognitive effort [2].

During speech development classes, preschool teachers primarily structure their work based on the methodology of using scheme-models in lexical and grammatical activities (K. Krutii) and for teaching children descriptive storytelling (T. Tkachenko). The development of children's verbal-logical thinking and the formation of their ability to use basic logical techniques and operations is one of the important tasks in teaching senior preschoolers. The use of schemes in composing descriptive stories helps children learn to compare objects not in a general way—by simply identifying similarities or differences—but by differentiating them according to specific features such as shape, size, color, and others [3].

The analysis of scientific and methodological literature indicates that innovative technologies are not yet fully implemented in the practical work of preschool institutions in Ukraine. Numerous issues related to the improvement of the educational process still remain unresolved and require further elaboration, as well as the introduction of more effective pedagogical approaches.

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THE ROLE OF SCAFFOLDING IN ENHANCING CONTENT MASTERY WITHIN CLIL-BASED HIGH SCHOOLS

The landscape of modern secondary education is increasingly defined by the integration of disciplinary knowledge and linguistic proficiency. In the context of the Ukrainian educational reforms the Content and Language Integrated Learning (CLIL) approach has emerged as a vital methodology for preparing students for global academic and professional environments. However, the transition to learning complex subjects, such as Physics, Biology, or Economics, in a non-native language presents a significant “double cognitive burden” for students. Learners must simultaneously decode complex scientific concepts and the foreign language used to convey them. To ensure that academic rigor is not compromised by language barriers, instructional scaffolding becomes indispensable. Consequently, it is important to explore how temporary and strategic support mechanisms enable high school students to master specialized content while navigating a bilingual instructional setting.

Scaffolding theory was introduced in the late 1950s by cognitive psychologist Jerome Bruner to explain young children’s oral language development. When children begin learning to speak, parents and caregivers provide informal support that facilitates learning. In the classroom, scaffolding refers to purposeful “teacher-student” interactions that enable learners to accomplish tasks beyond their independent abilities [7]. A scaffold is a temporary support that provides access to meaning and is gradually removed as the learner gains confidence and masters the required skills, concepts, and language. Although strategic use of scaffolding requires time, it is highly effective. It gives English Language Learners the necessary

support to develop language proficiency while meeting demanding academic standards [6].

Within 4Cs Framework (Content, Communication, Cognition, Culture), scaffolding serves as the glue that binds communication and cognition [2], ensuring that language serves as a conduit rather than a barrier to deep learning. This synergy between communication and cognition is particularly crucial in a specialized high school setting, where the complexity of the content often exceeds the student's immediate linguistic reach. By strategically layering scaffolds within this framework, educators transform the classroom into a dynamic environment where language acquisition and subject-specific mastery occur simultaneously. Specifically, *content* and *cognition* provides the mental “stepping stones” necessary for students to engage in higher-order thinking skills despite being in a second-language environment. *Communication* and *culture* equips students with the specialized academic register needed to participate in global scientific or humanities discourses, thereby fostering a sense of belonging within the international professional community [4]. Ultimately, when scaffolding is effectively woven into the 4Cs, it ensures that the “double challenge” of CLIL does not lead to cognitive overload. Instead, it creates a structured path where the foreign language ceases to be a hurdle and begins to function as a powerful lens through which the subject matter is more deeply analyzed and understood.

Building on this integrated approach, it becomes clear that effective support must be multi-dimensional to address the various facets of the learning process. In the specific environment of specialized high schools, scaffolding can be categorized into three primary types: *verbal*, *visual* and *cognitive scaffolding* [5]. We will consider each one in more detail to understand how they collectively reinforce the bridge between language and content.

Verbal scaffolding involves the strategic use of “teacher talk” to facilitate comprehension. Techniques include paraphrasing, slowing the pace of speech, and, most importantly, providing language frames or “sentence starters”. For instance, when analyzing a chemical reaction, a student might be provided with a frame such

as: “Based on the observation that..., it can be inferred that...”. This allows the student to focus on the scientific logic rather than struggling with sentence construction.

Since abstract concepts are harder to grasp in a second language, visual aids in **visual scaffolding** are paramount. The use of graphic organizers, such as Venn diagrams for comparing political systems or flowcharts for biological cycles, provides a non-linguistic representation of the logic of the subject matter [1]. Procedural scaffolding includes guided notes or “fill-in-the-blank” templates that follow the structure of a lecture, helping students track the most critical information.

Cognitive scaffolding involves breaking down complex tasks into manageable steps. Teachers may use modeling (showing a completed example) or think-alouds (verbalizing the thought process used to solve a problem). By making the “hidden” mental steps of an expert visible, the teacher provides a template for the student to follow.

So, the effective application of verbal, visual, and cognitive scaffolds ensures that students can engage with high-level disciplinary content while simultaneously developing the academic language proficiency required for higher education. However, for scaffolding to be truly effective, it must be dynamic-it must be gradually “faded” as students gain autonomy to prevent over-reliance on teacher support [3].

In conclusion, it is vital to note that instructional scaffolding is not merely a supplementary aid but a foundational pillar of successful CLIL implementation in specialized high schools. Without these strategic supports, the shift to bilingual education risks diluting the academic depth of the curriculum. Future pedagogical developments should focus on training subject teachers in these linguistic support strategies, ensuring that the integration of content and language leads to a holistic and rigorous educational experience for the next generation of specialists.

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NEW CHALLENGES IN TEACHING METHODS

Educational practice increasingly reveals a tension between inherited pedagogical traditions and the expectations imposed on learners by contemporary society. While formal education has long relied on structured curricula and standardized outcomes, present-day realities demand a far more flexible and adaptive approach. Learners are expected to navigate uncertainty, interpret complex information, and participate in communicative situations that extend far beyond the classroom. Teaching methods, therefore, are challenged to evolve from rigid instructional models toward approaches that prioritize meaning-making, reflection, and practical relevance [4].

The shift in educational priorities has inevitably transformed the professional identity of the teacher. Instruction is no longer limited to the delivery of content; instead, it involves the design of learning environments in which students actively construct knowledge. This change places considerable responsibility on educators, who must carefully mediate between structure and openness. Excessive control may limit learner initiative, while insufficient guidance can result in cognitive overload or superficial engagement. Managing this balance represents a significant methodological challenge that requires pedagogical sensitivity, experience, and continuous professional development [1].

An additional layer of complexity arises from the increasing heterogeneity of learner populations. Differences in linguistic background, cultural experience, cognitive preferences, and motivational patterns shape how students engage with educational material. Uniform instructional strategies often fail to account for these variables, leading to unequal participation and achievement. As a response, modern teaching methods emphasize differentiation and inclusivity, encouraging educators

to adapt content, pacing, and assessment formats. However, implementing such adaptations within institutional constraints remains a demanding task, particularly in contexts with large class sizes or limited resources [6].

Technological integration further complicates the methodological landscape. Digital tools have transformed access to information and reshaped communication practices, offering new opportunities for interaction and collaboration. At the same time, their widespread use challenges traditional notions of authority and expertise, as learners can easily access alternative sources of knowledge. The pedagogical value of technology depends not on its availability but on its purposeful use. Teaching methods must therefore incorporate digital tools in ways that promote critical evaluation, responsible use, and reflective engagement rather than passive consumption of content [5].

The growing emphasis on learner autonomy has significantly influenced contemporary teaching practices. Educational discourse increasingly underscores the importance of self-directed learning, encouraging students to assume responsibility for their educational progress. While autonomy supports motivation and long-term learning, it cannot be regarded as an inherent learner characteristic. Teaching methods must gradually develop this competence by providing structured opportunities for decision-making, self-assessment, and goal setting. The challenge lies in fostering independence without abandoning instructional support, particularly among learners who are accustomed to teacher-centred environments [2].

Another important methodological concern relates to assessment practices. Traditional evaluation models often prioritize measurable outcomes and standardized testing, which may fail to capture the complexity of learning processes. Competencies such as critical thinking, creativity, and communicative effectiveness are difficult to quantify, yet they represent key educational objectives in contemporary pedagogy. As a result, educators are encouraged to adopt alternative assessment forms, including formative feedback, portfolio-based evaluation, and reflective tasks. However, aligning these methods with institutional requirements and ensuring their validity and reliability remains a persistent challenge [1].

Cultural factors play an increasingly prominent role in shaping teaching methods, particularly in language education. Communication is deeply embedded in cultural norms, values, and expectations, which influence interpretation and meaning. Teaching approaches that focus exclusively on linguistic accuracy risk neglecting these dimensions, thereby leading to limited communicative competence. Integrating cultural awareness into instructional practice requires careful selection of materials and tasks that promote comparison, interpretation, and critical reflection. This approach challenges educators to move beyond superficial cultural references toward deeper engagement with cultural perspectives [3].

The pressure to prepare learners for unpredictable professional contexts has further intensified methodological innovation. Employers increasingly value transferable skills such as adaptability, collaboration, and problem-solving over narrowly defined technical knowledge. Teaching methods are therefore expected to simulate real-life situations, encouraging learners to apply theoretical concepts in authentic contexts. Project-based learning, case studies, and collaborative tasks reflect this orientation but demand substantial preparation and coordination. Their effectiveness depends largely on the teacher's ability to align pedagogical goals with realistic task design [4].

Emotional and psychological dimensions of learning have also gained attention in discussions of modern teaching methods. Learning is shaped not only by cognitive factors but also by motivation, anxiety, and self-confidence. Teaching methods that overlook these dimensions risk disengagement and diminishing learning outcomes. Creating a supportive learning environment that encourages risk-taking and values effort alongside achievement presents an additional challenge, particularly in performance-oriented educational cultures [6].

Taken together, these developments suggest that contemporary teaching methods operate within a highly dynamic and demanding framework. Educators are required to continuously adapt their practices in response to social change, technological advancement, and evolving learner needs. Effective teaching no longer relies on fixed methodological formulas but on reflective decision-making

and contextual sensitivity. Addressing current educational challenges therefore involves not only methodological innovation but also a redefinition of pedagogical responsibility, emphasizing flexibility, critical awareness, and learner-centered engagement [2].

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THE NATURE AND EDUCATIONAL POTENTIAL OF ROLE-PLAYING AS A TEACHING METHOD

The role-playing method in foreign language instruction, particularly in English, is recognized as one of the most effective means of developing students' foreign language communicative competence [3, p. 7]. Its effectiveness stems from the fact that it involves the direct, active participation of learners in the communication process, the simulation of real-life situations, and the creation of conditions for the practical application of acquired language knowledge [8, p. 167; 5]. The use of role-playing not only helps reinforce lexical and grammatical material but also stimulates the emotional and volitional spheres of learners, fostering self-confidence, motivating language learning, and increasing interest in the learning process [9, p. 116].

As modern educators note, learning through play is natural for young school-age children, since it is precisely through play that thinking, imagination, speech, and memory actively develop [4]. In English language teaching methodology, role-playing serves as an important bridge between formal instruction and real-life language experience. It allows learners to immerse themselves in a communicative situation where vocabulary and grammar are applied not mechanically, but meaningfully and naturally [1].

The advantage of this method lies in the fact that it requires students to engage directly with the English language in a living, functional form. Unlike traditional memorization of texts, role-playing stimulates spontaneous speech – the student must not only reproduce what they have learned but also independently formulate

thoughts, respond to the interlocutor's remarks, and improvise within the given situation [3, p. 11; 5]. In this way, not only is memory developed but also the ability to respond flexibly in speech. In addition, the use of the emotional component in role-playing is of particular importance.

Psychologists have shown that information linked to emotional experiences is retained much more effectively [7, p. 426]. For example, students easily remember words that express emotional states (exhausted, active, happy, sad) when they are accompanied by corresponding facial expressions or gestures. Similarly, verb vocabulary (take a sheet of paper, laugh, clap hands, jump) is absorbed much faster if physical action occurs during role-playing [9, p. 116]. In this way, an associative link is created between the word, the emotion, and the action, ensuring deeper retention of the material in long-term memory.

Compared to rote memorization of vocabulary or texts, role-playing helps build an active vocabulary. In traditional learning settings, students often confuse the meanings of similar words or quickly forget new material due to the lack of emotional or situational context. In turn, role-playing helps overcome these difficulties, as information is presented through context, actions, and emotions, which significantly enhances its retention [8, p. 168; 5].

The motivational aspect is no less important. As pedagogical practice shows, interest is the foundation of productive learning. Without intrinsic motivation, a student cannot achieve a deep understanding of the subject. The teacher's task is to create an atmosphere in which learning a foreign language becomes an engaging activity rather than a formal process of memorizing material. The use of role-playing activities (dramatized dialogues, mini-performances, simulated situations) helps the teacher not only increase engagement but also stimulate cognitive processes: attention, memory, thinking, and imagination [4; 9, p. 116].

It is important to note that role-playing does not require special equipment or lengthy preparation, so it can be used at virtually any stage of the lesson – from introducing new material to reinforcing it. For example, when summarizing the topic “Arts,” instead of a traditional test, you can ask students to act out a scene in an

imaginary gallery, where they take on the roles of “living” artists or characters from paintings. Such activities not only stimulate creativity but also allow for an objective assessment of vocabulary proficiency on the topic [2]. Students who use a broader vocabulary and demonstrate fluency in the language material receive a higher grade, which in turn motivates others to participate more actively.

An important component of role-playing is its theatrical nature. The use of costumes, sets, and props creates a special atmosphere of language immersion, which has a positive effect on students’ emotional state and motivation [1]. Role-playing also promotes the development of theatrical and communication skills, the ability to work in a team, express opinions, and defend one’s position – that is, it fosters the key competencies defined by the State Standard for Primary Education.

At the same time, the role-playing method has certain limitations. The main difficulties at the initial stage are shyness, insecurity, and fear of making a mistake [7, p. 427; 6]. The teacher must create a supportive and welcoming atmosphere in which every student feels comfortable. It is extremely important for the teacher to demonstrate tact and patience and to encourage even the smallest successes. In this context, role-playing serves another function – the child’s social and psychological adaptation to a foreign-language environment [4].

From the perspective of organizing the learning process, preparing for a role-playing activity may take more time than a regular lesson, but its results are always more vivid and lasting [3, p. 11]. The variety of formats (interviews, discussions, role-playing, improvisational scenarios) allows the method to be adapted to any topic and age group. The choice of a specific format depends on the pedagogical concept, the students’ level of preparation, and the learning objectives.

It is advisable to begin introducing elements of role-playing in middle grades (starting in fourth grade), when the child already has a certain language foundation and the capacity for conscious activity [4; 1]. Overuse of this method, however, can lead to a loss of interest if the game becomes a routine part of every lesson. Therefore, it is important to maintain a balance between different types of activities: writing, speaking, listening, and role-playing exercises [8, p. 168].

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MULTIMEDIA PROJECTS AS A TOOL FOR DEVELOPING THE HISTORICAL AND CULTURAL COMPETENCE IN LEARNERS AMIDST DIGITALIZATION

The modern system of general secondary education in Ukraine operates under the unprecedented challenges necessitated by the requirement to ensure the quality of learning during the martial law. The transformation of methodological approaches to teaching history requires tools capable not only of transferring knowledge but also of fostering the holistic historical and cultural competence. The digital transformation of the society demands the the development of the updated technological platform for education, where multimedia serves as the content core of the lesson [1]. The core challenge involves the need to overcome the learner's passivity and visualize complex processes in the digital format, enabling the integration of the research activities with the cutting-edge technologies.

The process of developing the historical and cultural competence requires the shift from the linear presentation of the material toward the interactive methods. Nowadays, it is crucial to promote learners' research activities, as they enable students to become active subjects of the cognition capable of analyzing sources under the conditions of the informational uncertainty [3]. In this context, a multimedia project is viewed as a comprehensive form of activity that ensures a link between the theory and the practical experience of the learners.

A vital aspect is the capacity of multimedia projects to activate the student's emotional and value-based sphere. The creation of the virtual reconstructions facilitates the integration of cultural heritage into the school history course, which serves as the foundation for forming value orientations [2]. Furthermore, the use of

digital tools within educational regional studies (local lore) holds significant potential for the formation of historical memory among today's youth [4]. The challenges of distance learning confirmed that it is specifically the project-based methodology that ensures the sustainability of the educational process and adapts history teaching to the needs of the "digital generation" while maintaining the scientific depth of the subject.

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INFORMATION AND COMMUNICATION TECHNOLOGIES AS A TOOL FOR MOTIVATING STUDENTS TO PARTICIPATE IN PHYSICAL CULTURE IN THE CONTEXT OF DISTANCE LEARNING

In the current conditions of rapid development of digital technologies and the forced transition of education to a distance format, the problem of motivating students to regularly engage in physical education has become extremely relevant. Traditional physical education classes, which involve direct presence in the gym, group interaction and lively emotional communication, lose a significant part of their pedagogical value in an online environment. At the same time, information and communication technologies (ICT) open up new ways of increasing the internal and external motivation of students, which necessitates research into the possibilities of using modern ICT as an effective tool for motivating students to engage in physical education in a distance learning environment.

It should be noted that distance learning significantly changes the psychological mechanisms of motivation. While social factors (competition with classmates, teacher praise, group dynamics) play a significant role in face-to-face classes, in online mode, the student is often left alone with the screen. According to research, during the quarantine restrictions of 2020-2022, the level of physical activity among children and adolescents in many countries decreased by 30-50% [1;17]. The main demotivating factors were the monotony of home exercises, the lack of real-time feedback, feelings of isolation, and technical difficulties.

At the same time, ICT can compensate for these shortcomings by transforming distance learning into an interactive, playful, and personalised process. Thanks to modern digital technologies, physical education classes can use gamification, virtual and augmented reality (VR/AR), video feedback, social networks, and mobile applications, which significantly enhance the internal motivation of students [4; 12].

The most common and effective motivational tool is gamification – the introduction of game elements (points, levels, achievements, leaderboards) into the learning process. A study of American schools showed that the introduction of fitness bracelets and apps such as Strava, Nike Training Club, and Zombies, Run! increased the regularity of classes by 41%, and the average time of physical activity per week increased by 68 minutes [1; 20]. In Ukraine, teachers successfully use free platforms such as Google Fit, Mi Fit (Zepp Life), as well as their own Google Classroom with a points system for completed homework assignments [5; 65].

Recorded video lessons (YouTube, Vimeo) with the ability to comment and complete tasks in real time (Zoom, Microsoft Teams, Google Meet) give teenagers a sense of direct participation in the lesson. Lessons where the teacher demonstrates an exercise and students turn on their cameras and receive instant feedback are particularly effective. According to O.A. Kachan, the use of interactive video materials increases motivation by 25-30% compared to conventional written instructions [2; 82].

Although virtual and augmented reality (VR/AR) are still not widely used in Ukraine due to the high cost of equipment, these technologies are already actively used in countries with a high level of digitalisation. Studies from 2023-2024 show that classes in a VR environment (e.g., boxing with a virtual opponent or running in a virtual stadium) have 2,2 times more impact on internal motivation than traditional exercises [3]. In conditions of limited funding, budget AR applications such as Pokémon GO or Just Dance Now can be used to transform an ordinary room into a playground.

Creating closed groups on Telegram, Viber or Discord, where students share videos of their exercises, participate in challenges («30 squats a day», «Plank challenge») and receive support from their classmates, creates a sense of belonging to a community. Such online groups increase external social motivation and reduce the percentage of «dropouts» to 12-15% [1; 3].

Based on an analysis of the literature and our own teaching experience, we propose the following structure for a distance learning lesson with the most effective motivational component:

1. Start of the lesson (3–5 minutes) – a short motivational video or live broadcast showing the students' achievements for the week (leaderboard).
2. Theoretical part (5–7 minutes) – interactive presentation in Mentimeter or Kahoot! with questions about exercise technique.
3. Practical part (20–25 minutes) – synchronous performance of a complex with cameras on, parallel chat for support.
4. Homework – personalised complex in Google Fit or a self-created ClassDojo app with a points and rewards system.
5. Reflection – short survey «How do you feel after class?» with emoji reactions.

This structure allows you to work with three types of motivation simultaneously: intrinsic (satisfaction from movement), instrumental (points, rewards) and social (group support).

As we can see, information and communication technologies in distance learning do not simply replace traditional methods, but create fundamentally new motivational mechanisms that are not available in an offline environment. Gamification, interactive feedback, virtual reality and online social communities make it possible to transform compulsory physical education classes into an exciting process of self-development. Studies in Ukraine [2; 5] and abroad [1; 3; 4] confirm that the rational use of ICT increases the regularity of classes by 30–70%, improves physical fitness, and forms a stable internal motivation for a healthy lifestyle. That is why modern physical education teachers should view digital technologies not as an auxiliary tool, but as a strategic instrument that helps students develop a conscious attitude towards maintaining their own health.

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THE METHODOLOGICAL BASIS FOR DEVELOPING PRIMARY SCHOOL PUPILS' SOCIAL COMPETENCE BY MEANS OF DIGITAL TECHNOLOGIES AT THE ENGLISH LESSONS

Scientific research into the development of the social competence in primary school pupils through English lessons using digital technologies is based on the specific methodology that directs the cognitive process and is used to achieve the defined goal and planned scientific results. The methodology of the scientific research is formed by trends, methodological approaches, principles and methods, which are specified by the tactical actions reflecting the specifics of the study's purpose and object. In the context of the raised problem, the methodology aims at understanding the nature of forming the social competence [2].

The publication aims at characterising the methodological approaches as a basis for developing the social competence of primary school pupils at the English lessons.

Generalising the established interpretations enables us to view the system of the methodological approaches as a set of the initial provisions on which the entire scientific research process is based. These provisions are subject to the necessary principles, content, methods and forms of work for successfully implementing the process of changing pedagogical reality, modernising and building effective models to be implemented in social competence education.

In our study of the process of developing the specific competence, we combined interacting elements so that they functioned as a single entity. The interconnected components of the model encompass the purpose and content of the pedagogical process, the means and methods of the educational activity, the learning

outcomes and their diagnosis and correction. Additionally, the process model encompasses the activities of both teachers and primary school pupils.

Developing and implementing the scientific approaches involves understanding not only the pedagogical phenomena, laws and patterns that determine the development of education, but also developing the practical skills. Methodological approaches are therefore a means of solving certain theoretical and practical pedagogical problems. Analysing the views of the modern Ukrainian and foreign scientists on forming the social competence in primary school pupils enabled us to determine the following priority methodological approaches: systemic, synergistic, personality-oriented, competence-based, communicative-activity, technological and environmental. Let us now briefly characterise each approach.

Systemic approach. Every object, process or activity can be represented as a system or model consisting of the interconnected elements, components and subsystems with the defined functions, goals and objectives. In this context, the pedagogical process in primary school can be studied as a systematised model. Among the specified methodological approaches, the systemic approach is defined as the main one. The theoretical foundations of this approach are based on the studies of V. Bezpalko, V. Bondar, M. Vashulenko, O. Savchenko and others.

The systemic approach involves studying the process of forming the certain competence as a whole, coordinating the functioning of all the elements of the model and components of primary school pupils' social competence, which is developed through English lessons using digital technologies. This approach combines several methodological requirements that enable us to consider the pedagogical process as a system. These requirements include determining the place and functions of each element, subsystem and component, establishing the internal structure of the connections between components and studying the process of mastering social competence as a dynamic entity that develops and, through the interaction of components, achieves the intended outcome [2].

The priority of the *competence-based approach* is confirmed by numerous modern studies in the field of education – it was considerably analysed in the works

of the foreign and Ukrainian scientists. Researchers emphasise that modernising the educational process on the basis of the competency approach involves planning that takes into account the country's innovative development priorities, current requirements and situations, and promotes the introduction of new technologies and the improvement of traditional pedagogical technologies. It also involves organising the monitoring of the results to enable the constant adjustment of the framework of competencies and educational standards. Taking the competence-based approach into account when developing social competence means shifting the emphasis from the educational process to the results in the activity dimension, and from accumulating normatively defined knowledge, skills, and abilities to forming and developing the ability to act practically and apply experience of successful actions in specific situations. It also means organising the educational process to take into account the individual's educational achievements and their relevance to society, ensuring the individual's ability to meet the real demands of rapidly changing modernity, and having the potential to adapt rapidly and painlessly to the social structure in the face of global challenges.

Since the competence-based approach is implemented through activity, the development of the social competence in primary school pupils during English lessons is guided by this approach. This methodological approach is based on the category of subject-based activity of the individual, enabling the formation of a system of values, knowledge, skills, abilities and experience in primary school pupils through involvement in educational foreign language activities that closely resemble real social life.

The *communicative and activity-based approach* considers the linguistic, psychological, communicative and methodological aspects of forming the quality under study equally. According to this approach, learning a foreign language at primary school level should be activity-based, since real communication is carried out through speech, through which participants try to solve real and imaginary tasks [4].

Any activity is aimed at achieving the result, and this result is based on the consciously formulated goal. Moreover, the origins of the goal lie in the individual's needs, ideals and values, and therefore the content of the activity depends on its moral direction and impact on the individual and society [3]. The goals of the activity have a complex structure and determine motivation, the driving force of the activity. This ensures the existence and development of both the individual and society [2].

According to the activity-based approach, the components of an individual's educational activity are defined as follows: need (goal), subject, object, processes (interrelated actions that act as the simplest units of activity), conditions and result. According to the activity-based approach, the result of forming the social competence in primary school pupils is specified as follows: the ability to actively communicate in English during the educational and social activities; the ability to solve the communicative tasks in a foreign language practically, based on empathy, tolerance and resilience, in accordance with certain principles, values, motives for interaction, beliefs and ideals, in the educational and everyday spheres.

The conceptual provisions of the communicative and activity-based approach are that an individual's activity is considered a form of direct and indirect interaction with other subjects of communication, such as teachers, students, parents and imaginary or fairy-tale characters. The axiom is the idea that communication plays a leading role in the socialisation of primary school pupils.

Thus, the effective methodology for developing the social competence of primary school pupils at the English lessons requires the application of the methodical approaches in the educational process. We believe that these approaches fully ensure the creation of new methodical principles for developing the particular skill in the educational process when studying a foreign language, taking this process to the new theoretical and practical level.

The further research could involve characterising personality-oriented, environmental, reflective and integrative approaches to develop social competence in primary school pupils in English lessons.

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NEW TRENDS IN PROFESSIONAL AND TECHNOLOGY EDUCATION: EMOTION-ORIENTED APPROACHES IN ELT

Modern paradigms in professional and technology education increasingly emphasize the integration of emotion-oriented technologies to mitigate language barriers. Psychological and linguistic obstacles encountered during English Language Teaching (ELT) are effectively addressed by embedding language instruction into authentic, real-life communicative contexts. Key strategies include language immersion, the robust application of ESL (English as a Second Language) methodologies, and the strategic use of assistive digital tools for real-time translation and comprehension support. Such resources bolster student confidence, facilitating a gradual transition from reliance on the native language to spontaneous foreign language production [4].

Furthermore, in modern methods of teaching English as a Foreign Language (EFL), particularly in the field of Business English, significant attention is paid to activities at the beginning of the lesson – so-called warm-ups or lead-ins. These exercises serve not only to create a positive atmosphere but also to activate the speech apparatus, prepare students for key topics, and engage them in active work. Most studies agree that warm-up activities are an integral component of an effective Business English lesson, contributing to the achievement of both pedagogical and psychological goals.

Many works indicate that engaging and relevant warm-up activities increase student interest, improve their mood, and create a more relaxed and conducive learning environment. This, in turn, positively affects the overall productivity of the lesson. Research focusing on didactic aspects demonstrates that well-planned warm-ups effectively activate previously learned vocabulary and phrases related to the

lesson's topic. They serve as a bridge that smoothly introduces students to a new topic [2, p. 3].

In order for English lessons to promote the development of emotional intelligence, it is necessary to combine various methods and techniques. It is advisable to use relaxation exercises to relieve anxiety and psychological tension, exercises for transforming negative emotions into positive ones, and engaging tasks that stimulate children's fantasy and imagination. These include games (role-play, creative, active, and competitive games), dramatization to master interpersonal communication techniques, music, songs, physical breaks, fairy tales, drawing, etc.

Instead of traditional questioning, it is worth creating an atmosphere of mutual understanding at the beginning of an English lesson by communicating with students about their mood, experiences, and thoughts [2, p. 63].

To effectively overcome psychological barriers, the following pedagogical conditions are essential:

1. Creating a climate of mutual trust, a psychological atmosphere of acceptance, emotional warmth, and safety in which the learning process takes place, as well as fostering an atmosphere of cooperation;
2. Generating positive emotions during the lesson;
3. Creating "situations of success";
4. Establishing conditions in which the student is motivated to be active, taking into account personal motives – namely, the interests and hobbies of the students.

The synergy between pedagogical mastery and the student's intrinsic desire for self-improvement is the primary catalyst for successful language acquisition. Experimental data confirms that when these conditions are met, the language barrier is significantly diminished, leading to more fluid and authentic spontaneous communication [3].

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INTERACTIVE METHODS IN COMPETENCE-BASED HISTORY EDUCATION: DEVELOPING KEY SKILLS IN SECONDARY SCHOOL STUDENTS

The transformation of modern education is closely connected with the transition from a knowledge-based to a competence-based paradigm. In this context, the primary goal of schooling is not only to provide students with factual knowledge but also to develop their ability to apply it in real-life situations, think critically, and act responsibly. This approach is clearly defined in the Concept of the New Ukrainian School, which emphasizes the formation of key competencies as a priority of educational reform [4].

The legislative framework for implementing the competence-based approach is established by the Law of Ukraine “On Education,” where competence is defined as a dynamic combination of knowledge, skills, values, and attitudes necessary for successful personal and professional activity [3]. In addition, the State Standard of Basic Secondary Education highlights the importance of forming key competencies that ensure students’ readiness for active participation in modern society [1]. These competencies are further developed at the level of specialized secondary education, where students are expected to apply their knowledge in more complex and practical contexts [2].

Scholars emphasize that the competence-based approach integrates cognitive, practical, and value-oriented components of learning. It shifts the focus from knowledge reproduction to its meaningful application in various situations [10; 11]. Therefore, modern history education should create conditions for active student engagement, independent thinking, and the development of analytical skills.

In this process, the role of the teacher is significantly transformed. The teacher becomes not only a source of information but also a facilitator who organizes the learning environment and supports students’ cognitive activity. According to

researchers, the effectiveness of the competence-based approach depends on the teacher's ability to implement innovative teaching methods and create opportunities for active student participation [5; 9].

One of the most effective tools for achieving these goals is the use of interactive teaching methods. Interactive learning is based on cooperation, dialogue, and active involvement of all participants in the educational process. It promotes the development of communication skills, critical thinking, and the ability to work collaboratively [6].

The methodology of teaching history emphasizes that interactive methods transform the lesson into an active process of knowledge construction. Students are not passive recipients of information but active participants who analyze historical events, compare different interpretations, and formulate their own conclusions [7]. This approach significantly enhances the development of historical thinking and analytical skills.

A competence-oriented history lesson involves the use of problem-based tasks, source analysis, and collaborative activities. Such an organization of the learning process enables students to identify cause-and-effect relationships, evaluate historical evidence, and develop reasoned arguments [8].

Interactive methods can be classified into several groups depending on their pedagogical function. According to modern classifications, cooperative learning technologies involve students working in small groups, where they share responsibilities and jointly solve tasks. This approach develops teamwork skills and mutual responsibility [12].

Another group includes collective discussion methods, such as brainstorming, open discussions, and structured dialogue. These methods stimulate cognitive activity and encourage students to express and justify their opinions, contributing to the development of argumentation skills [12].

Situational modeling and role-playing are also widely used in history education. By simulating historical events or social processes, students gain a deeper

understanding of historical contexts and develop the ability to analyze alternative scenarios. This method enhances their analytical and decision-making skills [12].

Discussion-based methods play a crucial role in developing critical thinking. Techniques such as debates and structured argumentation help students learn to evaluate different perspectives and build logical arguments. These skills are essential for forming an active and responsible citizen [6].

The successful implementation of interactive methods requires a supportive and psychologically safe learning environment. Students should feel confident in expressing their ideas and making mistakes, which fosters creativity and independent thinking [9].

Moreover, interactive learning contributes to the integration of key competencies, including communication, social interaction, civic awareness, and information literacy. Through active participation in the educational process, students acquire not only knowledge but also practical skills necessary for life in a modern democratic society.

In conclusion, the competence-based approach serves as the foundation of contemporary history education. The use of interactive methods significantly enhances its effectiveness by promoting active learning, critical thinking, and the development of key competencies. As a result, students become capable of analyzing historical processes, making informed decisions, and actively participating in social life.

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MODELS OF PEDAGOGICAL INTERACTION FOR DEVELOPING EMOTIONAL INTELLIGENCE IN ELEMENTARY SCHOOL STUDENTS IN A DISTANCE LEARNING CLASSROOM

Problem Statement. The modern educational reality is increasingly connected with the use of distance technologies. The wartime challenges in Ukraine have emphasized the problem of ensuring high-quality education in online-learning conditions. The development of emotional intelligence in primary school students requires particular attention, as it is a key factor in successful socialization, adaptation, and psychological well-being of a child.

Analysis of Recent Studies and Publications. The concept of emotional intelligence entered scientific discourse through the works of P. Salovey [1;185] and J. Mayer, who defined it as the ability to recognise, understand, and regulate emotions. D. Goleman expanded this concept by emphasizing the role of empathy, motivation, and social skills. In Ukrainian pedagogical science, the development of emotional intelligence has been studied by M. Netreba [5;45], I. Khadzhynova, and M. Shpak [6;112], who focus on the age-specific characteristics of primary school students and the possibilities of integrating emotional learning into school practice.

Purpose of the Publication. The relevance of this research is conditioned by the fact that distance learning limits direct contact between teachers and students, reduces the intensity of nonverbal communication, yet at the same time opens new opportunities for using digital tools to develop children's emotional sphere.

Transitioning from general relevance to scientific reflection, it is important to consider the theoretical foundations of developing emotional intelligence in primary school children.

Main Material. The concept of emotional intelligence was first introduced by P. Salovey and J. Mayer, who defined it as the ability to perceive, understand, and regulate emotions. They identified four key branches:

- recognizing emotions;
- using emotions in thinking and motivation;
- understanding emotional processes;
- managing emotions to achieve goals.

At the primary school age, children actively develop their emotional-value sphere and learn to recognize basic emotions (joy, sadness, fear, anger). Self-regulation manifests itself in the ability to control impulsive reactions, while empathy develops through group activities and play situations. L. Vygotsky and J. Piaget emphasized that a child's emotional development is closely linked to social interaction and speech.

A crucial factor in effectively developing emotional intelligence in primary school students is the creation of appropriate pedagogical conditions. These include providing an emotionally safe environment in which a child feels support and acceptance; using interactive teaching methods such as games, role-playing situations, and discussions; as well as introducing reflective practices that help students become aware of their emotions and control how these emotions affect their behavior. Individual differences must also be taken into account, especially for children with communication or emotional difficulties, as inclusivity fosters the harmonious development of every student.

Based on these pedagogical conditions, various models of emotional intelligence development are outlined in scientific literature. D. Goleman [2] proposes the model of emotional literacy, which involves teaching children to recognise and label emotions. The concept of social-emotional learning (SEL), widely used internationally, includes the development of self-awareness, self-management, and social responsibility. Ukrainian researcher M. Shpak identifies psychological types of emotional intelligence among primary school students – rational, emotional, socially adaptive, socially communicative, and harmonious –

which enables teachers to differentiate strategies according to students' individual characteristics.

Thus, pedagogical conditions form the basis for implementing scientific models that ensure the systematic and effective development of emotional intelligence in the context of distance learning. The transition from theoretical principles to practical solutions makes it possible to outline specific models of pedagogical interaction effective for younger students in online education.

Models of Pedagogical Interaction:

1. Emotional-value model.

Based on creating an atmosphere of trust, acceptance, and support in the virtual classroom. During video conferences that emphasise nonverbal cues (facial expression, tone of voice), as well as through “emotional pauses” for discussing feelings, children learn to express emotions openly, understand others' experiences, and develop emotional sensitivity.

2. Game-based model. Uses game technologies as the leading activity of primary school children. Online games, “emotional quests”, role-play scenarios, and exercises for recognizing emotions through images, emojis, or videos foster empathy, cooperation, motivation, and help develop emotional regulation through game rules.

3. Partnership model. Focuses on student collaboration in group online projects using digital platforms (Google Classroom, Padlet, Jamboard). Students work together, distribute roles, and solve tasks collectively, which develops social skills, responsibility, and mutual support.

4. Reflective model. Aimed at developing self-awareness and self-regulation through online mood journals, exercises like “How do I feel today?”, and group discussions of emotional states. These practices help children analyse emotions and understand how they influence behaviour.

5. Inclusive model. Ensures equal opportunities for all students, including those with special educational needs, through adapted tasks, multimedia materials,

and individual online consultations. This fosters emotional sensitivity, social adaptation, tolerance, and peer support.

Conclusions and Prospects for Further Research. The outlined models of pedagogical interaction are not abstract constructs but are actively implemented in daily distance-learning practice. Each model requires specific methodological solutions and technological support, as digital tools serve as the environment in which emotional intelligence develops. The effectiveness of these models depends on the choice of platform, communication strategies, and interactive tasks. Therefore, the next research step involves analysing practical tools that enable teachers not only to maintain the educational process but also to purposefully foster emotional sensitivity, empathy, and self-regulation skills among students in a virtual classroom.

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DEVELOPING CRITICAL THINKING SKILLS OF SPECIALISED SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE LESSONS THROUGH AUTHENTIC MEDIA TEXTS

The development of critical thinking skills is considered as one of the main goals of secondary education in the contemporary educational paradigm [3]. Due to the rapid spread of digital information, the influence of the social media, and the availability of numerous information sources, students must not only comprehend information but also critically analyse, assess, and interpret it. As a result, teaching English provides numerous opportunities to develop critical thinking skills through relevant and context-based learning activities [6].

Critical thinking is defined as a complex cognitive process that involves interpretation, analysis, evaluation, and inference. According to Facione it also involves self-control and self-examination which allow students to evaluate their own thought processes [1]. Critical thinking is both a cognitive ability and a communicative competence in the context of language development since students have to express their ideas clearly and present well-supported arguments.

Bloom's Taxonomy, revised by Anderson and Krathwohl, is one of the most effective frameworks for organising the growth of critical thinking. Recalling, comprehending, applying, analysing, evaluating, and inventing are the six hierarchical stages into which it divides cognitive processes. This paradigm offers a clear structure for creating learning problems with progressively higher levels of cognitive load and complexity.

The integration of Bloom's Taxonomy into English language lessons becomes especially effective when combined with authentic media texts. Real-life texts

including news stories, interviews, podcasts, blogs, and social media content are examples of authentic materials. Pupils are exposed to authentic language use and pertinent societal topics through these resources, which encourage critical thinking and dialogue.

At the lower levels of Bloom's Taxonomy, students engage in the processes of remembering and understanding, which form the foundation of cognitive development. During the remembering stage, students concentrate on recovering explicit information from real media texts, detecting and retaining important terminology, and identifying crucial facts. Listing important phrases, responding to simple factual questions, and recognising details like names, dates, and events are typical tasks at this level.

At the understanding level, students move beyond simple recall and demonstrate comprehension of the material. They are required to explain the main idea of a text in their own words, summarise information, and interpret meaning within context [3]. For example, learners may paraphrase a news article, describe the central message of a podcast, or explain the purpose of a blog post. These activities help students develop the ability to process information meaningfully rather than memorising it mechanically.

When combined, these lower-order thinking abilities provide a strong basis for more cognitive engagement since they allow students to thoroughly understand the material before moving on to more difficult activities like analysis, evaluation, and creativity [4]. Additionally, engaging with actual media texts at these levels promotes the development of both linguistic and cognitive competencies and increases learners' awareness of real-world language.

The highest level of Bloom's Taxonomy is creating, which involves the production of original and meaningful content based on acquired knowledge and critical reflection [1]. At this stage, students are expected to synthesise information from various sources, generate new ideas, and express their understanding in a creative and independent way. For instance, learners may create their own media texts, such as blog posts, presentations, podcasts, or short videos, in which they

interpret and transform the information obtained from authentic materials. These tasks not only demonstrate a deep understanding of the topic but also foster the integration of language skills with creativity, problem-solving abilities, and critical thinking [3].

Furthermore, the use of authentic media texts significantly enhances student motivation, as learners engage with relevant, up-to-date, and meaningful content that reflects real-life situations [4]. This type of material increases learners' interest and involvement in the learning process, as it allows them to explore issues directly connected to their personal experiences and the modern world. In addition, working with authentic texts prepares students for real-life communication and contributes to the development of essential 21st-century skills, including critical thinking, communication, collaboration, and creativity [6].

Moreover, the systematic implementation of Bloom's Taxonomy ensures a balanced and structured approach to teaching, in which all levels of cognitive development are consistently addressed. This enables teachers to design coherent learning sequences that gradually guide students from basic comprehension to more complex analytical, evaluative, and creative tasks. As a result, students develop not only language proficiency but also the ability to think independently, analyse information critically, and make informed decisions [5].

In conclusion, the integration of authentic media texts and Bloom's Taxonomy represents an effective methodological framework for the development of critical thinking skills in specialized secondary school students [2]. This approach promotes deeper cognitive engagement, enhances language competence, and equips learners with the necessary skills to navigate the modern information environment in a critical, reflective, and responsible manner.

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THE FLIPPED CLASSROOM AS AN INNOVATIVE MODEL FOR TEACHING ENGLISH IN MODERN SCHOOLS

The modern educational environment is changing very quickly. These changes come about through digital technologies and the need for new teaching methods. In such a situation, models that combine technology and active learning are important. In this context, models that integrate technology with active learning have gained significant prominence. One such model is the flipped classroom, which entails shifting theoretical instruction outside the classroom, thereby dedicating in-class time to practical application, communicative activities, and the collaborative synthesis of knowledge. In the realm of English Language Teaching (ELT), the flipped classroom model enhances students' communicative competence and increases overall instructional efficiency.

The relevance of using the flipped classroom in teaching English is due to the need for modern schools to develop students' critical thinking, independence, responsibility, and motivation. Traditional methods, when a student simply listens to theory in class, no longer work and do not provide the required level of language proficiency. Instead, the flipped classroom changes traditional methods and allows the teacher to use the lesson time for practice. The teacher can organize speaking, listening, and the use of language structures in real-life situations.

The relevance of implementing the flipped classroom in ELT stems from the necessity to cultivate students' critical thinking, autonomy, and intrinsic motivation. Traditional teacher-centered methods, where students remain passive recipients of theoretical input, often fail to produce the required level of functional language

proficiency. Conversely, the flipped model redefines the traditional lesson structure, allowing educators to utilize class time for high-level tasks such as speaking, listening, and applying linguistic structures in authentic, real-life simulations [1].

Such an organization of the learning process increases students' responsibility for their own preparation, as the initial exposure to the material occurs before the lesson. This contributes to the development of self-regulation skills, critical thinking, and the ability to work effectively with information resources.

The flipped classroom is based on several pedagogical principles, among which active student engagement, individualization of learning, and the use of digital technologies occupy a special place. For the effective functioning of this model, it is necessary to clearly define educational objectives, select or create high-quality educational materials (in particular videos), ensure access to them for all students, and organize meaningful practical activities in the classroom.

A significant advantage of the flipped classroom in English language teaching, as emphasized in current research, is the substantial increase in opportunities for speaking practice. In traditional settings, a considerable portion of class time is devoted to explaining grammar and vocabulary, whereas in the flipped model, theoretical content is studied independently. This allows classroom time to be fully utilized for interactive tasks, discussions, and collaborative work. As a result, a more natural language environment is created in which students actively use the target language, thereby accelerating the development of communicative competence.

Quantitative studies also show that the model works well: students in flipped classrooms usually receive higher final grades, better results on standardized tests, and have better academic performance. In addition, this model helps to use study time more efficiently and takes into account the different learning paces of students [4].

In the context of English language learning, the flipped classroom has considerable potential, as it enables a more balanced development of speaking, listening, reading, and writing skills. Since students come to class already familiar

with the theoretical material, instructional time can be focused on communicative and skill-based activities. The use of interactive tasks, as well as pair and group work, contributes to the formation of communicative competence.

Digital technologies play a crucial role in the implementation of this model. The use of video lectures, online platforms, interactive exercises, and assessment tools ensures continuity of learning, supports self-paced study, and fosters digital literacy. Moreover, multimedia resources provide access to authentic language input, which positively influences language acquisition.

Another important advantage of this model is the possibility of incorporating elements of adaptive learning. Modern educational platforms can monitor students' progress, identify learning difficulties, and provide personalized tasks. In English language learning, this enables learners to receive targeted practice in vocabulary, grammar, and listening according to their individual needs.

However, despite its advantages, the flipped classroom model has certain limitations. Its implementation requires careful planning and significant time investment from teachers, particularly in creating instructional materials and effectively integrating in-class and out-of-class activities. Furthermore, challenges may arise due to unequal access to technology or insufficient student motivation for independent learning [4].

In conclusion, the flipped classroom is an effective model for teaching English that meets contemporary educational requirements. It promotes the development of key competencies, enhances student motivation, and fosters a more engaging, interactive, and learner-centered educational environment.

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DICTOGLOSS AS A MEANS OF DEVELOPING LEARNER AUTONOMY AND GRAMMATICAL AWARENESS IN EFL CLASSROOMS

In contemporary English language teaching, increasing attention is paid to learner-centered approaches that promote autonomy, interaction, and deeper cognitive engagement. Within this framework, dictogloss has gained recognition as an effective pedagogical technique that not only improves grammatical competence but also fosters learner autonomy and awareness of language structures. Unlike traditional dictation, dictogloss transforms passive listening into an active, collaborative, and reflective process in which learners reconstruct meaning and form simultaneously.

Dictogloss was first systematically described by Wajnryb, who defines it as a procedure where learners “reconstruct a text from memory after listening to it, focusing on both meaning and grammatical accuracy” (Wajnryb, 2000). This method reflects key principles of communicative language teaching and task-based learning, where grammar is not taught in isolation but emerges through purposeful language use. As Ellis (2003) notes, task-based approaches allow learners to internalize grammatical patterns through meaningful interaction rather than explicit memorization.

One of the central advantages of dictogloss lies in its ability to develop grammatical awareness. During the reconstruction phase, learners are required to notice gaps between the input text and their own output. This process aligns with Schmidt’s “noticing hypothesis,” according to which “conscious attention to linguistic form is a necessary condition for language acquisition” (Schmidt, 2001). In dictogloss activities, students actively compare, negotiate, and refine linguistic forms, which enhances their understanding of grammar in context.

In addition to grammatical awareness, dictogloss significantly contributes to the development of learner autonomy. The collaborative nature of the task encourages students to take responsibility for their learning, make linguistic decisions, and evaluate their own performance. According to Little (2006), learner autonomy involves “a capacity for detachment, critical reflection, decision-making, and independent action.” Dictogloss supports these processes by shifting the focus from teacher-led instruction to student-centered problem-solving.

Furthermore, dictogloss integrates multiple language skills, creating a holistic learning experience. Learners engage in listening during the input phase, speaking during group discussions, writing during reconstruction, and reading when comparing their versions with the original text. Such integration reflects modern pedagogical principles, as Harmer (2007) emphasizes that “the four language skills are rarely used in isolation in real life.” Consequently, dictogloss provides a more authentic and meaningful learning environment.

Empirical studies confirm the effectiveness of dictogloss in improving both grammatical accuracy and learner engagement. For instance, research by Al-Obaydi and Al-Mosawi (2019) demonstrates that students exposed to dictogloss activities show measurable improvement in grammar and writing performance. Similarly, Kurtaj (2021) argues that dictogloss enhances students’ ability to use grammatical structures correctly in written production. At the same time, some scholars point out that the success of the method depends on factors such as proficiency level, task design, and group dynamics, suggesting the need for careful methodological adaptation.

Despite its many advantages, dictogloss also presents certain challenges. It requires thoughtful selection of texts that are appropriate in terms of length, complexity, and linguistic focus. Lower-level learners may struggle with note-taking and reconstruction, while stronger students may dominate group interactions. Therefore, teachers must provide adequate scaffolding and ensure balanced participation.

In conclusion, dictogloss can be regarded as a powerful pedagogical tool that promotes grammatical awareness and learner autonomy within an integrated skills framework. By combining cognitive engagement, collaboration, and contextualized grammar practice, it aligns with contemporary approaches to language teaching. Its effectiveness lies not only in improving linguistic competence but also in fostering independent and reflective learners. Further research may explore its application in digital environments and its potential for supporting personalized learning.

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THE CASE STUDY METHOD AS A TOOL FOR DEVELOPING CRITICAL THINKING IN HISTORY CLASSES (BASED ON THE TOPIC OF WORLD WAR II)

Modern school history education stands at a crossroads, seeking qualitatively new educational paradigms to meet the urgent demands of today. One of these requirements is the development of students' critical thinking skills, which is particularly relevant given the unprecedented speed of information dissemination and the introduction of new demands in the labor market.

History has shown that the creation of a national, legal, and civil state largely depends on an education system that teaches and nurtures free individuals with their own unbiased views on interpreting the past and establishing cause-and-effect relationships between the past and the present. History is, first and foremost, a powerful tool that determines the main vectors of the present. That is why history teachers should use teaching methods that promote the development of the necessary knowledge, values, and critical thinking skills. One such method is the case study method.

Analysis of recent studies and publications. Foreign pedagogical science considers the case study method to be an effective tool for developing critical and analytical thinking. In the work “Case Study Research: Design and Methods” [8], the prominent American sociologist Robert K. Yin analyzes the case study method in detail, clearly defines it, and distinguishes it from other research methods. Robert Hugh Ennis, a professor at the University of Illinois, explores the development of critical thinking in the context of problem situation analysis [2]. John Gerring explores the methodological essence of case studies as a research strategy, viewing

them as intensive analysis of one or a limited number of cases to explain complex social phenomena[1].

Among domestic scientists who have worked to introduce the case method into the educational space, it is worth noting Yuriy Surmin, whose works reveal the essence of the case method. The author has developed a classification of cases and provided practical advice for their implementation in the educational process [6]. Olena Pometun considers interactive teaching technologies, particularly the case study method, as means of developing key learning competencies and critical thinking in learners [4].

Lyudmila Kozak explores the pedagogical potential of the case method in modern Ukrainian education in her works. The researcher considers it an innovative interactive teaching technology, defines the structure of a case, the requirements for its content, and the stages for organizing pupils' work [3].

Nevertheless, an analysis of domestic and international scientific works shows that general studies of interactive teaching technologies dominate pedagogical literature. In contrast, systematic developments on the targeted use of the case method in history lessons and, in fact, when studying the topic of World War II in high school, remain isolated. There is a necessity for further scientific and methodological justification of the structure of the historical case study, the criteria for selecting material, and the algorithm for working with it.

Overview of the material. An important component of reflective culture today is participants' ability to analyze information during the educational process. It is a reflective culture that is the catalyst for the formation of the pupil as an autonomous learner. Modern school education aims to move away from viewing education and upbringing as a process of adapting the individual solely to society's needs, as was the case during the Soviet era. Critical and independent thinking have become a prerequisite for balanced and responsible action, especially in today's rapidly changing world [7, p. 8-10].

According to Robert Ennis, a person who is capable of critical thinking takes into account all the circumstances in a given situation, seeks and presents relevant

arguments to justify their position, tries to be informed from various sources, considers different points of view, including those that differ from their own, and refrains from making biased judgments in the absence of sufficient evidence [2, p. 8-9].

The case method stimulates pupils' cognitive activity in a specially designed professional environment. Such an environment provides an effective combination of theoretical knowledge with the formation of practical skills and abilities. Methodologically, the case method shares similarities with problem-based learning methods, but it also has several differences. In particular, the problem within the case is more specific and applicable than those usually considered in problem-based learning. In addition, this method is interactive, based on cooperation and business partnership, since the educational process is mainly organized in a group-work format [3, p. 155].

A significant pedagogical effect of the method is the learner's ability to analyze problems, clearly formulate and express their own position, participate in discussions, and work with information that comes in both verbal and nonverbal forms. The method builds pupils' confidence and helps them overcome excessive timidity. Case studies enhance learners' ability to adapt to various extreme situations and make optimal, balanced decisions in them. The method itself is quite adaptable and can be integrated into other teaching methods. The method appeals to the independent search for necessary answers, as well as to the analysis and synthesis of the information received [5, p. 20-22].

Robert Yin emphasizes the principles of gathering “evidence” in case studies. One of his key points is the use of multiple sources of evidence. According to him, the researcher must confirm data by comparing multiple sources to increase the reliability of conclusions. When it comes to case studies in history lessons, this involves working with documents, archival materials, interviews, statistical data, visual materials, etc. This principle is particularly relevant when discussing World War II. Analyzing events by comparing different types of historical sources (official documents, memoirs, casualty statistics, international agreements, and historians'

views from different countries) helps pupils develop the ability to critically evaluate information, identify contradictions, and justify their own conclusions [8, p. 114-120].

To make the most of this method, it is worth preparing a problem situation or dilemma for students in advance. A mandatory element is the presence of two conflicting parties whose positions and interests are mutually exclusive. It is important to maintain a balance of interests between the parties, each of which must have arguments to defend its position. Specifically, a dilemma presents a person with a difficult moral choice arising from a conflict of established values [4, p. 56-58].

One effective example of using this method in history lessons is the issue of civilian collaborationism. Working on such a case study allows pupils to discuss the issue of civilian collaborationism and try to draw a line between survival and cooperation with the occupying forces. In the course of their work, students should be asked to study archival materials related to resistance movements that were mutually exclusive of collaboration with the occupiers, as well as individual stories of ordinary people. A further compelling case is the dilemma of the Munich Agreement and the policy of “appeasement” of the aggressor, which opens up space for substantive debates and historical parallels. One effective example is the issue of collective responsibility during World War II as studied in materials from the Nuremberg trials. Learners should pay particular attention to the actions of the Soviet leadership and the lack of punishment for the war crimes they committed.

By reflecting on the dilemmas presented in the case studies, pupils gain a better understanding of both the historical context and the current social and political situation.

Conclusions. The case study method has significant pedagogical potential for developing students' critical thinking in history classes. This method is an important tool in the study of World War II, as it allows learners to form balanced assessments by comparing legal norms, historical context, and internal moral principles. In addition, the method develops the ability to argue one's position on the basis of facts.

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DEVELOPMENT OF SPEED–STRENGTH ABILITIES IN HIGH SCHOOL STUDENTS THROUGH TRACK AND FIELD ACTIVITIES

The current stage of educational development in Ukraine is characterized by increased attention to strengthening the health of school youth, improving their level of physical fitness, and forming a stable motivation for regular physical activity. In this context, physical education in general secondary education institutions acquires particular importance, as it is aimed not only at mastering motor skills and abilities but also at the comprehensive development of students' physical qualities, including speed–strength abilities. Older school age is considered a favorable period for the purposeful development of speed-strength qualities, since intensive morpho-functional development of the organism occurs at this stage, and neuromuscular coordination, strength, and the speed of motor reactions are significantly improved. Therefore, it is important to use effective pedagogical means that contribute to enhancing the level of physical fitness of senior school students.

One of the most effective means of developing speed-strength abilities is track and field exercises, which are included in the content of the physical education curriculum (R. F. Akhmetov, H. M. Maksymenko, T. B. Kutek, 2013) [1]. Running exercises, jumps, throws, and special preparatory exercises provide a comprehensive impact on the muscular system and contribute to the development of strength, speed, explosive power, and movement coordination (O. V. Hohin, T. I. Hohina, 2009 [2]; V. Koltsova, V. Ratushniak, 2021 [3]). The use of track and field exercises in physical education classes creates favorable conditions for the harmonious physical development of senior school students and increases their level of physical activity.

Despite the considerable number of studies devoted to the physical training of school students, the problem of the effective development of speed-strength abilities

of senior school students within the educational module «Track and Field» requires further theoretical substantiation and practical improvement (M. S. Mykich, H. V. Chornenka, M. D. Turchyn, 2008 [4]; O. O. Pantus, 2020 [5]). This determines the relevance of the research and highlights the need to identify optimal methodological approaches to the use of track and field means in physical education lessons.

The aim of the study is to theoretically substantiate and experimentally verify the effectiveness of using track and field means for the development of speed-strength abilities in senior school students.

The study was conducted at Hlukhiv Secondary School of I–III Levels № 2 among students of classes 10-A and 10-B. A total of 36 students participated in the research and were divided into a control group (CG) (class 10-A) and an experimental group (EG) (class 10-B). Physical education lessons were conducted in accordance with the physical education curriculum for senior secondary school, using the educational module «Track and Field Athletics». The experimental work lasted 12 weeks and involved the purposeful use of specially selected track and field exercises aimed at developing students' speed-strength abilities. These included jumping exercises, short-distance running, bodyweight resistance exercises, relay races, multiple jumps, and other activities.

The development of speed-strength abilities is an important component of the physical fitness of senior school students, as it contributes to increasing their level of motor activity, physical performance, and overall physical preparedness. The educational module «Track and Field Athletics» has considerable potential for the development of speed-strength abilities, as it includes a variety of basic locomotor exercises – running, jumping, and throwing – which contribute to the comprehensive development of physical qualities. The use of track and field exercises in physical education classes allows for the combined development of strength, speed, and movement coordination.

At the ascertaining stage of the pedagogical experiment, a study of the speed-strength abilities of students in the control group (CG) and the experimental group (EG) was conducted. The results are presented in Table 1.

Table 1.

Indicators of speed–strength abilities of students in the control and experimental groups at the ascertaining stage of the pedagogical experiment

Test	CG (M±m)	EG (M±m)
30 m sprint (s)	5.4 ± 0.2	5. ± 0.2
Standing long jump (cm)	182 ± 6	180 ± 7
Small ball throw for distance (m)	28 ± 2	27 ± 2
Shuttle run 4 × 9 m (s)	10.6 ± 0.3	10.7 ± 0.3

The indicators of speed-strength abilities of students at the ascertaining stage of the pedagogical experiment, presented in Table 1, demonstrate a roughly equal level of physical fitness in both the control group (CG) and the experimental group (EG). The results of the 30 m sprint, standing long jump, small ball throw, and shuttle run did not differ significantly, which confirms comparable baseline conditions for conducting the study. At the formative stage of the pedagogical experiment, a complex of exercises aimed at developing speed-strength abilities was designed and implemented in the EG, systematically integrated into physical education lessons. The exercise complex included: short-distance sprint exercises; various types of jumping exercises (long jumps, multiple jumps, vertical jumps); bodyweight resistance exercises; relay races and movement games targeting speed-strength development; and exercises for explosive strength development.

The proposed exercises were performed in accordance with the principles of gradual progression, accessibility, variability, and individualization. Particular attention was paid to the technique of performing motor actions, proper load regulation, and maintaining students' interest in physical education classes.

To evaluate the effectiveness of the proposed methodology, testing of students' speed-strength abilities was conducted at the control stage of the pedagogical experiment. After the implementation of the track and field exercise complex focused on speed-strength development, retesting was carried out, and the results are presented in Table 2.

Table 2.

Indicators of speed–strength abilities of students in the control and experimental groups at the control stage of the pedagogical experiment

Test	CG (M±m)	EG (M±m)
30 m sprint (s)	5.3 ± 0.2	5.0 ± 0.2
Standing long jump (cm)	186 ± 5	198 ± 6
Small ball throw for distance (m)	29 ± 2	33 ± 2
Shuttle run 4 × 9 m (s)	10.4 ± 0.3	9.9 ± 0.2

The comparison of the obtained results demonstrated positive changes in the physical fitness indicators of students in the experimental group. The most noticeable improvements were observed in the standing long jump and short-distance running, which indicates the effectiveness of using track and field means for the development of speed-strength abilities. These results confirm the feasibility of systematically using specially selected track and field exercises during physical education lessons in senior classes.

The conducted study confirmed the important role of track and field exercises in the formation of speed-strength abilities in senior school students during physical education classes. The results of the pedagogical experiment showed that the systematic use of specially selected track and field exercises—such as sprinting, jumping exercises, multiple jumps, relays, and exercises for developing explosive strength—contributes to the improvement of students' physical fitness indicators and enhances the development of their speed-strength abilities.

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SECTION THREE. PERSPECTIVES IN HUMANITIES

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INNOVATIVE APPROACHES TO TEACHING ENGLISH IN SECONDARY EDUCATION: TYPES AND KEY FEATURES

The rapid development of modern society, globalization processes, and the expansion of international communication have significantly increased the importance of learning English in secondary education. Today, English is considered not only a school subject but also an essential tool for academic, professional, and intercultural communication. Therefore, traditional teaching methods are gradually being replaced by innovative approaches aimed at improving the quality of education, increasing students' motivation, and developing practical language skills.

Innovative approaches to teaching English are based on student-centered learning, active participation, creativity, and the use of modern technologies. Their primary goal is to create an engaging learning environment in which students can develop communicative competence and confidently use English in real-life situations.

One of the most widespread modern methods is *Communicative Language Teaching (CLT)*. This approach focuses on using language for communication rather than memorizing grammar rules and vocabulary lists. In CLT classrooms, students participate in pair work, group discussions, interviews, role plays, and problem-solving activities. Such tasks help learners develop speaking and listening skills, improve fluency, and overcome the fear of making mistakes. The teacher acts as a facilitator who supports interaction and guides students through communication tasks.

Another effective innovative method is *Task-Based Learning (TBL)*. In this approach, students learn English through completing meaningful tasks such as

preparing presentations, conducting surveys, planning trips, creating posters, or solving practical problems [1]. Language is used as a tool for achieving a specific objective. TBL develops collaboration, creativity, and critical thinking while encouraging students to use English naturally. It also increases learners' motivation because tasks are connected with real-life needs and interests.

The growing role of technology in education has contributed to the popularity of *Blended Learning*. This model combines face-to-face classroom instruction with digital resources such as online platforms, mobile applications, educational videos, and interactive exercises. Students can practice grammar, vocabulary, pronunciation, and listening skills both at school and at home [1]. Blended learning promotes flexibility, allows individual pacing, and provides immediate feedback. It also makes lessons more dynamic and attractive for modern learners who are familiar with digital tools.

Another important innovation is the *Flipped Classroom* model. According to this approach, students study theoretical material independently before class, usually through videos, presentations, or online resources. Classroom time is then devoted to practice, discussions, teamwork, and problem-solving activities [2]. As a result, learners become more responsible for their own progress, while teachers can spend more time helping students individually. This method encourages autonomy and active participation.

A highly motivating strategy in English teaching is *Gamification*. It involves the use of game elements such as points, badges, levels, leaderboards, competitions, and rewards in the educational process. Gamification increases engagement, creates a positive emotional atmosphere, and encourages students to complete tasks more actively. Language games, quizzes, escape-room activities, and online competitions make learning enjoyable and reduce stress [2].

Project-Based Learning is also widely used in secondary education. Within this approach, students work on long-term projects connected with real-world topics such as environmental protection, travel, culture, or social media. They search for information, analyze materials, prepare presentations, and present final results in

English. Such activities integrate reading, writing, speaking, and listening skills while promoting independence and teamwork.

The key features of innovative approaches include student-centeredness, practical orientation, interactivity, collaboration, and flexibility. These methods shift the focus from passive memorization to active use of language. They also consider individual learning styles and encourage students to become independent learners. Furthermore, innovative teaching often integrates digital literacy, which is especially relevant in the twenty-first century.

However, the successful implementation of innovative methods requires certain conditions. Teachers need professional training, access to modern technologies, methodological support, and sufficient time for lesson preparation. Schools should provide technical equipment and internet access. It is also important to combine innovative methods with traditional techniques in order to achieve balanced and effective learning outcomes.

In conclusion, innovative approaches to teaching English in secondary education play a crucial role in improving language learning. Methods such as Communicative Language Teaching, Task-Based Learning, Blended Learning, Flipped Classroom, Gamification, and Project-Based Learning help students develop communicative competence, motivation, creativity, and confidence. Their thoughtful implementation contributes to higher educational quality and prepares learners for successful participation in the globalized world.

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THE INFLUENCE OF SOVIET SECRET SERVICES ON THE FORMATION OF PROPAGANDA AND CENSORSHIP IN THE CINEMA OF OLEKSANDR DOVZHENKO IN THE 1920s–1950s

The creative legacy of Oleksandr Dovzhenko, one of the most prominent figures of Ukrainian and world cinema, represents not only an aesthetic phenomenon but also a complex intersection of artistic aspiration and totalitarian political pressure. The purpose of this study is to analyze the mechanisms through which Soviet secret services (primarily the GPU/NKVD/MGB) exerted a systematic influence on Dovzhenko's filmmaking activities, shaping both the content of his films and his capacity to produce work at all.

Scholarly research on Dovzhenko's work has increasingly moved beyond purely aesthetic analysis toward a contextual understanding of the Soviet cultural apparatus. The seminal study by Vance Kepley Jr. [3] demonstrated that Dovzhenko's films of the late 1920s and 1930s, while visually experimental, were subjected to intensive scrutiny by censorship bodies, particularly Glavrepertkom and later GUKF (Chief Directorate of the Film-Photo Industry). The filmmaker's personal diaries, analyzed by Myroslav Shkandrij [6], reveal the persistent atmosphere of surveillance and self-censorship that pervaded his daily work.

The question of state censorship in Soviet cinema has been systematically addressed by Richard Taylor and Ian Christie [7], who documented the institutional framework through which secret police organs monitored and intervened in film production. In Dovzhenko's specific case, the 1933 campaign against Ukrainian cultural nationalism – a period coinciding with the Holodomor – resulted in the effective dismantling of the Ukrainian cinematic school and placed Dovzhenko under direct political surveillance. His script for *Ukraine in Flames* (1943) was

personally criticized by Stalin and subsequently banned, which led to Dovzhenko's forced relocation from Ukraine to Moscow and significantly restricted his creative autonomy [4].

The mechanisms of secret service influence on Dovzhenko's work operated on several levels. First, the informant network embedded within film studios provided the NKVD with information about the creative and personal activities of filmmakers. As documented by Bohdan Nebesio [5], studio colleagues could be recruited as informants, which complicated artistic collaboration and contributed to an atmosphere of caution and distrust within the creative environment. Second, script approval procedures required ideological clearance at multiple bureaucratic levels, effectively building censorship into the pre-production phase itself. Dovzhenko's inability to realize numerous projects throughout the 1940s and 1950s reflects this structural constraint [4].

The propaganda dimension of this influence is equally significant. Rather than simply prohibiting content, the Soviet cultural apparatus actively directed filmmakers toward specific ideological narratives. The transition visible in Dovzhenko's work from the Ukrainian national-poetic style of *Zvenyhora* (1928) and *Earth* (1930) toward the more explicitly Soviet-patriotic *Shchors* (1939) illustrates the broader tendency of subordinating Ukrainian cultural identity to Soviet ideological narratives, a process that has been critically examined in Ukrainian cultural studies [1].

The late Stalinist period (1945–1953) brought an intensification of ideological pressure through the *zhdanovshchyna* campaign. As analyzed by Peter Kenez [2], this doctrine imposed strict Socialist Realist norms across all cultural production, leaving minimal space for formal experimentation. For Dovzhenko, whose artistic identity was inseparable from poetic visual language, this represented a profound creative crisis. His late films and unfinished projects testify to the ongoing negotiation between personal artistic vision and politically enforced ideological content.

In conclusion, the influence of Soviet secret services on Dovzhenko's cinema operated as a systemic, multi-level process of surveillance, ideological direction, and coercive control rather than as isolated acts of censorship. Understanding this dynamic is essential for a complete scholarly evaluation of his work and contributes to broader debates on the relationship between totalitarian state power and cultural production. The case of Dovzhenko also demonstrates that Stalinist cultural policy as having a distinctly anti-Ukrainian dimension, particularly in its approach to national cultural identity.

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**THE ROLE OF ENGLISH AS A MEDIUM OF INTERCULTURAL
MEDIATION WITHIN THE SOCIOCULTURAL APPROACH TO
DEVELOPING INTERCULTURAL COMPETENCE IN UPPER
SECONDARY SCHOOL STUDENTS**

The modern educational environment is characterised by dynamic processes of globalization, integration, and digitalization. Under these conditions, the English language acquires the status of a *lingua franca*, that is, a common language of international communication used by people from different countries regardless of their native language. This necessitates not only proficiency in the language at an adequate level but also the ability to use it effectively in intercultural contexts [4].

English plays a crucial role in providing access to global information resources, scientific achievements, and the cultural heritage of humanity. A significant proportion of contemporary academic publications, educational platforms, international programs, and digital resources are available in English. Thus, proficiency in English expands students' opportunities in education, professional development, and personal fulfillment [3].

English plays a particularly significant role in the development of intercultural communication [2]. It serves as a means of establishing contacts between representatives of different cultures and facilitates the exchange of experiences, ideas, and values. In the process of communication in English, students not only transmit information but also interact with other cultural systems, which contributes to the development of their intercultural awareness.

In the modern educational process, the English language performs several important functions:

1. **Communicative function** – ensures the possibility of interaction between representatives of different cultures in both educational and extracurricular contexts.

2. **Cognitive function** – contributes to the broadening of students' worldviews and familiarizes them with the culture, traditions, and ways of life of other nations.

3. **Integrative function** – facilitates integration into the global educational space, participation in international projects, exchange programs, and online learning.

4. **Socializing function** – helps students adapt to a multicultural environment and develops skills for effective interaction.

It is important to emphasize that the use of English as a means of intercultural communication requires not only language proficiency but also the development of intercultural competence. This includes the ability to understand cultural differences, take the context of communication into account, avoid stereotypes, and interact effectively with representatives of other cultures [1].

In the contemporary educational environment, information and communication technologies play a significant role in expanding opportunities for the use of English. Online platforms, video conferencing, international educational projects, and social networks create conditions for authentic intercultural communication. Students have the opportunity to participate in international discussions, collaborate with peers from other countries, and use English in real communicative situations [5].

A distinctive feature of the current stage is that English also functions as a tool for intercultural mediation. This means that it is used to establish mutual understanding between people from different cultural backgrounds, even when none of them are native speakers. In such cases, not only linguistic accuracy but also the ability to communicate effectively, cognitive flexibility, and cultural sensitivity become essential.

In school education, English serves as a tool for the development of key competencies defined by modern educational standards. It contributes to the

cultivation of critical thinking, communicative skills, the ability to cooperate, and independent learning. Its role is particularly important in preparing students for life in a multicultural society.

An important aspect of the role of English in the contemporary educational landscape is its functioning within the framework of so-called *Global Englishes*. Today, English is no longer exclusively associated with native speakers but is used as a medium of communication among representatives of diverse linguistic and cultural communities. This shift has implications for language teaching: the focus moves from the idea of a “native-speaker norm” to the effectiveness of communication and mutual understanding.

In this context, a new understanding of linguistic competence is emerging — defined as the ability to use English flexibly, adapting it to various cultural situations. Students need to develop not only linguistic accuracy but also the ability to:

- interpret cultural meanings;
- take the communicative context into account;
- avoid cultural barriers and misunderstandings;
- employ strategies of intercultural mediation.

The concept of intercultural sensitivity is particularly relevant. It refers to the capacity to perceive, understand, and respect cultural differences. In the process of learning English, this is implemented through familiarizing students with different behavioral models, value systems, and communication norms existing across various countries.

Moreover, English serves as an essential tool for the development of transversal (key) competencies, including:

- critical thinking;
- media literacy;
- interpersonal communication;
- teamwork skills;
- lifelong learning abilities.

Special attention should also be given to the role of the teacher in facilitating English as a tool for intercultural communication. The contemporary teacher acts not only as a knowledge provider but also as a cultural mediator who:

- organizes cross-cultural dialogue;
- fosters tolerant attitudes toward other nations;
- promotes critical reflection on cultural differences;
- creates conditions for authentic communication.

Thus, in the modern educational context, English performs a significantly broader function than traditional language instruction. It becomes an instrument for shaping globally oriented individuals capable of effective intercultural interaction, self-development, and adaptation to a rapidly changing world.

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THE PSYCHOLOGY OF FOREIGN LANGUAGE LEARNING IN THE ERA OF INSTANT TRANSLATION: THE ROLE OF EMPATHY AND CULTURAL IDENTITY AS KEY DRIVERS OF LEARNING

Based on Bronfenbrenner's Bioecological Model a learner is viewed not as an isolated mind, but as the centre of nested systems that either encourage or discourage the development of an "identity" in the face of AI [1].

Studying this issue, we must consider such key points as:

1. The student's microsystem which is a learner's direct interaction with language. We should judge whether a student use AI as a supporting growth or a replacing effort.
2. The next issue is exploring the human-AI interface while answering the question if there is regular, face-to-face interaction with native speakers or just interacting with a screen and measure the level of empathy development.
3. The mesosystem involves the relationship between a student's formal university training and informal social media usage.
4. Settings that affect the learner even if they aren't active participants, such as the tech industry's development encompasses in the exosystem.
5. The macrosystem is the outermost layer, representing the overarching cultural beliefs and ideologies, the drive for deep fluency drops.
6. The chronosystem represents the specific era where the instant translating technologies are at their peak. The historical shift from language-as-a-skill to language-as-an-identity-choice is being made.

While the incorporation of artificial intelligence into translator training has catalysed a paradigm shift in pedagogy, the accompanying psychological

implications of this digital transition have, thus far, received insufficient scholarly attention.

Researches stated that large language models (LLMs) such as GPT, DeepL, and Google Translate have achieved near-human performance across multiple language pairs, precipitating what terms the «post-editing paradigm» in professional translation [2].

We just remained that empathy and identity are two constructs that reinforce each other. In this way we can state that understanding others deeply can lead to internalising aspects of their culture. At the same time, when learners see themselves as connected to a culture, they become more empathetically attuned. There is a chain: greater empathy → stronger cultural identification → deeper learning → even greater empathy.

To sum up, in the era of instant translation, the value of foreign language learning is no longer grounded primarily in communicative necessity, but in its capacity to cultivate empathy and reshape cultural identity. These factors emerge as central psychological drivers, transforming language learning into a process of interpersonal connection and self-construction rather than mere linguistic competence.

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METHODOLOGICAL ASPECTS OF TEACHING ANGLOPHONE AUTHORS' SPECULATIVE FICTION IN FOREIGN LITERATURE COURSE

The relevance of studying speculative fiction in modern school is explained by several important factors. First of all, this genre matches the interests of today's students, who grow up in a world of technology, innovation, and rapid change. Speculative fiction is not only engaging, but it also helps students understand scientific progress, social changes, and possible future scenarios.

In addition, such works stimulate the development of imagination, as well as creative and critical thinking. Students learn to analyse alternative realities, compare them with the present, and make conclusions about moral, ethical, and social issues. This is especially important in the information society, where it is necessary to evaluate different points of view.

Another important aspect is the educational value of speculative fiction. Through images of the future or imaginary worlds, it raises questions about human responsibility for actions, interaction with nature, and the role of technology in society. Thus, studying speculative fiction helps form a well-rounded worldview and prepares students for the challenges of the modern world.

Speculative fiction is a literary genre in which writers present imagined, unreal, or conditionally possible events, phenomena, and worlds that go beyond ordinary human experience. At the core of this genre is artistic assumption – a deliberate move away from reality, which can be based on scientific ideas or on the author's imagination.

Unlike realistic literature, speculative fiction creates alternative models of reality, such as future societies, parallel worlds, unusual forms of life, or new technologies. At the same time, these fictional elements are not the main goal. They

serve as a way to better understand real problems, including scientific development, ethical dilemmas, social conflicts, and human nature.

As a literary meta-genre (according to O.Stuzhuk), speculative fiction has several main types: science fiction, which is based on imagined scientific and technological progress; fantasy, which uses elements of mythology and magic; dystopian fiction, which presents undesirable or dangerous social systems; and alternative history.

Thus, speculative fiction is not only a genre of entertainment, but also an important tool for understanding the world. It combines imagination, intellectual exploration, and social reflection.

Speculative fiction holds an important, though not always central, place in the school curriculum of world literature. It is included as one of the genres that helps diversify reading and make it closer to the interests of modern students.

In current curricula, works of speculative fiction are usually presented selectively – through certain authors and texts that have not only artistic, but also educational and moral value. These can include both classic examples of science fiction and works with elements of fantasy, dystopia, or alternative history. They are most often studied in middle and high school, when students are already able to think abstractly and analyse texts more deeply.

A key feature of speculative fiction in the curriculum is its interdisciplinary potential. It makes it possible to connect literature with history, natural sciences, and philosophy, which fits modern educational approaches, especially integrated learning.

At the same time, the share of speculative fiction in the curriculum is often limited, because it is necessary to cover a wide range of literary periods and movements. However, even in this format, it plays an important role – it engages students in reading, develops their imagination, and helps them understand complex issues of the modern world.

Thus, speculative fiction in the school curriculum serves as an effective tool for motivating students to read and for developing their key competences, complementing the traditional literary canon.

Speculative fiction has strong interdisciplinary potential. It is often connected with science, technology, history, and philosophy, which makes it possible to integrate knowledge from different fields and form a holistic view of the world. This is especially relevant in modern education, which focuses on a competence-based approach.

The educational value of this genre lies in its ability to explore complex moral and ethical issues. Through speculative plots, students consider questions of responsibility, freedom of choice, and the impact of technology on people and society. This helps to shape their system of values.

In addition, speculative fiction increases motivation to read, as it is engaging and relatable for most students. It helps involve even those who previously showed little interest in reading.

Thus, speculative fiction serves as an effective educational tool that combines cognitive, developmental, and educational functions, helping to form competent, thoughtful, and creative individuals.

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PEDAGOGICAL STRATEGIES FOR ADDRESSING LEARNING LOSSES IN WARTIME EDUCATION

The primary objective of contemporary education is to preserve the individual as a holistic person, capable of growth even under the most challenging conditions. The educational process develops a child's capacity to act, think, and influence the future. Besides, education during periods of armed conflicts serves a fundamental humanistic purpose by safeguarding human agency, and compensation for educational losses is achieved through systematic pedagogical mechanisms grounded in care, dignity, and psychological safety.

Educational losses encompass disruptions in the pace and quality of knowledge acquisition, diminished motivation to learn, and weakened intellectual and volitional self-regulation. Empirical research demonstrates that learning losses during summer breaks vary considerably among student groups, particularly by socio-economic status and academic ability. Evidence compiled by the Organisation for Economic Co-operation and Development highlights significant disparities in summer learning outcomes between children from different socio-economic backgrounds and between students with learning difficulties and those with higher academic achievement [4]. In wartime contexts, these effects are intensified by heightened anxiety, loss of basic security, and social instability. Even when technical access to educational resources is available, children may be unable to benefit from them effectively due to emotional exhaustion and a diminished sense of purpose in learning [3].

To evaluate learning losses in Ukraine in 2022, Simeon Djankov, Noam Angrist, Pinelopi Koujianou Goldberg, and Harry Anthony Patrinos utilized data from the Harmonised Learning Outcomes database [1]. Their analysis shows that, prior to the COVID-19 pandemic and the Russian invasion, Ukraine's educational performance was generally comparable to that of neighboring Eastern European

countries, including Bulgaria and Croatia. The wartime context in which the Ukrainian education system currently operates is prompting significant transformations in its content, forms, and objectives. Mass displacement, destruction of educational infrastructure, psychological trauma among children, and changes in the social environment have contributed to the emergence of educational gaps, characterized by discontinuities in knowledge acquisition, reduced motivation, and weakened cognitive resilience. This issue extends beyond pedagogy, raising philosophical questions about the value of education, its humanistic mission, and its role in shaping individual identity during periods of crisis [5].

These challenges are multifaceted, encompassing cognitive (impaired attention, memory, and concentration), emotional and motivational (apathy, loss of interest, emotional exhaustion), and social and communicative (isolation, difficulties interacting with peers and teachers) dimensions. A key aspect of the current situation is that educational losses stem from traumatic experiences, which impair children's ability to learn, engage in self-reflection, and interpret their experiences [2]. Neurobiologically, trauma alters brain function by suppressing activity in the prefrontal cortex, which governs learning and concentration, and maintaining a state of hypervigilance. During traumatic flashbacks, the brain's language centre (Broca's area) becomes inactive, resulting in silent terror. This phenomenon explains why children struggle to articulate their experiences and why logic and language-based learning become ineffective when emotional responses dominate. Prolonged stress further deactivates brain regions responsible for self-awareness as a protective mechanism against pain. This dissociation leads to depersonalization, causing children to lose connection with their bodies and needs, which directly contributes to apathy and diminished motivation to learn [6]. Experts think that cumulative learning losses in Ukraine may exceed one full academic year, resulting from the combined effects of prolonged pandemic-related disruptions and wartime conditions. The long-term consequences are expected to be considerable, potentially reducing future individual earnings by more than 10% annually [1].

Compensation for educational losses relies on systematic pedagogical mechanisms, including the following: ensuring psychological safety, as effective learning requires emotional stability and a predictable, supportive environment; fostering meaning-making by connecting learning materials to students' life experiences, thereby enhancing intrinsic motivation; providing flexible educational pathways through individualized learning, adaptive pacing, and opportunities for gradual catch-up to maintain students' confidence in their abilities; implementing a pedagogy of care and empathetic presence, where teachers act as supportive partners who help students sustain inner resilience; and developing self-regulation and stress resilience by incorporating practices that promote emotional stability, concentration, and self-reflection.

In summary, wartime conditions can intensify educational disruptions, resulting in learning loss, reduced motivation, and diminished cognitive and emotional resilience, all of which are further aggravated by trauma and ongoing instability. Empirical evidence indicates that, for instance, in Ukraine these losses may exceed one academic year, with significant long-term implications for individual development and future economic prospects. Addressing these challenges necessitates a humanistic, trauma-informed educational approach that prioritizes psychological safety, meaning-making, flexible learning pathways, and supportive relationships between teachers and students.

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THE HUMANISTIC DIMENSION OF UNIVERSITY INTERNATIONALISATION THROUGH ACADEMIC MOBILITY AND CULTURAL DIPLOMACY

The internationalisation of higher education in the 21st century is emerging not only as a tool for enhancing the competitiveness of higher education institutions, but also as a key factor in shaping globally responsible individuals. In the current context, its humanistic dimension takes on particular significance, emphasising the values of human-centredness, intercultural dialogue, academic solidarity and social responsibility. The relevance of this issue arises from the transformation of educational systems driven by globalisation, digitalisation, and crisis-related challenges — particularly those stemming from military conflict. This necessitates a conceptual shift, viewing internationalisation not merely as mobility or cooperation, but as a strategic space for personal development and the preservation of human dignity.

The issues of internationalisation and the humanisation of education are the focus of many contemporary scholars. In particular, J. Knight defines internationalisation as a multi-faceted international activity, namely the academic mobility of students and staff, international projects, partnerships, associations, international academic programmes and research initiatives, as well as the “delivery” of education to other countries through the latest technologies and mechanisms [1].

Researchers in the field of global higher education currently interpret the concept of internationalisation as a series of changes in the nature of higher education towards international activity, accompanied by a decline in the significance of national education systems (W. Taichler); the establishment of relations between states linked by a common goal, such as the formation of a single

educational space (B. Denman); the creation of government programmes based on the need to assist higher education institutions in making the most of the opportunities offered by globalisation (F. Altbach) [2].

The humanistic dimension of internationalisation is understood as the focus of universities' international activities on personal development, ensuring equal access to education, and fostering a culture of peace and mutual understanding. In the context of educational science, it is based on the principles of human-centredness, respect for cultural diversity, academic freedom, equal opportunities and ethical educational interaction. Unlike the instrumental approach, the humanistic approach emphasises the development of critical thinking, the fostering of global citizenship and personal development. International documents emphasise that internationalisation should contribute to the strengthening of peace, the development of democratic values and intercultural understanding. Thus, the humanistic dimension serves as the value foundation of internationalisation, defining its content and direction.

The humanistic dimension of internationalisation is realised through academic mobility as a tool for personal development via experiences of intercultural interaction, the development of adaptability, and the cultivation of emotional intelligence. The internationalisation of educational content involves the integration of global themes into curricula, the use of authentic materials, and the development of intercultural competence. The humanistic approach involves expanding access to international programmes, supporting vulnerable student groups and developing virtual mobility. Meanwhile, intercultural dialogue is fostered through joint educational projects, international teams and academic networks.

In today's context, the humanistic dimension is taking on new meanings – internationalisation is becoming a tool for supporting the education system, the role of digital mobility is expanding, and the importance of international solidarity is growing; it is precisely through humanistic internationalisation that we can help preserve academic potential, facilitate integration into the global education landscape, and enhance the institutional resilience of higher education institutions.

The humanistic dimension of internationalisation is a key factor in the transformation of modern higher education. It ensures a reorientation of universities' international activities from pragmatic goals towards personal development, the fostering of global responsibility, and the strengthening of intercultural dialogue. In the context of Ukrainian higher education, humanistic internationalisation serves as a vital resource for enhancing institutional resilience, preserving academic potential and fostering integration.

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DIGITAL TOOLS AND INTERACTIVE APPROACHES IN DEVELOPING STUDENTS' CRITICAL THINKING IN HISTORY EDUCATION

Modern history education is increasingly oriented toward the development of students' critical thinking skills rather than the simple memorization of historical facts. In the context of rapid digitalization and the growth of information flows, students must learn to analyze, interpret, and critically evaluate historical information. Therefore, the formation of critical thinking becomes a key component of historical competence and an essential objective of contemporary education [5].

One of the most effective ways to foster critical thinking is through the integration of digital tools into the history classroom. Digital technologies allow students to access a wide range of historical sources, including online archives, multimedia materials, and interactive maps. This access encourages independent inquiry and supports the development of analytical skills, as students must evaluate the reliability and relevance of various sources [3].

The use of digital platforms also facilitates the implementation of inquiry-based learning. Instead of passively receiving information, students engage in active exploration by formulating questions, conducting research, and presenting their findings. This approach promotes deeper understanding and enhances students' ability to construct evidence-based arguments [8].

Another important method is the use of interactive learning techniques, such as simulations, virtual historical reconstructions, and educational games. These tools allow students to immerse themselves in historical contexts and better understand the complexity of historical processes. For example, virtual simulations of diplomatic negotiations or political decision-making processes help students analyze historical events from multiple perspectives [6].

In addition, collaborative digital tools, such as online discussion forums and group projects, play a significant role in developing critical thinking. Through collaboration, students exchange ideas, debate different interpretations, and collectively construct knowledge. This process enhances their ability to argue logically and consider alternative viewpoints [2].

A key component of critical thinking development is the analysis of historical sources. Digital technologies significantly expand opportunities for source analysis by providing access to diverse materials, including primary documents, photographs, and audiovisual content. Students learn to identify the author's perspective, context, and purpose, as well as to assess the credibility of information [4].

Moreover, the integration of multimedia content into history lessons increases student engagement and motivation. Visual and interactive materials help students better understand abstract concepts and complex historical phenomena. This aligns with modern pedagogical approaches that emphasize student-centered learning and active participation [7].

The use of problem-based learning in a digital environment is also highly effective. Teachers can create problem scenarios using digital tools, encouraging students to investigate historical questions and propose solutions. This method develops analytical thinking and supports the formation of independent judgments [1].

An essential aspect of modern history education is the development of media literacy. In the digital age, students are constantly exposed to various interpretations of historical events, including misinformation and biased narratives. Therefore, teaching students to critically evaluate digital content is crucial for their intellectual development and civic competence [9].

Furthermore, interdisciplinary connections enhance the effectiveness of digital learning in history. Integrating history with subjects such as geography, literature, and civic education allows students to analyze historical phenomena from multiple

perspectives and understand their broader context. This approach contributes to a more comprehensive understanding of historical processes [10].

In conclusion, the integration of digital tools and interactive methods in history education significantly enhances the development of students' critical thinking. By engaging students in active learning, encouraging independent inquiry, and promoting the analysis of diverse sources, teachers can create an effective educational environment that meets the demands of the modern world. As a result, students not only acquire historical knowledge but also develop essential skills for navigating complex information landscapes and making informed decisions.

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PECULIARITIES OF FORMING STUDENTS' CIVIC COMPETENCE

In the context of the development of the democratic society, an urgent need is being formed to develop the civic competence of the person. Modern education has the task not only to transfer knowledge, but also to form an active, responsible citizen, capable of participating in public life, adhering to democratic principles and fulfilling civic duties. Because of this, the issue of forming civic competence of education seekers acquires special importance in pedagogical research and practice.

State regulations emphasize this as the ability of a person to exercise rights and obligations, to participate in social processes in accordance with the principles of democracy and the rule of law [2]. Scientists emphasize that this is a key task of modern education, since it is civic competence that prepares a person for responsible social interaction and an active civic position [3].

Thus, strengthening the role of civic education requires a deeper theoretical understanding of its essence, structure and methods of formation in the educational process.

In modern pedagogy, civic competence is defined as a key component of the formation of a person who is able to effectively interact with society and take an active part in public life. It includes a system of knowledge, values, attitudes and practical skills that ensure action in accordance with democratic principles and social norms.

By definition, civic competence involves awareness of human rights and freedoms, understanding of social processes and readiness to solve social problems. O. Pometun emphasizes that it is associated with the ability to exercise rights, fulfill obligations and responsibly treat the life of society [4]. At the same time, its formation is based on the integration of cognitive, value and activity aspects, which ensures the complexity of this phenomenon.

Thus, civic competence is an integrative characteristic that encompasses knowledge of democratic values, social processes, relevant beliefs and attitudes, as well as readiness for active social participation.

In the scientific research, civic competence is considered as a complex integrative formation that includes interrelated components that ensure the ability of an individual to effectively realize himself as an active member of society. Researchers emphasize that the structure of the civic competence combines knowledge, values, and practical skills that form the basis of an individual's civic behavior [1].

In particular, the structure of the civic competence distinguishes the cognitive, value-motivational, and activity components. The cognitive component includes knowledge about human rights, democratic principles, socio-political processes, and the functioning of the state. The value-motivational component is associated with the formation of a civic position, a responsible attitude towards society, respect for laws, and democratic values. The activity component involves the ability to apply acquired knowledge and beliefs in practical activities, participate in public life, and demonstrate social activity and responsibility [1].

Thus, civic competence has a multi-component structure in which knowledge, values and practical activities interact with each other and ensure the formation of an active civic position of the individual.

The formation of civic competence is a key task of modern education, since it is the educational process that provides the conditions for the development of an active civic position. Scientists emphasize that this competence is formed not only through the assimilation of theoretical knowledge, but also through practical activities, social interaction and participation in various forms of public activity.

A significant role is played by the educational environment, which should support democratic values, responsibility and tolerance [3]. Effective methods are active learning, collective activity, as well as involving students in social projects and public initiatives. The role of teachers who form a conscious attitude towards society and responsibility for their own actions is also important.

Thus, the formation of civic competence is a complex and long-term process that integrates educational, educational and social activities for the development of a conscious, responsible citizen.

So, civic competence is a key element of personal development in the modern democratic society. It is interpreted as an integrative quality that combines knowledge about social processes and democratic values, relevant beliefs and readiness for active participation in public life. In scientific discourse, civic competence is defined as a set of knowledge, values and practical skills necessary for responsible interaction of an individual with society.

Civic competence structure includes cognitive, value-motivational and activity components that interact and form an active civic position. The process of its formation is long and complex, takes place within the educational environment using different methods, tools and techniques.

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THE DEVELOPMENT OF UPPER SECONDARY SCHOOL STUDENTS ' CRITICAL THINKING AS A PEDAGOGICAL PROBLEM

The development of critical thinking in upper secondary school students is one of the key challenges in modern education. In today's world, students need not only knowledge but also the ability to analyse information, make decisions, and solve problems independently. Therefore, critical thinking becomes an essential skill for successful learning and future life.

Critical thinking can be defined as the ability to think clearly, logically, and independently. It includes such as analysing facts, evaluating arguments, and forming reasoned opinions. However, many students at the upper secondary level still struggle with these skills. They often rely on memorisation instead of understanding and rarely question the information they receive.

According to O.Pometun, critical thinking is a special way of thinking that includes activity, purposefulness, independence, consistency, and reflection [2]. A group of authors led by O. Labenko concludes that this type of thinking means that during the learning process a person is able to identify problems, analyse information, combine ideas from different sources, predict different solutions and evaluate them, choose the best way to solve a task or form their own position, express their opinions with arguments, make conscious choices, and act accordingly [1].

One of the main pedagogical problems is that traditional teaching methods do not always support the development of critical thinking. Teachers often focus on delivering information rather than encouraging students to discuss, analyse, and reflect. As a result, students become passive learners. To solve this problem, educators need to use more interactive and student-centred approaches. For example,

discussions, debates, project-based learning, and problem-solving tasks can help students develop critical thinking skills. These methods encourage students to express their opinions, ask questions, and consider different perspectives. Researchers suggest that problem-based learning can improve students' critical thinking skills and enhance the learning process.

Another important factor is the role of the teacher. Teachers should act as facilitators rather than just sources of knowledge. They need to create a supportive environment where students feel comfortable sharing ideas and making mistakes. It is also important to teach students how to evaluate information, especially in the digital age, where misinformation is common.

In conclusion, the development of critical thinking in upper secondary school students is a significant pedagogical issue. It requires changes in teaching methods, teacher roles, and the overall learning environment. By focusing on these aspects, education systems can better prepare students for the challenges of the modern world.

The connection between the development of critical thinking and the methodology of teaching literature is direct and very close. Literature as a school subject naturally creates conditions for developing analytical and reflective thinking because it involves interpreting texts, characters, and ideas.

First, studying Ukrainian and world literature includes not only reading but also understanding the content. Students analyze the plot, characters, the author's position, and the historical context. This helps develop such critical thinking skills as analysis, comparison, and evaluation.

Second, the teaching methodology directly influences the level of these skills. A traditional approach that focuses on retelling the text limits students' opportunities. In contrast, modern methods such as discussions, problem-based questions, debates, and text interpretation encourage students to think independently, form their own opinions, and support them with arguments.

Third, an integrated literature course (combining Ukrainian and world literature) provides additional opportunities for developing critical thinking.

Students can compare works from different cultures, find similarities and differences, and analyse the influence of historical and social factors. This helps them better understand texts and see problems from different perspectives.

Open-ended questions also play an important role. For example, instead of asking “What did the author want to say?”, it is more effective to ask “Do you agree with the author’s position? Why?”. Such tasks help students learn to argue and evaluate information.

In conclusion, the methodology of teaching literature is an important tool for developing critical thinking. The use of interactive and problem-based approaches helps turn literature lessons into a process of active thinking, analysis, and creative interpretation.

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ENGLISH PUBLICATION TEXTS AS A MEANS OF FORMING FOREIGN LANGUAGE COMPETENCE IN MONOLOGICAL SPEECH

In the current conditions of Ukraine's integration into the global educational and information space, the issue of forming foreign language communicative competence of students of secondary education institutions is of particular relevance. One of the important components of this competence is monological speech, which involves the ability of students to logically, consistently and reasonably express their own thoughts in a foreign language. In this context, the use of authentic materials, in particular English-language publicistic texts, plays a significant role. Therefore, one of such means is the use of English-language publicistic texts in the learning process. They reflect the current problems of modern society, contain authentic language material and stimulate students to express their own thoughts. However, in practice, we see that students often experience difficulties in constructing detailed statements in English, which necessitates the search for effective teaching tools and methods [1;23].

Publicistic texts occupy a special place in teaching foreign languages, as they reflect current social, cultural and political events in the modern world. Such texts belong to the functional style of speech, the main purpose of which is to inform, influence public opinion and form a certain attitude to socially important events. Genres of journalism include articles, interviews, reports, analytical reviews, comments, essays, news, etc. Publicistic texts are informational and analytical in nature, contain arguments, evaluative judgments and various linguistic means of influencing the reader. Therefore, it is these features that make them an effective means of developing a student's monologue speech.

English-language publicistic texts are characterized by logical structure, clear

presentation of facts, argumentation, emotional richness and relevance of the topic [2;35]. In my opinion, these features make them effective material for teaching foreign language speech, in particular monologue. English-language journalistic texts contribute to the formation of speech skills due to their content richness and communicative orientation. Working with such texts helps students expand their vocabulary, master new grammatical structures, and develop skills in analysing and interpreting information. In addition, such texts stimulate students to express their own opinions, argue and form critical thinking, because students learn to evaluate information, compare different points of view and formulate their own position. The use of English-language journalistic texts in the educational process has significant didactic potential. First, they contribute to the expansion of students' vocabulary, as they contain modern vocabulary and phraseological units. Second, working with such texts helps to form skills in analyzing information, highlighting the main idea and arguments [4;12]. The cultural aspect is also important: through journalistic materials, students get acquainted with the social, cultural and political realities of English-speaking countries.

In my opinion, reading English-language journalistic texts plays an important role in the formation of monologue speech. Based on what I have read, students can perform various types of speech activities, including retelling, analysing, commenting or expressing their own opinion on the problem raised.

In the process of working with the text, students learn to structure information, determine the main idea, highlight key arguments and logically build their own statement. This contributes to the formation of skills to build detailed monologue messages in English.

The effectiveness of using journalistic texts largely depends on properly organized work with them. Among the most common methodological techniques are:

- determining the topic and main idea of the text;
- drawing up a plan for what has been read;
- selecting key words and phrases;

- preparation of a short oral message based on the content of the text;
- expression of one's own opinion on the problem raised in the text;
- creation of a mini-report or presentation.

In my opinion, such tasks stimulate students to actively use language material, develop the ability to argue one's position and form the skills of logical construction of a monologue statement.

An important aspect of using journalistic texts is their ability to create conditions for the development of various types of monologue speech. In particular, on the basis of the read text, students can perform the following types of speech activity:

1. Informative monologue (retelling the content of the text).
2. Descriptive monologue (characterization of events or phenomena).
3. Monologue-reflection (expression of one's own attitude to the problem).
4. Monologue-argumentation (substantiation of one's own position).

Systematic work with English-language journalistic texts contributes to the formation of students' foreign language competence, in particular its speech, lexical and socio-cultural components. Students acquire the skills to independently formulate thoughts, logically structure statements, use various language tools for argumentation and explanation.

In addition, journalistic texts increase motivation to learn English, as they are related to real events and modern problems of society.

Therefore, the use of English-language journalistic texts in the process of learning a foreign language is an effective means of forming foreign language competence in students' monologue speech. Their use in the learning process contributes to the development of speech skills, expansion of vocabulary, formation of critical thinking and increased interest in learning English. Therefore, it is advisable to systematically include journalistic texts in the content of teaching a foreign language in senior grades of secondary education institutions.

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THE CULTUROLOGICAL AND SOCIOLINGUISTIC POTENTIAL OF AN INTEGRATED LESSON IN FOREIGN LITERATURE AND ENGLISH LANGUAGE

The contemporary paradigm of education increasingly prioritizes the integration of disciplines as a means of fostering holistic student development [2]. In the context of Ukrainian secondary and higher education, the integration of Foreign Literature and English Language instruction presents a particularly promising pedagogical approach. This study investigates the culturological and sociolinguistic potential embedded within integrated lessons that simultaneously address literary analysis and language acquisition, exploring how such lessons may enrich students' intercultural competence and broaden their sociolinguistic awareness.

The relevance of this research stems from the growing need for interdisciplinary approaches in modern pedagogy, as well as from the increasing role of English as a global language of intercultural communication. Foreign literary texts serve not only as tools for language acquisition but also as carriers of cultural meanings, values, and social norms, which aligns with the principles of intercultural communicative competence [1]. Sociolinguistic perspectives further highlight the importance of understanding language in its social context, including variation, identity, and discourse practice. Accordingly, the integrated lesson emerges as a unique pedagogical space where language and culture intersect organically.

The study aims to define and analyse the culturological and sociolinguistic potential of integrated lessons in Foreign Literature and English Language, and to identify effective methodological strategies for realising this potential in educational practice. The objectives include: examining theoretical foundations of culturological and sociolinguistic approaches in foreign language education; describing the

structure and content of the integrated lesson as a pedagogical form; analysing the role of literary texts as culturological and sociolinguistic material; and developing practical recommendations for teachers.

The theoretical framework of the study is grounded in culturological and sociolinguistic approaches, which emphasize the interdependence of language, culture, and communication [3]. Culturology, as an interdisciplinary science studying cultural phenomena and their influence on human communication, provides a conceptual basis for understanding how literary texts reflect and shape cultural identity. Sociolinguistics, in turn, examines the relationship between language use and social context, offering tools for analysing how language variation, register, dialect, and social roles are represented in literary discourse. These perspectives are particularly relevant in integrated lessons, where literary discourse becomes a medium for analysing both linguistic structures and cultural representations.

The research employs a set of complementary methods: theoretical analysis and synthesis of scholarly literature, comparative analysis of curricula and syllabi, pedagogical observation, and descriptive modelling of integrated lesson structures. Special attention is paid to the selection criteria for literary texts to be used in integrated lessons, including cultural representativeness, linguistic accessibility, thematic relevance, and potential for cross-curricular dialogue.

The study demonstrates that the integrated lesson in Foreign Literature and English Language possesses significant culturological potential, manifested through students' engagement with culturally coded language, literary allusions, symbolic imagery, and historically embedded narrative structures. Authentic literary texts expose learners to a variety of cultural models, enabling them to develop cultural empathy and critical intercultural awareness. Furthermore, the sociolinguistic dimension of such lessons allows students to observe and analyse real-life language use within fictional social contexts – including forms of address, conversational implicature, code-switching, and social identity construction through speech.

From a practical standpoint, the research proposes a model of the integrated lesson that incorporates three interconnected stages: pre-reading (activation of cultural and linguistic background knowledge), reading and analysis (close textual work with culturological and sociolinguistic commentary), and post-reading (creative production and reflective tasks). This model is designed to be adaptable to various educational levels and diverse literary texts, ranging from classical British and American prose to contemporary world literature available in English.

The conclusions of the study affirm that the integration of Foreign Literature and English Language instruction, when purposefully designed to activate culturological and sociolinguistic content, substantially enriches the educational process. Such lessons not only improve students' language proficiency but also foster their capacity for intercultural dialogue, critical thinking, and aesthetic appreciation of literature. The implementation of the proposed methodological approach contributes to the humanisation of language education and aligns with the contemporary communicative and competence-based standards of the New Ukrainian School.

The findings of this study may be of practical value to teachers of English and Foreign Literature at secondary and higher educational institutions, as well as to methodologists and curriculum developers engaged in designing interdisciplinary educational programmes.

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LANGUAGE TOURISM: LEARNING A FOREIGN LANGUAGE AS A TRAVEL MOTIVATION

Every year, millions of people cross borders not only to rest or explore new landscapes, but to do something more deliberate: to learn a language in the country where it is spoken. This practice, known as language tourism, sits at the crossroads of education and travel. In a world where foreign language competence is tied to professional opportunity and intercultural understanding, the question of what motivates people to combine travel with language study has real consequences for tourism policy, language education, and destination development. Yet despite its practical importance, language tourism remains undertheorized in both tourism studies and applied linguistics.

Language tourism refers to a tourist activity undertaken by travellers who take a trip that includes at least an overnight stay outside their usual place of residence, and for whom language learning is a primary or secondary part of the trip (Iglesias, 2016). This definition is broad. It covers the teenage student at a summer school in Malta, the professional on a business English course in Dublin, and the retired adult at a Spanish immersion program in Barcelona.

What makes language tourism distinctive is the *dual identity* of its participants. They are simultaneously tourists and learners. They consume services from the tourism industry – accommodation, transport, leisure – while they also pursue an educational objective. Iglesias (2016) describes this through a market system with two sides: *demand*, which includes the demographics, motivations, and perceptions of language tourists; and *supply*, which consists of the language learning component, the travel component, and the structures that connect them.

The language learning component is not limited to a formal course. It also includes what Iglesias (2016) calls “language learning complements”: excursions, cultural visits, and social events that create exposure to the target language outside the classroom. These complements are increasingly central to the value of language tourism products, as travellers expect full experiences rather than purely academic instruction.

To understand why people travel for language learning, it is necessary to examine what drives them. Research on language learning motivation distinguishes between *intrinsic motivation*, which comes from within the individual, and *extrinsic motivation*, which is driven by external rewards or pressures (Naumciuk, 2023). For language tourists, both types are present and often intertwine.

A survey conducted in Lithuania found that 86% of adult language learners cited a genuine desire to learn as their primary inspiration, while 53% named travel as a key motivating factor (Naumciuk, 2023). This places travel second only to the intrinsic love of learning as a driver of language study. *Instrumental motivations* – career advancement and professional opportunity – were also prominent, which suggests that language tourism serves practical as well as personal goals.

Iglesias (2016) applies *self-determination theory* to the language tourist context and identifies several motivation types. On the intrinsic side: knowledge orientation, where satisfaction comes from curiosity; accomplishment orientation, where pleasure comes from mastering a skill; and stimulation orientation, where the appeal lies in the aesthetic qualities of the language itself. On the extrinsic side, they describe a spectrum from external regulation to integrated regulation, where the learner sees the language as part of their identity as a traveller or global citizen.

This last category is particularly relevant. A person who travels to learn a language does not merely want to pass a test. The destination itself becomes part of the motivation. The choice to learn French in France, or Portuguese in Lisbon, is not only logistic – it is symbolic.

Language tourism is not only educational. It is also potentially transformational. Iglesias (2014) argues that study abroad programs can affect learners at multiple levels: linguistic, psychological, and intercultural.

At the linguistic level, immersion in a native-speaker environment accelerates communicative competence in ways classroom instruction at home cannot replicate. At the psychological level, navigation through a foreign culture and the formation of new social connections can alter a learner's self-perception and confidence. At the intercultural level, contact with a host community can shift attitudes toward otherness – though this is not automatic. Drawing on Berry's acculturation framework, Iglesias (2014) notes that language tourists may respond to cultural contact through integration, assimilation, separation, or marginalization, and only some of these lead to genuine intercultural growth.

The transformational potential also depends on the profile of the travellers. Age, personality traits such as openness and risk tolerance, and the social dynamics of the travel party all influence how much a person invests and gains (Iglesias, 2014). A junior traveller at a summer camp has a very different experience from a senior professional at an executive language course, even if both are technically language tourists.

The profile of the language tourist shifts with the demographics of the travel market. Generation Z – those born between 1997 and 2012 – now represents a growing and influential segment of global tourism, with travel behaviour that differs from previous generations in important ways.

According to Popşa (2024), Generation Z travellers are motivated by the desire to experience different cultures, meet new people, and develop new skills. A survey cited in this study found that 44% of Gen Z travellers planned trips specifically to learn about different cultures, and 30% intended to attend cultural events. These motivations align directly with the core rationale of language tourism.

Generation Z also approaches travel through digital channels. They research online, book on mobile platforms, and share experiences on social media (Popşa,

2024). For language tourism providers, digital visibility and authentic presentation are not optional – they are conditions for relevance.

Language tourism occupies a unique position in contemporary travel. It is driven by a specific motivation: the desire to learn a language through direct immersion in the culture where it lives. This motivation is both intrinsic – rooted in curiosity and love of learning – and extrinsic, tied to professional goals and global communication.

The field has a solid theoretical base at the level of market structure and learner demographics, and the transformational dimension of language travel is documented across linguistic, psychological, and intercultural domains. Empirical evidence confirms that travel is a primary motivator for adult language learners, and the rise of Generation Z adds urgency to questions about how language tourism products are designed and communicated. For practitioners, the central challenge remains the same: to design experiences that are not a course, not a holiday, but genuinely both.

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DEVELOPING INTERCULTURAL COMPETENCE THROUGH LINGUISTIC MANIFESTATIONS OF GENDER IN FOREIGN LANGUAGE CLASSROOMS

Language nowadays is not viewed merely as a static system of grammatical rules, but as a dynamic reflection of evolving social values. As societies strive for inclusivity, gender-fair language has emerged as a crucial component of linguistic proficiency. For secondary school students, mastering a foreign language involves more than lexical memorization; it requires navigating the complex cultural codes embedded in gender-marked vocabulary. This is particularly challenging in the context of learning English and German, as these two languages have adopted fundamentally different linguistic strategies to achieve gender balance, each carrying unique implications for intercultural communication.

The divergent paths of English and German reflect a deep-seated difference in how gender equality is conceptualized through speech. English, as a language with minimal grammatical gender, has moved steadily toward the strategy of neutralization. This trend manifests in the systematic replacement of gendered terms with epicene, or neutral, equivalents. Words like “*fireman*” or “*stewardess*” have largely vanished from professional discourse, superseded by “*firefighter*” and “*flight attendant*” [4]. The process of making gender “invisible” is further reinforced by the widespread adoption of the singular “*they*”, a pragmatic tool that allows speakers to avoid binary gender assumptions.

Conversely, the German language, characterized by a rich morphological system, has embraced the strategy of visibility, often referred to as feminization. German pedagogy now actively deconstructs the traditional “Generic Masculine” (Generisches Maskulinum), which historically used male forms to represent all

people. Instead of neutralizing gender, German emphasizes it through explicit suffixes (e.g., *Lehrer* becoming *Lehrerin*) and modern orthographic innovations like the Gendersternchen (*) [2]. This approach ensures that women and non-binary individuals are linguistically visible, creating a stark contrast to the English model of neutrality.

These linguistic differences are not merely academic. They have profound implications for the development of intercultural communicative competence. When students fail to grasp these nuances, they risk experiencing pragmatic failure. It is a breakdown in communication where the speaker's intent is misunderstood due to sociolinguistic inappropriateness [3]. For instance, a student who uses outdated terms like "*Fräulein*" in a German-speaking environment or insists on gendered suffixes in an English-speaking office may be perceived as culturally insensitive or biased. Such lapses hinder the ability to build rapport in a multicultural setting, as the choice of words directly signals one's awareness of modern social norms.

Furthermore, the psychological impact of these lexical choices cannot be overlooked. The way gender is encoded in a language significantly shapes the mental representations students form [1]. While English neutral terms tend to foster more diverse mental imagery, the German masculine often forms trigger a male bias in the listener's mind. Therefore, the role of the foreign language teacher is to act as a cultural mediator, helping students understand that using gender-fair lexis is a deliberate act of respect and accuracy.

To bridge this gap in the classroom, methodological approaches must evolve beyond traditional vocabulary lists. Students should be encouraged to engage in contrastive analysis, comparing job advertisements or news snippets from English and German sources to see how gender is represented in real-time. By integrating authentic materials, such as the UNESCO guidelines on gender-neutral language, educators can foster a sense of critical media literacy.

Summing up, the goal of teaching gender-marked vocabulary in EFL and GFL is to equip students with the tools to navigate a world where identity and language are inextricably linked. By understanding the neutralization of English and the

visibility of German, learners do more than expand their vocabulary; they develop the sociolinguistic flexibility required for effective and respectful intercultural dialogue. In the modern era, true communicative competence is defined by the ability to acknowledge and respect the identity of the interlocutor through conscious and informed language use.

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METHODOLOGICAL ASPECTS OF TEACHING MODERNIST PROSE IN SECONDARY SCHOOL WORLD LITERATURE CLASSES

The teaching of early 20th-century modernist prose in foreign literature course is an important part of modern education. Modernist literature is often difficult for students because it is different from traditional storytelling. It usually has a non-linear structure, fragmented narration, and a strong focus on characters' thoughts and feelings. Because of this, students need special teaching methods to understand these texts better.

Modernist prose often deals with themes such as identity, memory, loneliness, and the complexity of human consciousness. Understanding this context helps students see why modernist writers use unusual narrative forms.

First of all, it is important to introduce students to the historical and cultural background of modernism. This literary movement appeared in the early 20th century, during a time of rapid social, political, and technological change. Writers began to question traditional values and looked for new ways to describe reality. As a result, modernist prose often explores themes such as identity, memory, loneliness, and the complexity of human consciousness. Understanding this background helps students see why modernist texts are written in such an unusual way.

In terms of teaching methods, close reading plays a key role. This method allows students to analyse texts step by step, focusing on language, symbols, and structure. It helps them better understand difficult passages and develop deeper reading skills. In addition, group discussion is very useful, because modernist texts often have more than one possible interpretation. By sharing their ideas, students learn to think critically and consider different perspectives.

Furthermore, comparative analysis can make learning more effective. When students compare modernist literature with realist texts from the 19th century, they can clearly see how narrative techniques and themes have changed. This comparison helps them understand modernism as a reaction to earlier literary traditions.

Another important aspect is the interdisciplinary approach. Modernist prose is closely connected with other forms of art, such as painting, music, and philosophy. For example, the fragmented structure of modernist texts can be compared to cubist painting or experimental music. These connections make literature more accessible and help students understand modernism in a broader cultural context.

It is also important to focus on the development of students' analytical skills. Because modernist texts are often complex, teachers should guide students with clear questions and structured tasks. Creative activities, such as rewriting a scene from another character's point of view, can also help students understand the text more deeply and develop their imagination.

Overall, the teaching of modernist prose requires a combination of contextual knowledge, interactive methods, and analytical approaches. Close reading, discussion, comparison, and interdisciplinary connections all contribute to better understanding. As a result, students not only learn to interpret complex literary texts, but also develop critical thinking, creativity, and communication skills.

Furthermore, comparative analysis is also a useful method. Students can compare modernist prose with realist literature of the 19th century. While realist novels usually have a clear plot and detailed description of society, modernist texts focus more on subjective experience and inner reality. This comparison helps students understand how literature changed at the beginning of the 20th century.

Another important methodological aspect is the interdisciplinary approach. Modernist literature is closely connected with other forms of art and intellectual movements. For example, fragmentation in literature can be compared to cubism in painting (Picasso) or experimental techniques in music (Stravinsky). In philosophy, ideas from Freud and his theory of the unconscious also influenced modernist

writers. These connections help students see modernism as a broad cultural phenomenon, not only a literary style.

Students need a basic historical and cultural context. Early modernism developed at the beginning of the 20th century, during a time of rapid change and crisis of traditional values. Writers searched for new ways to represent reality. For example, in James Joyce's *Dubliners* the focus is on everyday life, but the key idea is "epiphany," a moment of sudden understanding. In Virginia Woolf's *Mrs Dalloway*, time is not linear, and the story shows the flow of thoughts during one day. In Franz Kafka's *The Metamorphosis*, the unusual event (Gregor's transformation) can be read as a symbol of isolation. Using several texts helps students see that modernism has different forms.

It is also important to develop students' analytical and interpretative skills. Because modernist texts are often complex, teachers should use guided questions such as: "Whose perspective is presented here?", "How does time function in this passage?", or "What emotions are expressed indirectly?" Such questions help students analyse texts step by step. In addition, creative tasks can be very effective. For example, students may rewrite a passage from another character's perspective or create a diary entry for a literary character. These tasks increase engagement and understanding.

Finally, modern technology can also support teaching modernist prose. Digital tools such as interactive timelines, online annotations, and multimedia presentations can help students visualise complex narrative structures. Watching short film adaptations of modernist works or comparing texts with visual art can also make learning more engaging.

The teaching of early 20th-century modernist prose requires a combination of historical context, interactive methods, comparative analysis, and interdisciplinary connections. Close reading, discussion, and creative tasks help students better understand complex literary forms. As a result, learners not only interpret modernist texts more effectively but also develop critical thinking, creativity, and cultural awareness.

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THE USE OF MOBILE APPLICATIONS AS A TOOL FOR DEVELOPING LANGUAGE SKILLS OF SENIOR SCHOOL STUDENTS

The fast growth of mobile technologies in everyday practice provided new possibilities for foreign language instruction. The young people, especially those who study English language according to the profile curriculum, use various Internet resources on smartphones and tablets more and more frequently nowadays. Therefore, the employment of mobile technologies as means of teaching becomes a logical step to ensure the effective interaction between the tutor and students during lessons. In the context of Morska Grade 11 English textbook (profile level), the application of mobile technologies as instruments of teaching is one of the key issues that should be analyzed. In this paper, the author proposes theses for further analysis of master's research dedicated to the role of mobile technologies in acquiring foreign language skills of listening, speaking, reading, and writing among Grade 11 students.

The usage of mobile technologies in teaching foreign languages is associated with such a term as Mobile-Assisted Language Learning (MALL). It is a separate trend of Computer-Assisted Language Learning (CALL) based on specific features of portable devices, including ubiquitous accessibility, multimodality, personalization, and possibility of situational language practice.

The work carried out by Kukulska-Hulme and Traxler confirmed that mobility or being able to learn across various environments was the key affordance that separated MALL from previous uses of technology [2]. The connectivist theory further provides the theoretical background for viewing MALL in relation to networked knowledge systems and the importance of navigation and evaluation in digital learning [1]. These theoretical foundations directly inform the lesson design

principles applied within the L.Morska Grade 11 profile curriculum, where mobile applications are not just information carriers, but also communication tools [3].

In today's modern age of digital education, the acquisition of the basic four skills namely Listening, Speaking, Reading, and Writing takes place through specially designed applications using Artificial Intelligence, Cloud Computing and Adaptive Learning algorithms.

There are a number of platforms like TED Talks, BBC Learning English, and Elsa Speak which offer authentic listening resources at various proficiency levels for senior school learners. Applications such as Edpuzzle help to assess listening skills through comprehension questions and familiarize students with comprehending long stretches of conversation. Profile learners get exposure to academic and journalistic listening passages for developing inference making listening skills.

Pronunciation and voice-activated AI assistant apps, such as Pronounce and SpeakingPal, provide students with low-risk practice opportunities that mitigate their anxiety when performing speaking exercises in class. Flipgrid enables asynchronous speaking activities in which learners gain competence in terms of fluency, intonation, and discourse management. Product reviews, structured debate activities, and mock interviews are some of the task types that correspond with communicative goals in the Morska Grade 11 course.

Newsela and ReadWorks allow access to authentic and leveled texts that promote the development of advanced textual competences through comprehension activities that follow Bloom's taxonomy. In addition, digital annotation tools help foster metacognitive skills that are crucial for performing well on the exam level of the profile. Reading becomes a more engaging activity within a multimodal context where text is supplemented by infographics and other multimedia elements.

Collaborative digital writing tools like Google Docs allows for the effective implementation of process-writing strategies, including asynchronous peer review, joint document history tracking, and simultaneous document editing. Feedback systems based on artificial intelligence offer instant recommendations on improving vocabulary choice, text coherence, and grammar. Digital portfolio tools assist in

collecting writing samples throughout the academic year, allowing learners and teachers to evaluate progress towards profile-level language targets. Genre-specific writing assignments - opinions, arguments, and analyses - are instrumental in preparing profile-level students for long-form written assessments in external tests [1].

The incorporation of mobile applications in the teaching of profile-level English results in a broad range of pedagogical advantages. Increased learner engagement stems from the correspondence between instructional materials and students' daily digital activities. Learner personalisation due to adaptive features guarantees an adequate level of instructional challenge for both top-performing and less proficient learners in a diverse classroom setting. Instantaneous feedback generated by automated systems facilitates prompt error detection and reflection. The acquisition of digital literacy competencies as a collateral benefit of mobile-supported language training provides yet another important pedagogical outcome.

In spite of numerous benefits, there are certain barriers for integrating MALL into Ukrainian secondary school settings. Inequalities in the availability of devices among different socio-economic groups may create a situation where MALL reproduces educational inequities instead of improving them, so other options must be considered. Issues regarding distraction caused by students using mobile devices at once as a source of entertainment and as a channel for communication need to be handled through specific classroom management practices and training in self-regulation. Issues related to plagiarism become more urgent due to easy access to AI-written texts, so the assessment should focus on the process itself rather than on the final result.

However, the master's research on which this thesis is based involves the application of mixed-methods design using pre-test and post-test methods for testing language proficiency development combined with qualitative analysis of classroom interaction and self-reporting from students. Within the Morska Grade 11 profile syllabus, an innovative model of teaching involving three phases of a mobile-assisted language learning approach has been devised and implemented within the

span of six weeks. First, there is the pre-activity phase where learners are involved in vocabulary building and schema activation using Quizlet. Second, there is the main activity phase where they are involved in text work and task completion within the language usage activities through digital annotation and Google Forms quizzes. Third, there is the post-activity phase, where they play games to revise vocabulary knowledge using Kahoot. Findings have revealed improvement in test scores and language tasks' accuracy [3].

The strategic inclusion of mobile learning apps into teaching English at the senior school level emerges as a methodologically robust and scientifically verified solution to the enhancement of linguistic proficiency among profile learners. MALL promotes practical, individualised, and socially contextualised language acquisition in all areas of competence, while also fostering digital literacy skills required for modern educational and occupational landscapes. The obstacles such as unequal access, distraction prevention, academic honesty, and test validity are genuine yet solvable with research-based pedagogy. This study, based on ongoing master's degree research in Ukraine, demonstrates the practical feasibility of MALL-informed pedagogy in the Grade 11 English profile program at Morska Secondary School.

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SECTION FOUR. INNOVATIONS IN NATURAL SCIENCES AND METHODS OF TEACHING

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VISUALISATION OF GEOMETRIC TRANSFORMATIONS OF FUNCTION GRAPHS ALONG THE X-AXIS USING GEOGEBRA

Developing strong skills in constructing function graphs through geometric transformations is one of the key objectives of the school mathematics curriculum. Although the basic transformation algorithms are introduced in secondary school, practice shows that high school students encounter significant difficulties when applying this knowledge to new types of functions.

It is often difficult for students to intuitively understand why adding the parameter a to the argument of the function $y = f(x + a)$ shifts the graph to the left or right, or how the coefficient k in the function $y = f(kx)$ affects the compression or stretching of the graph. Traditional static teaching aids (textbooks, blackboards) do not allow the dynamics of these changes to be demonstrated [3].

The aim of this work is to demonstrate a method of using the dynamic environment GeoGebra to visualise the parallel translation, compression and stretching of function graphs along the x-axis.

The use of GeoGebra software allows the principle of visualisation to be implemented at a qualitatively new level.

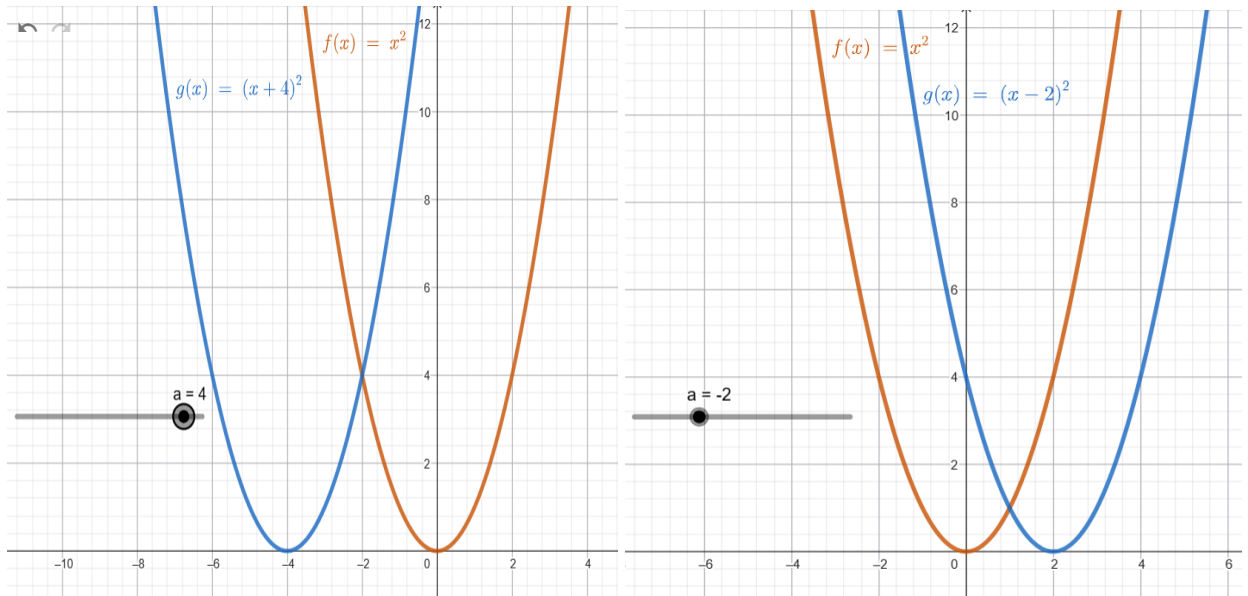
This transforms abstract mathematical rules into understandable visual images, which contributes to a deeper understanding of the material [2].

Study of parallel translation

To study transformations of the form $y = f(x + a)$, the most effective tool to use is the Slider. It is advisable to choose the quadratic function $f(x) = x^2$ as

the base function, since the presence of a clearly defined vertex of the parabola allows you to see the direction of the shift accurately, which is very important for understanding the essence of the transformation.

The method consists of creating a base graph (static) $f(x) = x^2$ and a dynamic graph $g(x) = f(x + a)$, which depends on parameter a .



As can be seen in the images, using a dynamic slider allows the student to instantly see the result of changing the parameter. By experimenting with the sign of the parameter a in the expression $f(x + a)$ students come to the conclusion that adding a positive number shifts the graph in the negative direction of the x-axis (to the left), while adding a negative number shifts it in the positive direction (to the right).

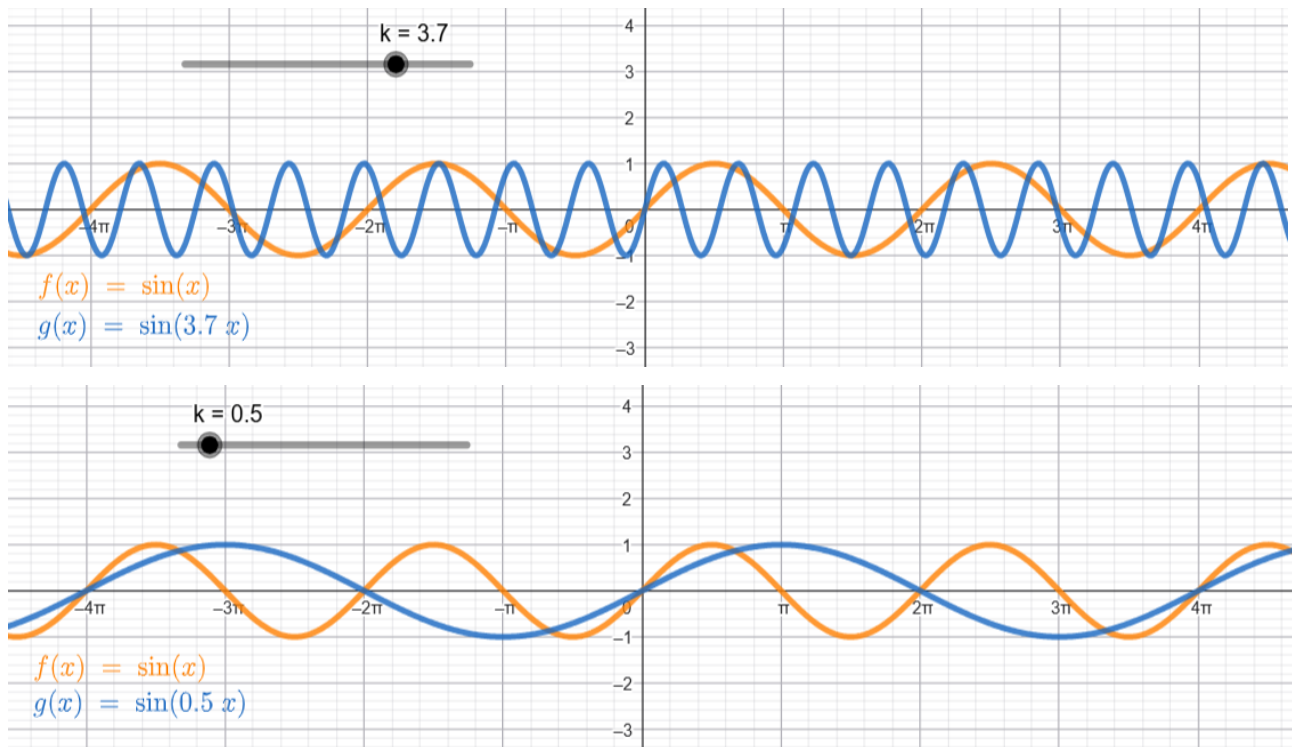
This interactive approach forms a stable association between the analytical notation and the geometric position [4].

Visualisation of compression and stretching

The transformation of the form $y = f(kx)$ is best demonstrated using trigonometric functions, since for them the change in scale along the abscissa axis is most visually apparent.

Consider the function $g(x) = \sin(kx)$. To clearly see the change in period, it is worth setting the x-axis in radians, setting the grid step to π . By changing the

coefficient k (for the study, let's take $k > 0$), students can observe the 'spring' effect.



These images illustrate that as the coefficient k increases ($k > 1$), the graph compresses along the x-axis (the period of the function decreases), and as it decreases ($0 < k < 1$), it stretches (the period of the function increases).

This approach allows students to clearly understand the inverse relationship between the value of the coefficient at the argument and the period of the function. GeoGebra allows you to overlay several graphs on top of each other for comparison, which develops students' analytical and research skills [1].

Thus, using GeoGebra to visualize geometric transformations of function graphs along the x-axis is a powerful tool for developing students' research skills.

The interactivity of the process allows you to overcome formalism in knowledge and turn an algebra lesson into a research laboratory.

This not only improves the understanding of mathematical concepts, but also develops the digital competence of high school students [5].

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THE INFLUENCE OF ANXIETY ON STUDENTS' ACHIEVEMENT IN ALGEBRA

The problem of anxiety is one of the most urgent issues in modern pedagogical and psychological science, as it directly affects both the quality of knowledge acquisition and the personal development of students. This is especially relevant in learning algebra, which requires concentration, logical thinking, and self-confidence. Emotional tension and fear of making mistakes often hinder effective problem solving, lowering the performance of even well-prepared students [1].

In psychological research, anxiety is defined as an emotional state that arises in response to a subjectively perceived threat [5]. According to the classical model proposed by C. Spielberger, two types of anxiety are distinguished: state (temporary) and trait (stable) anxiety [5].

Ukrainian researchers note that academic anxiety develops under the influence of both external and internal factors — characteristics of teacher-student communication, assessment systems, self-esteem levels, and the family environment [4]. In particular, O. Lysenko emphasizes that a high level of emotional tension during algebra learning leads to disruptions in attention and thinking processes, reducing students' flexibility in solving problems [4].

Anxiety significantly affects educational activity. In the learning process, it manifests itself through fear of error, insecurity during tests, and avoidance of difficult tasks. These manifestations are most commonly observed in mathematics lessons, where results are often evaluated in binary terms — “correct” or “incorrect.”

According to Ukrainian psychologists, a moderate level of anxiety can have a mobilizing effect, enhancing attention and responsibility, whereas a high level of anxiety reduces analytical thinking and rational decision-making ability [3]. Another important factor is the teacher's style of interaction: a friendly classroom

atmosphere, teacher support, and opportunities for self-expression help lower emotional tension and improve academic results [2].

Pedagogical ways to overcome learning anxiety

Reducing anxiety levels is possible through the combination of pedagogical and psychological methods, such as:

- creating a safe learning environment where mistakes are viewed as a natural part of the learning process;
- providing emotional support and positive reinforcement that builds trust between teacher and student;
- using self-regulation techniques, such as short relaxation breaks or breathing exercises;
- applying an individualized approach to assessing each student's achievements.

As noted by L. Koval, the development of a teacher's emotional competence is a key condition for establishing a favorable psychological climate in the classroom [2]. A teacher skilled in emotional support can effectively reduce learning-related anxiety and increase students' motivation to study algebra.

In conclusion, anxiety is an important emotional and psychological factor that significantly influences student achievement. In the process of learning algebra, it may have both positive effects (as moderate excitement stimulating activity) and negative ones (as cognitive blocking or fear of failure). The main task of the modern school is to create an educational environment in which students feel confident, supported, and motivated for self-development. Work with students' emotional states is an integral part of an effective learning process that ensures not only better results in algebra but also the overall development of the individual.

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INNOVATIONS IN SCIENCE AND TEACHING METHODS

Natural sciences — physics, chemistry, biology, geography, ecology — are the foundation of scientific and technological progress and the formation of a scientific worldview of education seekers [1]. In the 21st century, humanity faces global challenges: climate change, energy crisis, pandemics, depletion of natural resources, technological breakthroughs in the field of artificial intelligence and bioengineering. All this requires updating the content of education, implementing innovative approaches and forming competencies necessary for life in the information society [3].

Innovations in the natural sciences are closely linked to the development of digital technologies, interdisciplinary research and practice-oriented learning [1]. Teaching methods are changing accordingly: the emphasis is shifting from the transfer of ready-made knowledge to the formation of research skills, critical thinking and the ability to apply knowledge in real situations [2].

Main directions of innovation in natural sciences are:

Digitization of science. Modern research is based on the use of large data sets (Big Data), computer modeling, artificial intelligence, and automated laboratories [1]. Quantum technologies are actively developing in physics, genome editing in biology, nanotechnology in chemistry, and geographic information systems (GIS) in geography.

Interdisciplinarity. Innovations arise at the intersection of sciences: bioinformatics (a combination of biology and computer science), environmental chemistry, medical physics. This approach contributes to a comprehensive understanding of natural processes and forms systems thinking [2].

Environmental orientation. Modern scientific developments are focused on sustainable development, renewable energy, rational use of resources [3], and

reduction of the carbon footprint. The focus is on "green" chemistry, alternative energy sources, and environmental cleaning biotechnology.

Practical orientation of research. Science is increasingly integrated with production and technology. New materials, vaccines, water purification systems, smart devices for environmental monitoring are being developed [1].

Innovative Methodologies in Natural Science Pedagogy include:

- **STEM and STEAM education.** STEM (Science, Technology, Engineering, Mathematics) is an integrated approach to learning that combines science, technology, engineering, and mathematics [3]. Adding the **Arts** (STEAM) expands the possibilities of creative thinking.

STEM methodology contributes to the development of:

- analytical thinking;
- project management skills;
- ability to work in a team;
- engineering approach to problem solving.

- **Research and project-based learning.** One of the key innovative approaches is inquiry-based learning (learning through research). Students independently formulate hypotheses, conduct experiments, and analyze the results [4].

Project-based learning involves creating a practical product: an ecosystem model, an experimental setup, a research presentation, an alternative energy mini-startup , etc [4].

- **Use of digital technologies.** Interactive platforms, virtual laboratories, simulators, and 3D modeling allow you to reproduce complex physical or chemical processes without risk and significant costs [1].

Advantages of digital tools:

- availability of complex experiments;
- visualization of abstract concepts;
- possibility of distance learning;
- individualization of the educational process.

– **Gamification.** The use of game elements (quests, quizzes, ratings, educational games) increases student motivation and engagement. For example, modeling an environmental disaster in a role-playing format contributes to a deeper understanding of the causes and consequences of the phenomenon [2].

Modern teaching methods are focused not only on knowledge, but also on development of:

- critical thinking;
- media literacy;
- environmental awareness;
- communication skills [3];
- ability to work with information.

A science teacher becomes a facilitator, mentor, and organizer of the educational environment. His task is to create conditions for active student activity, support their research interest, and promote the development of independence [2].

Despite the obvious advantages, the implementation of innovations faces certain difficulties:

- insufficient material and technical base;
- limited funding;
- the need for improving the qualifications of teachers;
- psychological readiness for change [1].

At the same time, the prospects for development are extremely broad. The combination of traditional fundamental training with innovative technologies allows us to create a modern model of natural science education that meets the needs of society.

Innovations in natural sciences and teaching methods are a necessary condition for the development of modern education. They contribute to the formation of a competent, responsible and creative generation, capable of making scientifically sound decisions and effectively responding to the challenges of the time [3].

Modern science education should be integrated, practice-oriented, digitized, aimed at sustainable development. Only with the systematic implementation of

innovations can we ensure high-quality training of young people for active participation in the scientific, technological, and social development of the country.

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INTERACTIVE PLATFORMS AS A TOOL FOR MODELING BIOCHEMICAL PROCESSES IN THE COURSE “BIOLOGY AND ECOLOGY”

The transformation of science education in Ukraine, driven by the implementation of the New Ukrainian School concept and ongoing digitalization, necessitates a revision of traditional teaching approaches. Conventional text-based and lecture formats are increasingly ineffective for modern learners, whose perception is oriented toward interactive and visual content. Under conditions of limited funding for research and education, digital tools become a practical means of improving the quality of science education through modeling.

Biochemical processes are inherently abstract, as they operate at a level that is not directly observable. Their understanding requires developed visual literacy, defined as the ability to interpret and construct scientific representations. According to cognitive load theory, learning efficiency depends on the balance between the intrinsic complexity of the material and the way it is presented (Koenig-Workman, 2026; Sweller, 2011). Interactive platforms help reduce extraneous cognitive load and support the construction of coherent mental models by integrating multiple levels of representation.

In teaching biochemistry, it is important to combine different levels of visual abstraction, including symbolic, schematic, graphical, and structural representations. The use of only one level often leads to fragmented understanding, whereas their integration allows students to connect molecular structures with functional processes (Offerdahl et al., 2017; Mayer, 2009).

Interactive platforms significantly transform the educational process by shifting the teacher's role from information transmitter to learning designer. Tools

such as Just Class, Kahoot, Liveworksheets, and integrated educational environments with artificial intelligence provide immediate feedback, support student engagement, and enable personalization of learning trajectories. The presence of instant feedback is particularly important, as it maintains attention and reduces the loss of motivation during learning activities.

A critical factor in understanding biochemical interactions is spatial ability. Many students experience difficulties in mastering molecular geometry due to insufficient development of spatial thinking. The use of 3D visualization and augmented reality applications allows externalizing complex structures, reducing the load on working memory and facilitating comprehension of molecular interactions (Ramadhan et al., 2025; Vu Thi Thu Hoai et al., 2023). The ability to manipulate digital models of molecules or enzymes enhances conceptual understanding and bridges the gap between abstract theory and visual representation.

Empirical observations indicate that the integration of digital tools into the educational process leads to improved academic performance and increased motivation among students. This effect is largely explained by the visualization of “invisible” processes and the shift of cognitive effort from decoding information to meaningful learning (Boiangiu et al., 2025).

In conclusion, interactive platforms represent an effective tool for developing scientific competence in biology education. Their implementation should be based on the integration of multiple visual representations, gradual increase in abstraction, and the use of supportive learning environments. Such an approach makes it possible to compensate for limited resources while ensuring a high level of educational outcomes.

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SECTION FIVE. NEW TRENDS IN PROFESSIONAL AND TECHNOLOGY EDUCATION

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MODERN TRENDS IN THE DEVELOPMENT OF DECORATIVE AND APPLIED ARTS

Decorative and applied arts (DAA) represent an essential part of Ukrainian cultural identity. Encompassing pottery, embroidery, weaving, woodcarving, painting, and other crafts, they reflect the nation's artistic traditions and worldview. However, contemporary sociocultural transformations — including globalization, digital technologies, and industrial mass production — have intensified the need to preserve authentic folk techniques and reinterpret them in accordance with current aesthetic and technological contexts. Today, decorative and applied arts demonstrate dynamic development, combining tradition with innovation, ecological awareness, and new design approaches.

A considerable body of modern research highlights the significance of decorative and applied arts in contemporary culture. Scholars such as I. Dorohan, R. Zakharchuk-Chuhai, O. Mishchenko, H. Lytvyn, and I. Kryvoruchko emphasize the necessity of integrating traditional artistic forms with modern design solutions and digital tools [1; 3; 4].

Other studies note a shift from a craft-oriented paradigm to an artistic-design approach, which contributes to the emergence of new stylistic directions — eco-style, minimalism, fusion, and ethno-design — that combine national identity with global artistic trends [2; 5]. These works highlight the importance of ecological practices, digitalization, and interdisciplinary dialogue in the evolution of contemporary decorative arts.

One of the decisive trends is the reinterpretation of folk motifs, ornaments, and symbols using modern materials and innovative technologies. Laser engraving,

3D printing, and digital textile printing enable artists to create works that incorporate historical imagery while meeting contemporary aesthetic standards. The synthesis of traditional manual craftsmanship with modern design tools expands artistic possibilities and preserves cultural memory [6].

In response to global ecological challenges, eco-oriented practices are becoming increasingly widespread. Upcycling, natural dyes, recycled materials, and biodegradable components are actively used in artistic production. Ukrainian designers create decorative objects from recycled textiles, repurposed wood, or glass, contributing to the formation of a sustainable consumption culture and promoting environmental responsibility [4].

Digital tools significantly expand opportunities for visualizing patterns, designing compositions, and experimenting with color schemes and textures. Software such as Adobe Illustrator, Canva, Blender, and CAD programs allows artists to combine handcraft traditions with digital modeling, enabling precision, experimentation, and mass customization while maintaining artistic uniqueness.

Contemporary decorative and applied arts actively incorporate stylistic directions such as eco-style, minimalism, boho, ethno-style, and fusion. These styles integrate natural aesthetics, Ukrainian national ornamentation, contemporary materials, and global artistic influences. As a result, a new artistic language emerges, characterized by openness, hybridity, and cross-cultural interaction.

Modern decorative and applied arts represent a dynamic synthesis of traditional culture and innovative approaches. Their development is shaped by ecological trends, digital transformation, globalization, and growing interest in cultural identity.

Preserving and modernizing decorative and applied arts is essential not only for cultural continuity but also for fostering creativity and sustainable thinking in future generations.

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RESEARCH OF THE ARC WELDING PROCESS

Arc welding is a complex physicochemical process that involves the creation of an electric arc between the electrode and the metal surface. The temperature of the arc can reach up to 6000°C, which allows for the rapid melting and fusion of metal parts. Depending on the type of current, electrode, and protective environment, arc welding is divided into manual metal arc (MMA), gas metal arc (GMA), tungsten inert gas (TIG), and submerged arc (SAW) methods [2, p. 45].

In the field of construction engineering, welded connections are widely used for assembling steel frames, reinforcement joints, and bridge structures. The reliability of such joints depends on many factors: welding current, voltage, electrode diameter, arc length, welding speed, and the chemical composition of the metal. Experimental studies have shown that optimal control of these parameters can significantly reduce defects such as porosity, cracks, and deformation of welded seams.

A significant challenge in construction welding is the impact of heat on the metal structure. The heat-affected zone (HAZ) often changes the mechanical properties of the material. Therefore, special attention must be given to the cooling rate and the use of preheating or post-weld heat treatment, which prevent internal stresses and microcracks [1].

Recent innovations in automated and robotic welding systems have improved productivity and repeatability of results. The integration of sensor technologies allows real-time monitoring of arc parameters, ensuring stable operation and consistent quality. In construction practice, such automation minimizes human errors and contributes to sustainable development by reducing material waste and energy consumption [3, p. 82]. The study also analyzed energy efficiency during

welding. Optimizing current and voltage reduces the overall energy consumption of welding operations by 10–15%. This is especially important in modern construction, where energy efficiency and ecological responsibility are among the leading priorities of industry development.

The research concludes that improving the arc welding process requires not only the selection of suitable technological parameters but also a comprehensive approach, including personnel training, safety measures, and the application of advanced welding equipment. Further studies should focus on computer modeling of the welding process to predict structural behavior and mechanical properties of welded joints.

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METHODOLOGY FOR DESIGNING AND MANUFACTURING A SET OF SERVING BOARDS IN TECHNOLOGY CLASSES

The rapid development of modern education necessitates reconsidering the role and significance of each academic discipline, including technology education. Historically, craftsmanship was based on individual experience and accumulated practical knowledge; however, over time, this knowledge was systematized into structured methodologies that guide the design and production of functional and aesthetically valuable objects. Contemporary technological education is therefore oriented not only toward the transmission of knowledge but also toward the development of practical skills, creative thinking, and the ability to engage in project-based activities. In this context, the growing interest in designing and manufacturing serving boards in technology classes is обумовлений сучасними освітніми тенденціями, зокрема поширенням культури handmade products and eco-friendly design.

The historical development of labor training demonstrates that the introduction of technology education as a school subject was a complex and gradual process. In the late nineteenth century, handicraft education began to spread in both urban and rural schools, and one of the first structured programs of manual woodworking was developed in 1884 at the St. Petersburg Pedagogical Institute (Titarenko & Tsina, 2021). Educational thinkers emphasized the importance of maintaining a balance between practical and general education, highlighting the formative role of labor activity in students' development. Later pedagogical research confirmed that technological education plays a crucial role in shaping independence, creativity, and professional orientation (Korets, 2021).

Within modern educational paradigms, the design and production of wooden serving boards can be considered an effective example of project-based learning,

where students act as active participants in the educational process rather than passive recipients of information. The methodology for designing and manufacturing such products is based on an integrated approach that combines technical skills, artistic design, and environmental awareness. The aim of this activity is to develop students' ability to independently create functional and aesthetically appealing products while fostering spatial thinking, creativity, and a culture of work. At the same time, students acquire practical woodworking skills, learn to select appropriate materials, and reflect on the results of their own activity, which contributes to the development of critical thinking and self-evaluation skills.

A serving board, as a product of technological activity, is not only a functional kitchen utensil but also an element of aesthetic presentation used in everyday life, catering, and gift culture. Its production requires the integration of multiple competencies, including design, material analysis, technological processing, and finishing. The design stage encourages students to develop sketches, choose shapes and decorative elements, and form their aesthetic vision, thereby enhancing spatial thinking and creativity. The technological stage involves working with natural wood, studying its physical properties, and mastering safe methods of processing using hand and power tools. The final stage focuses on finishing techniques, such as sanding and polishing, which ensure the quality, durability, and visual appeal of the product. Each stage of the process is equally significant, as the final result depends on the комплексне поєднання функціональних, технологічних, та естетичних характеристик виробу.

The educational value of such project-based activities is particularly significant. They contribute to the development of fine motor skills, technical competencies, and aesthetic awareness, while also fostering responsibility, independence, and teamwork. Furthermore, the creation of a tangible product with potential practical or commercial value introduces elements of entrepreneurial thinking, which is increasingly important in modern education (Korets, 2021). From a pedagogical perspective, this approach corresponds to contemporary theories of

experiential and practice-oriented learning, where knowledge is constructed through active engagement and real-world application (Kolb, 1984; Thomas, 2000).

In addition, the integration of environmentally conscious practices, such as the use of natural materials and sustainable design principles, enhances students' ecological awareness and aligns technological education with global sustainability trends (UNESCO, 2017). The emphasis on handmade production in contrast to mass production also promotes an appreciation of craftsmanship, quality, and individuality.

Thus, the methodology for designing and manufacturing serving boards in technology classes demonstrates significant pedagogical potential. It enables the integration of theoretical knowledge with practical application, supports the development of key competencies, and fosters students' creative and professional growth. The implementation of such projects contributes to the formation of a holistic educational experience in which students not only acquire skills but also develop values related to work culture, sustainability, and personal responsibility. As a result, technological education becomes a powerful tool for preparing learners for active participation in modern society.

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BEADWEAVING AS A FORM OF UKRAINIAN CULTURAL HERITAGE AND ITS EDUCATIONAL POTENTIAL

Beadweaving is one of the most distinctive forms of Ukrainian decorative and applied art, reflecting a profound connection between individual creativity and the spiritual heritage of the nation. As an ancient craft, it functions not only as an aesthetic practice but also as a symbolic medium that conveys the worldview, values, and cultural identity of the Ukrainian people (Mykhailyk, 2020).

The origins of beadwork in Ukraine can be traced back to ancient civilizations. Archaeological evidence from the Trypillian and Scythian cultures indicates that beads were used as ornaments, ritual amulets, and markers of social status. During the Kyivan Rus' period, glass beads became widespread in the decoration of clothing, church vestments, and household items. At that time, beadwork acquired symbolic meanings associated with purity, light, and divine protection, thus linking material culture with spiritual beliefs (Pavlenko, 2018).

The 18th and 19th centuries marked a period of significant artistic development and regional diversification in Ukrainian beadweaving. Folk artisans from regions such as Hutsulshchyna, Bukovyna, Podillia, and Volyn created intricate ornaments, including necklaces, gerdany, sylianky, and dukachi. The use of color and ornamentation was deeply symbolic: red represented vitality and energy, black symbolized the earth and protection, and white signified purity and harmony. These items were not merely decorative but served as cultural markers and elements of ritual practice (Pavlenko, 2018).

Beadweaving thus functioned as a symbolic system of communication, preserving collective memory and transmitting moral and aesthetic values across generations. Repeated motifs embodied culturally significant meanings: the rhombus symbolized fertility, the cross represented protection, and the star signified

spiritual light. The rhythmic and meditative nature of the weaving process reflected a broader philosophical understanding of harmony and order (Mykhailiyk, 2020).

During the Soviet period, beadweaving was often reduced to the status of a craft, detached from its deeper cultural and symbolic significance. Nevertheless, traditional practices were preserved by folk artisans and later supported by ethnographic research, museum collections, and exhibitions. In the 21st century, beadweaving has experienced a revival, expanding into contemporary art, fashion design, and interdisciplinary creative practices (Yaremchuk, 2021).

Modern Ukrainian artists integrate traditional motifs with innovative materials and techniques, reflecting the dynamics of globalization while maintaining national identity. In this context, beadweaving has also become a tool of cultural diplomacy, representing Ukraine's artistic heritage on the international stage (Yaremchuk, 2021).

From an educational perspective, beadweaving holds significant pedagogical value. Its integration into art and design curricula contributes to the development of fine motor skills, aesthetic awareness, perseverance, and cultural identity. Creative beadwork activities foster attention to detail, patience, and emotional expression, while encouraging the integration of imagination and analytical thinking (Yaremchuk, 2021).

The pedagogical potential of beadweaving aligns with the principles of experiential learning proposed by John Dewey and the concept of creative freedom developed by Paulo Freire. Through hands-on practice, learners internalize cultural meanings and transform manual activity into reflective learning (Andrushchenko & Dzvinchuk, 2009; Klepko, 2006). Moreover, beadweaving can serve as an interdisciplinary tool, connecting art with history, geometry, and cultural studies, thereby strengthening both cognitive and cultural competencies (Kremen & Ilyin, 2005).

From a philosophical perspective, beadweaving can be interpreted as a metaphor for the continuity of cultural experience, linking past, present, and future.

Each handmade object embodies both individual creativity and collective memory, contributing to a holistic understanding of cultural identity (Lutai, 1996).

In the context of globalization and digitalization, beadweaving highlights the value of authenticity, craftsmanship, and sustainable artistic practices. It supports cultural continuity while fostering innovation, thus contributing to the preservation and development of national heritage (Mykhailyk, 2020).

Beadweaving is not merely a decorative craft but a significant cultural and educational phenomenon. It integrates historical tradition with contemporary artistic practices, individual creativity with collective identity, and aesthetic expression with pedagogical value. The renewed interest in beadwork demonstrates its relevance in modern cultural and educational contexts, positioning it as an effective means of preserving heritage and fostering creative development.

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EUROPEAN EXPERIENCE IN ENSURING THE QUALITY OF TRAINING OF FUTURE ECONOMISTS AND POSSIBILITIES OF ITS IMPLEMENTATION IN UKRAINE

The modern development of the economy is characterized by rapid transformational processes, digitalization, and the growing role of innovation. Under such conditions, the requirements for the level of professional training of specialists in the economic field are increasing. Higher education institutions must ensure that students acquire not only solid theoretical knowledge but also practical skills, analytical thinking, the ability to work with information technologies, and to make effective managerial decisions.

An important factor in the modernization of the system of economic education in Ukraine is integration into the European Higher Education Area. Within the framework of the Bologna Process, common approaches to quality assurance in education have been developed, based on the principles of openness, academic mobility, learning outcomes orientation, and the competence-based approach [1; 2]. In this regard, studying the experience of European countries in organizing the training of economists and ensuring the quality of educational programs becomes particularly important. The analysis of such practices makes it possible to identify effective mechanisms for improving the professional training of specialists in the economic sphere in Ukraine.

In the countries of the European Union, the system of quality assurance in higher education is formed on the basis of coordinated approaches that involve regular evaluation of educational programs, the involvement of various stakeholder groups in this process, and a focus on achieving specific learning outcomes.

One of the key characteristics of European education is the competence-based approach. Educational programs are designed in such a way that graduates are able

to apply the acquired knowledge in practical activities, analyze economic processes, and make well-grounded managerial decisions [7].

In many European countries, considerable attention is paid to the practical orientation of education. The educational process combines theoretical training with students' practical activities, allowing them to gain real work experience during their studies. Similar approaches are used, in particular, in universities in Germany, where elements of dual education and cooperation with enterprises are actively implemented [5].

An important factor in improving the quality of training of economists is the cooperation between higher education institutions and employers. Business representatives participate in the development of educational programs, the definition of learning outcomes, and the assessment of students' professional training. Such interaction contributes to increasing the relevance of educational programs and their compliance with the requirements of the modern labor market [4].

Another important direction in the development of economic education is the use of digital technologies in the educational process. Information systems, analytical platforms, and electronic educational resources make it possible to increase the efficiency of learning and contribute to the development of digital competencies of future economists [3].

For the Ukrainian system of higher education, it is important to take these approaches into account in the process of modernizing economic education. In particular, it is advisable to improve the mechanisms of internal quality assurance of educational programs, strengthen the practical component of training, and expand cooperation between higher education institutions and employers.

In addition, a promising direction is the more active use of digital technologies in the educational process, as well as the development of international cooperation between universities, which will facilitate the exchange of experience and improve the quality of training of specialists in the economic field.

The conducted analysis allows us to conclude that the European experience in ensuring the quality of training of specialists in the economic field is based on a combination of the competence-based approach, practical orientation of education, active cooperation between universities and employers, and the use of modern digital technologies.

The implementation of these approaches in the higher education system of Ukraine will contribute to improving the effectiveness of training economists, developing their professional competencies, and increasing their competitiveness in the labor market.

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INTEGRATION OF LABOR TRAINING AND INFORMATICS IN THE EDUCATIONAL PROCESS

In the context of global digitalization and rapid technological development, modern educational systems are increasingly required to prepare students for effective participation in a technologically advanced society. Contemporary industries combine manual labor with automated and digital processes, which necessitates the introduction of innovative pedagogical models that reflect these transformations. One of the most перспективних підходів is the integration of labor training and informatics, which unites practical, hands-on activities with digital literacy and computational thinking. Such integration contributes to the development of students' technical, cognitive, and creative competencies, while also enhancing their motivation and engagement in the learning process (Smith, 2020; Brown, 2021).

Labor training, as a pedagogical discipline, traditionally focuses on the formation of practical skills related to craftsmanship, material processing, and basic engineering operations. It plays a crucial role in developing spatial thinking, manual dexterity, and responsibility for the final product (Johnson & Miller, 2019). Informatics, in turn, forms the foundation of digital competence, including algorithmic thinking, problem-solving, and the ability to use modern software tools. It prepares students for participation in the digital economy by introducing them to data processing, modelling, and programming concepts (Williams, 2022). The integration of these two disciplines enables students to perceive technology as a holistic system that combines physical and digital components.

The methodological basis of this integration is grounded in competence-based, activity-based, and constructivist approaches. The competence-based approach emphasizes the development of practical and transferable skills necessary for real-life situations, while the activity-based approach considers learning as an

active process of knowledge construction through meaningful tasks. The constructivist perspective highlights the importance of personal experience, collaboration, and reflection in the learning process (Johnson & Miller, 2019). Together, these approaches provide a solid framework for designing integrated lessons that combine manual and digital activities.

Interdisciplinary learning, which underpins the integration of labor training and informatics, is widely recognized as an effective pedagogical strategy. It allows students to establish connections between theoretical knowledge and practical application, thereby fostering a deeper understanding of technological processes. Research indicates that interdisciplinary approaches enhance student motivation, promote creativity, and support the development of both soft skills (communication, teamwork, decision-making) and hard skills (technical operations and digital tool usage) (Brown, 2021). Furthermore, such integration aligns with global trends in STEM and STEAM education, where engineering practices are closely linked with digital technologies and coding.

The proposed model of integrated learning is based on a project-oriented approach and includes several interconnected stages. At the preparatory stage, students acquire basic theoretical knowledge, become familiar with safety rules, and learn to use digital tools. At the design stage, they develop project ideas using digital instruments such as 3D modelling software, graphic design tools, and simulation programs. In some cases, coding environments for programmable devices, such as Arduino or Micro:bit, are introduced. The practical implementation stage involves the creation of physical products, including wooden items, mechanical models, or simple electronic devices, with digital tools supporting measurement, visualization, and process control. Finally, at the reflection stage, students evaluate their results, compare digital models with the final product, and identify possible improvements.

The experimental implementation of this model demonstrated its effectiveness in improving students' learning outcomes. The results showed a significant development of technical and digital competencies, as well as improved logical thinking and problem-solving skills. Students also demonstrated higher

levels of independence, responsibility, and readiness to take initiative. In addition, integrated lessons proved to be more engaging than traditional teaching formats, as students expressed greater interest in tasks that combined digital technologies with hands-on activities. The application of practical tasks helped learners better understand abstract concepts and improved overall academic performance (Williams, 2022).

An important aspect of successful implementation is teacher preparedness. Educators must possess not only traditional teaching skills in labor training but also competence in digital tools, modelling software, and interdisciplinary lesson design. Therefore, professional development programs should include training in digital pedagogy, the use of educational technologies, and project-based learning methodologies. Collaborative planning of integrated lessons is also essential for ensuring coherence and effectiveness in the educational process.

In conclusion, the integration of labor training and informatics represents an effective pedagogical strategy that meets the demands of contemporary education. It enhances students' motivation, supports the development of essential competencies, and provides meaningful learning experiences that connect theory with practice. Such an approach prepares learners for future technological challenges by combining practical skills with digital literacy, creativity, and problem-solving abilities. Ultimately, interdisciplinary integration contributes to the formation of a competent, adaptable, and innovative individual capable of functioning successfully in a rapidly changing technological society.

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CURRENT APPROACHES TO THE FORMATION OF FOREIGN LANGUAGE LEXICAL COMPETENCE IN SPECIALISED SECONDARY SCHOOL STUDENTS

The formation of foreign language lexical competence is a priority in teaching English, as vocabulary provides the content of speech and serves as the foundation for realising students' communicative intentions. The effectiveness of this process largely depends on the selection of methodological approaches, organisational forms of instruction, and methods of working with lexical material.

Contemporary English language teaching methodology identifies a number of approaches that determine the strategy for developing lexical competence. The formation of foreign language communicative competence in specialised secondary schools is based on modern pedagogical approaches that integrate innovative methods, align with the principles of the New Ukrainian School, and take into account the psychological and pedagogical characteristics of students aged 15–17 [6]. The main approaches include the competence-based, communicative, activity-based, as well as cognitive, context-integrated and intercultural approaches, which together form a cohesive system for the development of language skills.

The competence-based approach involves the formation of lexical competence as an integrated learning outcome encompassing knowledge, skills, abilities, and strategies for working with vocabulary. Within this approach, emphasis is placed on students' ability to apply acquired vocabulary to solve communicative and learning tasks. Endorsed by the concept of the New Ukrainian School, the competence-based approach focuses on developing key and subject-specific competencies that enable students to apply knowledge in real-life situations. In the context of learning English,

this entails developing the ability to use the language for practical tasks, such as writing a motivation letter, preparing for an interview, or participating in international projects.

The communicative approach focuses on developing the ability to use vocabulary in real communication situations. Lexical items are acquired not in isolation but within the context of speech situations, which facilitates the development of lexical skills and reduces the level of cross-linguistic interference. Popularised by J. Richards, the communicative approach emphasises the development of communication skills in authentic situations through the use of real-life language materials [7].

The activity-based approach engages students in active speaking, through which lexical skills and abilities are formed. Vocabulary acquisition occurs through communicative tasks, projects, role-plays, and other forms of activity. The activity-based approach is grounded in the idea that learning is an active process in which the student acts as a subject of activity. This approach fosters the development of strategic competence through practical tasks, such as creating a video blog or writing a film review in English [5]. In specialised secondary schools, the activity-based approach is particularly effective due to the high level of cognitive maturity of students, which allows them to take responsibility for their own learning.

The cognitive approach is based on conscious vocabulary acquisition, the activation of cognitive processes, the formation of associative links, and the development of linguistic inference. It contributes to a deeper understanding of the meaning of lexical items and their systematisation in students' linguistic awareness.

The Content and Language Integrated Learning (CLIL) involves learning subject content through a foreign language, which simultaneously promotes the development of language and cognitive skills [1]. In upper secondary school, CLIL can be implemented through English lessons focused on history, economics, or natural sciences, as well as on the relevant terminology. Research from 2023 confirms that CLIL increases the level of material retention by 15% due to the integration of language and content [4].

The intercultural approach has become an integral part of modern foreign language teaching [3]. Working with authentic materials that reflect the cultural features of different countries fosters intercultural sensitivity and the ability to communicate effectively in various cultural contexts, and facilitates the acquisition of foreign language vocabulary.

The combination of these approaches creates a synergistic effect, enabling the comprehensive formation of lexical competence in specialised secondary school students.

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LOGIC AND MATHEMATICS GAMES AS A TOOL FOR STIMULATING PRESCHOOLERS' COGNITIVE ACTIVITY

The contemporary social context in Ukrainian society presents a range of new challenges for pedagogical science. Among these, special attention should be given to the study of the organization of preschoolers' cognitive activity and the development of conditions that ensure its effective self-regulation. The issue of enhancing the cognitive activity of preschool-age children has been the subject of extensive research by both domestic and international scholars, including I. Bekh, N. Bibik, M. Boryshevskyi, O. Brezhnieva, L. Vygotsky, S. Gerstman, Z. Ikunina, N. Lysenko, L. Mishchyk, O. Savchenko, L. Slavina, V. Slastonin, S. Shuman, K. Shcherbakova, etc.

Modern psychological and pedagogical research on the formation of preschool children's cognitive activity examines its conceptual essence (L. Lokhvytska, K. Shcherbakova), structural organization, types, forms, components, principal manifestations, as well as criteria, indicators, and levels of development (L. Hodovikova, S. Ladyvir, M. Lisina, H. Lyublinska, K. Krutii). In addition, scholars identify a range of effective means and pedagogical conditions for stimulating cognitive activity (L. Artemova, O. Brezhnieva, L. Burkova, H. Burma, L. Venger, Z. Druz, O. Ivakina). Within the cultural-historical framework, L. Vygotsky conceptualized cognitive activity as a purposeful and conscious form of mental engagement directed toward the comprehension of surrounding reality through perception, thinking, memory, attention, and speech [2, p. 23].

H. Lyublinska interprets cognitive activity as a conscious manifestation of a child's engagement aimed at understanding the surrounding world, which unfolds continuously throughout life and in all types of activity. Structurally, cognitive activity comprises motivational-volitional, procedural-operational, and result-oriented components and is carried out through cognitive acts of understanding and reflection [1].

As emphasized by O. Venger, the knowledge acquired by a child in the process of cognition constitutes the content of cognitive activity. Information about both external and internal world, obtained and processed through cognitive processes, is transformed into knowledge. The outcomes of a preschooler's cognitive activity, which are subsequently applied in practical and theoretical activities, are recorded through language in corresponding symbolic and numerical expressions, certain laws, and rules. The outcome of cognitive activity consists of impressions and images that reflect objects and their properties. The formation of impressions and images is grounded in sensory and perceptual actions aimed at detecting, distinguishing, identifying, and recognizing objects and their characteristics [1, p. 19].

One of the central issues related to the study of cognitive activity is the problem of means for stimulating the cognitive activity of preschool children. An analysis of psychological and pedagogical literature substantiates the role of play as a leading means of fostering the cognitive activity of preschoolers. In the research of N. Nepomniashcha, it is noted that play is closely connected with the potential universality of a person. In the process of cognition and assimilation of the surrounding environment, it enables the child to transcend existing knowledge and prior experience, and to create something new. Furthermore, play ensures a specific form of social interaction characterized by the ability to identify oneself with others. The scholar emphasizes that a game-based model of learning serves not only to realize cognitive potential but also to support a range of developmental outcomes, including self-determination, assistance in the development of creative imagination,

ensuring control over emotions, and the assimilation by children of norms of ethical behavior [3, p. 23].

The significance of didactic games for the development of children's cognitive activity was emphasized by O. Usova, F. Bleher, Z. Bohuslavska, and many other researchers. The peculiarities of didactic games and their influence on child development were studied by Ye. Tykheeva (games with a didactic doll, other toys, household objects, and natural materials), F. Bleher (games for mathematical development), L. Venger (didactic games and exercises for sensory development), and A. Bondarenko (the influence of verbal didactic games on the development of children's independence and the activity of their thinking).

K. Shcherbakova emphasizes the necessity adhering to certain rules in the process of using didactic games to activate children's cognitive activity:

1. The rules of the game should be simple, clearly formulated, and understandable for preschool children.
2. Didactic materials should be convenient to use and correspond to the age and individual characteristics of children.
3. A game will be interesting for children when each of them becomes an active participant.
4. Several games should be conducted during a lesson. Games with complex and simple mathematical content should alternate.
5. Children should be introduced to didactic games according to the principle "from simple to complex."
6. Since games have cognitive significance, the intellectual task becomes the primary focus; therefore, such mental operations as comparison, analysis, and synthesis should be involved in its implementation [3, p. 40].

The results of studies by contemporary scholars convincingly demonstrate that an effective means of forming the cognitive activity of preschool children is play, particularly logical and mathematical games.

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