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# COMPARATIVE EDUCATION RESEARCH

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## TEACHERS' WORKING CONDITIONS IN TIMES OF PROFESSIONAL CRISIS: EVIDENCE OF POLAND

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### ABSTRACT

*In the Polish ranking of occupational prestige, the teaching profession enjoys a high level of recognition. The high prestige of the teaching profession in society has been maintained consistently for almost 50 years. It seems that this should be followed by the attractiveness of the profession and the influx of new candidates for pedagogical studies, as well as the high level of availability of teachers in schools. However, it turns out that in Poland and many other European countries, the symptoms of the crisis in the teaching profession are intensifying. More and more teachers resign from their jobs, change their profession and retire. There is a shortage of people willing to train as teachers. There may be many reasons. Teachers' working conditions (including position, working time and remuneration, form of employment, age of retirement, number of units) are potentially one of the elements describing and determining the perpetuation of disturbing symptoms in individual countries and throughout Europe.*

*The article presents analyses of research results from national and international reports, which confirm the phenomenon of the crisis of the teaching profession. Professional challenges in teachers' everyday work that affect their mental condition and social and professional well-being were characterized. Detailed analyses of working conditions refer to selected factors — teachers' remuneration and working time.*

**Keywords:** *teaching profession; crisis; teachers' remuneration; Poland; European countries.*

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## INTRODUCTION

Every profession, including the teaching profession, requires appropriate knowledge, skills and features from the employee psychophysical conditions that determine the performance of professional tasks that are repeated systematically and are a source of income for the employee and his family. Performing a specific profession is associated with sets of socially useful activities, separated as a result of the division of labour and also constitutes the basis of the employee's prestige and social position (Nowacki, 2004, p. 287). According to the Public Opinion Research Center (CBOS), in 2019 in the Polish ranking of social prestige of professions, the teaching profession was in 7-th place (out of 31 professions), after such professions as: firefighter, nurse, skilled worker, miner, university professor, and doctor (CBOS research announcement, 2019).

However, other national and international studies prove that increasingly high assessment of the prestige of the teaching profession does not translate into their professional and social well-being and, consequently, into the attractiveness of the teaching profession. External conditions contribute to this — systemic, socio-demographic, but also internal — related to the challenges generated by the local professional environment. Working conditions, shaped by factors such as working time or remuneration, are not always and not everywhere conducive to the effective performance of teaching tasks or the feeling of professional satisfaction, including financial satisfaction. There are significant differences in this respect, given the diversity of education systems in the EU and OECD countries. The demographic crisis, the period of the COVID-19 pandemic, war conflicts, but also the rapid pace of technological changes and the development of digital media in many cases worsen this situation. The crisis of the teaching profession is becoming more and more visible.

**Symptoms of the crisis in the teaching profession.** A recent Eurydice report reads that for several years, the teaching profession has been struggling with a crisis — it attracts fewer and fewer young people and loses many of those who study this specialization. Many European education systems currently suffer from a shortage of teachers. Moreover, the profession is constantly changing, and teachers have more and more responsibilities and have to meet increasingly higher requirements and expectations (European Commission, 2021, p.11). The authors of the report point to increasingly disturbing phenomena: imbalance in the availability of teachers of particular subjects and their availability in different regions of a given country, ageing teacher population, low recruitment rates to teacher training courses and numerous

resignations from the profession (European Commission, 2021, p.30). These phenomena vary in scope and intensity in European countries. The availability of teachers as employees of educational institutions is described in two categories: shortage and surplus. Teacher shortages prevail in most education systems in Europe (27 systems), eight systems had both a deficiency and an excess (Spain, Italy, Greece, Lithuania, Portugal, Liechtenstein, Montenegro and Serbia), in three — there is no shortage, but there is an excess (Cyprus, the United Kingdom and Turkey) (European Commission, 2021, p.31-32).

The Polish education system employed 512,000 teachers in the 2022/23 academic year, compared to the previous year 2021/22, there was a decrease of 0.7% (GUS, 2023). Just before the start of a new academic year in August, over 24,000 were registered in schools and kindergartens. There was a shortage of teachers in all subjects, but above all: school psychologists, special educators, preschool teachers, English, Polish, mathematics, and teachers of vocational subjects (Knowledge Dealers, 2023).

The shortage combined with an excess of teachers means that, for example, in some regions of the country there is a shortage of teachers for specific subjects, while in others — their number exceeds the number of available teachers. What is unique in this context is that in a few countries there is only an oversupply of teachers. The Eurydice report explains this phenomenon by “the lack of adequate planning for teacher training or a lower level of student recruitment due to cuts in public sector spending” (European Commission, 2021, p.31).

In the light of the above analyses, there is no doubt that the most serious symptom of the crisis of the teaching profession is the shortage of teachers in schools and educational institutions. The basic reasons for this state of affairs can be traced to several interdependent conditions. These include socio-demographic factors, educational factors and factors related to the pragmatics of the teaching profession. In terms of socio-demographic factors, the most important problem is the ageing of European societies and the gradual decline of the population in individual countries, including the population of teachers. The rate of natural growth is slowing down, the chance of replacing generations is systematically and consistently decreasing, there are no more young people, and the percentage of older people in Western societies is increasing. According to the recent report, in most OECD countries in 2019 the percentage of primary and secondary school teachers aged 50-59 is higher than the percentage of teachers aged 25-34. On average, in the OECD area, only about 10% of primary and secondary school teachers are under 30 years of age (OECD, 2019). At the EU level, At EU level, almost 40% of lower secondary teachers are 50 years of age or older, and less than 20% are less than 35 years of age. In some countries (Estonia, Greece, Italy, Latvia and Lithuania) more than half of lower secondary teachers will retire in the next 15 years. In Bulgaria, Germany, Hungary, Austria and Portugal, the share of this age group ranges from 40% to 50%. Among Polish teachers, on average every

third teacher is over 50 years old (European Commission, 2021, p.31).

The above data indicate a risk of increasing teacher shortage rates. Other symptoms of disturbing changes are the limited recruitment of candidates for teacher education studies and the exodus of teachers from the profession. There is still no shortage of candidates for teacher education studies in Poland, but a shortage of people willing to study and/or withdrawal from studies are already observed in many European Community countries, e.g., Germany, the Netherlands, Portugal, Lithuania, Latvia, and Luxembourg (European Commission, 2021, p.34). It is worth noting that in the countries mentioned above, the shortage of students is combined with the factor of an ageing teacher population, which further worsens the situation. These problems were already signalled in 2020 by the European Council, pointing to “difficulties in attracting and retaining students with high potential in teacher education”, particularly in school education, and ageing of teaching staff both in school and in childhood education (Council Conclusions, 2020).

A serious and increasingly common indicator of the crisis of the teaching profession is the phenomenon of teachers leaving the profession. This is, of course, related to the decline in the attractiveness and value of the profession, which in turn results from difficulties and shortcomings in the working conditions offered. Of the thirty-five education systems surveyed in Europe, only two countries report difficulties in attracting graduates and retaining practising teachers: Bulgaria and Liechtenstein. However, problems are compounding in eight systems as teacher attrition is accompanied by a shortage of teacher education, and four countries simultaneously face the third challenge of teacher ageing — Estonia, Hungary, Sweden, and Iceland (European Commission, 2021, p.31).

Poland’s situation is likely to be better in this respect. Although we are dealing with a shortage of teachers and an ageing population, the analysed statistics do not report the problem of teachers leaving the profession. However, the results of national studies as well as media reports and the analyses presented by trade unions differ slightly from European data. In Poland, over the last eight years, cases of resignation from school work have been more and more frequent. First, for systemic reasons: degradation of the profession, excessive control by educational decision-makers, widespread bureaucratization of education, lack of decent remuneration, limiting teacher’s autonomy, imposing curriculum content, constant increase in requirements, politicization of education and striving for centralization. Teachers also point to other aspects that are, to some extent, the result of actions taken by the authorities or the lack of necessary decisions — bad atmosphere in schools, mutual distrust, suspicion, demanding attitudes of parents, lack of a sense of agency and fatigue. Second, the remote work during the pandemic. Teachers coped with this well, even though the help from the educational authorities was slow and usually chaotic (Jankowska, 2021). Teachers who leave schools change their profession and take up work in tourism, uniformed services, media, publishing industry, trade and service

companies, state and local government administration (Mospan, 2016). They also start their own business and become entrepreneurs.

The European Council Conclusions state that challenges put even more pressure on beginning teachers and trainers (just after qualifying) because from their first years of teaching or training they have the same responsibilities as their more experienced colleagues. In addition, they often have to work in difficult conditions, e.g. in educational institutions with a higher proportion of students from disadvantaged socio-economic backgrounds or migrant backgrounds (Council Conclusions, 2020). Beginning teachers usually find themselves in a more difficult professional situation than more experienced ones. The socio-cultural environment of the institution as a place of work plays a significant role in the perception of the profession and the performance of everyday work. Teachers working in the state education system are probably struggling primarily with difficulties. Some of them cannot cope with the pressure and excess expectations, but also problems resulting from student behaviour. This also applies to Polish teachers.

On the other hand, it is worth noting that there are fewer and fewer young teachers in Polish schools. According to data from the Central Statistical Office, in the 2019/2020 school year, 513.8 thousand (3.9% of trainees) held teaching positions, and two years later, in the 2021/2022 school year, only 2.8% out of 515.7 thousand had full-time positions. Representatives of the largest trade union (ZNP) claim that “the number of teachers who retire or change their profession is many times higher than the number of those who start working” (Pezda, 2023). The disproportions in the number of young and old have been visible for years. The consequence is that some teachers leave the system due to overload, lack of recognition and appreciation, disregard for the profession and the importance of education on the part of the government administration and those responsible for it. Teachers are often passionate people, but the level of mental burden and responsibility combined with low social status is demotivating (Pezda, 2023).

The crisis of the profession is manifested in the employee attitudes of teachers starting their professional careers in educational institutions. In the study conducted in 2021 in Poland, Great Britain and Turkey as part of the international Erasmus+ Teacher Drop Out project, is shown that nearly half of the 828 surveyed young Polish teachers (49.15%) stated that they wanted to leave the profession. They explained that the low earnings were not enough for them to live with dignity, and that they had too much bureaucratic work, which distracted them from what was most important — teaching. And that, contrary to popular belief, they do not only work 18 hours. In addition to lessons, they are on duty during breaks, they take substitutes, they have to check homework, grade tests and respond to messages from parents. The respondents emphasized that their parents were the most important reason for thinking about leaving the profession after poor earnings (Kim & Fabisiak, 2023).

Working conditions, especially remuneration and workload, discourage young teachers, who relatively quickly become disillusioned with their profession and flee to other places. It's similar in Great Britain. A study by the UK Department of Education shows that 40,000 will leave state schools in 2021-2022 before retiring. This represented almost 9% of the teaching workforce, the highest since data began to be published in 2011, and another 4,000 retired. The study found that the number of unfilled teaching positions had also reached record levels, with more than 2,300 empty positions compared to 530 a decade earlier. Another 3,300 positions were filled with substitute teachers, 1,000 more than a year earlier. Trade unions blamed the exodus on poor working conditions and long-term wage erosion (Adams, 2023).

**Between mission and everyday life — teachers' working conditions.** The general working conditions of teachers are influenced by factors determined at the state level, including teaching hours, minimum wages, rules for calculating remuneration for overtime hours, retirement age, method of obtaining subsequent levels of professional promotion and many others (Madalińska-Michalak, 2021, p. 96-97). As shown above, all factors have their significance for the practice of the profession. At the same time, each of them is perceived slightly differently by teachers due to age, seniority, level of education, subject of teaching, environment and place of work, and status of the institution. Each of these elements has a slightly different structure and scope depending on the given educational system. One thing they have in common is the impact they have on teachers' work attitudes, the social prestige of the profession and the socio-professional well-being of teachers. Here, research results and analyses regarding two selected factors — teachers' remuneration and working time — will be discussed.

A national survey showed that teachers were generally satisfied with their working conditions (92%). A similar assessment also concerned the conditions for 'own work' at school — 90% of teachers indicated that they were definitely good or rather good, only 1% of respondents believed they were definitely bad (Federowicz et al., 2013, p. 57). For over 2/3 of teachers, their work involved longer leave than in other professions. A large proportion (60%) also indicated stable employment and the ability to influence others (58%). However, working as a teacher is least likely to mean satisfactory earnings and prestige for respondents (16%) (Federowicz et al., 2013, p.38). The declarations of teachers participating in the 2021 study conducted by a team of researchers from the Orange Foundation also indicate that the majority of them (78%) feels satisfied with the work performed. The same percentage of teachers experience positive emotions at work. Every fourth teacher surveyed declares that today they would choose a different profession (Buchner et al., 2021, p. 16).

Moreover, remuneration is one of the factors that largely contribute to the level of job satisfaction and have a significant impact on the condition of the profession. In OECD countries, salaries for teachers at a given level of qualification increase over the course of their careers, although the pace

of change varies between countries. In the group of upper secondary teachers with the most common teacher qualifications at this level, the average statutory salary is 29% higher than the average starting salary after 10 years of work and 36% more after 15 years of work. Average earnings at the top of the scale (achieved on average after almost 25 years) are 65% higher than average starting salaries. It is also important to note that teachers' earnings still range from 78% to 93% of their tertiary-educated peers. In contrast, school principals earn at least 25% more than their peers with a university degree and, on average, more than 51% more than teachers across Europe (European Commission, 2022, p. 373-377).

The salaries of Polish teachers are among the lowest in the educational systems of OECD and EU countries. Currently, the statutory minimum rates of basic remuneration for a teacher with higher education (master's degree) and pedagogical preparation (without allowances, overtime, co-financing from the commune) are: for a beginner teacher — 3,690 PLN; for an appointed teacher — 3,890 PLN; for a certified teacher — 4,550 PLN (Regulation, 2023). The Eurydice report shows that the statutory salary of a beginning secondary school teacher with minimal qualifications and little experience in the Polish education system is on average about 20,000 PLN per year. The maximum statutory salary for a teacher with the highest qualifications and extensive experience is 32,000 PLN. The average salary of upper secondary teachers compared to the statutory minimum and maximum salary in 2022 was higher and amounted to almost 40,000 PLN per year (Fig. 1). These include allowances increasing remuneration, e.g. for overtime hours, difficult or onerous working conditions, motivational allowances, as well as occasional financial rewards. Teachers from Luxembourg, Switzerland and Germany are at the top of the salary list (European Commission, 2022, p. 373-377).

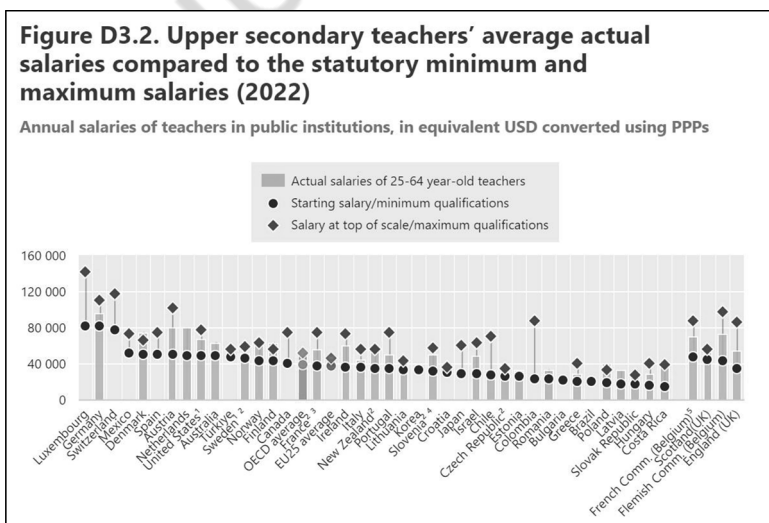


Figure 1. **Average salary of teachers (2022)**

Source: European Commission, 2022

In the TALIS 2018 survey, teachers had the opportunity to determine their satisfaction with their salaries. Analysis of the results shows that overall, at the EU level, only 37.8% of teachers consider their pay to be satisfactory or very satisfactory, with the figure being below 30% in many countries. In addition, the majority of Polish teachers do not have a high level of satisfaction with their earnings. The Eurydice report points out that average annual salaries cannot be directly compared without taking into account gross domestic product (GDP) per capita, which is considered an indicator for understanding the national economic context in which teachers earn (European Commission, 2021, p. 45). Therefore, the percentage differences between the average annual actual gross salary of teachers and the GDP per capita and the GDP indicator in the countries covered by the TALIS 2018 study were examined.

The differences turned out to be significant. For example, in the Netherlands, the average salary of teachers is almost 25% higher than GDP per capita, and in the Czech Republic it is almost 25% lower. Even lower wage rates than in the Czech Republic were recorded in Hungary, Slovakia, Lithuania, Latvia and Iceland. It should be noted that, in all Eastern European countries (except for Slovenia and Romania) salaries are lower than GDP per capita. Teacher satisfaction is lowest in countries where teachers earn less than GDP per capita, or in countries where the 2009 economic crisis had a long-term negative impact on teachers' salary. The exceptions here are Romania, Italy, France, Slovenia and Portugal, where, despite the higher level of earnings than the GDP indicator, fewer teachers are satisfied with their salaries. However, in Norway the opposite trend was observed. The average actual salary of teachers is lower than GDP per capita, while the percentage of teachers who are satisfied with their salary is higher than at EU level (European Commission, 2021, p. 46-48).

Salary is an extremely important factor in a teacher's working conditions. The above analysis shows that in many European countries this work is not satisfactorily remunerated. This certainly generates a number of problems mentioned earlier: staff shortage, resignation from the profession, reluctance to study teaching faculties, further reduction of prestige and sense of professional well-being. It is therefore necessary to start thinking prospectively and plan the necessary actions in this area in order to limit the noticeable manifestations of the crisis in the teaching profession.

**Teachers' working time.** Referring to the expectations and requirements for teachers, the 2020 European Council Conclusions stated the need to find a balance between different aspects of work, often coping with numerous administrative tasks, participating in institutional management, providing support and guidance to learners, planning peer collaboration and professional development, while continuously developing and maintaining the quality of teaching and learner learning outcomes (Council Conclusions, 2020).

Labour law in Poland defines working time as the time during which the employee remains at the employer's disposal in the workplace or in another place designated for work. Working time is not only the time of physical,



effective performance of work, but also the time of non-work if the employee remains at the employer's disposal in the workplace or in another place designated for work. In the case of teachers, special provisions apply — the Teacher's Card. According to the Act, within the working time and agreed remuneration, a teacher is obliged to carry out teaching, educational and care activities conducted directly with students or pupils or for their benefit, as well as other activities and activities resulting from the statutory tasks of the school, including care and educational activities. Taking into account students' needs and interests; classes and activities related to preparation for classes, self-education and professional development. It is also the teacher's duty to participate in school examinations and, in the case of teachers of vocational subjects, conducting classes on professional qualification courses. This does not apply only to conducting after-school classes and classes with psychological and pedagogical assistance.

In the EU Member States, primary school teachers declare performing the following tasks in their weekly working time: teaching (46.8% of the total time), planning and preparing classes (14.5%), assessing /correcting work (10.2%), teamwork (5.8%), administrative work (4.7%), consultations for students (3.9%), communication with parents and guardians (2.9%), professional development (2.9%), extracurricular activities (2.6%), school management (2.4%), other activities (3.3%) (European Commission, 2021, p. 39). The results of previous Polish research were carried out according to a slightly different methodology. The most important activities in teachers' weekly time budget — apart from conducting daily teaching activities directly with students — are the following activities: preparing teaching activities — 96.8%, conducting other activities with students (extracurricular activities) — 79.1%, preparing other activities — 66.6%, checking works — 64.5%. When comparing detailed activities, on average 2.7% of weekly working time was spent on administrative work, on communication with parents — 4.1%, on work in teaching teams — 2.5%, on professional development — 0.8% (Fedorowicz, 2013, p. 72-73). Leaving aside methodological limitations, it can be concluded that the main tasks performed by teachers during their weekly working time are limited to activities such as: preparing and conducting teaching classes and assessing/checking students' work. Differences in both studies are visible in relation to some components of teachers' working time, e.g. conducting extracurricular activities.

Moreover, it should be noted that in Polish, teachers work at home, not on school premises. This is an important aspect of teachers' working conditions, especially in the context of time spent on planning and preparing classes and checking or assessing students' work. The reason for this situation was insufficient equipment in schools (mainly a computer with Internet access, or a printer) and the lack of a quiet place allowing for individual, focused work. Currently, it may be slightly better in this respect, because the research was conducted 10 years ago and newer research is still missing. The authors of the report then concluded that

providing teachers with such conditions can only facilitate their work and shorten the time needed to perform certain activities. However, it does not seem that this will cause teachers to stop or significantly reduce their 'own work' at home. There was a relatively strong view among teachers that it was difficult to perform further professional duties after teaching. On the one hand, teachers need a moment of rest, but on the other hand, they are limited by family responsibilities to stay at school for subsequent hours (Federowicz et al., 2013, p.59).

It should be noted that, in European education systems, there are three possible elements for describing the model of working time in teachers' weekly workload: total working time, teaching time and availability time at school. In many systems, the dominant model includes categories of teaching time and total working time. This is the case in 16 countries, including Poland. In the next four systems, this is teaching time as well as availability time at school (Bulgaria, Cyprus, Malta and Finland). In Greece, Spain, Luxembourg, Hungary, Portugal, the United Kingdom, Scotland, Iceland, Montenegro and Norway, teachers' workload includes all three elements (European Commission, 2021, p. 40).

The total working time of teachers in European education systems ranges from a minimum of 30 hours per week in Greece and Albania to a maximum of 42 hours per week in Switzerland and Liechtenstein. However, in most countries, teachers' total working time is 40 hours per week. In Poland, work time of a full-time teacher cannot exceed 40 hours per week. Interestingly, teachers usually declare in surveys that they work longer than required by regulations, most often from 2 to 5 hours a week (European Commission, 2021, p. 42).

Teaching load is the weekly mandatory number of hours of teaching, educational and care activities conducted directly with students or pupils or on their behalf by full-time teachers. The number of full-time hours in the Polish system is, depending on the position, from 18 (teachers of kindergartens, primary schools, special schools, general secondary schools, general education subjects and theoretical vocational subjects in schools providing vocational education, including special schools and training crafts in district educational centres, shelters for minors and correctional facilities, theoretical vocational subjects in vocational qualification courses, artistic and general subjects in art schools; teachers of youth palaces, youth cultural centres, centres of out-of-school work, out-of-school specialist institutions, interschool sports centres) to 30 (educators of boarding schools, dormitories, Jordan gardens, station common rooms, permanent school youth hostels) (Federowicz et al., 2013, p.67). On the other hand, other studies have shown that the vast majority of teachers (86%) feel that their professional workload is higher than in other professions (Pyżalski, 2010), and over 20% experience full symptoms of burnout syndrome (Tucholska, 2003). Perhaps teachers primarily took into account the load of the so-called own work, which was mentioned earlier. Most of the challenges teachers face result not so much from the specific nature of their work, but from systemic solutions and the realities of Polish schools. 70% of teachers evidence, that the dominant issue

is bureaucracy (Buchner et al., 2021, p. 7). This has an impact on working time and the effective performance of teaching duties, which is probably also related to the assessment of the attractiveness of the profession and the professional well-being of teachers themselves.

The Eurydice report shows that, in general, in European education systems, teaching time ranges from a minimum of 12 hours per week in Turkey to a maximum of 26 hours per week in Hungary. In some countries, the number of hours allocated to teaching varies depending on the subject. This is the case in Belgium (German-speaking and Flemish Communities), Bulgaria, France, Croatia, Hungary, Austria, Slovenia, Finland, North Macedonia and Turkey (European Commission, 2021, p. 42). This relationship also applies to the Polish education system. The teaching salary often also depends on the length of service and the level of the school: The longer the teaching experience, the lower the salary (Germany, Cyprus, Greece, Portugal). The higher the level of teaching, the fewer working hours are for teachers (Portugal, Slovakia, and Italy) (Górowska-Fells et al., 2019, p. 3).

The last element in a teacher's working time is the time of availability at school. For example, in Norway, where teachers' earnings are relatively the highest and the level of satisfaction with remuneration is high, the total working time of a teacher is 38 hours, including 31 hours of availability and 18 hours of teaching time. For comparison, in Iceland, where teachers' salaries are among the lowest and the level of satisfaction is also low, the total working time of a teacher is 40 hours, including 23 hours of availability and 17 hours of teaching time (European Commission, 2021, p. 41).

## CONCLUSIONS

The results of national and international research not only encourage reflection on the teacher's work, but also allow us to identify professional challenges that require systemic solutions at the community and local level. In the current reality of the education system, the criteria are created for assessing the quality of a teacher's work (promotion, remuneration and requirements regarding professional qualifications) (Męczkowska-Christiansen, 2015, p. 21). There is no doubt that, the teaching profession needs a point of reference when we try to look for ways out of the impasse and create opportunities to avert a crisis situation. The quality of a teaching should be assessed, but at the same time it should be accompanied by systemic support in terms of working conditions.

Moreover, teachers' attitude to the profession and working conditions requires rethinking as well. In Polish schools, the past is the dimension of time that leaves a lasting mark on teachers' present, because they are entangled in traditional systems: educational institutions, law of education, control of 'teaching efficiency' (Groenwald, 2021, p. 64). This entanglement of teachers results in attachment to the traditional socio-professional role, avoidance of a proactive attitude, lack of interest in change and adherence to the principle

of maintaining the status quo in professional work. It is worth starting to perceive their profession not through the prism of missionary nature and sacrifice, but through the prism of pedagogical professionalism. Today, those who have noticed the changing role of the school and adapted their work style to the new role of a teacher, are more respected by society. A teacher who builds relationships with students and parents by ensuring respect for the individual, dialogue, mutual understanding, and tries to be a guide who constructs knowledge together with the student has greater prestige. For such a teacher, the profession is an element of the identity that requires constant professional development (Smak & Walczak, 2015, p. 62). We will not encourage new candidates to join the teaching profession, and we will not retain those who are the most valuable teachers if we do not ensure proper working conditions for teachers, which affect the attractiveness of the profession. But this will not happen if teachers themselves do not take care of their own attitudes towards education and build the prestige of the profession.

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## УМОВИ ПРАЦІ ВЧИТЕЛІВ ЗА ЧАСІВ ПРОФЕСІЙНОЇ КРИЗИ У ПОЛЬЩІ

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*У польському рейтингу професійної престижності професія вчителя має високий рівень визнання, де майже 50 років стабільно підтримується високий престиж професії вчителя у суспільстві. Здається, слідом за цим має бути привабливість професії та приплив нових кандидатів на педагогічну освіту, а також високий рівень наявності вчителів у школах. Проте виявляється, що в Польщі та багатьох інших європейських країнах ознаки кризи вчительської професії посилюються. Все більше вчителів звільняються з роботи, змінюють професію та виходять на пенсію. Не вистачає студентів, які бажають навчатися на вчителів. Тому може бути багато причин. Умови роботи вчителів (включно з посадою, робочим часом та винагородою, формою зайнятості, віком виходу на пенсію) є головними чинниками тривожних тенденцій як в окремих країнах, так і по всій Європі. У статті представлено аналіз результатів досліджень національних та міжнародних звітів, які підтверджують феномен кризи вчительської професії. Охарактеризовано професійні виклики в повсякденній роботі вчителів, які впливають на їх психічний стан та соціально-професійне благополуччя. Окремої уваги приділяється детальному аналізу умов праці вчителів, зокрема винагороди вчителів та робочого часу.*

**Ключові слова:** педагогічна професія; криза; оплата праці викладачів; Польща; країни Європи.

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## INTEGRATED EDUCATION FOR MUSIC PEDAGOGY STUDENTS IN UKRAINE AND CHINA

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### ABSTRACT

*The article examines the issue of modernization of music education and pedagogy in Ukraine and the People's Republic of China from the point of view of the implementation of the integrated principle of education. The ways of implementing integration in the content of music education of the two countries in school and university education are outlined. The role of a competent approach to the training of a music teacher capable of solving the tasks offered by the real conditions of the modern world is determined. The role of artistic and pedagogical analysis for work with students of the speciality 014 Secondary Education (Musical Art) is revealed. Specific examples of methods of implementation of the training of students to work with students in conditions of integrated education are given. The multidimensionality of the process of formation of polyphonic knowledge of music pedagogy students is analysed from the point of view of multidisciplinary integration. The components of education and training of music pedagogy students in Ukraine and the People's Republic of China are substantiated, in accordance with the implementation of the ideas of new standards of school and higher education. The peculiarities of the selection of educational material for its practical mastery with the students based on the interdisciplinary integration of art lessons are given. The peculiarities of mastering musical works from operas by Chinese students in Ukrainian pedagogical universities using the integrated method of modelling the artistic and creative process are revealed.*

**Keywords:** music education and pedagogy; music pedagogy students; integrated learning; Ukraine; the People's Republic of China; artistic and pedagogical analysis.

## INTRODUCTION

Among the important issues that must be resolved during the implementation of the ideas of reforming the music and pedagogical education of Ukraine and the People's Republic of China, the preparation of students who could carry out professional activities in a multidimensional sense is active. In accordance with the law adopted by the People's Republic of China "Modernization of China's Education 2035", the course is designed for a highly developed person who learns throughout life and must realize their professional interests in various conditions of modern, rapidly changing life (Zhao Hongxiao, 2020). Specialists who can be competitive on the labour market must acquire knowledge based on the principles of integrated learning and going beyond it into the space of 'interdisciplinary' integration (中国教育现代化2035, 2019). If this approach has only just been presented in Chinese documents at the level of theoretical developments, there are already enough developments in Ukrainian pedagogical universities that demonstrate not only the effectiveness of training students of music majors based on the principles of integration.

**The research objective** is to find out the peculiarities of education and training of music pedagogy students in the conditions of standardisation of the content of art education, to reveal the peculiarities of integrated education as a factor in the effective organization of the training of music pedagogy students in pedagogical universities of Ukraine and China, and to empirically determine the toolkit for practical work with student audiences based on the principles of integrated education in music and pedagogical education.

## BACKGROUND

The implementation of the ideas of the "State Standard of Basic Secondary Education" adopted in Ukraine (2020) requires the preparation of students for teaching polyart lessons of the integrated "Art" content (Nychkalo et al., 2021). Such lessons require knowledge from the teacher not only of a special profile, the teacher must have a sufficient level of competence in various fields that go beyond music, fine arts, cinematography, theatre, choreography, which are components of the integrated lesson "Art" (Masol, 2020). The competence of a teacher studying in the speciality 014 Secondary Education (Musical Art) according to the relevant educational programs is defined in the program competences as "integral". Thus, the essence of training and the selection of tools for the formation of integral competence of future music-pedagogical workers includes theoretical (Ma Chua, 2023) and methodological-practical blocks of educational programs (Dai Baisheng, 2021). The aspect of the formation of knowledge of the 'polyphonic' level for music pedagogy students during the implementation of the ideas of integrated education can be found in the works of Ukrainian scientists (Bezemchuk & Fomin, 2021). Such an approach, which is introduced at the faculties of arts in pedagogical universities of Ukraine,



includes future teachers of musical art not only in working directly with artistic works, but also at the same time aims at the young specialist to understand the place and role of these works in the content of art education of school art programs (Shcholakova & Nahorna, 2019). Among the important theoretical guidelines for the development of tools for working with student audiences in Ukrainian educational programs of this speciality, attention is focused on the ability of an employee to approach work comprehensively in conditions of unpredictability and uncertainty of life and educational situations (Khmelevska, 2021). In accordance with the conditions of the martial law, music pedagogy students from Ukraine worked with schoolchildren and students. They held artistic meetings with Ukrainian schoolchildren who were forced to leave their homes and received the status of “Internally Displaced Persons”; were involved in volunteer activities; promoted Ukrainian music abroad during educational events aimed at charity gatherings for the Armed Forces of Ukraine.

Chinese scientists discussed the issue of the selection of tools for the training of music pedagogy students from the standpoint of general pedagogical theory (Qin Shen, 2021) and the use of special methods of working with student audiences (Qin Shen (2021), Wu Yue (2022)). The issue of tools for the professional growth of the future music teacher was considered by Chinese scientists from the perspective of integration processes in education (An Ue, 2019; Zhao Hongxiao, 2020; Dai Baisheng, 2021; Ma Chua, 2023). Ma Chua (2023) outlines a perspective plan for the development of music-pedagogical science in the People’s Republic of China. Against the background of the further promotion of the construction of new liberal arts, the comprehensive strengthening of school music education, as well as the launch of the “China Compulsory Art Curriculum Standards (2022 Edition)”, undergraduate art curricula in Music Education are facing new views on modelling and reconstruction of integrated learning ideas. Based on this, colleges and universities focus on the ultimate goal of school music education — teaching people through music. In addition to the musical direction, the speciality of music education should update the essence of education with the help of other types of art. Music majors should change from the training of music teachers to the training of art and aesthetics teachers, and reconstruct the system of professional training programs using various concepts to achieve the goal of training talents. The aspects of updating the components of the educational process in accordance with the implementation of the ideas of the new standards have been determined: curricula, educational materials, teaching staff. The authors emphasise the opportunity to expand the range of professional interests of the students by mastering not only various types of art, but also entering the space of other educational fields. Such a world-view will make the educational process more qualitative, because the student’s competence will be able to integrate them into society on the basis of the acquired artistic knowledge of a new level.

## METHODOLOGY

The relevant methods that operate in the context of the implementation of the integrated training of music pedagogy students are given in *Table 1*.

*Table 1*

### General pedagogical methods for integrated teaching

Method	Integrated education content
The method of holistic perception of the image of a work of art	Listening to works of art non-stop. Perception of the works as a whole helps to highlight the features of the artistic language of each example, its shortcomings and advantages for the further selection of educational material for work with the students.
The method of concentration of attention during the perception of works of art	Selection of the main and emphasis on attention to it.
The method of comments, remarks, explanations	Use in the process of conversations and analysis of works of art, evaluation of the own work, reflection during perception of works of art.
The method of comparison and juxtaposition of works of art	Comparison of historical periods, artistic trends, relation of artistic examples to styles and genres, and determination of their national specificity.

*Table 2*

### Special pedagogical methods for integrated teaching

Method	Integrated education content
The method of perspective and retrospection (preventing forward and returning).	Designing educational material taking into account previous and subsequent mastering of works of art, their analysis, evaluation and comparative analysis of artistic content
Modelling of the artistic and creative process.	When perceiving works of art, ask students to put themselves in the place of a person who creates and performs various types of art.
The method of emotional drama.	Detailed analysis and research of the figurative content of works of art, their conflict and contrast. The essence of the concept in synthetic genres (definition of 'dramaturgy' in cinema and theatre productions, opera and ballet performances).

## RESULTS

The aspect of the formation of knowledge of the 'polyphonic' level for music pedagogy students during the implementation of the ideas of integrated education can be found in the works of Ukrainian scientists (Bezemchuk & Fomin, 2021; Dubovyi, 2019). Such an approach, which is introduced

at the faculties of arts in pedagogical universities of Ukraine, includes future teachers of musical art not only in working directly with artistic works, but also at the same time aims at the young specialist to understand the place and role of these works in the content of art education of school art programs. In Ukrainian pedagogical universities, the emphasis is on the pedagogical aspect of mastering works of art. In the practice of professional training of art students of Ukrainian higher education institutions, the integrated teaching method is no longer news. At the faculties of arts of pedagogical universities of Ukraine, there is already experience in the formation of 'polyphonic' knowledge of students, which is included in the educational programs "Secondary education (music education)." Reflection of the ideas of interdisciplinary and interdisciplinary integration in the syllabi can be found in the modules "Methods of integrated learning in the practical work of art teachers" as well as in "Selection of musical material as a factor of optimization of practical training of students in the process of mastering the content of subjects of the artistic and aesthetic cycle."

Thus, among the tools for the professional training of future teachers of musical art, the types of analysis of works of art with a focus on further professional activity are relevant. In Chinese practice, methodologists pay attention to the analysis of the national flavour of examples of Chinese culture, which largely occupy the programs of training music teachers to work with students.

Donchenko et al. (2023) provide the implementation of the methods (see *Table 2*) during the professional training of music pedagogy students in the modern realities of education in the pedagogical universities of Ukraine. This experience was implemented during the mastering of musical works by Chinese students who worked on vocal works from operas. Since opera is a synthetic genre, working out arias using the method of modelling the artistic creative process (see *Table 2*) requires the performer not so much to conduct an artistic analysis of the work, but to determine its impact on the listening audience in accordance with art programs at various stages of music education (school, university). Such work is carried out on the basis of artistic and cognitive analysis.

Moreover, Donchenko et al. (2023) emphasise that artistic and cognitive analysis gives students the opportunity to compare two or more works written in the same or different countries, but in different music-creative schools with a difference of a hundred years or more. The study provides an analysis based on the works of Y. Peri and A. Scarlatti. The analysis also allows us to trace the evolution of the opera genre in Italy during the 17th century. In our opinion, this work is extremely necessary for applicants. We propose to expand this research with the help of pedagogical features of work on music compositions. The artistic and pedagogical analysis should include the artistic level of mastering the work of art, the performing and pedagogical direction of working with educational material. The pedagogical component presents the goal, the task of the features

of the perception of the work with the student audience, the correspondence of the subject of the course program, the peculiarities of the psychological and physiological characteristics of the students, and working with difficulties during the performance of the work. Artistic and pedagogical analysis for the training of Chinese future music teachers in the conditions of implementation of the principle of the integrated teaching method will increase the effectiveness of the quality of teaching. Raising the status of artistic knowledge, that is, mastering the skills of not only artistic analysis, will be able to expand the range of pedagogical interests of both the teacher and students. Chinese methodologists do not stop the search for methods to establish an ideal learning system, but now the possibility of practical implementation of educational programs with real life according to the integrated learning principle is still under development. This idea of the formation of integrated artistic knowledge in the work practice of Chinese universities is complicated by the lack of textbooks, curricula, the content of which would include educational material that combines different courses, and it was 'convenient' for students to master complex knowledge of artistic and pedagogical content, which includes different levels of integration (understanding is not only the interaction of musical art with other types of art, but also its role in the realities of society and the life of an individual). Chinese musicians and teachers have already prepared a basis for the implementation of the principle of integrated education in practical work with young people at various levels of higher musical education. Nevertheless, the Chinese researchers themselves note the weak side of solving this issue in the work of universities. Educators of the People's Republic of China believe that taking into account the psychological state of learners, their emotional impressions of the educational process, during mastering works of art, the availability of forms and methods of teaching musical material, the convenience of obtaining it, the opportunity to master it and present it for evaluation by a teacher. The criteria for evaluating the results of students' work in the process of implementing methods of general pedagogical and special direction based on the principles of integrated education (see Table 3). Measuring the level of assimilation of integrated learning methods by Ukrainian and Chinese students of music majors during pedagogical practice in schools in Kharkiv (Ukraine) and Hangzhou (China) is presented in Tables 3-6. The motivational criterion determines the ratio of professional motives of students in the implementation of integrated educational activities with the use of methods of engaging the student audience in the perception of various types of art. Content-analytical — professional literacy of future music teachers, the ability to think 'polyphonically' and analyse pedagogical phenomena related to the challenges of the modern world; knowledge of artistic and pedagogical analysis regarding the selection of methods, educational material, methods and means of organizing educational activities based on the principles of the integrative approach.

The practical-activity criterion reflects the professional abilities and skills of future music teachers in the application of knowledge of integrated content in the fields of musical art and other types of art, with the possibility of introducing general pedagogical and special methods into practical work; establishment of interdisciplinary connections between educational disciplines of a professional direction and disciplines of related fields.

Table 3

**Comparative dynamics of mastering the integrated learning methods  
by Chinese music students during practice in schools  
(Hangzhou, China) (%)**

Levels	Experimental group		Control group	
	Output stage	Final stage	Output stage	Final stage
Adaptive	36,6	15,9	33,3	30,0
Sufficient	35,0	20,0	36,7	30,0
High	28,4	64,1	30,0	40,0

Table 4

**Comparative dynamics of mastering the methods of integrated education  
by Ukrainian music students during practice in schools  
(Kharkiv, Ukraine) (%)**

Levels	Experimental group		Control group	
	Output stage	Final stage	Output stage	Final stage
Adaptive	20,7	10,7	23,3	22,6
Sufficient	35,0	19,0	46,0	55,0
High	44,3	70,3	30,7	32,4

Table 5

**Summing dynamics of mastering of integrated learning methods  
of Ukrainian music students (%)**

Criteria	Experimental group of Ukrainian students	Control group Ukrainian students
Motivational criterion	+44,3	+35,0
Content-analytical criterion	+56,7	+53,4
Practical-operational criterion	+26,7	+5,1

Table 6

**Summing dynamics of mastering of integrated learning methods  
of Chinese music students (%)**

Criteria	Experimental group of Chinese students	Control group Chinese students
Motivational criterion	+58,3	+53,0
Content-analytical criterion	+26,7	+3,4
Practical-operational criterion	+28,9	+6,1

## CONCLUSIONS

For the effectiveness of teaching, it is possible to implement an artistic and pedagogical analysis, which will guide teachers from the PRC to take a broader look at working with musical material in the context of teaching and educating young people. Chinese folk music, songs, fragments of theatrical performances will be able to be included in the integrated topics of educational disciplines “Pedagogical practice”, “Methodology of teaching the integrated course “Art” in universities that train music pedagogy students. The selection of musical material in accordance with this principle is carried out not only taking into account the acquisition of knowledge of the artistic direction (analysis of the means of musical expressiveness, the dramaturgy of the musical image) of the work, but also expands the world perception by music pedagogy students the influence of music on the life of a person, the role of art in general as a psychological protector and social status of the individual in today’s realities.

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## ІНТЕГРОВАНЕ НАВЧАННЯ МУЗИЧНО-ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ В УКРАЇНІ ТА КИТАЇ

Бу Юе, аспірант кафедри педагогіки та інноваційної педагогіки, Харківський національний педагогічний університет імені Г. С. Сковороди, Нанкінський педагогічний університет спеціальної освіти, 1 Shennong Road, Qixia District, Nanjing, 210038, Китай. wuyue0126@163.com

У статті розглянуто питання модернізації музично-педагогічної освіти в Україні та КНР з позиції впровадження інтегрованого принципу навчання. Окреслено шляхи реалізації інтеграції в змісті музичної освіти двох країн в шкільній та університетській освіті. Визначено роль компетентного підходу для підготовки вчителя музичного мистецтва, здатного вирішувати завдання, що пропонують реальні умови сучасного світу. Розкрито роль художньо-педагогічного аналізу для навчання студентів спеціальності 014 Середня освіта (Музичне мистецтво) Надано конкретні приклади методів реалізації підготовки здобувачів для роботи з учнями в умовах інтегрованого навчання. Проаналізовано багато вимірність процесу формування поліфонічних знань майбутніх музично-педагогічних працівників з точки зору міжпредметної інтеграції навчальних дисциплін предметів фахової підготовки. Обґрунтовано складові навчального процесу професійної підготовки студентів музичних спеціальностей в Україні та Китайській Народній Республіці відповідно реалізації ідей нових стандартів шкільної та вищої освіти. Наведено особливості добору навчального матеріалу для його практичного опанування студентами на основі міжпредметної інтеграції уроків мистецтва. Розкрито особливості опанування музичних творів, зокрема опер, китайськими студентами в українських педагогічних університетах за допомогою інтегрованого методу моделювання художньо-творчого процесу.

**Ключові слова:** музично-педагогічна освіта в Україні та КНР, інтегроване навчання, художньо-педагогічний аналіз.

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## INTERCULTURAL INTERACTION OF FOLK-STAGE DANCE OF UKRAINE AND EUROPEAN COUNTRIES

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### **ABSTRACT**

*In the current stage of development of Ukraine, during martial law, the problem of strengthening intercultural interaction between different peoples of the world acquires special significance. A significant issue in intercultural interaction between Ukraine and Europe today is the rapprochement of ethnic cultures and the assimilation of cultural and moral values, customs, and dance traditions. In Ukraine, strengthening intercultural interaction between peoples is one of the key factors of peace and interethnic harmony. International folk dance festivals, where you can see folk dances from around the world, play a significant role in creating intercultural interaction and ensuring dialogue between the Ukrainian people and European countries. These festivals ensure the exchange of dance traditions, customs, highly artistic repertoire, and stage culture from different countries of the world. The article is aimed at studying the features of intercultural interaction of folk stage choreography of the Volyn and Bukovinian regions of Ukraine and European countries: Hungary, Slovakia, Moldova, Romania and Poland, in particular, determining the mutual influence of regional features of dance vocabulary and folk dance forms of these countries. The article is intended for future teachers of choreographers, teachers of choreographic disciplines and leaders of choreographic groups, who must be ready to create a highly artistic dance repertoire and master the methods of teaching folk dances from around the world, know the features of their dance vocabulary, forms and genres of choreographers.*

**Keywords:** *European countries; intercultural interaction; folk-stage dance; Ukrainian folk-stage dance.*

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## INTRODUCTION

The new decade of 2020 began with a crisis — the COVID-19 pandemic, which pushed the global higher education systems towards digital transformation (Cifuentes-Faura et al., 2021; Khan et al., 2021; Mospan, 2023). Higher education in Ukraine was also forced to switch to a distance learning format (Chernetckiy et al., 2022; Horska et al., 2022; Mospan et al., 2022). However, since the spring of 2022, higher educational institutions have faced a new challenge — martial law. The authors of the article believe that during martial law, the problem of strengthening intercultural interaction between different peoples of the world acquires special significance, which can be a key factor of peace and interethnic harmony. Therefore, the article is aimed at studying the features of intercultural interaction of folk stage choreography of the Volyn and Bukovinian regions of Ukraine and European countries: Hungary, Slovakia, Moldova, Romania and Poland, in particular, determining the mutual influence of regional features of dance vocabulary and folk dance forms of these countries.

**The article focuses** on the investigation of the peculiarities of intercultural interaction of the folk-stage choreography of the Volyn and Bukovyna regions of Ukraine and European countries: Hungary, Slovakia, Moldova, Romania and Poland. Namely, to show the mutual influence of regional features of dance vocabulary, and forms of folk dance of these countries.

Scholars investigating the issues of choreographic art (Bihus, 2010; Blahova, 2014; Hnatyuk, 1966; Kolberg, 2002; Komarov, 1999; Kyfenko and Holian, 2022) were engaged in researching the intercultural interaction of Ukrainian folk dance, in particular Transcarpathian, and the folk dance of the European countries of Romania, Slovakia, and Hungary. Researchers note that expressive means of folk dance in Bukovina have specific features. The same dance movements as in the central regions of Ukraine (squats, squats, dance steps and runs) are performed here differently: smaller and faster, usually in a circle and in place, with a different position of the legs, arms, head, body (Pomorianskyi, 2007, p. 18). Thus, the folk dance culture of Bukovyna underwent a certain modification, certain features that are inherent in all Ukrainian folk dances, absorbed some expressive means of Moldovan, Slovak, Hungarian and Romanian dance cultures.

## METHODOLOGY

The research objectives are to find out the degree of interest to the issue in modern scientific research, as well as to identify the peculiarities of mutual influence of regional features of dance vocabulary, forms of folk-stage

choreography of the Volyn, Bukovyna regions of Ukraine and some European countries (Hungary, Slovakia, Moldova, and Romania). The following theoretical methods were applied, namely the terminological analysis, analysis and synthesis, comparison, and generalization of data presented in ethnographic, cultural, and art literature.

## BACKGROUND

Bukovyna borders Romania and Moldova and for some time was part of them, which caused the resettlement of a certain part of the population of these countries to this land. In this way, the integration of Moldovan and Romanian cultures with Ukrainians took place. The geographical location of the region has a significant influence on the way of life, the uniqueness of rites, customs, dances, the style of costumes and their ornamentation. The history of the Bukovyna people, and the beauty of natural landscapes, help all the ethnic groups that live on the territory of Bukovyna, or that are territorially close, to develop their own dance culture, Hungarians, Slovaks, Ukrainians, who have lived together for many centuries, celebrate common holidays, rituals and assimilate each other one folklore music, dance vocabulary, interpreting them in his own way.

Vasylenko (1971) noted that 'interaction' is widely used as the internal basis of the development of national cultures. It is this category that gathers a methodological principle, which includes such concepts as mutual influence, mutual enrichment, interconnections, and enrichment, which are generic to this category, but narrower than it, supplement, specify, fix relations between cultures, specify the latter. This provision should be considered comprehensively, without shifting the emphasis in favour of one or another national culture in general and choreography in particular (p.12).

Hnatyuk (1966) was the first to consider the process of cross-cultural interaction between Transcarpathian folk dances and folk dances of European countries. In the collection "Kolomyika" he proves that the form of Kolomyika preserves features of syncretism, that is, it combines dance, music and singing, which also exist in the dance culture of Slovaks, Poles, Bulgarians, and Czechs, which precisely influenced the spread of this genre in Bukovina (p. 165).

Ethnographer Zagaikevych (2004) believes that intercultural contacts of the multinational population of neighbouring countries (Romanians of Bukovyna, Slovaks and Hungarians of Transcarpathia, Moldovans) had a significant influence on the development of the dance vocabulary of the Bukovyna folk dance. Intercultural interaction is felt here in the borrowing of national elements of folk dance. Synthesis of new dance vocabulary, compositional drawings, national costumes, and folk music, takes place by superimposing Hutsul, Lemki, Boyki dance stereotypes and characteristic Bukovinian expressive means of dance, and especially vocabulary (p. 8).

The development of dance vocabulary depends on: 1. Cultural historical and socio-economic conditions of life of the Bukovyna people; 2. Connection

of dance vocabulary with a concretely imagined action, that is, the plot of the work; 3. Combination of lexical material with other form-forming components (drawing, composition) (Vasilenko, 1971, p. 28).

Povaliy (2015) in the textbook “Theory and Teaching Methods of Ukrainian Folk Dance” in the section “Bukovyna Folk Dance” highlights the characteristic features of the choreography of the Bukovyna region: 1. The limitation of the dance field, which is expressed in the principles of building patterns (one or several closed circles), and in the use of small dance movements that are often performed in one place; 2. Collectivity can be traced in the performance of movements most often by all dancers; 3. Symmetry — the same construction of lateral figures, circular movements and slow movements throughout the dance.

The characteristic dance vocabulary of Bukovyna dances is jumps, tropitka, shake, and varieties of triple steps. Hodoskyi and Markevych (2003) in the book “Folk Dance Art of Ukraine” emphasise that the tangible influence of the Romanian dance vocabulary can be traced in the strengthening of accents in Bukovinian movements: prutupah, prabitka, vyvyvantsi (p. 18).

Modern folk dance ensembles of Bukovyna are the main levers of the development of the ceremonial culture of Ukraine (preservation and popularization of highly artistic examples of traditional calendar holidays); testify to the genre variety of choreographic works; in stage forms, there is an interesting combination of folklore traditions with the latest stage forms.

In the formation and evolution of folk dance in Bukovina in the 20th-21st centuries. Such talented ballet masters took part (D. Lastivka, O. Bigus, M. Harkava, Yu. Goshko, B. Stasko, D. Demkiv, O. Kolosok, V. Shukhevich, and P. Sydorenko).

Amateur folk dance ensembles of Bukovyna (Exemplary Folk Dance Ensemble “Bukovyna”, Exemplary Choreographic Collective “Ukrainochka”, Folk Dance Ensemble “Barvinok”) are fruitfully working and presenting Bukovyna dance folklore at festivals and competitions.

Ballet master D. Lastivka made a great contribution to the creativity of the professional team — the honoured academic Bukovyna song and dance ensemble, who created interesting choreographic compositions based on the material of Bukovyna folklore, and which have been repeatedly presented at many folklore festivals of dance art: “Bukovynsky parubotsky”, “Let’s walk along the path”, “Moloditsy”, “Hopak”, “Horseshoes”, “Tropotiyka”, “Shepherds”, “Bukovynsky celebratory”, “Bukovynsky Polka”, “Bukovynsky Cossack”, “Red viburnum”, “Rise, the renewed land”, and “Peretupy”. Also, this ensemble performed the following compositions: “Golubar”, “Viterets” and ‘Molodiyka’ staged by ballet master O. Tereshchenko, ‘Parubotsky dance’ staged by M. Romadov, and the dance “Tropotiyka” staged by L. Zatulovskiy.

The choreographic culture of Volhynia has absorbed specific features of everyday rituals of the Ukrainian people, namely: song and music material, folklore clothing and dance vocabulary. Belarus and Poland had the greatest

influence on the development and formation of the dance culture of Volhynia, namely folk dance, which is determined by the neighbouring territorial and geographical factors.

The development of dance culture in Volhynia is reflected in the research works of Ukrainian folklorists-ethnographers A. Humenyuk, V. Verkhovynets, R. Gerasymchuk, V. Avramenko, O. Voropai, V. Davidyuk, O. Oshurkevych, and the Polish ethnographer O. Kolberg.

A. Ivanov, E. Shikhman, I. Bohdanets, R. Malinovskiy, V. Mamchur, V. Marushchak, A. Krikonchuk, O. Kozachuk, M. Polyatkin, V. Smirnov made a significant contribution to the development of Volyn folk stage dance. M. Savchuk. These choreographers created a number of original compositions that became part of the cultural heritage of Volyn. Examples of choreographic compositions based on the material of Volyn folk stage dance are: "Volyn Stunts" by ballet master A. Ivanov, "Volyn Polka" and "Dance with Tambourines" by E. Shikhman, "Pogoryn Polka" by V. Marushchak, vocal and choreographic composition "Kalina" R. Malinovskiy, "Gupali", "Vikhylyasi", "Volyn Quadrille" by V. Mamchur, "Oi-ra", "Voritsa", "Prytupy" by A. Krykonchuk, "Street", "Prylutskaya Polka", "Polish Polka" O. Kozachuk, "Shurukha". "Wedding dance with cones", "Marusyna", M. Poliatykina, "Krutyakh", "Polka-odinachka", "Tovkach", "Volyn Cossack", vocal and choreographic compositions "My Volyn" and "Oh spring, spring" in Smirnova, "Nod", "Volyn patterns" by M. Savchuk.

It was the culture of Poland, Belarus and other countries that played a significant role in the formation of both lexical and stylistic features of the dance art of Volhynia. Their study provides an opportunity to learn and investigate the peculiarities of the assimilation of the dance cultures of Poland, Belarus and Volhynia.

The local originality of Volyn dances arose due to various combinations of local dance forms with the choreographic traditions of neighbouring peoples. Belarus and Poland had the greatest influence on the development and formation of dance culture in Volhynia, which is determined by the neighbouring territorial and geographical factors. This cross-cultural interaction is felt: in changes in dance vocabulary (movements, figures), musical material and dance forms. However, their influence on the vocabulary of the Volyn folk dance was contradictory, which means that local residents not only borrowed them but tried to change and adapt them according to the requirements of their choreographic tradition (Pomorianskyi et al., 2007, p.36).

All this increased the spectacle of the dance, and most importantly — increased the general interest in the Volyn folk dance. Thus, in the vocabulary of folk dances of the population of the Ukrainian-Belarusian ethnic group (northern regions of the region), there are movements that are characteristic of Belarusian folk dance. These include very high jumps during the rotation in the polka dance, springy leg movements, and various variations of the shake — whether it is sharp shaking of the body and hands, or restrained raising and lowering of the shoulders. The influence of Polish folk choreography can

be seen in the areas of Volyn bordering territorially with Poland. In the arsenal of dance folklore of the western regions of Volyn, there are dances of foreign origin — “Mazur”, “Krakowiak”, and “Oberek”. Among the re-intonated Polish movements that have entered the vocabulary of the Volyn folk dance are: waltz turns with the lifting of the partner, lowering to the knee, a man’s turn with a swing, and alternating and auxiliary steps. Even the names of the Volyn folk stage dances “Oberechek”, “Mazurek”, “Krakowyachek” testify to their stylistic change and simplification (Pomorianskyi et al., 2007, p.78).

Despite the commonality of many elements of the folk dances of the Volyn region of Ukraine, its local varieties retain archaic features that arose in the process of ethno-cultural exchange with Poland and Belarus. This shows that Volyn folk stage dance has an important place in the development of Ukrainian dance art.

Povaliy (2015, p. 56) states, that the relationship between the folk dances of the Volyn and Bukovyna regions of Ukraine and European countries, which is due to the mutual influence of choreographic cultures, has certain features:

1. The existence of folk and stage dances of European countries in Ukraine, or, on the contrary, of Ukrainian dances in Europe in their original form;
2. Transformation of certain folk dances on a new national basis;
3. Transformation of the structural elements of the dance vocabulary and their traditional manner of performance relative to the national culture from which a certain dance movement is borrowed.

## RESULTS

Thus, the common regional features of intercultural interaction of dance vocabulary, forms of choreographic compositions of dance groups of Bukovyna, Volhynia regions of Ukraine and Romanian, Hungarian, Slovak, Moldovan, Belarusian, and Polish are:

- A widespread form of dance in the western region of Ukraine “Kolomiyka” in its various variants exists among the Lemks, Hutsuls, Bukovinians, Boyks, Slovaks, and Hungarians. For “Kolomiyka”, dance movements in a circle common to these countries are characteristic: spring steps, squats, twists, hajduk, and chesanka;
- Military dances are found (“Hajduk”, “Plyas”, “Opryshki”, “Cossack” — among Hutsuls, Bukovinians, “Hajduk” — among Bulgarians and Moldovans, “Yancek”, “Hajduh”, “Odzemok” — among Slovaks);
- A widespread form of dances in troikas is: “Troyak” — among Poles and Slovaks and “Troika” — among Hutsuls, “Three-Handed Woman” — among Bulgarians, “Crooked Dance” — among Bukovinians, Volynians, “Crooked Chorus” — among Bulgarians and Serbs;
- exclamations, trills, sayings, and shaking of the shoulders during the performance of dance vocabulary can be found in the Hungarian

“Chardash”, the Hutsul “Rakhivchanka”, “Tropotyanka”, the Bukovyna “Tropotiyka”, the Bulgarian “Shopsko Horo”;

- Assimilation and transformation of some forms of folk dances of different countries of the world on a new national basis. These are forms of dances borrowed from other dance cultures, found their way to Ukraine and due to their great popularity, while retaining their previous name, and compositional patterns, underwent changes in terms of dance vocabulary, and musical material, and acquired pronounced national features. This applies to the Czech Polka, the French Quadrille, the Polish Krakowiak, and the Mazurka;
- Polka form gained great popularity in various regions of Ukraine (Volyn: “Volyn Polka” by ballet master A. Ivanov, “Pohoryn Polka” by V. Marushchak, Bukovynia: “Bukovyn Polka”), although it was borrowed from the Czechs. Many new versions of melodies are created here. Ukrainian polkas “Koketka”, “Viyskova”, “Soloveyko” are performed in Belarus, Moldova. These versions of polkas have a certain meaning, which is revealed by musical means. In the first, there is a light-hearted playful rhythm, in the second, the rhythmic structure of derived military marches, in the third, the use of a trill, reminiscent of a nightingale’s song. Due to historical conditions (war events, population migration), some Polish women came to Ukraine from other countries: “Slovak”, “Moldovan” Polish women, and many Belarusian Polish women live in Ukrainian Polissia. The dance vocabulary is common to all polkas: polka steps, stomps, turns, wide steps, high leg lifts, jumps, spins;
- In Volyn, a widespread form of dance is the quadrille, which was borrowed from the French quadrille, but in Ukraine, it was called “Linzei”, “Lanets”. According to the compositional form of construction, the Ukrainian quadrille was democratized and received a purely national vocabulary and musical accompaniment. For example, “Volyn Quadrille” by ballet master V. Mamchur. The common vocabulary for the quadrille of these countries is steps from the heel, side steps, and rotation in pairs. The slow vocabulary is interrupted by a vigorous polka with ‘rotations’ or waltz turns. Characteristic names of the figures: ‘polka to the left’, ‘polka to the right’, and ‘waltzes’, shouted by one of the dancers, as if defining their choreographic letter. Thus, the Volyn quadrille has a certain order of figures, which are built on the contrast of statics and dynamics;
- Polish gural dances have a lot in common with Hutsul, Verkhovyna, Bukovyna dances — in the positions of the hands in pairs, the presence of a game element. Polish, so-called robber (‘zboynytsky’) dances are similar to Ukrainian folk dances “Arkan”, “Opryshki”, “Dovbush” not only in movements but also in attributes (hatchets). Shepherd’s dances are similar. Among the re-intonated Polish movements that have firmly entered the Ukrainian vocabulary, the characteristic ‘pas de bourre’ should be mentioned. A male turn with a twist, which is performed by the rural

Shłon Mazury, hunting, Opochice oberek, having passed the difficult path of assimilation. Conversely, in the Polish folk dance “Olender” there is a position of the hands, which is found in Hutsul and Bukovyna kolomiykas; the Ukrainian jump in a turn with a pressed leg (forte type) is performed in Opochitsa oberek. Some over-intonated varieties of bookmarks are also characteristic of Polish dances (Povaliy, 2015, p. 69).

## CONCLUSIONS AND PROSPECTS

Taking into account all of the above, it can be stated that the interaction of Ukrainian and European choreography has a huge potential to enrich the choreographic culture of both Ukraine and the whole of Europe. The interaction of national traditions in folk dance at different stages of history led to the creation of numerous outstanding choreographic works, which are still a hallmark of the cultural heritage of Ukraine and Europe.

Many scientists and artists note the importance of intercultural interaction in choreography, which not only contributes to the enrichment of artistic experience and the development of cultural heritage. However, it can also contribute to the solution of social and political issues.

Also, according to many scholars, choreography can play an important role in maintaining national identity and cultural heritage. Ukrainian folk dances are an important component of Ukrainian culture and traditions, and their preservation and development is an important task for the country. But at the same time, openness to other cultures and traditions can contribute to the creation of new choreographic forms that will reflect the diversity and diversity of world culture.

Thus, it can be argued that intercultural interaction in folk stage dance is an important factor in the development of choreographic art both in Ukraine and in Europe. Such studies help to preserve national identity and develop cultural heritage, as well as promote cultural harmony and mutual understanding between different cultures of the world. The most intercultural interaction can be traced in the expressive means of folk dance of Bukovyna, Volhynia and European countries: Hungary, Slovakia, Moldova, Romania, and Poland, namely in the assimilation of dance vocabulary, national costumes, compositional drawings, folk music, borrowing by ballet masters of some calendar and household rites and holidays for the subjects of folk and stage dances.

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## ОСОБЛИВОСТІ МІЖКУЛЬТУРНОЇ ВЗАЄМОДІЇ НАРОДНО-СЦЕНІЧНОГО ТАНЦЮ УКРАЇНИ ТА ЄВРОПЕЙСЬКИХ КРАЇН

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*На сучасному етапі розвитку України, під час воєнного стану, особливого значення набуває проблема посилення міжкультурної взаємодії різних народів світу. Важливим питанням міжкультурної взаємодії України та Європи сьогодні є зближення етнічних культур, асиміляція культурних та моральних цінностей, звичаїв, танцювальних традицій. В Україні посилення міжкультурної взаємодії народів є одним із ключових чинників миру та міжнародної злагоди. Суттєвою роллю у створенні міжкультурної взаємодії, забезпеченні діалогу між українським народом та країнами Європи посідають Міжнародні фольклорні фестивалі танцювального мистецтва, на яких можна побачити народні танці різних країн світу. Ці фестивалі забезпечують взаємобмін танцювальними традиціями, звичаями, високохудожнім репертуаром, сценічною культурою різних країн світу. Стаття спрямована на дослідження особливостей міжкультурної взаємодії народно-сценічної хореографії волинського та буковинського регіонів України та Європейських країн: Угорщини, Словаччини, Молдови, Румунії та Польщі, зокрема на визначенні взаємовпливу регіональних особливостей танцювальної лексики, форм народного танцю цих країн. Стаття призначена для майбутніх вчителів хореографів, викладачів хореографічних дисциплін та керівників хореографічних колективів, які мають бути готовими до створення високохудожнього танцювального репертуару та володіти методикою викладання народних танців різних країн світу, знати особливості їх танцювальної лексики, форм і жанрів хореографічних композицій.*

**Ключові слова:** міжкультурна взаємодія, народно-сценічний танець, український народно-сценічний танець, європейські країни.

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## GUIDELINES ON UKRAINIAN HIGHER EDUCATION MODERNISATION THROUGH EDUCATIONAL ACHIEVEMENTS OF SOUTH KOREA

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### ABSTRACT

*Within the article, the author delves into an examination of higher education within the context of South Korea. This examination is grounded in an assessment of its legislative, organizational, and substantial dimensions of operation. The author proceeds to delineate the pivotal elements that have underpinned South Korea's accomplishments in the realm of higher education, encompassing governmental strategies, educational investment, advances in scientific research, and the interplay of societal and cultural facets within the national framework. Through a comprehensive scrutiny of the South Korean model, the author accentuates pertinent issues that hold relevance for Ukrainian higher education during the backdrop of wartime conditions and the ensuing phase of post-war reconstruction.*

*Furthermore, the article elucidates the potentialities inherent in assimilating the constructive lessons drawn from South Korea's educational achievements and translating them into practical applications within the Ukrainian context. This endeavour takes into careful consideration the distinctive national attributes and the exigencies that society will encounter during the post-war epoch. The matter of adapting specific methodologies for the administration of higher education, notably pertaining to the collaboration between institutions of higher learning, the governmental apparatus, and industry stakeholders, is also unveiled. These approaches hold promise for Ukraine's higher education modernisation, fostering a substantial enhancement of its research capabilities. By way of a comparative lens, the author brings to light the potential of harnessing South Korea's higher education experience as a catalyst for the nation's resurgence post-conflict and proffers corresponding recommendations.*

**Keywords:** *higher education; South Korea; Ukraine; modernisation.*

## INTRODUCTION

At the beginning of the existence of independent Ukraine, the country has been actively expanding the system of higher education according to the best world standards. The strategic documents on the development of higher education in Ukraine for the period from 2022 to 2032 highlight the role of higher education in the formation of intellectual, cultural and professional components of personality, the development of high-quality human capital and the unity of society to support Ukraine as an equal participant in the European and world community. The international integration of higher education of Ukraine is defined as one of the key components of the state policy in the field of higher education according to the Law of Ukraine “On Higher Education”.

This process includes an analysis of the experience of leading countries, in particular the Republic of Korea, which ranks the 13th among world economies. The rapid development of higher education in Korea is confirmed by the high performance of national universities in world rankings and is aimed at building intellectual potential. Korea is one of 14 OECD countries where more than half of people aged 25 to 34 have a university degree. This has been achieved thanks to innovative government policies that involve large expenditures on education (6.4% of GDP in 2020), of which approximately one-third (about ₩ 84.1 trillion) is directed towards the development of higher education. It is important to mention the constant appreciation of the fundamental concepts of Confucianism, which in synthesis form an effective model of higher education, which arouses considerable interest in the world scientific community.

## PROBLEM STATEMENT

Serving as the intellectual and cultural foundation of society, higher education holds a vital role in nurturing an enlightened and well-rounded individual. It also stands as a pivotal factor in driving national economic advancement and enhancing people’s overall quality of life. In the midst of Ukraine’s confrontation with a full-scale war and the escalation of socio-economic challenges, the nation requires a robust, nation-focused, and competitive educational system. Such a system is not only essential for triumphing over external adversaries, but also for propelling the country towards a significantly elevated stage of progress. Strengthening Ukrainian higher education can stem in part from examining the approaches adopted by global leaders in the field, notably South Korea. This involves studying their higher education reform strategies and adapting beneficial methodologies, while carefully considering our nation’s unique cultural and national traits.

Scholars have made significant contributions to the study of higher education reform within the context of legislation (Byun, 2008; Choi, 2021; Chou & Ravinet, 2015; Hultberg & Calonge, 2017; Isozaki, 2019; Jon & Yoo,

2021; Kim & Eom, 2017; Lee & Kim, 2019; Lee, 2017; Mospan, 2016; So, 2020, and Son (손승남), 2021). National scholars pay much attention to legislative support of Ukrainian higher education modernisation (Luhovyi et al., 2020; Sysoieva & Mospan, 2015; Topuzov et al., 2022; Zayachuk, 2015); legal regulation of higher education interaction with the labour market (Mospan, 2022); the issues of the quality assurance in higher education (Luhovyi et al., 2021; Sbrueva, 2015).

## METHODOLOGY

This is a comparative study in the field of higher education. For the most part, we used empirical research methods, such as: comparison by general features; case studies and analysis of regulatory and statutory documents, educational programs, reports and official websites. Empirically collected data are structured at the organizational, legislative and content levels, which made it possible to propose ways of introducing the best South Korean experience into higher education in Ukraine.

## RESULTS

Ukraine's European integration efforts and its global economic orientation underscored the imperative for globally competitive higher education. This led to the necessity of aligning the regulatory framework with European Higher Education Area standards. It also entailed enhancing the linkage between higher education and societal, economic, scientific, industrial, and business needs by modernizing its curriculum. Other requirements encompassed increased state investment in the higher education sector, refining the resources available to educational institutions, bolstering institutional autonomy through updated oversight approaches, elevating the esteem for the role of higher education specialist, intensifying the internationalization of Ukrainian higher education through participation in international projects and academic mobility, thereby facilitating integration into the worldwide and European academic and scientific landscape. Addressing the demand-supply imbalance for higher education, while considering actual economic and societal needs, was another crucial aspect.

In recent national research, it is affirmed that between 1990 and 2019, national higher education exhibited a dual trend of expanding in quantity while experiencing a decline in quality and competitiveness. This phenomenon resulted in an excessive proliferation of higher educational institutions that struggle to foster fresh scientific accomplishments (Luhovyi et al., 2021). Based on the 2021 Shanghai ranking data, it's evident that Ukraine is progressively falling behind global advancements, as it hasn't secured a position on any of the lists featuring the world's top universities (Luhovyi et al., 2021). Hence, in order to address the aforementioned challenges, the Cabinet of Ministers

of Ukraine, in its decision No. 286-r dated February 23, 2022, endorsed the Strategy for the Development of Higher Education in Ukraine for 2022-2023. This Strategy considers prevailing global economic trends and sets as its primary objective the establishment of a contemporary and efficient higher education system aligning with the demands of citizens, the economy, and society. The Strategy's implementation is directed toward establishing a reputable and competitive higher education landscape, both within the country and on the global educational stage (Rozporiadzheniya, 2022).

However, the Russian Federation's full-scale war against Ukraine exacerbated existing problems and added new ones. Based on information from the Ministry of Education and Science of Ukraine, by the conclusion of 2022, a total of 31 higher education institutions had been temporarily relocated. A considerable portion of higher education students and academic staff underwent distressing experiences and are in need of psychological aid and support. Moreover, a majority of institutions located in territories subjected to temporary occupation encountered equipment destruction, damage, or theft (MON, 2023).

It is evident that the modernization of Ukraine's national higher education in contemporary circumstances is an essential prerequisite for the country's victory and innovative resurgence. Given the foregoing, the endeavour to reform higher education in South Korea takes on special significance. We regard the trajectories of higher education advancement amidst global, regional, and domestic challenges, as illuminated by our research, to hold substantial relevance for Ukraine. We classify these trends as overarching, as they outline the paths for higher education evolution on a national scale. They are the following:

- *modernization of the legislative framework of South Korean higher education.* The functioning of higher education is governed by the Law "On Higher Education" which outlines the key parameters of the field. Establishing a coherent mechanism for the operation of higher education within the legal framework, formulating regulatory legal documents, and safeguarding the rights and liberties of all stakeholders within the educational process serve as the bedrock for the prosperous advancement of higher education institutions.
- *intensification of funding.* Consistently, the South Korean government raises its funding allocation for education, specifically targeting higher education. This funding encompasses not only financial backing for scientific research and initiatives, the inception of novel products and innovations that elevate the standards of higher education, science, and technology, but also addresses the expenses associated with establishing new technological centres, modernizing the physical infrastructure of universities, and providing material support to the student populace.
- *enhancing the link between higher education and the national economy through the education of professionals for the industrial sector.* The nation's

government has established a well-structured and systematic synergy among the economy, education, and industrial sectors, constituting a pivotal instrument in securing enduring economic progress within South Korea. This framework enables higher education students to amass knowledge and effectively apply it within enterprises and technology hubs, fostering the inception of commercially viable projects of their own. Consequently, this dynamic encourages collaboration across diverse economic sectors, nurturing the country's innovative and technological capabilities.

- *streamlining the administration of higher education institutions.* Over an extended period, diverse governmental bodies and institutions assumed responsibility for higher education; however, today, the primary role has been delegated to the Ministry of Education.
- *establishment of a comprehensive higher education system comprising diverse categories of higher education institutions.* A crucial aspect of modernizing higher education in South Korea on an organizational level involves the advancement of private higher education institutions. The country's government offers substantial financial backing to private higher education institutions, enabling them to contend with public institutions and offer broader access to tertiary education. This affords Korean citizens the chance to select an educational institution that aligns with their objectives and passions, while also implementing competitive principles in the university admissions process for higher education applicants.
- *digitization of higher education: amplification of the integration of online technologies within the educational procedure.* The advanced technological landscape in South Korea has expedited the progress of online education. Numerous higher education institutions have crafted online educational courses and embraced distance and blended learning approaches. This shift has yielded favourable outcomes in terms of accessibility, enabling students to opt for courses and programs that align with their individual requirements and preferences.
- *improvement of higher education quality.* Ensuring the quality of higher education, which is achieved through a well-established national accreditation system for evaluating higher education institutions, remains a foremost objective for the country's government. An additional facet of quality pertains to the criteria for selecting educators and academic personnel engaged in the teaching process within universities.
- *expansion of higher education access.* The pivotal focus of modernizing the legislative structure for higher education lies in broadening access to higher education across all segments of the population, especially individuals with special educational requirements and limited financial resources. The government of the country is endeavouring to harmonize the legislative framework with global norms and practices, aiming

to shape a multi-tiered system of lifelong education, with higher education serving as a pivotal component. This effort has led to a surge in student enrolment. The expansion of access to higher education in South Korea commenced in the 1990s, when the government initiated substantial funding for higher education and permitted the establishment of private higher education institutions.

- *globalization and internationalization of higher education.* The nation actively encourages the recruitment of foreign scientists and fosters the academic mobility of students, thereby advancing the global exchange of knowledge and expertise, broadening international relationships, and fostering collaboration with other countries in the realms of education and science. Virtually all universities have established international partnerships and engage in collaborative educational and scientific initiatives aimed at enhancing international higher education standards. Moreover, the country's top-tier higher education institutions have consistently secured prominent positions in world university rankings, such as the QS World University Rankings and The World University Rankings, over several consecutive years. South Korea engages proactively with international universities and organizations within the sphere of higher education, facilitating student and faculty exchanges, collaborative research endeavours, and academic partnerships. This international cooperation broadens opportunities for students and educators to acquire novel knowledge, engage with diverse cultures, and foster a global perspective.
- *regionalization of higher education.* One crucial aspect of regionalization is South Korea's engagement in multidimensional collaboration within higher education, science, and innovation. This involves the participation of the countries of the Far East in diverse international projects and programs across various domains. Additionally, Far Eastern countries within ASEAN forge bilateral agreements and initiatives to foster cooperation in higher education and science. They also organize conferences and seminars where experts and researchers deliberate on innovative advancements in education.
- *increasing competitiveness.* The paramount objective of the country's government is to cultivate highly skilled and competitive professionals, thereby ensuring global competitiveness. This objective is achieved through the modernization of educational content and reinforcing its alignment with the national economy and job market demands. At the heart of any education system, particularly within higher education, lies the knowledge that is generated and conveyed to students throughout the learning process. We observe a broadening array of educational and educational-scientific programs. Universities actively collaborate with international educational institutions and businesses to devise pertinent and inventive programs tailored to labour market



requirements. The development of interdisciplinary programs that integrate a comprehensive range of educational elements is also taking place. Higher education institutions present students with opportunities to amass knowledge in diverse fields of science and technology, thereby enhancing their competitiveness within the job market.

Emphasizing students' attainment of practical experience through the competency-based approach, aimed at nurturing essential skills and life proficiencies, has also been acknowledged. Higher education institutions actively motivate students to engage in research initiatives and take part in international and regional internship programs, facilitating the acquisition of essential experience for their future careers. Concurrently, the adoption of assessment methodologies aligned with European and global benchmarks, designed to gauge the extent of competency attainment, is gaining traction.

In conclusion, it's noteworthy that Ukrainian comparative scholars presently view the identification of developmental patterns in the realm of education as an efficient method for consolidating and organizing valuable foreign insights, subsequently offering recommendations for national education. Throughout our research, we have highlighted overarching trends that we consider as promising guidelines for the advancement of higher education in Ukraine during the context of war and reconstruction. Despite the substantial variances in politics, economics, culture, and education between South Korea and Ukraine, it's these overarching trends that serve as pathways for incorporating beneficial practices and progressive concepts into the evolution of the national higher education system.

## CONCLUSIONS

The analysis conducted has yielded a set of recommendations for the enhancement of the national higher education system, rooted in the promising reform practices observed in South Korea. Notably, it's suggested to ensure consistent funding for higher education, thereby guaranteeing ample financial support for educational institutions, and to establish a comprehensive system of scholarships and grants for financially disadvantaged students. In the context of Ukraine, this could involve fortifying partnerships between higher education and the private business sector, establishing scholarship and grant programs for students from low-income backgrounds, and facilitating low-interest loans for pursuing higher education. Moreover, it's recommended to bolster quality control mechanisms for higher education, upholding elevated standards. Achieving equitable access to higher education for all demographic segments, particularly young individuals from low-income families and people with disabilities, is pivotal. Furthermore, fostering international collaboration with foreign universities and scientific centres is vital, enabling higher education students, postgraduates, and academic staff to gain valuable experience in foreign educational institutions, labs, and research centres. Strengthening

the nexus between higher education and the industrial realm is also crucial. Fostering research in the realm of education and facilitating collaboration among universities, scholars, and the private sector is a crucial endeavour. Additionally, drafting and executing programs grounded in a competency-based educational model, enabling the practical application of acquired knowledge across diverse professional scenarios and industry domains, along with addressing issues using critical thinking, are imperative. Transitioning from conventional learning paradigms to innovative ones is also pivotal. Ukraine has the potential to champion an innovative educational approach, notably through the integration of cutting-edge technologies and the creation of novel teaching methodologies.

Considering the aforementioned factors and the context within which the higher educational institutions function — especially in light of military endeavours and the efforts to surmount the aftermath stemming from the COVID-19 pandemic — it is our contention that a number of recommendations ought to be put forth. These recommendations are aimed at expediting the transformation of higher education in Ukraine.

1. Conducting a systematic and comprehensive analysis to determine the real needs of the national labour market in order to correlate the obtained results with the available list of educational programs offered by Ukrainian higher educational institutions.
2. Establishing a three-tier model of managerial interaction within higher education: industry — government — higher educational institutions. This model is poised to leverage the higher education resources primarily to address the requisites of the national industrial complex, thereby bridging the gap for highly skilled personnel in critical economic sectors and propelling the nation towards an elevated economic paradigm.
3. Implementing a nation-focused approach in the realm of higher education in Ukraine, coupled with a rejuvenation of its content, grounded in cutting-edge technologies and the most recent accomplishments of scientific inquiry.

We believe that research of innovative pathways are key points for modernising higher education content in the post-war era, drawing from the lessons of South Korea, as promising avenues for further scientific research.

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## **РЕКОМЕНДАЦІЇ ЩОДО МОДЕРНІЗАЦІЇ УКРАЇНСЬКОЇ ВИЩОЇ ОСВІТИ ЧЕРЕЗ ПРИЗМУ ОСВІТНІХ ЗДОБУТКІВ ПІВДЕННОЇ КОРЕЇ**

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У статті автор аналізує вищу освіту у Південній Кореї, спираючись на законодавчий, організаційний та змістовий рівні її функціонування. Окреслюючи ключові фактори, які сприяли успіху Південної Кореї в галузі вищої освіти, зокрема урядову політику, інвестиції в освіту та розвиток наукових дослідження, а також соціальний і культурний аспекти у середині держави. Шляхом аналізу південнокорейської моделі, автор акцентує увагу

*на питаннях, які є актуальними для української вищої школи в умовах війни та подальшого післявоєнного відновлення. Крім того, у статті окреслено можливості застосування позитивного досвіду Південної Кореї в освітній галузі та імплементації його в українські реалії, враховуючи національні особливості та потреби з якими зіштовхнеться суспільство у післявоєнний період. Розкрито питання адаптації певних підходів до управління вищою освітою, зокрема співпраці закладів вищої освіти, Урядом та промисловістю, що може бути корисним Україні у процесі модернізації вищої освіти та сприятиме покращенню свої дослідницьких можливостей. Крізь компаративну призму автор розкриває перспективи використання південнокорейського досвіду вищої освіти як каталізатора для відродження країни після війни та надає свої рекомендації.*

**Ключові слова:** вища освіта; модернізація; Південна Корея; Україна.

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## TESTING AS A LANGUAGE ASSESSMENT TOOL: UKRAINIAN EXPERIENCE

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### ABSTRACT

*There are lots of books devoted to test design techniques for teachers to critically evaluate and reflect on assessment items developed by them and for them. However, the problem is whether teachers, who are “jacks of all trades,” are assessment and test-writing literate, whether they are aware of assessment purposes, they understand and can interpret methods and principles of test item design. The question arises whether, with the help of tests, teachers can ensure valid inferences about test takers’ knowledge and skills, and whether teachers who become item writers and test designers have enough knowledge and skills for this complicated task. The article contributes to helping Ukrainian university teachers reflect on their assessment and evaluation knowledge and skills. Hopefully, the article may raise awareness of the importance of a deeper theoretical and practical expertise in high-quality assessment for language education. Besides, the article may stimulate teachers’ attention and focus on complicated problems around test creation, administration, and analysis.*

**Keywords:** *assessment, knowledge and skills; test; test design; test-task.*

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### INTRODUCTION

In today’s globalised world, high proficiency in foreign languages is of great demand, especially if the languages are international ones. With a foreign language command, students are able to get education in universities where instruction is not in their native language. They may travel or get employment all over the world. English, the most widely spread of international languages, besides being a native language in a number of countries and a second state language in others, is used as a working language practically across Europe.

Growing demands for high-level users of languages is accompanied by an increasing demand for accountability in language teaching. “Corporations

and businesses are increasingly expecting educational institutions — schools, colleges, and universities — to produce potential employees whose language ability is sufficient for them to function in a multilingual workplace” (Bachman, 2013, p. 2). A bright example of the importance of English is the intention of the Ukrainian government to employ and appoint those officials whose language proficiency is sufficient for using it for communication.

It is understandable that language assessment, in general, and testing, in particular, are also used wider than ever before. There has appeared a separate branch of science which deals with theoretical and methodological foundation and principles of test development and their application in monitoring and evaluating the quality of education. Testing has become an important tool for assessing students’ achievements and the development of their knowledge and skills in any subject, foreign languages included. It is used in order to obtain evidence of language use inside and outside classroom settings, to interpret it, to infer students’ overall language proficiency, and to predict their language performance in real-world situations (Ashraf & Zaki, 2019, p. 164). There are international communities and forums of experts in testing, ILTA (International Language Testing Association) being just one example of them.

It is worth mentioning that the COVID-19 pandemic has launched a digitally-based format of testing and virtual exams in higher education. For example, Morrison & Sepulveda-Escobar (2022) state that online assessment has become pivotal to allow evaluation of the knowledge and competences of teacher students. Mospan et al. (2022) “show a significant increase in EdTech use for online teaching and testing”, particularly for conducting final achievement and progress achievement tests (p. 97). Besides, “the examiners were engaged in designing appropriate distance exam forms, exam materials and choosing a collaboration platform” (p. 98).

Though traditional forms of assessment such as oral and written students’ answers, credit tests and examinations are not done away with because of the development and wide employment of new technology, testing has become an indispensable part of the teaching / learning process. Properly designed tests provide the opportunity to evaluate the quality of education in an objective, fast, and unbiased way.

In this context, **the objectives** of the article — to present testing as a form of language assessment, its principles, stages and elements as well as to reflect on challenges experienced by test writers and test administrators, particularly in Ukrainian education.

## METHODOLOGY

The research objectives are reached by applying a literature review and examining the state of the Ukrainian experience of designing and conducting tests in higher education.

## RESULTS

**Testing as a form of language assessment.** It is evident that the employment of tests to assess students' language abilities requires in-depth knowledge on the part of teachers. First and foremost, before designing any test, test developers should identify the purpose for which the test will be created, and a corresponding test specification should be worked out. The Test Specification is the main document on which the test is based. It is the so-called test outline (Brown & Abeywickrama, 2019, p. 63), the rationale that guides the test design. It describes the test content and form, the number and level of test tasks, the assessment system for particular tasks and the test as a whole. The developed test tasks should make it possible to achieve the purpose of the test.

Foreign language tests may be designed for different purposes:

- Diagnostic tests are employed to diagnose language strengths and weaknesses. They present valuable information for teachers to make proper decisions to help their students overcome language problems and make teaching more effective.
- Achievement tests assess students' achievement of specific objectives in the teaching / learning process.
- Placement tests are administered to identify students' level of language acquisition to place them in a particular course appropriate for their level. Mistakes in incorporating students in a group suitable for his / her initial proficiency level may lead to their frustration, boredom, lack of motivation, and failing the course.
- Proficiency tests are developed to measure the general level of language mastery.
- Progress tests help teachers check students' achievements at the end of the lesson, unit, course, or term.

Taking into consideration the time of holding the control, tests may be divided into formative and summative ones. Formative tests are conducted to monitor students' learning and to provide them with ongoing feedback. Formative tests identify areas for improvement for students as well as for teachers with respect to their teaching. Intermediate assessment takes place in the middle of the course to identify how well students are ready for the final examination. Summative assessment tests are administered to measure or sum up what students have learned or can do at the end of the course of instruction.

According to the interpretation of test results, tests may be norm-referenced or criterion-referenced ones. Ukrainian External Independent School-Leaving Examination refers to norm-referenced tests, as its score is interpreted in comparison with the norm — the average score obtained by the whole bulk of school-leavers. The result of the test indicates whether the student has achieved the requirements of the standard — the norm (curriculum, syllabus) and what he or she can do, compared to others. Criterion-referenced tests measure



candidates' performance against a set of criteria which are predetermined and described before the administration of the test.

If one takes into consideration the formal aspect — test structure, the following kinds of test tasks may be distinguished: multiple choice, gap-filling, cloze, true / false / not-given, matching, and open-ended tests.

The books devoted to test design, critically evaluate and reflect on assessment items developed or used by teachers (Alderson et al., 1995; Brown & Abeywickrama, 2010; Brown, 2011; Buck, 2001; Carr, 2011; Green, 2014; Hughes, 2002; McNamara, 2004). They help test item writers create good, quality test tasks. These manuals “walk readers through the genesis, qualities, development, and evaluation of assessments in general” (Giraldo, 2019, p. 130). The main requirements to test may be summarized as a checklist:

- If tests are aimed at assessing candidates' ability to communicate, they are based on communicative principle, not the traditional, linguistic one, i.e., test tasks or items are based on the text which reflects the natural authentic language. On the other hand, grammar and vocabulary tasks used in isolation, in other words, if they are decontextualized, will contradict the principle of assessing communication in the real, authentic language.
- The test is not biased.
- Item stems (questions or statements) do not contain vocabulary unknown to test takers.
- Items are independent and do not overlap or use the same words.
- It is impossible to answer using previous options or the ones that follow.
- Correct options are not based on the universal knowledge or test takers' experience. In this case, the item does not assess the construct.
- Stems are short, options / distractors are of the same length, semantically related, plausible, structurally homogeneous, without redundancies and repetitions.
- Absolute words (“always,” “never,” “only”, etc.) should be avoided.
- As a rule, there is only one unambiguously correct answer.
- Instructions and rubrics are concise and clear to test takers, and test items correspond to the level of their proficiency.

Besides these “nuts and bolts” for writing correct test tasks, it is essential to analyse other qualities of a good test which are to be taken into consideration. Bachman (1996) defined six test qualities of a test. They are *reliability*, *validity*, *authenticity*, *interactiveness*, *impact*, and *practicality*. These characteristics of the test help assess whether the test is properly created and can be used and trusted or not.

*Test reliability.* Reliability means that the results of the test do not depend on the time and place of holding it, nor on the experts who assess it. It means that if the same test is taken twice by the same examinee at different times, the score will be the same. In statistical terms, reliability is determined with the help of the Reliability Coefficient, Cronbach's alpha (which is calculated

by using a mathematical formula and measured from 0 to 1 scale), test-retest, and inter-rating techniques.

Cohen (1994) revealed the factors affecting test reliability:

**Test factors.** Assessment criteria not properly developed, low level of item discrimination, invalid construct, ambiguity of instructions which are not clear, improper layout of the test, the test's format unfamiliar to test takers, quality and quantity of items (which should not be too easy or too difficult), a few test tasks. The longer the test is, the more reliable it is. "The more opportunities we give test takers to show what they know, the more accurate and fairer the measurement is likely to be" (Douglas, 2010, p. 4).

**Situational factors.** Qualities of the physical space, lighting, quality of equipment used, wrong time allotted to the fulfilment of the test.

**Individual factors.** The physical health and psychological state of test takers, their cognitive abilities and motivation (Cohen, 1994; De Benedetti, 2006).

**Validity.** Speaking about the test validity, construct and content validities are distinguished.

**Construct validity.** "Of all the concepts in testing and measurement, it may be argued, validity is the most basic and far-reaching, for without validity, a test, measure or observation and any inferences made from it are meaningless" (Hublely & Zumbo, 1996, p. 207). Besides, one of the major requirements to any language assessment, tests included, is valid interpretations made about test takers' language ability on the basis of assessment results. There should be confidence that the test measures what it is expected to measure, that the interpretations of the test results are justified and meaningful, and that "a given test score can be seen to be an indicator of some abstract theoretical model of language ability" (Bachman, 2013, p. 1-5). The Common European Framework of Reference with its levels of skills descriptors significantly helps understand what language ability is required for this or that particular skill at this or that particular level of proficiency (CEFR, 2001). However, it may happen that, developing tests, teachers trust their intuition, the so-called "gut feeling" which is definitely subjective. If they refer to the CEFR level and skills descriptors, they get a tool that serves "as a reference, a lighthouse to look at for guidance" (Ramirez, 2013, p. 198).

Construct may be defined as the idea or theory, something consisting of different parts is based on. As Bachman defines it, a test construct is an abstract entity, the language ability which the test should measure. Thus, construct validity shows that the test is used for the purpose it has been constructed for. It is possible to say that the construct validity of the test reflects the extent to which the test scores could be interpreted as indicators of the construct or the ability it is intended to measure (Bachman, 2013, p. 1). "Construct validity is about how well a test measures the concept it was designed to evaluate. It presents justification of the interpretation of the test results", in other words, "the extent to which evidence can be found to support the underlying theoretical concept on which the test is based" (Rapi & Miconi, 2014, p. 163).

In order to determine whether the test is valid and to prove that it measures what it is intended to measure, one may resort to the analysis of its descriptive statistics and analyse biserial correlation coefficient, discrimination index, and distribution curve. The other important psychometric characteristics of the test are the mean value (maximum and minimal results) and bias.

*Content Validity* of the test indicates to which extent the content of a test is sufficiently representative and comprehensive for the purpose of its design (Douglas, 2010; Eckes, & Althaus, 2020).

*Authenticity* deals with the language presented in the test tasks. It should be authentic, original, live language spoken by native speakers at the present time, today. One of the most difficult and time-consuming tasks in test item creation is to find a suitable text which will meet the requirements of the test specification. It should not be biased — should not violate rights of test takers or discriminate against them on any ground. It should be appropriate for the test-takers level and on the topics included into the curriculum / syllabus.

*Interactiveness* is about what test-takers bring to the test. It means that the test is designed for a particular group of learners, with their language ability, knowledge of the topic, and the test format.

*Practicality* is the ease with which the test can be administered and assessed — interpreted and graded (Bachman, 2013, p. 9).

Summing up, the process of test design may be divided into several stages (Hughes, 2002, p. 58-74):

- Stating the problem.
- Writing the test specification.
- Developing test items.
- Trialling on native speakers.
- Trialling on non-native speakers.
- Analysing test results.
- Calibrating scales.
- Validating the test.
- Training the staff involved in test design, administration, and assessing.

**Language testing in Ukraine.** It is worth mentioning, that Ukraine has been accumulating experience in foreign language testing. The development of the National English Test was initiated by the British Council in Ukraine, Delaso UK Ltd, and the Ukrainian Ministry of Education and Science in 2006. It started with the training course on the theory and practice of test design for item writers, development of the test specification, development of the first tests (to test reading skills) and their trialling. Later the project continued under the auspices of USETI Alliance / American Councils, the Ukrainian Education Quality Assurance Centre, and the Ukrainian Ministry of Education and Science. In 2009, the External Independent Test of foreign language proficiency was introduced. At the beginning, the test comprised the parts to test reading and writing skills plus the use of the language. Then, in 2017, listening was added. Speaking is waiting for its turn.

High-stake tests, including Ukrainian External Independent Test for school-leavers, observe the above procedure. The author of the article with her students at Donetsk National University, Ukraine, participated in pretesting for ESOL, in particular, ILEC and IELTS examinations. This pretesting was important for ESOL since, before the administration of such high-stake tests, it should be trialled on a great number of candidates all over the world. For students, testees, it was useful as they got acquainted with the format and the procedure of these international tests. They also got feedback — information about the obtained score, as the examination score was correlated with the real examination band or CEFR level.

Tests designed at universities are different. A particular example of using testing at Ukrainian higher education institutions is the experience of the author of the article. Tests are widely used by teachers to assess students' language ability, for formative assessment as well as the summative one, at the end of the module or the course. The most suitable examination form was developed, with the examination paper including a test on LMS Moodle and students' direct answers during virtual communication (Mospan et al., 2022, p. 98). The examination format makes it possible to check all the main speech skills plus translation.

Tests are developed by teachers themselves and attached to the e-course on the LMS Moodle. Students have to do three tests every week, a vocabulary test, a grammar test, and a listening one as their self-study assignments. The listening test assesses the language in communication; vocabulary and grammar ones are not based on the communicative principle, but on discrete items. Reading and speaking skills are tested with the help of teacher's assessment or alternative assessment tools in class. Writing is checked in the form of essays. Writing is a time- and effort-consuming skill for both students and teachers who grade students' works, so it is not practised a lot, and not in the classroom. Besides, writing skills are developed with the help of a separate subject, Academic Writing.

University teachers are “jacks of all trades” and as such they do everything for the instruction process. They develop syllabuses, write text books, prepare materials for lessons and examinations, design tests, etc. However, the question arises whether teachers are assessment and test-writing literate, aware of understanding and interpretation of assessment purposes and results, methods and principles of test item design to ensure valid inferences about test takers' knowledge and skills, whether teachers who become item writers and test designers have enough knowledge and skills for this complicated task (Ramirez, 2020, p. 195). Because of that, it sometimes happens that commercial tests are used; sometimes tests are “frankensteined” (Ramirez, 2020, p. 196) — pieces of tests designed commercially or ones taken from textbooks are used. However, these practices do not correspond to the syllabus and the objectives of the course taught, do not take into consideration students' specialization and needs, and, therefore, are not valid and reliable. There is one more thing that

teachers who design tests should be familiar with. It is descriptive statistics. It is a complicated thing and is closely connected with mathematics which is not, as a rule, among favourite subjects for language teachers. For some of them, it is even frightening. In any case, basic statistics connected with test design is necessary for test designers.

Taking into consideration the Ukrainian national school-leaving test, it should be noted that there is a specialized department at the Ukrainian Education Quality Assurance Center which analyses the behaviour of test items for school-leavers after their piloting and pretesting. University electronic tests are also accompanied by graphs presenting the test discrimination curve. Still, it is doubtful that it is paid much attention to and the test is rewritten if the curve of the normal distribution is not “normal”. It does not discriminate students properly in case the Gaussian curve is asymmetrical. If it is shifted right, the test is too easy, and the results are higher than expected. If it moves to the left, the results are lower than expected, and the test is too difficult. The test is considered to be valid, if the asymmetry and excess of the distribution equal zero. Thus, the statistical analysis of the test is based on the deviation of the results from the normal distribution — on the coefficients of asymmetry and excess.

The high-stake school-leaving test is calibrated against the Common European Framework descriptors, and the results are reported on a single scale. The specification, construct and content of tests designed by university teachers are based on the syllabus which, in its turn, is based on the CEFR. There is no wide-scale trialling, mostly the intuition and common sense of teachers who design and administer tests. Then alterations, if they seem necessary, are introduced, some of them after the administration / implementation of the test. Feedback is very important in order to review positive and negative aspects of the test, as it helps improve the test and avoid mistakes when developing future ones. De Benedetti (2006) recommends to concentrate on the following while designing test items and compiling tests: to analyse test items including the test statistics, to design and analyse questionnaires for students and teachers, ask them to fill the questionnaires out after the test administration, and to reflect on the wash-back effect of the test. It also helps if assessment and evaluation are transparent; it raises students’ and teachers’ awareness of the fairness of the procedure and thus students’ motivation (Ashraf & Zaki, 2019, p. 169).

## CONCLUSION

The article shows, that despite lot of books on language assessment and evaluation and webinars conducted on these issues, teachers need training in test task design since they enter into the profession without a strong knowledge and skills of assessment (Ashraf & Zaki, 2019). They need greater expertise and diversification of evaluation techniques, as well as the development of constant reflection and critical thinking towards assessment and evaluation (Brown &

Bailey, 2008; Ramirez, 2020). The emphasis on testing is reinforced by the need to investigate teacher assessment concepts in a completely new virtual environment (Morrison et al., 2022). The article may contribute to helping Ukrainian university teachers reflect on assessment and evaluation knowledge and skills and raise awareness of the importance of deeper theoretical and practical expertise in high-quality assessment for language education. It may stimulate teachers' attention to focus on complicated problems around test creation, administration, and analysis.

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## **ТЕСТУВАННЯ ЯК ФОРМА ОЦІНЮВАННЯ МОВИ: ДОСВІД УКРАЇНИ**

Оксана Висоцька, кандидат філологічних наук, доцент, Кафедра англійської мови та комунікації, Київський університет імені Бориса Грінченка, Україна 04053, Україна, м. Київ, вул. Бульварно-Кудрявська, 18/2. o.vysotska@kubg.edu.ua

У статті порушуються питання компетентності вчителів, які є «майстрами на всі руки», в оцінюванні та розробленні тестів, їхнього усвідомлення цілей оцінювання, а також здібностей вчителів інтерпретувати методи та принципи розроблення тестових завдань, зокрема для оцінювання англомовних та мовленнєвих компетентностей студентів. У статті, автор також, розмірковує над можливістю вчителів закладів вищої освіти робити за допомогою тестів достовірні висновки

щодо знань і навичок учасників тестування, а також над наявністю у викладачів, які стають авторами завдань і розробниками тестів, достатніх знань і навичок для цього складного завдання. Об'єктом дослідження є аналіз досвіду та практик розроблення та застосування тестів для оцінювання англомовних компетентностей студентів в освітньому процесі у закладах вищої освіти України. Результати та висновки, зроблені автором, можуть сприяти викладачам закладів вищої освіти осмислити специфіку процесу розроблення якісних тестів. Крім того, ця стаття може підвищити обізнаність про важливість глибокої теоретичної та практичної експертизи у високоякісному оцінюванні мовної освіти, а також зосередити увагу вчителів на складних проблемах створення, адміністрування та аналізу тестів для оцінювання англомовних компетентностей студентів у закладах вищої освіти.

**Ключові слова:** оцінювання; знання та вміння; тест; розроблення тесту; тестові завдання.

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# DISTANCE LEARNING AND DIGITAL TOOLS IMPLEMENTATION

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## PROFESSIONAL LEXICAL COMPETENCE DEVELOPMENT IN BLENDED LEARNING

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### ABSTRACT

*The integration of Ukraine into the world community requires perfect mastery of foreign languages from future professionals. The number of hours allocated to studying a foreign language in institutions of higher education is insufficient for the formation of all types of foreign language competences, in particular, foreign language lexical competence. Possession of lexical competence is part of the system of development of speaking in a foreign language. That is why there is a need to improve the methods, means and technologies of foreign language learning. The purpose of the article is to reveal the role of the process of formation of students' foreign language lexical competence. To achieve the goal, a questionnaire was conducted among students of a language institution of higher education. The paper presents the data and analysis of the conducted survey. It was concluded that the combination of traditional teaching methods and innovative ones in the process of learning a foreign language makes it possible to intensify the independent activity of students, increases cognitive activity, and contributes to more effective vocabulary development in blended learning. Recommendations are given on facilitating students' mastery of lexical units in blended learning.*

**Keywords:** *foreign language competence; lexical competence; blended learning; language skills; higher education.*

## INTRODUCTION

In the period of technological development and increased international cooperation, the problem of effective learning of foreign languages is actualised. In almost all progressive fields of activity, knowledge of foreign languages is required to meet the needs of the enterprise regarding the exchange of experience, conclusion of contracts, expansion of sales spheres, translation of specialized literature, and business visits.

Therefore, it is very important to train specialists of various profiles who know languages not superficially, but at the level of independent users. Fluency in a foreign language depends on many factors (the ability to listen to speech, operate with grammatical material, correct pronunciation, etc.), but the vocabulary of the interlocutor most often plays the main role in communication. Thus, a primary element in learning foreign languages is the expansion of students' linguistic competence by introducing them to the richness of the lexical composition of the language being studied.

The problems of foreign language lexical competence development attracts scholars' attention. For example,

Lee (2003), Li (2013), Thornbury (2002), and Vassileva (2015) investigated ways and techniques of revealing the meanings of words by foreign students; Retamar & López-Pérez (2021), Sato & Tanaka (2017), Vedder & Benigno (2016) analysed the action of the lexical mechanism in various types of speech activity; Azamatovna et al. (2022), and Mei et al. (2009) substantiated the process of functional acquisition of vocabulary, taking into account the regularities of the generation of speech expressions; Deveci (2016), Martínez-Carrasco & Becerra (2020), and Shandra et al. (2022) defined the criteria and described the procedure for selecting lexical items for forming the necessary vocabulary.

Moreover, higher education digitalisation has impacted the ways of developing lexical competence, when digital tool have been implemented into educational environments, e.g., utilizing mobile applications (Horbatiuk et al., 2019), format of synchronous and asynchronous communication (Sotillo, 2016), digitalisation of writing (Mospan, 2023a), emergency of new language patterns in English language teaching online (Mospan, 2023b). However, the problem of systematization of various types of exercises for teaching terminological vocabulary especially to university students still needs further development and analysis.

It is worth mentioning, that Sysoieva & Mospan (2018) highlight the different approaches to the national (Ukrainian) and international concept of competence. There are two notions in the national discourse — 'competence' and 'competent performance'. "The 'competent performance' is personal and assessable characteristic of an individual, which is caused by the level and quality of education, experience and his personal qualities, ability to self-improvement and creative approach to his work" (Sysoieva & Mospan, 2018. p. 10). Lexical competence refers to "two different dimensions: referential and

inferential lexical knowledge” (Velasco, 2007, p. 51), or to “the ability to use semantically related words differently” (Sato & Tanaka, 2017, p.110).

Let us emphasize the fact that the students’ productive foreign language communication indicates the lexical minimum the students have mastered. The presence of lexical knowledge in students is evidenced by their understanding of the meaning of a new lexical unit in isolated form when listening and reading, as well as the ability to pronounce and write it according to the meaning in isolated form.

Note that vocabulary can be formed directly or indirectly. During direct study, students perform specially designed exercises and tasks for vocabulary development. Language exercises, forming students’ language skills of word change, form formation, construction, have a positive effect on the formation of language skills and the development of relevant skills.

The conducted analysis makes it possible to state that the assimilation and replenishment of student vocabulary by performing special exercises is expedient, because lexical exercises are one of the forms of development of foreign language lexical competence. Let’s emphasize that during indirect vocabulary learning, the student focuses on another type of activity, for example, listening or reading, and at this time imperceptibly learns words. In our opinion, when forming lexical competence as a professional among students, more attention should be paid to the indirect way of mastering vocabulary. It is also important to teach the student strategies that will help him learn vocabulary in situations in which he encounters unfamiliar words or the meanings of words he knows.

## **RESEARCH OBJECTIVES**

The purpose of the article is to reveal the role of the foreign language lexical competence developing in blended learning.

- 1) characterize the peculiarities of the process of formation of students’ foreign language lexical competence.
- 2) to reveal existing problems in the process of forming foreign language lexical competence among students.
- 3) to single out the ways of possible improvement of the process of formation of foreign language lexical competence among students.

## **RESEARCH METHODS**

General scientific methods are used to solve problems: method of analysis and synthesis (with the aim of revealing the conceptual and categorical research apparatus and scientific substantiation of the role of the process of forming foreign language lexical competence among students) and a survey method.

A questionnaire was conducted online among 2nd year students (63 respondents) of the Language Department in one university in Kyiv in October

2023. The survey was conducted anonymously. The survey aimed at revealing the number of lexical units learned and ways of mastering new vocabulary in blended learning. The lexical items that were taken into account correspond to the topics of the English language programme, designed for the 2nd year students of the language university, such as: medicine, science and technology, travel. Besides, the survey focuses on identifying the reasons for the decrease in students' desire to learn new vocabulary and to highlight the learning modes effective for acquiring new vocabulary during blended learning in higher education.

The use of this set of methods made it possible to obtain objective information about existing problems in the process of forming foreign language lexical competence among students.

## RESULTS

The existing educational programs of the English language for students make serious demands on the development of speaking skills of students, who must be able to conduct a conversation freely, using language richness, the guarantee of which is the use of a variety of vocabulary in general, phraseology and idiomatic expressions in particular. The modern English language is incredibly saturated with persistent phrases used to realize various communicative purposes: attracting attention, refuting or agreeing with the interlocutor, commenting on what was said, and thanking.

It is worth mentioning, that in the process of learning, students face the task of mastering the special vocabulary used in their professional field. Such a vocabulary largely consists of terms. Terms provide an accurate and concise description of a subject, process or phenomenon and name special concepts of a separate field of science, technology, etc. Each branch of knowledge has its own system of terms. The high level of communicative competence of future philologists and translators implies the need to master foreign language professional vocabulary (Thornbury, 2002).

*Table 1.*

### Range of lexical knowledge

Level	Characteristic
B2 (Upper-Intermediate)	Fluency in vocabulary on the most general topics and topics related to their field of activity, as well as the ability to vary the wording to avoid frequent repetitions, but lexical errors can cause uncertainty and miscommunication.
C1 (Advanced)	Fluency in a wide lexical repertoire, which allows you to overcome difficult places by paraphrasing; searches for expressions or alternative strategies are barely noticeable; free use of idiomatic expressions and colloquialisms.

Lexical competence is formed in the process of communicative activity. The process of formation of communicative competence definitely includes the process of formation of communicative skills and abilities of all types

of speech activity. Lexical competence becomes one of the professional skills, on a par with phonetic and grammatical competence, as it is an integral component of all types of speech activity.

Quite illustrative are created and for the ability to control this knowledge determine the general features of the formation of lexical competence as a professional among students, characteristic of all levels of language proficiency (see *Table 1*).

Only two levels of formation of students' lexical competence are represented, since the work considers foreign language lexical competence as professional. Based on the above-mentioned characteristics, teachers face a task that requires enormous cognitive and communicative efforts to achieve the development of foreign language lexical competence adequate to the All-European Recommendations on language education. On the way to the formation of foreign language lexical competence among students at one of two levels, a number of difficulties arise, caused primarily by the motivational component on the part of student youth (see *Fig.1-2*).

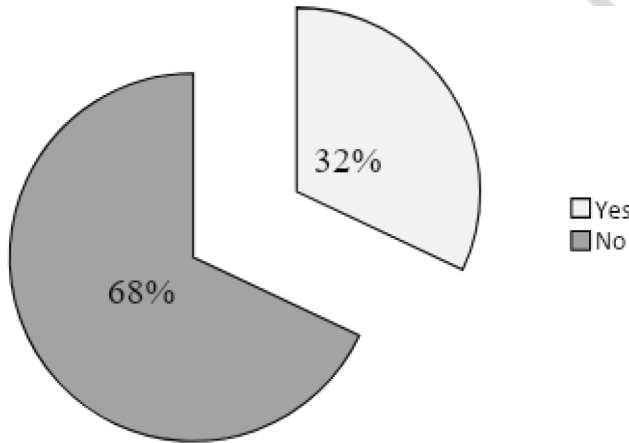


Fig. 1. Have you been monitoring changes in your vocabulary?

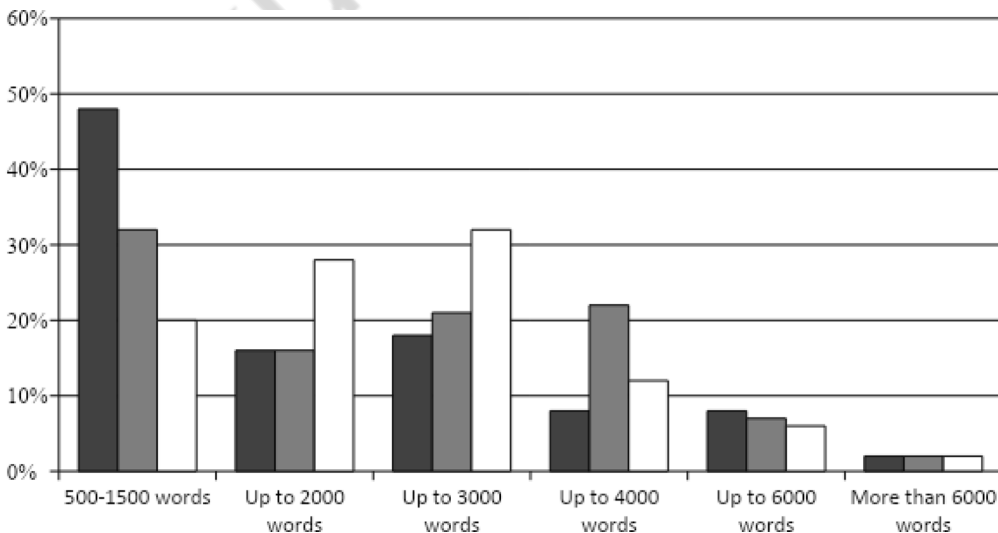


Fig. 2. The number of lexical items in the student's vocabulary for three periods

One of the main tasks of learning a foreign language is the formation of lexical competence in students, which involves not just teaching them to communicate in a foreign language, but also teaching them to think in it. Therefore, we can explain the answer of the respondents by the fact that the defined process is complex and difficult. Of course, for its successful implementation, the student must have a significant vocabulary, so that teachers can find the most effective ways and exercises to learn new words during each lesson.

The obtained statistical data tell us that the number of lexical units in the active vocabulary of students is decreasing. This is a modern problem that needs to be solved, because the acquisition of lexical skills by students of language majors should acquire a research and analytical character. There should be conscious work with the word, analysis of word-forming components of the contextual environment, analysis of lexical units from the point of view of their compatibility, implicit sociocultural information.

An important problem in this direction is the motivation of students to study foreign language vocabulary. In the motivational sphere of a person, there are motives of a different nature, which are of decisive importance for the purposeful increase in the effectiveness of learning a foreign language in general and mastering its vocabulary, in particular, internal motivation. The formation of internal motivation is also facilitated by the formulation of the goal of the controlled task: it is performed in order to be able to pronounce correctly in English the words that will be needed for conducting a conversation on the topic of the lesson.

The next part of the survey was an attempt to find out whether students learn foreign vocabulary independently, what methods, forms and techniques they use for this (see Fig. 3-4).

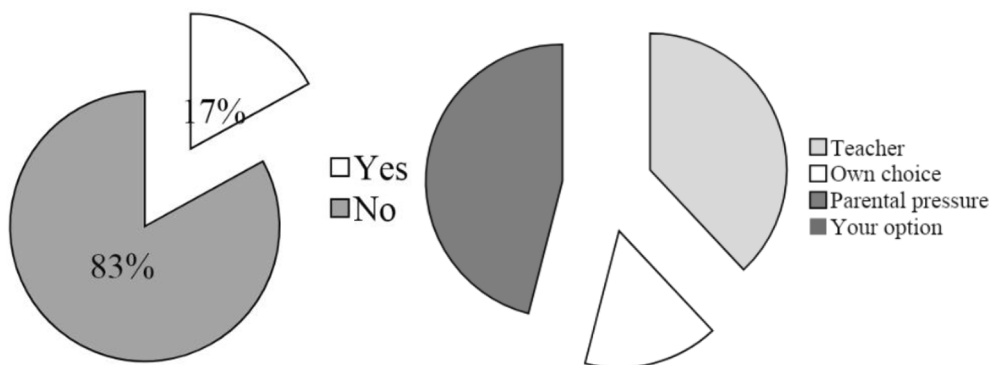


Fig. 3-4. Self-study of lexical items

Vast and strong at the beginning, over time the motivation goes away, leaving the student face to face with an unfulfilled dream. For many, learning English stops where serious difficulties begin and confidence disappears that it is even possible to improve the level of the English language. In the process of disappearing motivation, laziness appears. Most of the students prefer to sleep; they are too busy during the day, and closer to the evening they just want to rest. Being lazy

is normal, but in order to stay motivated to learn English, you need to learn how to harmoniously weave English into your routine. The survey demonstrated only two effective incentives for students to proactively expand their vocabulary, express the same thought in oral or written speech in different ways, and saturate their own written products with words and appropriate terms.

The choice of tools for teaching students lexical material and lexical competence development depend on lots of factors, e.g., the age group, the purpose and task of studying the material, the level of formation of the group, individual characteristics of students, etc. The last important stage on the way to the formation of foreign language competences among students is the verification and control of the acquired knowledge for the development of further learning strategies. Control of the level of formation of lexical competence occurs through oral and written communication processes, listening or reading, because lexical units are needed for the development of speech competences. Among the criterion evaluations, it is appropriate to single out the correct understanding of the lexical material, the correct use of it in the context, both in oral and written forms.

The final stage of the survey was an attempt to identify methods, forms and for the formation of foreign language lexical competence among students of language institutions of higher education (see Fig. 5).

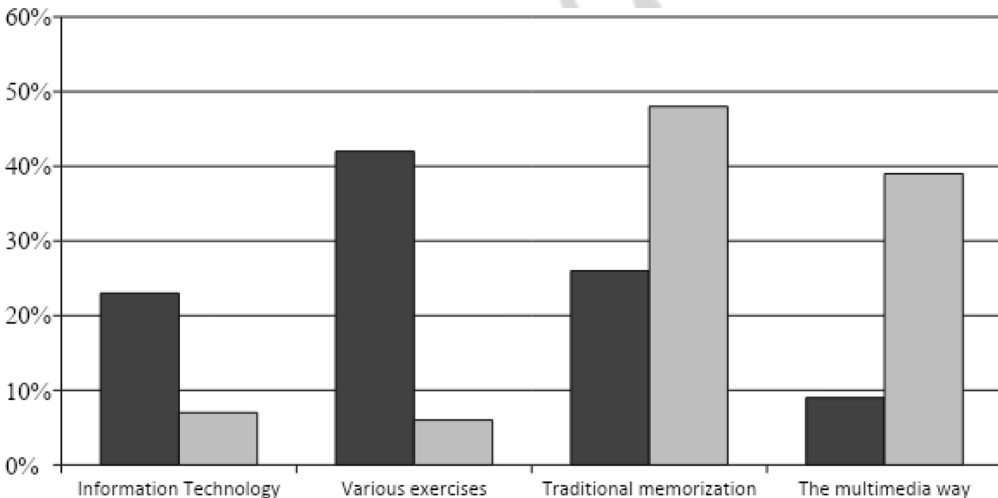


Fig. 5. Ways of learning new lexical items

The analysis of the results of the survey of students of the institution of higher education, as well as the analysis of textbooks, proved that the content of the educational material of modern textbooks does not contribute to the process of increasing the motivation of students to learn new lexical items. In addition, the lexical units presented in the textbooks are not sufficiently worked out in the exercises, in addition to the presentation in the text; in addition, controversial issues arise in the interpretation of meanings that confuse students. Tasks for working out new lexical units are given

from reproductive to creative; the proposed project work involves extensive use of language and communication with it during the discussion, preparation and presentation of the project. However, the main drawback from the student's side is the number of new words that arise in connection with the development of technologies, the study of which requires modern approaches.

The formation of lexical competence requires special efforts from both the teacher during the organization of classes and the student during independent work. Currently, students are unmotivated and unenthusiastic about memorizing new lexical units of everyday use, learning their contextual meaning, features of use.

## DISCUSSION

Researchers conditionally distinguish certain stages of the formation of foreign language lexical competence, under which they consider the process of forming the ability of students to solve communicative tasks aimed at the practical use of foreign language vocabulary in communicative activities, based on the acquired knowledge, skills and abilities. The formation of lexical competence begins with the presentation and semanticisation of new vocabulary. In this way, students get an idea of the sound and graphic image of a lexical unit, connections between a foreign word and its meaning are formed. Students acquire the skills of identifying lexical units in the proposed communicative situations.

At the second stage of the formation of lexical competence, it is necessary to form the skills of using the studied lexical units and to establish strong connections between the lexical units and their meaning. At this stage, attention should be paid to various exercises to consolidate the primary skills of using the studied vocabulary in a given communicative context. A characteristic feature of the next stage of the formation of lexical competence is the acquisition of theoretical knowledge about the lexical system of the language being studied. This is where the formation of skills to establish the features of the form, structure and meaning of a word takes place. At this stage, strong verbal-semantic connections are created.

At the last stage, the development of the ability to use lexical units to solve various communicative tasks is envisaged. For this, students should be able to use previously learned speech means and their speech experience. This level of competence is related to the performance of practical actions with foreign language vocabulary and is aimed at solving various communicative tasks in accordance with the conditions of communication, assuming the use of the necessary knowledge, speech skills and abilities. The formation of foreign language lexical competence is one of the important directions of improving the quality of communicative professional training of students.

The lexical component is a component of expressive and receptive types of speech activity. It can be claimed that students have mastered the lexical



material of professional orientation when they can use it in various situations of professional interaction. Achieving a high level of development of lexical competence is manifested in the fact that the student easily uses a fairly large vocabulary in both direct and indirect communication.

The formation of lexical competence is ensured by a special lexical strategy, which has two aspects. The first is related to the organization and memorization of lexical material on the basis of special techniques based on taking into account the peculiarities of students' cognitive activity. The second aspect of the strategy ensures the assimilation of the lexical units themselves, semantic information about them, practising practical actions with the word at different levels of complexity, developing skills in the combined use of lexical units in the most diverse situations of language communication. Lexical strategy and its aspects represent a combination of intellectual techniques and efforts used by the student to understand, remember and use knowledge about the lexical system of the language. A system of techniques for memorizing and assimilating lexical information, a system of lexically oriented exercises make up the technological basis for the implementation of the strategy and its aspects.

We consider it necessary to give examples of the types of exercises that can be used in English language classes. In particular, to master new lexical units: find correspondences in the columns; try to guess the meaning of the highlighted phrases; explain the meaning of the sentence. At the level of application, or so-called real practice, it is advisable to use the following types of exercises: read and translate the dialogue; explain the meaning of the selected vocabulary; write your own dialogue using the specified phraseology; read the dialogue according to the roles. At the same stage, the goal of which is the independent use of linguistic material in all types of speech activity, it is advisable to use such exercises as: pair up and comment on; match the dates and events and comment on them; look at the picture and imagine; find out more information about; compose a dialogue with the following words.

## CONCLUSIONS

Today, there are practically unlimited opportunities for learning a foreign language. Those wishing to master the language can choose their own schools, courses, study platforms, teachers, levels and textbooks. Independent language learning has become more accessible than ever, but the demand for it is decreasing, which is related to the motivation of students.

We consider it necessary to provide some recommendations to increase students' motivation in the process of forming lexical competence. Increasing motivation to learn foreign vocabulary is possible if you don't turn learning into a boring routine: constantly set a goal for students; in the group, healthy competition with other students, which should be organized by the teacher during classes, will help keep students in good spirits (this works even if you study English online). Let's emphasize that students should have a moderately difficult time in classes, which

should motivate them to learn new vocabulary. If the teaching is too difficult or too easy for the students, it is necessary to try to choose educational material of a different level. The most difficult thing for teachers of higher education is to constantly search for something new that will fuel the interest of students and keep them motivated to learn vocabulary from the English language. Taking into account the characteristics of the new generation of students, it can be a new digital application, a favourite film or series in English, an online resource with useful information or an English-speaking interlocutor.

The above-described exercises and recommendations will allow not only the formation of lexical competence and memory training in students of language universities, which is an integrative component of their foreign language communicative competence, but also to expand the student's world-view, because they get to know the rich cultural code of another nation. Further research is the development of a system for increasing the motivation of language university students in the process of forming lexical competence.

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## РОЗВИТОК ПРОФЕСІЙНОЇ ЛЕКСИЧНОЇ КОМПЕТЕНТНОСТІ У ФОРМАТІ ЗМІШАНОГО НАВЧАННЯ

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*Інтеграція України у Європейський простір вищої освіти вимагає від майбутніх фахівців досконалого володіння іноземними мовами. Кількість годин, відведених на вивчення іноземної мови у закладах вищої освіти, є недостатньою для формування всіх видів іншомовної компетенції, зокрема іншомовної лексичної компетенції. Володіння лексичною компетенцією є частиною системи розвитку говоріння іноземною мовою. Саме тому виникає необхідність вдосконалення методів, засобів і технологій навчання іноземної мови. Мета статті — розкрити роль процесу формування іншомовної лексичної компетенції студентів. Для досягнення мети було проведено анкетування студентів мовного закладу вищої освіти. У статті наведено дані та аналіз проведеного опитування. Зроблено висновок, що поєднання традиційних методів навчання та інноваційних у процесі вивчення іноземної мови дає змогу активізувати самостійну діяльність студентів, підвищує пізнавальну активність, сприяє більш ефективному формуванню словникового запасу. Дано рекомендації щодо покращення умов для оволодіння студентами лексичними одиницями, зокрема у форматі змішаного навчання. Описані вище вправи та рекомендації дозволять не лише сформувати лексичну компетенцію та тренувати пам'ять у студентів мовних закладів вищої освіти, що є інтегративною складовою їх іншомовної комунікативної компетенції, а й розширити світогляд студента, адже вони пізнають багатий культурний код іншого народу.*

**Ключові слова:** іншомовна компетенція; лексична компетенція; мовні навички; змішане навчання; вища освіта.

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# ARTIFICIAL INTELLIGENCE TOOLS IN FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION INSTITUTIONS

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## ABSTRACT

*The article is devoted to the problem of using artificial intelligence (AI) tools in the system of teaching foreign languages in higher education institutions. The study includes an overview of modern approaches to language teaching, the advantages, and possibilities of using AI in the educational process, as well as an analysis of the impact of these tools on the academic achievements of students. The objectives of the research are as follows: to determine the effectiveness and impact of artificial intelligence tools on the process of teaching foreign languages in higher education institutions, and to identify the most productive pedagogical strategies for integrating AI tools into foreign language instruction.*

*The integration of AI into the process of teaching foreign languages is substantiated, and the potential benefits for students and teachers are highlighted. Besides, interactive language programs and learning platforms that allow students to practice a foreign language in virtual situations, and receive feedback are analysed. The use of artificial intelligence makes it possible to create adaptive learning platforms that individually adjust to the needs and abilities of each learner.*

*Particular attention is paid to the possibility of individualizing the learning process through artificial intelligence, which allows students to learn a foreign language according to their needs and pace. The use of AI makes it possible to identify the optimal teaching methods for each student based on their individual abilities, learning styles, and interests. This teaching approach helps learners master the material more effectively, ensures maximum adaptation to their needs, and provides more successful results in learning foreign languages.*

*The risks of using AI in the educational process are identified, including the risk of turning language learning into a mechanical process without taking into account the context and cultural characteristics. The need to ensure system resilience and data security is emphasized, as a large amount of information that may relate to the personal data of students can be stored in AI systems.*

*Based on the studied data and analysis, conclusions are drawn about the prospects for integrating artificial intelligence into foreign language teaching. It is noted that the use of artificial intelligence tools in foreign language teaching may prove to be a promising tool for improving the educational process, which will ensure more effective learning in the future.*

**Keywords:** *artificial intelligence tools; foreign language teaching; higher education institution; technology; quality of learning.*

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## INTRODUCTION

Teaching foreign languages in higher education institutions is indeed a critical component in the modern world. Today, we live in a global society where knowledge of foreign languages allows us to communicate and interact effectively with people from different countries, as well as engage in international business, scientific, and cultural projects. Therefore, providing quality language instruction at universities is becoming an important mission to prepare students for the challenges of the global community.

The rapidly developing field of artificial intelligence (AI) has an incredible potential to transform the approach to foreign language learning. Its application can upend traditional teaching methods by providing innovative and effective tools and resources for students and teachers. One of the most important aspects of using artificial intelligence in language teaching is its ability to analyse data and adapt to the needs of each student individually.

Adaptive AI systems can create personalized learning programs, providing students with materials and tasks that match their abilities, knowledge levels, and learning styles. This will allow each student to progress in their language learning at their own pace and with greater enthusiasm.

Given the rapid development of technology and the interest in the use of artificial intelligence in education, there is a significant number of new research and publications that address this topic and offer new innovative approaches to improve the process of foreign language learning in higher education. Incorporating digital technologies and advanced interactive learning tools into the educational process stands as a crucial avenue for fostering specialized skills among higher education students during their professional training (Artal-Sevil et al., 2020; Mospan, 2023; Shaik et al., 2023; Shekhavtsova et al., 2023; Țălu, 2020). Artificial intelligence has the potential to impact teaching and learning in higher education by providing various applications and tools. These applications can be used to improve academic support services, institutional and administrative services, and the overall learning experience (Fu et al., 2020; Kasneci et al., 2023; Rui & Badarch, 2022; Zawacki-Richter et al., 2019). The use of AI tools in foreign language teaching in higher education has the potential to improve language teaching and provide a personalized learning experience. AI applications such as intelligent tutoring systems and

adaptive systems can improve students' motivation and conversational abilities, student-computer interaction, and the quality of language learning (Gong et al., 2020; Kademina et al., 2022; Liu & Huang, 2022; Pokrivčáková, 2019; Viktorova et al., 2021; Zang et al., 2022). Researchers and educators should promote high-quality empirical research and take ethical considerations into account when applying AI in language education (Ali, & Abdel-Haq, 2021; Bozkurt et al., 2021; Gong et al., 2020; Holmes et al., 2021).

The objectives of the research are as follows: to determine the effectiveness and impact of artificial intelligence tools on the process of teaching foreign languages in higher education institutions, and to identify the most productive pedagogical strategies for integrating AI tools into foreign language instruction.

The relevance of the study is determined by the fact that insufficient attention has been paid to the use of artificial intelligence tools in the process of learning foreign languages in higher education institutions. Considering the rapid development of technologies and the growing interest in artificial intelligence in education, this study is important for identifying new ways and innovative approaches to improving the quality and efficiency of the learning process in the field of foreign languages.

## **METHODOLOGY**

To achieve the goals of the study, different approaches, such as systemic, activity-based, and personality-oriented, and generally scientific methods, such as analysis of scientific literature, synthesis, generalization, and systematization were used. A thorough examination of the existing literature has been conducted to gain insights into the current landscape of artificial intelligence (AI) in higher education and language teaching. This literature review has unveiled key themes, established theories, and illuminated gaps that the present research endeavours to address. Additionally, an analysis has been carried out on diverse online platforms and applications that incorporate AI tools for language learning. This examination includes an assessment of the integration of these tools into educational curricula and an evaluation of their discernible impact on learning outcomes. Furthermore, an exploration into the alignment between the educational materials and the pedagogical strategies employed in tandem with AI tools has been undertaken. This multifaceted approach seeks to deepen understanding of the relationship between AI integration, instructional materials, and the educational strategies employed in the context of foreign language learning in higher education.

## **RESULTS**

The Concept for the Development of Artificial Intelligence in Ukraine defines the concept of "artificial intelligence" as "an organized set of information technologies, which can be used to perform complex tasks by using a system

of scientific research methods and algorithms for processing information received or independently created during work, as well as to create and use its knowledge bases, decision-making models, information processing algorithms and determine ways to achieve the tasks set” (Concept, 2020, p.2).

In determining the content of the basics of artificial intelligence, it is worth considering the provisions that reflect the logical and psychological aspects of the choice of educational material. These provisions emphasize that knowledge is better absorbed when analysing the conditions of its origin that make it necessary. In addition, the learning material should enable the identification of sources of knowledge and the identification of genetically original, essential, and general relationships that determine the content and structure of the object of this knowledge. These aspects help ensure effective and deep learning of the material and contribute to a deeper understanding of the topic by students (Kademia et al., 2022).

In many universities, foreign language teaching is often based on traditional methods, such as lectures, seminars, practical classes, and textbooks. While these methods may be effective for some students, they do not always meet the needs of all learners and may be limited in their effectiveness. Additionally, it is often difficult for teachers to provide an individualized approach to learning for each student due to the large number of students in groups.

The application of AI in foreign language teaching can bring significant benefits. The use of artificial intelligence tools in foreign language teaching in higher education is a topic that has been gaining attention in recent years. Linguists and language teachers apply AI in their practice. The use of artificial intelligence helps create more detailed descriptions of natural languages and leads to a better understanding of the mental processes that occur in the human brain during verbal communication. Artificial intelligence tools are also used in computer linguistics, the creation of computer languages, machine translation, and the improvement of human-machine communication through speech recognition, and speech synthesis. Artificial intelligence-based technologies such as natural language processing and deep learning algorithms have the potential to improve student-computer interaction and the quality of language learning (Pokrivčáková, 2019).

According to a systematic review of research on the use of artificial intelligence in higher education, four main areas of application of artificial intelligence have been identified: prediction, assessment, adaptive systems, and personalized learning (Zawacki-Richter et al., 2019).

AI can be used to analyse large amounts of data and identify complex relationships. In the context of foreign language learning, prediction allows us to predict students’ performance, abilities, and progress in learning. The use of predictive models helps identify key aspects of learning and improve curriculum planning.

Artificial intelligence can automate the process of assessing students’ knowledge, making it faster and more objective. AI systems analyse students’



responses to tests, essays, and other assignments to provide a more accurate assessment of their learning outcomes. For example, AI-powered automatic scoring applications use natural language processing and deep learning algorithms to provide immediate feedback to students (Fu et al., 2020). The introduction of artificial intelligence into the assessment process helps to reduce possible errors and increase the objectivity of student assessment. At the same time, intelligent recognition systems can help students self-assess their achievements in language learning, contributing to their personal development and improving their academic results. This approach allows for the creation of a scientific assessment system that helps ensure the objectivity and accuracy of students' language skills (Rui & Badarch, 2022).

The use of artificial intelligence makes it possible to create adaptive learning platforms that individually adjust to the needs and abilities of each student. Thanks to the use of artificial intelligence, systems can automatically adapt learning material and tasks according to the level of knowledge and performance of students. This provides an individual and personalized approach to the learning process. This approach allows students to optimize their time and efforts, focusing on self-directed learning and achieving better results in learning foreign languages.

Artificial intelligence helps create personalized curricula and flexible learning paths for students. AI allows teachers to identify the best learning methods for each student based on their abilities, learning styles, and interests. This individualized approach to learning helps students learn more effectively, ensures maximum adaptation to their needs, and provides more successful results in learning foreign languages.

These areas of AI application demonstrate the potential to revolutionize the foreign language learning process. The introduction of artificial intelligence tools in education can significantly improve the accessibility, efficiency, and quality of learning, providing students with a personalized and balanced approach to learning foreign languages. The use of artificial intelligence helps create an innovative learning environment that promotes effective knowledge acquisition, the development of individual abilities, and increased student motivation. This ensures a more successful and satisfying learning experience, contributing to the growth of students' academic achievements and personal development.

In addition, AI tools can be used to facilitate language learning in online and distance education. The use of AI-based networked English language learning systems (AI-ENTs) can improve student performance in distance education by providing personalized learning experiences and relevant data from multiple sources (Liu & Huang, 2022).

Models such as ChatGPT can be successfully used to create learning content, improve the interaction between students and teachers, and provide a personalized learning experience (Kasneci et al., 2023). Such language models open up new opportunities for implementing innovative teaching methods

and improving the quality of education due to their ability to understand and process language content.

One of the key opportunities for using AI is to adapt learning to the individual needs of each student. AI-powered learning programs can analyse students' progress, identify their strengths and weaknesses, and provide recommendations on the most effective teaching methods. AI applications, such as intelligent tutoring systems and adaptive systems, can improve student interaction with the computer and the quality of language learning (Pokrivčáková, 2019). AI can also create interactive virtual environments for communicating with native speakers, allowing students to practice speaking in real-life situations without having to travel abroad. Interactive dialogue systems can teach students conversational skills and how to respond to different life situations they encounter in the countries where they learn the language.

Furthermore, AI can be used to create personalized learning plans for students. By analysing student progress and individual abilities, the system can provide the optimal sequence of topics and learning material to maximize the effectiveness of the learning process. Another promising area of AI use is the introduction of virtual assistants that can help students outside of class. These assistants can answer questions, help solve problems, provide additional study materials, and guide students on the way to achieving their goals. Despite its many benefits, the use of AI in foreign language learning also brings some challenges and risks. One of these challenges is the need to ensure system resilience and data security, as a large amount of information that may relate to students' data can be stored in AI systems.

Moreover, there is a risk that language learning will become a mechanical process without taking into account context and cultural sensitivities. AI systems must provide students with the opportunity to interact with native speakers and real-world language environments. However, there are limitations and challenges to using AI in language learning. These include potential misinformation, lack of accountability, and ethical considerations (Bozkurt et al., 2021; Das, 2023). It is crucial for educators to think critically about the challenges and risks of AI in education and to ensure a close connection with theoretical pedagogical perspectives (Zawacki-Richter et al., 2019). In addition, the use of AI in education raises concerns about access to user data and privacy issues (Viktorova & Mamchur, 2021). These issues need to be addressed to ensure the responsible and ethical use of AI in language learning. It is also important to note that the impact of AI research on language education remains limited and peripheral (Gong et al., 2020). Besides, there is a need to address issues such as potential bias in the results and the need for constant human supervision (Kasneji et al., 2023).

Today, there are many AI tools for learning foreign languages that offer a variety of approaches. Virtual tutors and conversation trainers, such as *Duolingo* (<https://www.duolingo.com>), *Rosetta Stone* (<https://www.rosettastone.com>), *Babbel* (<https://www.babbel.com>), *ELSA Speak* (<https://>

elsaspeak.com/) offer interactive lessons, pronunciation, grammar, vocabulary, and speaking exercises and provide students with the opportunity to practice speaking in real-life situations. Some virtual tutors and conversation trainers may be integrated into mobile apps or online language learning platforms, where students can complete exercises and receive feedback based on their answers. Others may be available in the form of virtual assistants or programs that can be run on a computer or smartphone.

The use of virtual tutors and conversation coaches in foreign language learning can help students improve their oral language skills and provide effective practice without the need for real teachers or interlocutors. Systems such as *Amazon Alexa*, *Google Assistant* or *Apple Siri*, *Microsoft Cortana*, and others can help students practice oral communication and get answers to questions in the languages they are learning. Interactive assistants use *Natural Language Processing (NLP)* technologies to understand user queries and generate answers. Thanks to this, they can understand not only specific commands but also the context of the conversation.

Online platforms, such as *iTalki* (<https://www.italki.com>) or *Tandem* (<https://www.tandem.net>), allow students to communicate with native speakers via video chat, where artificial intelligence can help with pronunciation and correct grammatical errors. The apps can use AI to check the spelling, grammar, and stylistic aspects of texts in the languages students are learning. *Grammarly* (<https://www.grammarly.com>) is one of the most popular tools for checking grammar, spelling, and style. It is built into browsers, text editors, and mobile apps, and offers different levels of correction, including a basic mode for basic errors and a premium version with more advanced features. *Ginger Grammar Checker* (<https://www.gingersoftware.com/grammarcheck#.XRzycJMzbRb>) is another popular text correction tool that offers grammar, spelling, and style correction. It also has translation capabilities and integration with browsers and text editors. *Pro WritingAid* (<https://prowritingaid.com>) offers a comprehensive text checker that includes grammar, style, spelling, word usage, repetition, and other aspects of writing. It provides useful statistics and tips on how to improve the text. *WhiteSmoke* (<https://www.whitesmoke.com>) is another text correction and improvement software that offers automatic checks for grammar, style, spelling, word usage, context, and translation. The *Hemingway Editor* tool (<https://hemingwayapp.com>) focuses on the style and readability of the text. It analyses sentence complexity, the use of compound words, passive voice, and other aspects to make the text simpler and more understandable. These tools can be useful both for students of foreign languages and for anyone who needs to automatically check and correct their writing. They help to ensure more accurate and professional text, improving the quality of writing and readability.

Adaptive learning platforms such as *Coursera* (<https://www.coursera.org>), *Khan Academy* (<https://www.khanacademy.org>), and *Campster* (<https://www.thecampster.com/ua/course/index>) use artificial intelligence algorithms to create personalized learning plans and recommendations for students based

on their individual needs and progress. Many adaptive learning platforms are available online and can be used from any device with an internet connection. They allow students to study at a time that is convenient for them. The *Smart Sparrow* platform (<https://www.smartsparrow.com>) allows teachers to create personalized learning materials and diagnostic tools for students.

These adaptive learning programs and platforms are designed to deliver effective learning, increase student engagement, and improve academic performance. They are becoming increasingly popular with students and teachers alike as they allow for personalized learning and help ensure more effective learning. The apps or devices use artificial intelligence to recognize speech from audio or text and provide a translation into another language. Speech recognition software is software that uses *Natural Language Processing* (NLP) and machine learning technologies to understand and interpret human speech. These programs can convert spoken or written words into text format or perform other actions based on the recognized speech.

Here are some examples of speech recognition apps:

**Google Speech-to-Text** allows users to recognize speech recorded as an audio file or live stream and convert it to text format. It can recognize speech in different languages and can be used in a variety of applications.

**Apple Siri** is a personal voice assistant developed by Apple. It is used in Apple devices such as iPhone, iPad, and Mac and allows users to perform various actions using voice commands.

**Amazon Alexa** is an intelligent voice assistant that allows users to control various devices and perform various tasks using their voice.

**IBM Watson Speech to Text** offers a speech recognition service that allows you to recognize speech from audio files and streams. This service can be used for a variety of tasks, including transcription and speech analysis.

**Microsoft Azure Speech Services** is Microsoft's speech recognition platform that offers solutions for speech recognition from audio files, real-time speech recognition, and other features.

These speech recognition applications are used in a variety of areas, such as voice assistants, audio transcription, text dictation, control technology, speech recognition, automation systems, and more. They are constantly improving due to the development of artificial intelligence and NLP technologies, which allow them to become even more accurate and efficient in speech recognition.

There are learning games and simulations that use artificial intelligence to create interactive environments where students can practice language skills in the form of a game. Virtual language learning games and simulations are popular and effective ways of learning that help students develop language skills and get practice in communicating in a foreign language. These interactive learning tools create an immersive learning experience that allows students to feel themselves in the context of the language environment and improve their speaking skills. Here are some examples of virtual games and simulations for learning foreign languages:

**DuoLingo** is one of the most popular mobile games for learning foreign languages. It offers different levels and interactive exercises to help students learn vocabulary, grammar, and speaking skills.

**Rosetta Stone** is a well-known language learning platform that uses a simulated language environment for learning. It uses visuals, sound, and text to provide an immersive learning experience.

**Mondly** is an interactive language learning app that offers games, quizzes, and a variety of exercises to develop language skills. It also uses virtual characters and simulations of real-life situations to practice speaking.

**FluentU** is a video-based language learning platform that allows students to learn a language by watching videos with subtitles and interactive exercises.

**Lingvist** is a game-based platform for learning words and phrases in foreign languages. It offers effective exercises and repetition to help memorize and use new words quickly.

These virtual games and simulations help students learn a language interactively and engagingly. They create a learning environment where students can improve their language skills and get more practice in real-life communication situations. This approach becomes a means for more engaging and effective language learning.

The growing popularity and availability of AI tools for language learning are making the learning process more interactive, effective, and engaging. AI tools provide other benefits for education, e.g. personalized learning, learning in real life, more opportunities for learning feedback, learning at home, assessment efficiency, and independent learning. Besides, AI tools can analyse student progress, weaknesses, and strengths, as well as individual knowledge levels. This allows teachers to provide students with personalized materials and tasks that meet their needs. Interactive assistants and voice assistants can help students practice speaking in real-life situations by interacting with artificial intelligence as if they were real people. AI tools can also provide students with immediate feedback and hints on mistakes or incorrect answers, helping them to correct deficiencies faster. Many of these tools are available online and can be used at the student's convenience and from any location, making it possible to study at home or while travelling. AI tools can provide a more objective and accurate assessment of student assignments, which helps teachers understand where students need more support. Many of these tools are geared towards independent learning, allowing students to study at their own pace and personalized schedule.

It should also be noted that while AI tools have many advantages, their successful use depends on a smart combination with traditional teaching methods. Students need to have a balanced approach to language learning, where AI complements the role of the teacher and helps to achieve more effective results. In the future, with the further development of artificial intelligence technologies, foreign language learning tools will become even more intelligent and adaptive, allowing students to maximize their language learning potential and communicate effectively in a multilingual world.

## CONCLUSIONS AND PROSPECTS

The use of artificial intelligence tools in foreign language teaching in higher education has the potential to improve the teaching and learning experience. AI applications, such as prediction, assessment, adaptive systems, and personalization, as well as intelligent learning systems, can be used to improve academic support services and institutional and administrative services. By integrating AI technology and 5G networks, new models of language learning can be developed to increase learners' motivation and conversational abilities. However, it is important to consider the limitations and challenges of using AI in education, such as potential misinformation and ethical considerations. Educators need to think critically about these issues and ensure a close connection with theoretical pedagogical perspectives. Furthermore, to guarantee the responsible and ethical use of AI in language learning, it is imperative to tackle concerns regarding privacy and user data access. The integration of AI tools into foreign language teaching in higher education opens up many opportunities to improve the quality of learning and develop students' language skills. AI helps to provide personalised approaches, promotes student motivation and interest, and helps to solve problems with assessment and interaction with native speakers.

However, the successful integration of AI into language teaching requires careful planning and a balanced approach to addressing the challenges and risks associated with using this technology. It is important to remember that AI should serve as a tool, not a substitute for the role of the teacher, and help students develop not only language skills but also the ability to interact with the cultural context of the language.

Thus, the effective use of artificial intelligence tools in foreign language teaching may prove to be a promising tool for improving the educational process, which will ensure more effective learning and more competent students in the future.

The prospects for further research are seen in studying the effectiveness of using artificial intelligence tools in the process of learning foreign languages in higher education institutions and developing content for foreign language learning that adapts to the individual needs and learning style of the student, which will ensure more effective learning.

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## ІНСТРУМЕНТИ ШТУЧНОГО ІНТЕЛЕКТУ У ВИВЧЕННІ ІНОЗЕМНИХ МОВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

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*Статтю присвячено проблемі використання інструментів штучного інтелекту (ШІ) у системі навчання іноземних мов у закладах вищої освіти. Дослідження охоплює огляд сучасних підходів до навчання мов, переваги та можливості використання ШІ в освітньому процесі, а також аналіз впливу цих інструментів на академічні досягнення здобувачів.*

*Мета статті полягає в дослідженні та презентації ролі та впливу інструментів штучного інтелекту на процес навчання іноземних мов у вищих навчальних закладах.*

*Обґрунтовано важливість інтеграції штучного інтелекту в процес навчання іноземних мов, підкреслено потенційні переваги для здобувачів та викладачів.*

*Проаналізовано деякі інтерактивні мовні програми та навчальні платформи, які дозволяють здобувачам практикувати іноземну мову у віртуальних ситуаціях, отримувати зворотній зв'язок. Використання штучного інтелекту дозволяє створювати адаптивні навчальні платформи, які індивідуально підлаштовуються під потреби та здібності кожного здобувача.*

*Особливу увагу акцентовано на можливості індивідуалізації навчального процесу завдяки штучному інтелекту, що дозволяє здобувачам вивчати іноземну мову відповідно до їхніх потреб та темпу. Використання ШІ дозволяє ідентифікувати оптимальні методи навчання для кожного здобувача на основі їхніх індивідуальних здібностей, стилю вивчення та інтересів. Такий індивідуальний підхід до навчання допомагає ефективніше засвоювати матеріал, забезпечує максимальну адаптацію до їх потреб і більш успішні результати у вивченні іноземних мов.*

*Визначено деякі ризики використання ШІ у навчальному процесі, серед яких ризик перетворення навчання мови в механічний процес без врахування контексту та культурних особливостей. Підкреслено необхідність забезпечення стійкості систем та безпеки даних, оскільки велика кількість інформації, яка може стосуватися особистих даних здобувачів та може бути збережена в системах ШІ.*

*На основі вивчених даних та аналізу зроблені висновки щодо перспектив інтеграції штучного інтелекту в навчання іноземних мов. Зазначено, що використання інструментів штучного інтелекту у вивченні іноземних мов може виявитися перспективним інструментом для по-*

*кращення освітнього процесу, що забезпечить більш ефективне навчання в майбутньому.*

**Ключові слова:** *інструменти штучного інтелекту; викладання іноземних мов; вищий навчальний заклад; технологія, якість навчання.*

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## ENGAGING MUSIC-PEDAGOGY STUDENTS IN ONLINE COURSE

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### **ABSTRACT**

*The article examines the current problems of providing learning online for music teacher students studying at pedagogical universities in the speciality 014 Secondary Education (Musical art). A review of the latest research in the context of the adopted educational standards and the implementation of the ideas of the New Ukrainian School requires the search for effective ways of working with students through digital education. The training of music teacher students based on the principles of integrated learning takes into account the didactic skills associated with the involvement of specialists of musical specialities in artistic and creative activities based on the didactic module (perception-performance, creation and evaluation of the results of artistic activity). The work presents the method of teaching students online based on modular structure. The methodology was implemented in the conditions of online learning on the example of students*

*mastering the integrated course “Methodology of teaching “Art” at school”. Taking into account the specifics of this educational discipline, which reveals modern integrated approaches to teaching art at school, we structured the stages of its study according to the levels of student involvement in working with digital tools (cognitive-developmental, constructive and creative). An attempt was made to offer students at each stage of education the performance of professionally oriented situations. “Lecture-consilium” is defined as an effective form of working with a student audience in synchronous mode, using ICT for the presentation of creative projects in integrated “Art” lessons. A separate place is given to examples of conducting a review and advisory session, in the form of a flex model. The method of teaching students through the means of telecommunication with the use of graphic and symbolic means is presented. It included working with electronic textbooks, using the tools “Canva”, “LearningApps”, “Cubase 12”. According to the goals of the work, the effectiveness of the methodology of learning online during the assimilation of integrated course using criteria that determine the level of integration and pedagogical skills of future music teachers has been proved. Also, a preliminary analysis of the impact of the online method on motivation of music-pedagogy students and the increase of creative motivation in the performance of art (instrumental, vocal, choral creativity) using innovative learning technologies has been done. Learning outcomes were studied through successful completion of professionally-based tasks, which included designing art lessons, creating art projects, and digital tools. In order to obtain preliminary results and check the effectiveness of the method of teaching online students of pedagogical universities majoring in 014 Secondary Education (Musical Art), the study was conducted in groups of the full-time and part-time students of the H.S. Skovoroda Kharkiv National Pedagogical University in the Department of Musical Art. Three criteria were selected: informational and motivational demonstrated a degree of awareness in the information environment, the ability to perceive artistic information on the Internet, complete professionally-based assignments via online resources. Analytical and active criterion is students’ ability to create art projects and conducting lessons during pedagogical practice online. Active-transformative, which reflected the manifestations of the creative motives of the applicants during artistic and creative activities (perception-performance-creation-evaluation of work) in online education. The results show that online learning method for music-pedagogy students described here is likely to be provided as a basis for modern methods of online learning.*

**Keywords:** *music-pedagogy students, pedagogical skills, distance learning, ICT tools, online course.*

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## INTRODUCTION

In recent years, among the structural components of the educational and professional programs of the speciality (Secondary Education “Musical Art’)

and “Musical Art in Educational Institutions” at the faculties of arts in Ukrainian pedagogical universities, the educational discipline has appeared that reflects new approach to the content of education. This discipline directly reveals the essence of the training of a modern music teacher. In contrast to the previous guidelines of professional activity, which focused the teacher on purely musical activities in school practice, the educational discipline of the integrated course “Methodology of Teaching “Art” at school” requires students to acquire holistic competence. This expansion of the sphere of professional activity is connected with the standardization of school education and the implementation of the concept of the New Ukrainian School. The main tasks prescribed in these documents are the formation of personal competencies in the conditions of innovative teaching methods. Among the professional competencies for the speciality 014 “Secondary Education (Musical Art)”, informational and digital competence acquires special importance in the conditions of online work on the courses of educational disciplines. During the development of educational and work programs for the student audience, among the practical learning outcomes, the ability of the applicants to use modern music and informational digital technologies in the artistic field should be taken into account.

The course “Methodology of Teaching “Art” at School” designed for bachelor’s and master’s students in the speciality 014 “Secondary education (Musical Art)” accumulates the entire range of necessary knowledge, abilities and skills that make up a competent music teacher who can teach the integrated course and work online. In the article, we will consider the stages of mastering the educational discipline by the applicants, taking into account their mastery of artistic and creative activities (perception-creation-performance-evaluation of art) and demonstrate how this work influenced the increase of students’ motivational sphere for the chosen profession and encouraged them to creative work in online education. We dedicated the theoretical section to the review of scientific literature on research issues. In the third section, the content of the performance of professionally oriented situations at various stages of mastering the educational discipline of the integrated course “Methodology of Teaching “Art” at School” in the online format is disclosed. Special attention is paid to the inclusion of students in working with electronic textbooks, performing tasks using information tools, creating projects using the online tools “Canva”, “LearningApps” and the music program Musicscore, and Cubase 12.

## **THEORETICAL FRAMEWORK**

Scholars focused on the issues of implementation of ICT tools in music education in the pre-pandemic decade (Colás-Bravo & Hernández-Portero, 2017; Nikolić, 2017; Zheyuan, 2017; 2018). It is worth mentioning, that the COVID-19 pandemic has affected higher education digital transformation providing distance learning (Mospan, 2023a) and digital apps (Mospan, 2023b)

worldwide, transforming musical higher education as well (Daubney & Fautley, 2021; Luttrell et al., 2020). Thus, peculiarities of training music students in distance learning attracts scholars (Fomin et al., 2022; Sokolova & Yalovsky et al. 2023; Shlenova & Konoplenko et al., 2023).

Today, it is almost impossible to imagine education without the introduction of computer and multimedia technologies. However, the development of programmes is significantly ahead of psychological and pedagogical research — the growth in the number and quality of computer technologies is very fast. Music and computer technologies are actively studied and implemented in the scientific literature. Modern various pedagogical aspects, problems of using multimedia technologies in music education are investigated (Dubovyi, 2019; Zhang & Yi, 2021; Liu, 2017).

Masol (2020) highlights the emotional and valuable attitude of pupils to art, which involves the identification and disclosure of students' perception of works of art through sensory perception. His ideas were taken into account for designing the integrated course "Methodology of Teaching "Art", when teaching material is presented in a multimedia format. Thus, the objective of the article is to highlight the experience of implementing the method of developing pedagogical skills of music teacher students at the course "Teaching Methodology "Art" at School" in learning online and to analyse the factors affecting the motivation and creativity of students learning via ICT tools.

## METHODOLOGY

Students' engagement in online course "Methodology of Teaching "Art" at School" took place in three stages (see Tables 1-3 available: <https://docs.google.com/document/d/1QHQuYMKCWGNxa9qwQhN7IwpL3DiPqpX/edit?usp=sharing&ouid=105969856307911237061&rtfpof=true&sd=true>). The first cognitive and developmental stage included the implementation of professionally oriented situations based on the Internet resources given by the teacher. This included the development of e-books for integrated art lessons according to the programmes of the New Ukrainian School. Work on art materials based on the link to Q Code, which are in the educational materials for remote work lessons in the classroom.

Construction stage (see Table 1-3). At this stage, emphasis was placed on the formation of students' methodical skills, their direction in creating images and constructions of author's art video lessons for the YouTube channel. An important part of the work at this stage was the presentation of own ideas in the conditions of video conferences. This stimulated the interest of applicants in the future profession, since the future music teacher must navigate in the modern information environment and be able to interest their students in methods of creative and playful interaction, creative design, creation of art projects using innovative digital technologies.

Multimedia technologies include utilizing game manuals, educational videos, TV programmes, educational games, integrated creative environments, presentations, animations, and multimedia boards.

The independent creative stage (see *Table 1-3*) focuses on engaging music teacher students in creating video lessons for pupils in the course “Art” at school. Among the criteria for the effectiveness of students’ practical work online, the following stand out: the degree of theoretical and practical knowledge of working on the LMS Moodle; degree of mastery of the educational material of the integrated school course “Art” based on electronic resources; the degree of formation of students’ motivation for practical work with a student audience in a distance format. The introduction of educational and game materials into education and the creation of projects via ICT tools.

Conducting interactive lectures in Zoom conference mode helps to prepare students for pedagogical practice online. The scheme of this model reflects the constant communication between the teacher and students and gives students the opportunity to ask questions and receive answers directly during the lesson in synchronous mode. An example of such work can be a lecture, which can be held at the beginning of pedagogical practice. On the Moodle platform, in advance in the “tasks” section, each of the participants of the lecture is provided with a template for preparing video materials for the YouTube channel. The prepared video lessons posted on the YouTube channel are presented in a PowerPoint by students during the lecture. Participation in lecture online involves the applicants to actively express their position, exchange opinions on modern teaching methods with students in integrated “Art” lessons using modern multimedia technologies and informational methods of teaching. To activate the participants regarding the discussion of the content and methods of conducting integrated lessons “Art”, the Whiteboard tool is used in the Zoom conference. Questions based on the S. Kaplan method (questions-keys-answers) are placed there, with the help of which the participants of the discussion can choose the options of the questions, fixing them on the board, and receive answers in two options.

The first answer option is directly on the board, and the second option is in the conference chat. Further discussion can be continued by the participants using the “hand up” reaction. Based on the results of the lecture, a consolidated table is created on the Padlet board, where information is entered on the preparation of participants for practical work with students, the tools used and links to video materials on the YouTube. Ghodareva Video lessons (Ghodareva, 2023).

## RESULTS AND DISCUSSION

The effectiveness of the method of formation of integration-pedagogical skills in the process of studying the educational discipline of the integrated course “Methodology of Teaching “Art” at School” was checked using criteria that

took into account the modular structure (perception-creation-performance-evaluation) of students in online education. Informational and motivational demonstrated a degree of awareness in the information environment, the ability to perceive artistic information on the Internet, perform tasks of professionally oriented content with the help of online resources. The presence of a motivational position regarding professional growth. Analytical and active criterion is students' ability to independently create art projects and conduct lessons during pedagogical practice in a distance format.

In order to obtain experimental data in the process of researching the issue of effective ways of involving students in online learning, a pedagogical experiment took place in the professional training of future teachers of musical art speciality 014 Secondary Education (Musical Art). In the process of studying the discipline of the professional block of H. S. Skovoroda Kharkiv National Pedagogical University. The number of respondents was 37. The selection of online tools, educational resources and electronic learning tools for mastering the educational discipline "Integrated Course "Art" at School" was carried out during the 2022-2023 academic year. Participation in the study was voluntary. Before the implementation of the method for developing students' integrative and pedagogical skills online, students were provided with information on the university's LMS Moodle and on the Padlet board.

The first cognitive-developmental stage demonstrated the ability of students to perceive and analyse information in the Internet environment. Partially assess your ability to work with digital tools. To be aware of the level of motivation and interest of the future in music-pedagogical activity. The second constructive stage of the implementation of the methodology is aimed at identifying and developing students' abilities not only to perceive and analyse educational materials on the Internet, but also to perform professionally oriented tasks on the selection of materials for constructing lessons of the integrated course "Art" at school, creating projects for practical work with students in distance learning conditions. The third creative stage of the method of formation of integration and pedagogical skills of students provided the opportunity to use the experience of musical and pedagogical activities in the process of developing online courses for students, creating videos on mastering the educational content of the school lesson "Art". Contributed to the stimulation of sustainable motivation to realize own role in the artistic educational environment, as an active modern teacher who owns modern information technologies and has a high level of mastery of various types of artistic and creative activities (Bartkiv et al., 2022).

An example of working with information tools in the process of performing professionally-oriented tasks at the first cognitive and developmental stage of the methodology is working with the graphic editor "Canva". In order to master this tool, the students were offered an algorithm for working with secondary school students on the topic of S. Gulak-Artemovsky's Opera "Zaporozhets za Dunaiem". The students positively noted the work in this format. During the pedagogical practice, students carried out the same algorithm – "Canva" – Gulak – Artemovsky.



The work on the topic “Ukrainian song calls friends from all over the world” was well perceived by the listeners, in which work with the music editor of MusicScore was offered. With the help of this editor, the sheet music of the song “Podolianochka” was created. Mastering the sheet music example was sent to the debate participants to their email addresses, which they posted in the Zoom chat. Some participants expressed a desire to get to know the song in more detail, for this the speaker was given the opportunity to divide the listeners into session rooms for group work. After this form of work, online listeners presented their versions of work with a music editor. At the first stage of implementation of methodology, students demonstrated the ability to perceive and analyse information on the Internet.

At the second stage of the implementation of the methodology, students were given the opportunity to work with digital tools that can be used to design art lessons, conduct test tasks with schoolchildren during the perception of works of art and their evaluation. An example of such work can be the performance of a professionally-based task of the second stage of the implementation of the methodology developed by us to prepare future music teachers to work with students online. For the perception and analysis of the electronic text, a scientific article was chosen, in which the development of a virtual tour for high school students “H. Skovoroda-artist, philosopher, educator” was proposed. *Table 1* shows the detailed content of the electronic version of the material for students to complete. Among the successful developments on the LearningApps online server for testing students’ knowledge in the integrated lesson “Art”, which was practically implemented in the lessons, is presented in *Figure 1*.



Fig. 1. Virtual tour “H.Skovoroda — artist, philosopher, educator”

Professionally-based activities created at the third stage stimulate students’ sustainable motivation for music-pedagogical activity and awareness of their role as a modern teacher of musical art, who possesses a full arsenal of necessary informational tools for further practical activities with the student audience. These tasks reflected modern methodological approaches to teaching the integrated course “Art” at school. One such approach is to understand

the relationship between music and other school subjects. Thus, Masol (2020) offers to familiarise students with the concept and to provide an opportunity to analyse the graphic representation of music. This synthesis of music, mathematics and graphics contributes to revealing the essence of the concept of integration at a higher level (Gryzun, 2018).

Students were interested in completing such a task that some presented methodological developments, algorithms for creating fractals for art lessons with students. To evaluate student works, an online review was conducted using a zoom conference. The option of creating a fractal based on the music of the composer M. Skorulskyi (Step-by-step drawing of the portrait “Mavka”) (Gavrish, 2023) was highly rated, the student was offered to hold a master class for different groups of students. Conducting such an event allowed the speaker to significantly increase interest in music-pedagogical activity, the student independently, on the own initiative, took courses on working with digital instruments, developed a number of online performances for foreign students.

At the third stage of the implementation of the methodology, a separate place was given to mastering music computer programmes, primarily, Cubase 12 — an electronic piano, which allows students to create recordings for the performance of works from voice production, accompaniment and recordings of solo parts for performance on the main musical instrument.

A week before the beginning of the teaching practice of students (distance format) a lesson was held in the form of a flex model. For feedback, students were given the opportunity in advance to choose the most interesting topics for video lessons and make presentations for their evaluation during the Zoom conference. To help students, Padle board provided information on the best designs of lesson structures using information and digital support.

Student performances demonstrated an increased level of motivation for teaching students online. Development of lesson structures for the integrated course “Art” included utilizing e-books and videos, e.g., Solanik video — materials for perceiving and performing musical works (Solanik, 2023). Student teachers who had experience of teaching students presented artistic performance projects in distance learning. Based on the results of the work, a didactic table was created for the development of video materials for working with students. Students filled it in independently. Variant of the table made in Word video (Gavrish, 2023). This work provided an opportunity to assess the preparation of students for musical and pedagogical activities during pedagogical practice online.

A week later, pedagogical practice began at school, during which students presented their ideas for projects. After conducting pedagogical practice, students were offered a questionnaire to determine motivation for future professional and pedagogical activities in online format. The teacher students showed the following issues related to teaching music online:

- lack of pedagogical experience in using Internet resources — 42%;
- limited access to the Internet — 5%;
- lack of digital devices — 1%;

- poor Internet connection — 15%;
- teachers and mentors helped solve problems quickly — 42%;
- lack of problems with creating video materials for students — 23%.

The measurement of motivation was carried out according to Bartkiv & Durmanenko (2022). The effectiveness of implementing the proposed methodology and increasing the level of the motivational component of the professional training of future music teachers for practical work with students is shown in (Tables 4). The positive results of the implementation of our method were evidenced by the presentations of students' creative works via ICT. Developments included videos of work in the graphic editor Canva, the online service for creating exercises "LearningApps", the music programme Cubase 12. Students independently created step-by-step educational video instructions for working with these tools in artistic and creative activities (perception-creation-performance-evaluation of art). The winners gave more preference to thematic presentations in Power-Point. The average score of the students' motivation level according to the criterion parameters, revealed during the survey and analysis of students' creative works (Table 4).

Table 4

**Evaluation criteria of students' integration and pedagogical skills' development in online learning**

Level	Informative and motivational criterion		Analytical and active criterion		Actively transforming criterion	
	% before	% after	% before	% after	% before	% after
<b>High</b>	28.8	40.2	17.5	38.4	20.5	44.6
<b>Medium</b>	31.0	47.2	18.0	17.6	45.1	43.6
<b>Low</b>	40.2	12.6	64.5	44.0	43.4	11.8

Table 4 shows, that the high level of professional growth of students (informative and motivational criterion) increased by 11.4%, the low level decreased to 27.6%. Table 2 also shows the positive dynamics of students' professional growth. Attention is drawn to the decrease in the percentage of the average level demonstrated by the achievers (decrease to 17.6%). But the fate of the fluctuation of this parameter is insignificant.

The Table 4 also demonstrates the effective work of students (actively transforming criterion) majoring in performance, music creation, participation in creative projects, the opportunity to evaluate their activities, practically work in an online format with a student audience, have a high degree of motivation for future professional activity. The rate of growth of the higher level increased significantly (by 24.1%).

## CONCLUSIONS

According to the goals of this article, the method of developing integration and pedagogical skills was provided and the role of professionally oriented

situations to increase creativity of music teacher students and their interest in the chosen profession by means of ICT tools distance learning was studied.

The research results show a high level of creative growth of music teacher students and their motivation for future pedagogical activity by creating video materials for students. For example, the algorithm for step-by-step work on the materials of the “LearningApps” opera. It was concluded that the obtained results of the implementation of the methodology and its positive impact on increasing the level of integration and pedagogical skills of music teacher students can be used as a basis for further research into the motivational and creative sphere of professional growth. During the period of the experimental study, Chinese students studying at the department of musical art of the Faculty of Arts of H. S. Skovoroda Kharkiv National Pedagogical University took part in it. Foreign students during pedagogical practice at schools of the People’s Republic of China used video materials of Ukrainian students posted on YouTube. We have received positive feedback on the use of presentations for work in Chinese schools. Chinese students confirmed the level of their interest in creative methods of learning while performing the tasks of the proposed methodology, expressed further motivation to work in the chosen speciality. We plan to expand the range of respondents to implement the presented methodology outside of Ukraine, we consider it a perspective for our further work.

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## **ВПРОВАДЖЕННЯ ОНЛАЙН КУРСУ ДЛЯ СТУДЕНТІВ УЧИТЕЛІВ МУЗИКИ**

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*У статті розглядаються актуальні проблеми забезпечення методики роботи в онлайн-умовах майбутніх учителів музики, які навчаються в педагогічних університетах за спеціальністю 014 Середня освіта (Музичне мистецтво). У роботі представлено методику онлайн-роботи зі студентами на інтегрованому курсі «Методика викладання «Мистецтво» в школі». Представлено методику роботи зі студентською аудиторією змішаної форми навчання за допомогою засобів телекомунікації з використанням графічних та музичних редакторів. Вона включала роботу з електронними підручниками, з використанням засобів «Канва», «LearningApps», «Cubase 12». Також проведено попередній аналіз впливу методів онлайн роботи на рівень мотивації студентів до майбутньої музично-педагогічної діяльності та підвищення їх творчої мотивації*

до виконання спеціальних завдань у виконавській діяльності. З метою перевірки ефективності методики роботи в онлайн форматі з формування інтеграційно-педагогічних умінь студентів педагогічних університетів спеціальності 014 «Середня освіта (Музичне мистецтво)» дослідження було проведено в окремих групах денної та заочної форми навчання Харківського національного педагогічного університету імені Г.Сковороди на кафедрі музичного мистецтва. Відповідно до цього було обрано три критерії: інформаційно-мотиваційний, що демонстрував ступінь обізнаності студентів в інформаційному середовищі, здатність сприймати художню інформацію в мережі Інтернет та виконувати завдання професійно орієнтованого спрямування за допомогою інтернет-ресурсів. Аналітично-діяльнісний критерій є показником самостійності студентів створювати художні проекти та дидактичні конструкції уроків для роботи з учнями під час проходження педагогічної практики в дистанційному форматі. Представлені та обговорені результати, з якими можна ознайомитись за посиланнями, дозволили зробити висновок, що наша методика для студентів музичних спеціальностей педагогічних університетів потенційно може бути використана як основа для пошуку сучасних методів онлайн навчання інших студентів вишів.

**Ключові слова:** підготовка студентів, музично-педагогічні спеціальності, формування інтеграційно-педагогічних умінь, дистанційне навчання, ІКТ інструменти.

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## INTEGRATING ‘UNDERLINE’ TECHNOLOGY IN TEACHING ESP REMOTELY

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### ABSTRACT

*The article is devoted to the problem of integrating digital tool Underline into the remote classes in the framework of English for specific purposes course (ESP). Underline is a Google Chrome extension that is regarded as a reading tool. It enables students to develop their vocabulary while browsing foreign language content (article, forum etc). The aim of the article is to describe, Underline and assess its effectiveness in ESP remote class. To achieve this goal, we examined the options of Underline precisely and singled out its advantages. When studying the effectiveness of Underline, we conducted a survey based on an anonymous questionnaire created in Google Forms. The research was carried out among the students of 4th year of study of the Institute of Physical Education and Sports during the first semester, the 2023-2024 academic year at LNU Taras Shevchenko National University. The results of the study revealed that Underline facilitates students to process English language content on the Internet greatly. Thus, it has made reading online more enjoyable and attractive. Moreover, it has improved students' motivation in dealing with reading professionally-oriented texts and contributed to autonomous learning of new words using Underline mobile application.*

**Keywords:** digital tool; ESP; reading online; remote teaching; Underline

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### INTRODUCTION

The COVID-19 pandemic impact on education systems was diverse. “The Coronavirus divided the world’s higher education map into more prepared and experienced and unprepared and inexperienced educational systems in digitally-based distance learning” (Mospan, 2023a, p. 50). Besides, international students required key attention and care (Bogusz, 2021).



Ukrainian teachers and learners began experiencing remote classes since the COVID-19 pandemic. As far as it appeared so suddenly, online education has become a severe trial during the pandemic period. Mospan et al. (2022) evidence that “the COVID-19 pandemic caused shock and flurry of criticism of online learning among national educators. The universities were not ready for that external stimulus facing technical and financial challenges as well” (p. 94). Teachers were unprepared for teaching online, so that “working remotely was a new experience for them without theoretical preparation and technical provision and support” (Stepanenko, 2022, p.1). However, that it was not actually “online teaching” that was more likely to “emergency remote teaching” defining as a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated (Hodges et al., 2020).

Nevertheless, the COVID-19 pandemic experience helped teachers to finish the academic year from the beginning of the war. It was made possible due to various digital tools that were used in emergency remote teaching. Considering positive sides of digital technologies, there is a rapid growth of learning and teaching digital tools that leads to the following problems: 1) teachers face difficulties in finding the appropriate teaching resource; 2) teachers aren't familiar with teaching tools to meet students' needs; 3) teachers are not aware of how to use this or that technology properly. The mentioned issues relate to teaching various subject and to teaching English for Specific purposes as well.

## BACKGROUND

Recent publications discuss the issues of digitalisation of teaching and learning, particularly digitalisation of writing in higher education (Mospan, 2023b) that might affect developing receptive skills (Boltiziar & Munkova, 2023; Maximova, 2020; Simkova & Bondarenko, 2021; Zenotz, 2015) and productive skills during emergency remote teaching (Dubin, 2021; Kusuma, 2022; Negrivoda & Trubitsyna, 2023). In addition, emergency transition of higher education to online format facilitated increasing of various digital tools (e.g., Flipgrid, Quizlet, Wordwall, Kahoot, Bamboozle, and Jamboard) in ELT.

Therefore, this study focuses on a Google Chrome extension *Underline* — a reading tool that can help develop students' vocabulary. We decided to focus our attention particularly on teaching reading for several reasons: 1) online reading is becoming increasingly common

and, as a consequence, online literacy more and more necessary (Zenotz, 2015); 2) reading comprehension skills of professionally-oriented texts is one of the most important educational task in terms of English for specific purposes (ESP) course (Maximova, 2020). Consequently, the research aims at answering the following questions: 1) Is *Underline* an effective digital tool for students

of ESP? 2) Can *Underline* enhance students' motivation in reading online? 3) Can *Underline* affect students autonomous reading?

## METHODOLOGY OF THE RESEARCH

When studying the effectiveness of *Underline* we conducted a survey based on an anonymous questionnaire created in Google Forms. The survey consisted of 9 questions, connected with 1) frequency of using *Underline* at ESP classes and as a part of self study; 2) students' feedback and 3) methodology feedback, if this extension has enhanced students' motivation in reading online and has made it more engaging; whether *Underline* has affected students autonomous reading. The questionnaire included closed questions — multiple choice and yes-no questions. The questions were investigating how often the students use *Underline* and students' feedback. The respondents' answers were anonymous.

## RESEARCH RESULTS

The research was carried out among the students of 4<sup>th</sup> year of study of the Institute of Physical Education and Sports during the first semester, the 2023-2024 academic year at LNU Taras Shevchenko National University. As far as ESP syllabus of LNU Taras Shevchenko University is concerned, we can mention the following modules:

Module 1 Socialising in Academic and Professional Environments

Module 2 Searching for and Processing Information

Module 3 Presenting Information

Module 4 Application Procedure

And in each of the module learners deal with reading authentic text depending on its topic and field of study of the students. The texts for the students of the Institute of Physical Education and Sports are professionally oriented articles, sports comments, sports blogs, formal and informal letters, and CVs. Thus, reading is an obligatory component of any ESP course module. Though, reading online is different from reading offline (Son, 2013). Reading texts in PDF format line by line is likely to be time-consuming and not engaging activity for students and for teachers as well. There are a lot of different activities we can choose from, but the most valuable thing for our research is got to know how to cope with online texts that are full of unfamiliar vocabulary. One of the options that teachers and learners can benefit from is the use of a Google Chrome extension *Underline*. It enables students to develop their vocabulary while reading online. Its objective is to translate the unknown words while students browse the Internet. *Underline* is a really simple application since student can use it in just 3 steps:

1. Browse foreign language content (article and forum).
2. Select a word he or she does not understand and click the 'U' button.

3. *Underline* will display the translation, allow he or she to listen to the word pronunciation and save it as a flashcard in the mobile application (see Fig. 1).

Paralympic athletes compete in different disability groups, depending on their type of **impairment**. Many of the athletes have a disability that affects the strength, flexibility, or coordination. Some athletes have spinal cord injuries that cause paralysis, such as quadriplegia or paraplegia. Some have muscular dystrophy, or other conditions that affect muscle function. Some athletes are missing limbs. Paraplegics use prosthetic limbs, called prostheses (artificial limbs) to help them move. Some athletes have short stature, or height, because of a genetic disorder or medical condition. Other athletes

Figure 1. The use of Underline while reading the article online

Source of the article <https://kids.britannica.com/students/article/Paralympic-Games/599807#>

It is worth mentioning, that *Underline* has the following benefits:

- Easy and convenient translation of words directly in the foreign language content.
- Translation from English to Ukrainian.
- The use of contextual translation.
- The ability to listen to the pronunciation.
- Option to save translations as study cards in the mobile application.
- Access to suggested words on the basis of previously saved flashcards.
- Option to drill the mentioned flashcards by viewing flashcards, answering multiple choice questions, writing vocabulary translation, typing the word you hear and a mixed mode (*Underline Review*).

This research was carried out among 43 undergraduate students enrolled in English for Specific Purposes subject during the first semester, the 2023—2024 academic year at LNU Taras Shevchenko National University. Regarding the learners' level of English, it is worth mentioning, that each of the group is mixed-ability, meaning some learners have A2 and some B1, but the course is aiming at achieving B2.

Does it help you understand professionally oriented text better?

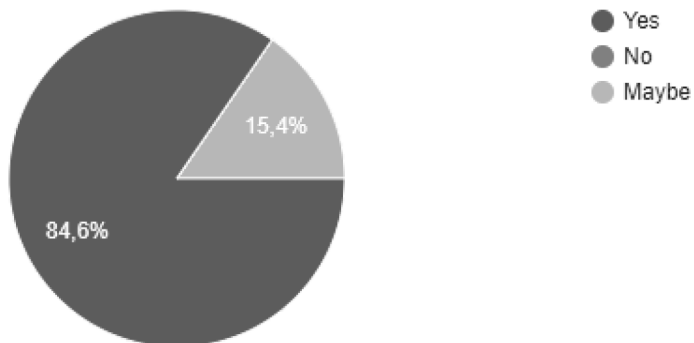


Figure 2. Reading and comprehension online via Underline

It should be noted that 53.8% of the participants were men, while 46.2% were women. The majority of the respondents were between twenty and twenty-four years old. When analysing the frequency of using Underline at ESP classes, 69.2% of students state that they use it often and 61.5% of the respondents use *Underline* for work. Such results can be the evidence that *Underline* is convenient not only for classroom work but for self work as well.

Most of the respondents believe that *Underline* help them comprehend the professionally oriented text. We relate this result with the fact that in our research there were students of a mixed ability group. Furthermore, 84.6% of students assume that this extension helps them learn new vocabulary using underline mobile application.

### Do you find Underline useful?

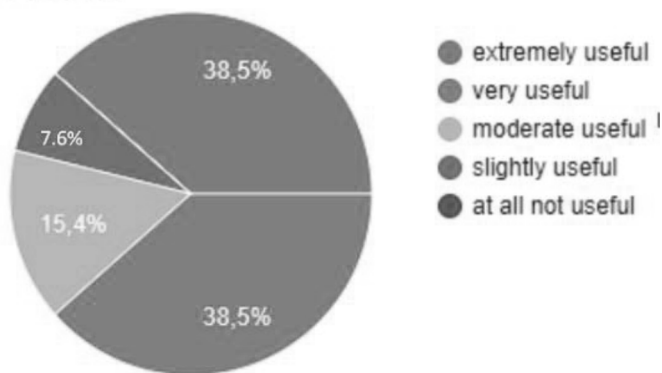


Figure 3. Students' feedback on Underline

The students' feedback in relation to the effects that *Underline* has on reading online, 38.5% of respondents believe that this extension is extremely useful and 38.5% assume it is very useful to their learning of the specific contents of the subject. There was one question connected with finding out the methodology of feedback. The research findings show that 76.9% of respondents think that underline makes reading more engaging, and only 7.7% of students don't find it engaging at all. Hence, this data can imply that *Underline* enhances students' motivation in reading online. We believe that these results are achieved thanks to simplicity and interactivity of looking up unfamiliar vocabulary while reading.

## CONCLUSION

Describing Underline, we should mention the following advantages: it is simple; it translates words directly in the foreign language content; it has translation from English to Ukrainian; it uses contextual translation; it has an option of pronunciation of words; it saves translations as study cards in the mobile application; it has access to suggested words on the basis of previously saved flashcards; it has an option of drilling the flashcards

in different modes. The results obtained from the questionnaire with 43 respondents prove the fact that *Underline* is regarded as an effective digital tool for students of ESP. As it has assisted in making the reading online more enjoyable and attractive. Therefore, it has improved students' motivation in dealing with reading professionally-based texts and contributed to autonomous learning of new words using *Underline* mobile application.

Nevertheless, several limitations may be found in this study. First, *Underline* is accessible only for Chrome, Opera and Microsoft Edge. Second, as far as it is an extension, it can be used only while reading on computer but not on mobile phone. And second limitation is a real problem since a lot of students join a class on their phones. Despite the suggested limitations, *Underline* is recommended to be used in ESP teaching at tertiary level.

The perspective of further research we see in implementing new digital tools while teaching speaking and writing in the framework of ESP course taking into account synchronous and asynchronous modes.

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## **ІНТЕГРАЦІЯ ТЕХНОЛОГІЙ UNDERLINE У ДИСТАНЦІЙНОМУ НАВЧАННІ ПРОФЕСІЙНОЇ АНГЛІЙСЬКОЇ (ESP)**

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*Стаття присвячена проблемі інтеграції цифрового інструменту Underline під час онлайн заняття в рамках курсу англійської мови*

за професійним спрямуванням. Підкреслення *Underline* — це розширення *Google Chrome*, яке вважається інструментом читання. Це дозволяє студентам покращувати свій словниковий запас під час перегляду іноземного контенту (статті, форум тощо). Метою статті є опис *Underline* та оцінка його ефективності під час онлайн заняття з англійської мови за професійним спрямуванням. Для досягнення цієї мети ми детально розглянули можливості *Underline* і виділили його переваги. Вивчаючи ефективність *Underline*, ми провели опитування на основі анонімної анкети, створеної в *Google Forms*. Дослідження проводилось серед студентів 4 курсу Інституту фізичного виховання і спорту протягом I семестру 2023—24 навчального року в Луганському національному університеті імені Тараса Шевченка. Результати дослідження показали, що *Underline* значно полегшує студентам розуміння англійського контенту в Інтернеті. Таким чином, *Underline* зробило читання онлайн більш приємним і привабливим. Крім того, це розширення збільшило мотивацію студентів до читання професійно-орієнтованих текстів та сприяло самостійному вивченню нових слів за допомогою мобільного додатку *Underline*.

**Ключові слова:** цифровий інструмент; англійська мова за професійним спрямуванням; онлайн-читання; онлайн-навчання; *Underline*.

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# COMPETENCE DEVELOPMENT IN HIGHER EDUCATION

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## TEACHER'S DIGITAL COMPETENCE IN THE EUROPEAN EDUCATIONAL DISCOURSE

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### ABSTRACT

*This article highlights the key principles of forming a teacher's digital competence. The purpose of the article is to highlight the peculiarities of forming a teacher's digital competence, taking into account European approaches to this process. During the problem formulation process, a combination of interdisciplinary methods is employed: theoretical methods such as analysis and synthesis to identify the main directions of research into the digital transformation of teacher education; empirical methods, including the study of scientific works and legislative framework related to the digitization of teacher education, and so on. The documents that cover the issues of forming digital competence in students, in particular future teachers, are considered. It has been found that in the European context, teacher training in digital skills should be based on the principles of digital citizenship. This means a critical approach to information that allows educators to navigate the digital world and develop an understanding of the core values of democracy. Studies have shown that the development of teachers' digital skills can be enhanced by gaining the ability to use digital technologies to improve the quality of teaching, educational development, and personal and continuous professional development. It has been established that modern teachers can use digital technologies to effectively manage and organize the educational process, which significantly expands the capabilities of students, taking into account their abilities, needs and interests. Therefore, mastery of digital technologies will ensure an effective, inclusive and innovative learning environment for students.*



**Keywords:** *digital competencies; teachers; education; assessment; recommendations; international initiatives.*

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## INTRODUCTION

In the XXI century, digitalization is spreading rapidly, changing the world, our lives and professional activities. According to the UNESCO report, “digital literacy and access is a basic human right in the twenty-first century. Digital technologies, tools and platforms should be designed to support human rights, empower people and facilitate collective action for peace, justice and sustainability” (UNESCO, 2021).

Education has also become a part of this digital transformation, and the teacher is an active participant therein. It is worth mentioning, that the COVID-19 pandemic has launched an emergency and rapid transition of global education systems to a digitally-based format (Eri et al., 2021; Bogusz, 2021; Mospan & Sysoieva, 2022; Mospan, 2023a). The logic of scientific research aims to take into account the political and social-cultural background of modern standards and frameworks of competencies, which includes digital competence as a component.

## BACKGROUND

Scholars, such as Dutto (2014), Caena (2019), Ghomi (2019), Redecker (2019), Lu (2019), Nyitrai (2021), Mospan (2023b), Reisoglu (2020), among others, indicate a gradual initiation of addressing this matter. A significant milestone was the creation of the European Digital Competence Framework for Educators (DigCompEdu). However, some aspects of the broader issue remain unresolved. Therefore, it is essential to examine the digital competencies of European educators. One of the key concerns explored in this article is the evolution of teachers’ digital competencies within the context of modern European education. Therefore, **the purpose of the scientific article** is to highlight the peculiarities of the formation of a teacher’s digital competence, taking into account European approaches to this process.

## METHODOLOGY

During the problem formulation process, a combination of interdisciplinary methods is employed: theoretical methods such as analysis and synthesis to identify the main directions of research into the digital transformation of teacher education; empirical methods including the study of scientific works and legislative framework related to the digitization of teacher education, and so on.

## RESULTS

In 2006, the European Parliament and the Council of Europe adopted a document that further defined the European social-cultural and educational policy — “Key Competences for Lifelong Learning” (Key Competences for Lifelong Learning). Digital competence is indicated as one of the priorities directions (European Council, 2006).

A Digital Agenda for Europe (2010) is one of the flagship initiatives of the European Strategy 2020, which aims to develop a digital society, economic growth, expand employment opportunities, and increase digital literacy, skills and inclusion for citizens of all ages (European Commission, 2010).

In 2013, the European Commission’s Joint Research Center (JRC) presented the Digital Competence Framework for Citizens 2.0 (DigComp 2.0: The Digital Competence Framework for Citizens), which includes 21 competencies in 5 thematic modules (information and digital literacy; communication and collaboration; digital content creation; security; problem-solving) (Vuorikari et al., 2022, p. 6-8).

The new edition of the Digital Competence Framework (DigComp 2.1, 2017) has been expanded by adding a total of 168 descriptors; digital competence is measured based on four generalized levels (basic, intermediate, higher, and expert) (Carretero et al., 2017). The updated version of the Council Recommendations on Key Competences for Lifelong Learning (2018) has expanded the context of the ‘competence’ concept, which is perceived as a combination of knowledge (concepts and facts), skills and attitudes that are acquired and improved by a person throughout life. By the way, recommendations for students, staff, and educational providers have been formulated therein.

The Council of Europe has identified eight key competencies necessary for personal fulfilment, healthy and sustainable lifestyle, employment, active citizenship and social integration. Digital and technological competencies are perceived in a complex and interconnected way (literacy; multilingualism; mathematical competence and competence in science, technology and engineering); interpersonal skills and the ability to acquire new competencies; personal, social and learning competence, civic; entrepreneurial; cultural awareness and expressive competence (Council of the European Union, 2018, p. 189/7-189/8).

A person with formed digital competence: understands how digital technologies can support communication, creativity and innovation, being aware of their capabilities, limitations, consequences and risks; general principles and logics underlying the development of digital technologies; he or she is aware of the basic functions and conditions of using various devices, software, networks, legal and ethical principles related to digital technologies; he or she critically examines the validity, reliability, and impact of information and data available through digital means (Council of the European Union, 2018, p. 189/9).

In order to fully understand the social context of digitalisation development in the European educational and scientific space, it is worth noting other significant initiatives of the Council of Europe.

In June 2019, the Council of Europe published its conclusions on the prospects for the digitalisation of Europe after 2020: Boosting Digital and Economic Competitiveness across the Union and Digital Cohesion (2019). The document highlights the major priorities and challenges for a strong, competitive, innovative and highly digitized Europe, emphasizing the importance of supporting innovation and encouraging the use of European key digital technologies.

A resolution of the Council of Europe on further developing the European Education Area to support future-oriented education and training systems was adopted in the same year (2019). The Council of Europe's Resolution on digital education in Europe's knowledge societies (2020) highlights the need for a comprehensive, holistic approach to digital education in the aftermath of the COVID-19 pandemic; the importance of introducing digital technologies and student-centred learning has also been emphasised. It is expedient to focus on certain prospects for developing digital education: pedagogical use of digital technologies to support and enhance teaching, learning and assessment; development of digital competencies of students and teaching staff in the context of lifelong learning.

The Digital Education Action Plan, 2021-2027 (2020) is an updated policy initiative of the European Union that sets out a unified vision for quality, inclusive and accessible digital education in Europe, aimed at supporting the adaptation of education and education systems of Member States to the digital age (Digital Education Action Plan (2021-2027), 2020). The plan's objectives include promoting the development of a highly efficient digital education ecosystem; enhancing digital skills and competencies for digital transformation; and strengthening digital citizenship. It should be noted that digital citizenship in the European dimension means a critical approach to information that allows citizens to navigate the digital world and develop an understanding of the basic values of democracy and freedom of speech (European Commission, 2020b).

In 2021, the European Commission presented an overview of the Digital Agenda for Europe 2030 (COM, 2021), and in 2022, the European Declaration on Digital Rights and Principles (2022), which reflect European values and promote a sustainable, human-centred vision of digital transformation: human beings and their rights at the centre of digital transformation; supporting solidarity and inclusion; ensuring freedom of choice of online resources; promoting human participation in digital public space; enhancing the protection, security and empowerment of individuals; and contributing to a sustainable digital future.

The 2030 Digital Compass (2030 Digital Compass) determines specific measures and timelines for implementing the EU's ambitious digitalization goals by 2030 in the following areas: skills, government, infrastructure, and

business. One of the indicators of achieving the goals is the mastery of basic digital skills by at least 80% of the population of the EU countries (COM, 2021).

The Framework for the Development of Digital Competence in Education is a separate subject of our analysis. In 2017, the Digital Competence Framework for Educators (DigCompEdu), developed by the EU's European Research Center on the basis of the DigComp conceptual model and based on a series of research studies at the national, European and international levels, was presented to the European educational community (Ghomi et al., 2019).

DigCompEdu describes in detail 22 competencies organized in six areas (professional engagement, digital resources, teaching and learning, assessment, empowerment of learners, and promotion of digital competence) that teachers should possess in order to promote effective, inclusive and innovative learning strategies using digital technologies and tools.

We provide a description of the competencies within the designated areas, focusing on the knowledge and skills of a teacher who possesses digital competencies.

1. *Professional involvement.* The competencies defined for this sphere are aimed at using the professional environment of teachers for organizational communication with students, parents and other stakeholders, professional cooperation with colleagues to share experiences, and the introduction of innovative pedagogical practices. The teachers' digital competence is expressed in their ability to use digital technologies for improving the level of teaching, development of the HEI, staff and lifelong professional development.
2. *Digital resources.* This sphere specifies the key competencies that teachers should possess to identify, evaluate and select digital resources for teaching and learning; use, co-create digital content and protect personal data; manage and share digital resources for learning needs, ensuring accessibility for students, and parents.
3. *Teaching and learning* — the area aimed at managing and organizing the use of digital technologies. The fundamental competencies defined in this sphere relate to projecting, planning and applying digital technologies at different stages of the educational process. The role of the teacher possessing digital competence is to be a mentor and tutor for students, to support them in the process of collective and autonomous learning, as well as to initiate and monitor learning activities.
4. *Assessment* is a field that is designed to use digital tools and strategies. The digital competence defined in this domain provides the teacher with the ability to critically analyse and interpret digital evidence of a student's activities, learning performance, and progress in order to inform students and parents and make decisions about further actions for individualized support using digital technologies.
5. *Empowerment of learners* — this sphere focuses on using the potential of digital technologies for learning and involves the use of digital tools

to empower learners, taking into account their abilities, needs and interests. The competence aims to: develop the teacher's ability to provide differentiation and personalization of learning, accessibility of resources for all students, including those with special needs, active involvement and encouragement of students to use digital technologies in practical activities to develop transversal skills, the ability to think deeply and demonstrate creativity in dealing with complex issues and solving problems.

6. *Promoting the development of students' digital competence.* This area defines competencies for the formation of students' information and media literacy, the ability to engage in digital communication and collaboration, and create digital content in various formats in compliance with copyright. Within the scope of this sphere, the teacher's ability to teach students to use digital technologies safely and responsibly, to manage risks, and to ensure their psychological and social well-being is also defined (Punie & Redecker, 2017, p. 18-25). The core of the DigCompEdu framework is defined by areas 2-5 since these areas together explain the teacher's digital competence; and ensure effective, inclusive and innovative teaching. The area 5 recognises the potential of digital technologies for student-centred teaching and learning strategies. The pedagogical core of DigCompEdu is complemented by areas 1 and 6, focusing on teachers' use of digital technologies in professional interaction with colleagues, students, parents and other stakeholders, as well as for their own individual professional development. The field details the pedagogical competencies necessary for the formation of students' digital competence.

The proposed model is designed to help the teachers understand at what stage or level the development of digital competence takes place. The Common European Framework of Reference for Languages was chosen for ease of assessment (Council of Europe, 2001). The CEFR is a specially developed system that correlates skills with particular criteria for the formation of language and speech competence of users from A1 (elementary user) to C2 (proficient user).

Taking DigCompEdu into account, in 2018, an online tool for teachers' self-assessment of their digital competence (temporarily called DigCompEdu CheckIn) was introduced, based on the following key principles: understanding the key ideas of the framework, transforming competence descriptors into specific actions and practices, providing targeted feedback. This tool is open for testing on the EUSurvey platform (European Commission, 2020a).

SELFIE for teachers is an online self-reflection tool that helps primary and secondary school teachers evaluate their own experience in using digital technologies, tools and resources to learn, communicate, and collaborate with colleagues and support students' digital skills (European Commission, 2023).

UNESCO defines four basic components of inclusive knowledge societies: freedom of expression and freedom of information, universal access

to information and knowledge, quality learning for all, and respect for linguistic and cultural diversity. From this standpoint, ICT is of great importance for achieving all 17 Sustainable Development Goals (European Commission, 2015).

In order to organize teacher training on the use of ICT in professional activities, UNESCO, together with world leaders in the field of information technology, CISCO, Microsoft, Intel, ISTE, has developed a framework model in the form of the Recommendations “ICT Competency Framework for Teachers” (UNESCO, 2008; 2011; 2018).

UNESCO recommendations constitute the basis for the development and implementation of national education policy, taking into account the goals and priorities of the state. Version 3 of the ICT Competency Framework for Teachers (2018) reflects modern technological and pedagogical innovations in the field of ICT in education and is based on the fundamental principles of inclusive education and non-discrimination, free and equal access to information, and gender equality in education with the use of modern technologies (UNESCO, 2018).

The document provides a number of recommendations for adapting the standards in line with national educational policy, developing professional standards for educators and evaluation criteria, and developing training and professional development programs for teachers on modern information and communication technologies. It is recommended to take into account three major concepts: the formation of society’s knowledge (exchange of knowledge and information, especially through ICT, possessing a huge potential for transforming the economy and social life), universal design of learning (design of products, environments, programs and services that makes them accessible to the maximum number of people) and inclusive education (non-discrimination, accessibility of information and gender equality in education) (UNESCO, 2018, p. 18).

The UNESCO ICT CFT framework defines 18 ICT competencies that teachers should possess and subdivides them into 64 specific objectives, taking into account six main aspects of professional activity: understanding the role of ICT in educational policy; curriculum and assessment; pedagogical practices; application of digital technology skills; organization and management of the educational process; professional development of teachers) and three levels of ICT use for pedagogical purposes. In the process of a teacher’s progression from the level of “Acquiring Knowledge” and “Mastering Knowledge” to the level of “Creating Knowledge”, their ICT competencies become more complex (UNESCO, 2018. p. 21-24).

## **CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH**

To summarize, it is advisable to note that the formation of a teacher’s digital competence in the European context should be based on the principles of digital citizenship, which means a critical approach to information that enables a teacher

to navigate the digital world and develop an understanding of the basic values of democracy and freedom of speech. Research shows that the formation of a teacher's digital competence will be facilitated by the acquisition of the ability to use digital technologies to improve teaching, develop an educational institution, and engage in personal and continuous professional development. In addition, a modern teacher will be able to effectively manage and organize the educational process using digital technologies, which will significantly expand the capabilities of students, taking into account their abilities, needs, and interests. In addition, teachers' mastery of digital skills will ensure an effective, inclusive, and innovative learning environment for students.

With the prospect of further research, it is advisable to reveal the conceptual foundations for the implementation of the European experience in the process of forming the digital competence of a Ukrainian school teacher.

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## ОСОБЛИВОСТІ ЦИФРОВОЇ КОМПЕТЕНТНОСТІ ПЕДАГОГА В ЄВРОПЕЙСЬКОМУ ОСВІТНЬОМУ ДИСКУРСІ

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*У цій статті висвітлено ключові засади формування цифрової компетентності педагога. Метою статті є висвітлення особливостей формування цифрової компетентності вчителя з урахуванням європейських підходів до цього процесу. У процесі формулювання проблеми використовується комбінація міждисциплінарних методів: теоретичні методи, такі як аналіз і синтез для визначення основних напрямів дослідження цифрової трансформації педагогічної освіти; емпіричні методи, зокрема дослідження нормативних документів і наукових публікацій, пов'язаних із цифровізацією педагогічної освіти. Розглянуто документи, які висвітлюють питання формування цифрової компетентності у здобувачів освіти, зокрема майбутніх педагогів. З'ясовано, що у європейському контексті навчання педагогів цифровим навичкам має базуватися на принципах цифрового громадянства. Це означає критичний підхід до інформації, який дозволяє педагогам орієнтуватися в цифровому світі та розвивати розуміння основних цінностей демократії. Дослідження показало, що розвиток цифрових навичок вчителів можна покращити, набувши здатності використовувати цифрові технології для покращення якості викладання, освітнього розвитку та особистого і постійного професійного розвитку. Встановлено, що сучасні вчителі можуть використовувати цифрові технології для ефективного управління та організації освітнього процесу, що значно розширює можливості учнів, враховуючи їх здібності, потреби та інтереси. Тому, володіння цифровими технологіями забезпечить ефективне, інклюзивне та інноваційне навчальне середовище для учнів.*

**Ключові слова:** цифрові компетентності; педагог; освіта; оцінювання; рекомендації; міжнародні ініціативи.

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## PEDAGOGICAL COMPETENCE DEVELOPING OF PSYCHOLOGY TEACHER (MASTER'S DEGREE): EXPERIENCE OF UKRAINE

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### ABSTRACT

*The labour market demands psychologists to be competitive and able to solve professional tasks. In our opinion, competent Psychology teachers should be motivated for professional development in the constantly changing war and post-war times. The article presents the author's ideas about the development of the pedagogical competence of Psychology teachers (master's students) in the current conditions of Ukrainian universities, which is the result of a longitudinal scientific and pedagogical study, which began in 2008 on the basis of Ukrainian universities. The changing standards of the teaching profession and the new challenges of the time became the basis for writing this article. The methodology is a literature review which focuses on the analysis of the international experience in training teachers in Psychology. After evaluating international pedagogical and scientific experiences, the author concluded that developing pedagogical competence requires organizing the educational process with a focus on formal, informal, and non-formal methods of obtaining higher education. The text presents a concise overview of the conditions and methods for developing the pedagogical competence of Psychology teachers, including the importance of cultivating reflective abilities as a vital aspect of competence.*

**Keywords:** *development of pedagogical competence; Psychology teachers; formal; non-formal and informal education; master's programme; master's students.*

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### INTRODUCTION

The transformational processes in the rapidly changing world such as globalization (Lazarova et al., 2023), the COVID-19 pandemic (Bogusz, 2021; Mospan & Sysoieva, 2022; Mospan, 2023), the introduction of martial

law in Ukraine since December 24, 2022 (Verkhovna Rada of Ukraine, 2022), intensified the emergence and manifestations of social, personal and interpersonal problems, the consequences of which can be determined by time and the solution of which requires highly qualified psychological help (Bouchard et al., 2023; Júnior et al., 2022; Xu, et al., 2023). This increases the demand for the services of psychologists in various spheres of private and public activity and, accordingly, the requirements for the quality of professional training of psychological personnel in higher education institutions are increasing.

The labour market demands psychologists to be competitive and able to solve professional tasks. In our opinion, competent Psychology teachers should be motivated for professional development in the constantly changing war and post-war times. The analysis of global trends in the field of professional and pedagogical education confirms the growing demands for pedagogical professionalism of Psychology teachers and their personal qualities as a teacher of higher education institutions. Facing the challenges of the millennium, teachers need to:

- rethink the content of education, to ensure a high level of educational standards by the current requirements, which are constantly changing;
- independently set and solve non-standard educational tasks;
- find new ways of effective pedagogical communication in the conditions of distance learning;
- improve the mastery of progressive technologies of learning and education, new achievements of world educational experience;
- solve complex professional and pedagogical problems that require the integration of competencies not only of psychological and pedagogical sciences but also such fields as medicine, philosophy, religious studies, sociology, economics, jurisprudence, spiritual practices, and cybernetics;
- work in a unified information environment, which involves the rational use of digital technologies in the educational process, which is rapidly acquiring signs of digitalization, distance learning (Sarnovska, 2022).

Therefore, professional training of Psychology teachers in master's degree should be reconsidered and organized in this way, so that it has a developmental character, taking into account the unevenness and heterochrony of students' assimilation to future professional activities, according to their basic pre-master education.

**Literature review** focuses on the analysis of the international experience in training teachers in Psychology. Thus, Coggi & Ricchiardi (2020) describe a medium-term programme created for higher education Psychology teachers with diverse professional backgrounds and academic expertise. The education includes shifting from a teacher-centred to a student-centred approach, as well as creating individual educational trajectories, including master's students' psychological or non-psychological backgrounds.

Susanto et al., (2019) enhance the comprehension of teachers' pedagogical expertise and highlight crucial components of pedagogical proficiency, including

comprehending students' traits, mastering learning theories and principles, designing curricula, developing students' potentials, communicating with students, and adequately evaluating them. Their ideas are shared by Murkatik et al., (2020) who point to the significance of developing the pedagogical competence of Psychology teachers. Besides, Novianti & Nurlaelawati (2019) evidenced the significance of cultivating pedagogical competence in university instructors without foundational education in pedagogy. Susanto & Rachmadtullah (2019) proposed a model of developing pedagogical competence of teachers, that highlights the importance of emotional intelligence and communication skills development.

Moreover, Irmawati et al., (2017), as well as Hanim et al., (2020), outline the role of master's education in psychological counselling and analyse teachers' pedagogical competence in various contexts. Beusse & Hartz (2021) present the peculiarities of didactic training for university teachers through the lens of the growing importance of this topic in higher education policy. Overall, the scholars emphasise the significance of didactic preparation for university instructors and its influence on the standard of instruction and evaluation.

An evaluation of the participation experience in online courses to train potential university instructors in digital teaching methods and strategies is presented in Barpi & Dalmazzo's (2021) study. Carstensen & Klusmann (2021) confirm the need for training in digital competence programmes with a corresponding certificate. They also note that continuous professional training of teachers is essential due to profound socio-cultural, economic, and technological changes. Horne (2013) discusses the role of master's programs in counselling psychology and the evolving differences between counselling psychology programs and master's programs. Aimah et al., (2017) also resonate with the ideas of the authors of this article, especially in presenting the means of improving teachers' pedagogical competence through the method of studying training sessions.

The scholars' insights concur with the author's assumption that establishing proficiency in pedagogy through master's curricula warrants dual educational pathways: a Master of Science in Counselling Psychology and a Master of Science in Psychology.

Our findings indicate that the training approach for enhancing the pedagogical competence of Psychology teachers proposed by the author of this article expands on and complements previous research in this area. The author's research builds upon previous scholarship regarding methods for developing pedagogical competence, the use of such developmental conditions and methods as reflective pedagogical practices, participation in professional development programs, exchange of experiences with colleagues, active participation in pedagogical associations, independent study of scientific literature and resources on the Internet, and so on. Much research indicates a clear connection between the pedagogical proficiency of teachers and the academic performance of students, aligning with the author's perspective.

This underscores the significance of cultivating the pedagogical abilities of upcoming psychology educators to attain favourable educational results.

## RESEARCH METHODS

**The objective of this** longitudinal scientific and pedagogical research is to show the author's insights regarding the development of pedagogical competence of psychology teachers doing master's degree in Ukrainian universities since 2008. To achieve the research objective, a set of scientific theoretical methods was applied, e.g., the literature review (primarily, legislative documents, psychological and pedagogical publications), analysis of good practice experience, deduction, induction, synthesis, comparison, and generalization. These methods made it possible to reveal the current state of play of the research issue and to present views on the development of pedagogical competence of Psychology teachers during master's education and training.

## RESULTS

The analysis of the state of development of the problem of research on the development of pedagogical competence of Psychology teachers (master's degree) and the author's personal teaching experience allows us to record the insufficient representation in scientific research of a holistic and one that meets the requirements of the time, the concept of the development of appropriate pedagogical competence. We found the following contradictions in the process of developing pedagogical competence among Psychology teachers in HEIs, namely, contradictions between:

- the need to modernise the system of higher psychological education in the direction of ensuring a high level of professional training of Psychology teacher master's students and insufficient attention to the development of their pedagogical competence;
- the existing motivation of Psychology teacher master's students in professional development and the requirements of the time regarding the development of his pedagogical competence, the quality, and level of formation of which meet the challenges of today;
- modern requirements for the implementation of the competence approach in higher psychological education, the development of Psychology teacher master's students in pedagogical competence as a component of their professionalism, and the lack of organizational and methodological support for the corresponding developmental and formative influence;
- psychological competence developing of Psychology teacher master's students in isolation, and, often, without taking into account the importance of this process at all, and the need to rethink the content, forms, and methods of professional training of Psychology teacher master's students given the need to develop their pedagogical competence;

- the need to use forms and methods of training aimed at the development of pedagogical competence of Psychology teacher master's students, and insufficient development of the substantive and procedural component of this process.

The resolution of these contradictions requires clarifying the content and structure of the pedagogical competence of a psychology teacher, substantiating pedagogical conditions, and developing a holistic concept of the development of the pedagogical competence of Psychology teacher master's students. The results of our analysis of regulatory documents, curricula, and educational programmes of the second (master's) level *053 Psychology* in the HEIs of Ukraine allow us to state the absence of special educational disciplines aimed at developing the pedagogical competence of Psychology teachers. The training of master's students in educational programme *053 Psychology* is carried out mainly in two directions: educational-professional and educational-scientific. According to the first direction, the emphasis in training is on the formation of innovative and professional competencies as psychologists, and during the implementation of the educational and scientific program — research competencies as psychology teachers.

It is worth noting that the curricula for the training of Psychology teacher master's students contain courses, normative and selective, provided for the acquisition of knowledge about the profession of Psychology teachers, and methods of teaching Psychology. Therefore, education has the following features:

- 1) Within formal education:
  - conducting classes in pedagogical disciplines, enriched by the introduction of educational and creative tasks, business games, and discussions;
  - conducting classes in the selective course *Pedagogical Competence of Psychology Teacher*, fostering pedagogical creativity;
  - conducting classes in psychological and pedagogical disciplines;
  - developing digital skills to prepare creative projects during distance learning;
  - involvement of experienced teachers in education;
  - master's students conducting scientific research on topics related to psychological and pedagogical issues.
- 2) Within non-formal education, participation in training programs to enhance digital skills and obtain corresponding certification.
- 3) Within informal education:
  - developing self-reflection skills through pedagogical technology;
  - master's students involvement in volunteer activities.

This can be achieved through various forms, methods, and technologies. To prepare students for teaching in real-world situations and for the challenges they may face, it is crucial to provide interactive and practical education. Below are some concepts we incorporated into professional training:

- *Pedagogical Workshops*: Regular workshops where experienced teachers and psychologists can share their expertise and experience in education

and practice. Students receive objective feedback and can immediately experiment with new teaching methods.

- This can be achieved through simulation exercises and role-playing games, which utilize training as a pedagogical tool by recreating actual teaching scenarios. Utilizing training as a pedagogical tool through game scenarios that simulate real-life teaching situations. This approach allows future teachers to develop their student group management, conflict resolution, and psychological support skills.
- *Online education platforms*: Utilizing online courses and platforms designed for self-study, where students can learn about new pedagogical methods and also watch videos of real teachers.
- *Scientific Research and Projects*: Involving students in scientific research in the fields of psychology and pedagogy, which could include training them for publishing articles and presenting at academic conferences.
- *Practical Internship*: Organize practical internships in schools, universities, or consulting centres, allowing students to gain experience working with various categories of students and clients.
- *Mentoring Program*: Establish a mentoring program where experienced teachers and psychologists provide individual support and advice to future psychology teachers during their master's training.
- *Technology in Education*: Incorporate modern technologies for effective teaching and learning experiences. The implementation of modern technologies such as virtual reality (VR) and artificial intelligence (AI) facilitates the creation of interactive learning environments and psychological simulations.
- Students have the opportunity to engage in pedagogical research that explores diverse methods and shares the resultant data. In addition, involving master's students in joint learning projects and group work would help them develop communication and teamwork skills.
- *Evaluation and Feedback System*: To determine the level of pedagogical competence, a consistent monitoring system of student feedback and evaluation has been introduced.

These methods and technologies are integrated into the education of Master's students to develop the pedagogical competence of Psychology teachers. The combination of these approaches helps to create a practice-oriented and highly effective training that takes into account the challenges of the modern information and educational environment.

A special place among pedagogical learning technologies is occupied by project-based training of future teachers of psychology, which contributes to the organization of such training when students of pedagogy develop pedagogical competence in the process of creating and carrying out task-based projects, which combine theory and practice. The advantages of project technologies are the possibility of simultaneous combination of individual and collective activities of future teachers of psychology, and the stimulation of the ability of professional self-realization in a team. Project technologies allow



master's students to see the results of their activities, and expand the possibility of using modern learning technologies in the process of working on a project. The advantages of project technologies also include the use of various forms of interaction, including interactive, which allows you to practically implement psychological cooperation, and acquire pedagogical competence.

By means of role-playing, the master's students tried to assume the role of a psychology teacher, to conduct a lesson from beginning to end, to analyse problematic pedagogical situations. Each master's student had the experience of teaching Psychology in a certain role and felt satisfaction or dissatisfaction, success or failure. These exercises facilitate self-reflection and a sense of self-efficacy development in the aspect of pedagogical activity and allow the master's students to experience different emotions playing a role of a teacher, e.g., gratitude, demands, and resentment.

Creating an image of a modern teacher is a method of promoting pedagogical competence. To accomplish this, we assigned a task to master's students consisting of composing an essay that disclosed their personal perspective on a modern teacher who is exceptionally skilled, competent in pedagogy, and prepared for contemporary challenges. We then showed the students video footage of highly accomplished and gifted teachers from modern times. Based on the obtained results, a discourse was conducted regarding the *Personality Model of Competent Modern Educator*, which examined the means and issues pertaining to the attainment of pedagogical mastery and educational competence.

In the course, the importance of engaging with individuals, studying from individuals, and acquiring knowledge through individuals was highlighted. The motivational orientation towards the teaching profession was observed to undergo a transformation owing to the enhancement of self-reflection. Under the influence of the psychological and pedagogical conditions established, a shift in motives occurred: the previously dominant motive of helping others, common among psychologists, was replaced by the motivation of teaching others.

The elective course *Pedagogical Competence of Psychology Teacher* aimed at revealing students' creative potential in order to improve their pedagogical professionalism. The course is focused on pedagogical creativity through interactive teaching methods such as problem-solving scenarios, situational exercises, simulation games, and modelling complex pedagogical situations. The objective of this training was to cultivate the creative aspect of the participants' pedagogical competence, leading to the mastery of professional methods in group work, the unveiling of future psychology teachers' creative potential, and the ability to apply this creativity in the pedagogical process.

Pedagogical facilitation is conducted by a teacher who engages in multifunctional interaction while assuming the role of a consultant facilitator. In this position, the teacher acts as an 'assistant' to graduate students, providing support and guidance throughout the process of developing new experiences. The key components of pedagogical facilitation include effective communication, positive thinking, and tolerance towards the behaviours

of students. We have designed a training program for enhancing pedagogical creativity based on contemporary research in pedagogy on the challenges associated with teacher creativity development (Anderson et al., 2021; Bereczki & Kárpáti, 2021; Leikin & Elgrably, 2020).

## CONCLUSIONS

The research confirms the importance of continuous self-improvement and professional growth of future teachers at the stage of their training. Furthermore, the development of pedagogical competence is a key factor in improving the quality of education and learning outcomes to Psychology teachers (master's students).

The author identifies the key criteria for the development of pedagogical competence of Psychology teachers during their master's studies:

- Master's students should be engaged in self-education, self-development, and self-expression while developing pedagogical competence.
- Educational material should be designed to foster students' reflective and creative abilities.
- Adequate control and evaluation should be implemented for both the process and outcome of pedagogical competence development.
- Pedagogical competence in teaching psychology should be considered essential to teacher professionalism.

Regarding this, a cross-cultural study to test the efficacy of developing pedagogical competence in Psychology teachers in different contexts looks appealing.

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## РОЗВИТОК ПЕДАГОГІЧНОЇ КОМПЕТЕНТНОСТІ У МАЙБУТНІХ ВИКЛАДАЧІВ ПСИХОЛОГІЇ В МАГІСТРАТУРІ: УКРАЇНСЬКИЙ ДОСВІД

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*Стаття висвітлює ідеї автора щодо розвитку педагогічної компетентності майбутніх викладачів психології під час навчання в магістратурі в сучасних умовах українських університетів, що є результатом лонгitudного науково-педагогічного дослідження, яке почалося у 2008 році. Тривалість дослідження у часі дозволила ґрунтовно представити ключові положення щодо розвитку педагогічної компетентності у майбутніх викладачів психології в магістратурі. Обираючи об'єктом статті розкриття основних ідей розвитку педагогічної компетентності майбутніх викладачів психології в магістратурі в сучасних умовах, автор показує це з урахуванням зміни стандартів педагогічної професії та викликів часу. В результаті переосмислення попереднього педагогічно-наукового досвіду автор дійшов висновку про те, що організація навчального процесу з розвитку педагогічної компетентності має здійснюватися за такими формами здобуття вищої освіти, як формальна, неформальна та інформальна. Тезисно подано перелік умов та форм розвитку педагогічної компетентності у майбутніх викладачів психології, як-то: необхідність розвитку здатності до педагогічної рефлексії, яка спрямована на розвиток рефлексивних умінь як важливої складової особистісного компонента педагогічної компетентності майбутнього викладача психології, спеціально розроблений тренінг розвитку педагогічної творчості майбутнього викладача психології, педагогічна фасилітація у межах вибіркової дисципліни «Педагогічна компетентність викладача психології». Подано опис наявних суперечностей процесу розвитку педагогічної компетентності у майбутніх викладачів психології в магістратурі в сучасних умовах закладів вищої освіти.*

**Ключові слова:** педагогічна компетентність; розвиток педагогічної компетентності; майбутні викладачі психології; навчання в магістратурі; формальна; неформальна та інформальна освіта.

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## AESTHETIC PERCEPTION OF COLOUR IN TRAINING OF DESIGN STUDENTS

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### ABSTRACT

*The article examines the aspects of colour training of design students, discusses the concept of colour competence and its importance in the process of professional training of future specialists in the field of design. The purpose of the article is to study the aesthetic perception of colour in the process of colour training of design students. Colour is highlighted as the most important element of aesthetic perception and emotional expression of design objects, has a psycho-emotional impact on the receiver (audience) and carries a certain informational value. The aesthetic perception of colour is understood as a complex process in which the awareness of aesthetic, artistic, and spiritual values takes place from the standpoint of sociocultural and historical factors. The need for colour competence through the study of a complex of professional disciplines is emphasised, which is decisive in the process of training design students. The study presents separate tasks using interactive technologies that contribute to the formation of aesthetic perception of colour in the process of colour training of students of higher education in the speciality 022.01 Design of the educational and professional programme “Graphic design” SI “Luhansk Taras Shevchenko National University”. It is noted that the development of colour competence of design students is an important prerequisite and indicator of their readiness for professional activity.*

**Keywords:** *aesthetic perception; colour; competence; colour competence; design students.*

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### INTRODUCTION

The design ideas of the modern changing information and communication environment reflect the general trends of the socio-cultural reality. The purpose

of designer things, their perception, actively changes according to the needs of the receiver of information (audience), who are direct participants in the design process. The coronavirus epidemic serves as a striking illustration, particularly in successful design projects. For instance, the protective mask, primarily a medical item, has undergone design adaptations, transforming it into a medium for self-expression and aesthetic appreciation. This evolution includes fabric masks, artistically embellished masks with drawings, and diverse colour schemes.

One of the main tasks of design is to satisfy the aesthetic needs of a person in all spheres of life by arranging and harmonising the subject-spatial environment. In such conditions, the main task of a specialist in the field of design is to design elements of the environment that correspond to the level and content of social and cultural values. Since design in the modern socio-cultural space is focused on various components of material and spiritual culture, design activity takes into account the aesthetic, spiritual-emotional and value spheres of the human consumer. Therefore, the task of professional training of designers capable of meeting the needs of society in harmonizing and beautifying the environment is urgent (Bondar, 2019).

## **PROBLEM STATEMENT**

Recognizing the current demand for highly qualified design professionals in the competitive labour market, there is a growing need to update the content of their professional training in accordance with current higher education strategies (Mospan, 2022). The designer's professionalism extends to various competencies, where colour plays a key role. Development of theoretical understanding, practical application of colour, solving problems related to colour is important for future designers.

Possession of colour science and aesthetic understanding of colour perception, combining colour combinations, harmonious use of accents, nuances, tonal divisions in created design objects are necessary skills for professional design activities. Aesthetic perception of colour is one of the most important components of a designer's colour competence. Correct understanding, analysis and creative interpretation of the colour scheme will contribute to the integrity of the design object, develop the future design specialist as a creator who is capable of self-development and self-improvement. Insufficient attention to this issue in the teaching of the disciplines of the professional cycle, changing priorities in the training of future designers, their limited adaptability to educational opportunities and the growing demand for highly qualified specialists in the field of design — all this requires a thorough study of the specified topic.

## **BACKGROUND**

National scientists (V. Andrushchenko, O. Dubaseniuk, S. Savchenko, S. Kharchenko) write about the education organization in higher education

institutions. Besides, national scholars addressed the issues of competencies development in design education (O. Boychuk, O. Vasina, and S. Milkevich) and its aesthetic component in particular (E. Antonovych, I. Zyazyun, V. Butenko, and V. Tomashevskiy).

Current publications focus on digital transformation of educational environment (López-Meneses et al., 2020; Mospan, 2023). In this term, scholars (Ahmed, & Gurumoorthy, 2017; Dong, 2017; Ilieva et al., 2022; Itten, 2020; Chen et al., 2022; Curtis-Boles & Bourg, 2010) consider various aspects of the influence of colour on a person. These include psychophysiological effects, information perception, and spatial understanding. However, these studies do not comprehensively cover the topic. The issue of colour training of future designers remains insufficiently researched, there are no theoretical and methodological developments regarding content, formats, methodologies, technologies, as well as scientific and informational support necessary for effective colour training.

## **METHODOLOGY**

The research was based on the posed problem of aesthetic perception of colour in the modern changing information and communication environment, in which design ideas reflect the general trends of socio-cultural reality. To find out the state of the raised problem, a set of scientific research methods was used: interdisciplinary analysis of philosophical, art history, psychological, and pedagogical literature. To substantiate the theoretical provisions and formulate the conclusions, the analysis of research literature, Internet sources are used; practical experience of specialists in the field of design; the synthesis and generalisation of scientific principles revealed the current state of colour training of future designers, allowing to determine the directions of research and the conceptual basis in this field.

## **RESULTS**

The modern system of providing educational services to students is based on an approach to learning through the formation of relevant competencies (Brauer, 2021). The DeSeCo (Definition and Selection of Competencies) program, which has been in effect since 1997, defines competencies as the ability to effectively satisfy individual or public needs, to perform assigned tasks. According to the interpretation, competencies consist of interrelated cognitive attitudes, practical skills, values, emotions, behavioural elements, knowledge and abilities that can be applied to active activities (Rychen & Salganik, 2001, p. 8). Similarly, the International Bureau of Standards for Teaching and Learning (IBSTPI) defines competence as the ability to perform an action, task or job competently. This concept covers the set of knowledge, skills, abilities needed by an individual for effective activity or performance of relevant functions



aimed at achieving established standards in their professional field (Foxon, 2023, p. 144).

In understanding the colour competence of future designers, we define that it is a comprehensive understanding of the concept of colour, its shades, harmony, aesthetic perception and the psychological impact of the choice of colour on the receiver (audience). The formation of colour competence in future designers takes place within the framework of certain pedagogical conditions during their professional training. The content of educational components from the cycle of professional training (Fundamentals of composition and colour science, Painting, Drawing, Projecting, Computer design and modelling, and Basics of forming and mock-up) is aimed at acquiring knowledge in the field of colour science, which involves mastering principles, techniques and skills in the use of colour harmonies, the construction of colour schemes integral to design, the study of their expressive possibilities, the development of aesthetic taste and the promotion of creativity.

In the formation of colour competence, important components are the aesthetic perception of colour as a determination of the integrity of the design object, the study and interpretation of colours in accordance with the creative plan. Aesthetic perception is defined as a person's ability to perceive and evaluate the degree of aesthetic perfection of the material and spiritual world. This allows us to make the right decisions regarding the formation and development of aesthetic culture, which is manifested in the evolution of art perception from the standpoint of socio-cultural and historical processes, reveals the specifics of human awareness of various forms of beauty through the categorical definition of beautiful, perfect, harmonious, valuable.

It is important to understand aesthetic perception in the process of training designers as a unique form of their spiritual self-awareness and creative realization. On the basis of the development of aesthetic perception, it is possible to show the available possibilities of positioning the future specialist as an object of artistic and creative activity, revealing readiness for independent awareness, for deep creative understanding of aesthetic phenomena, for the development and implementation of one's own aesthetic views on individual objects, phenomena, processes.

The ability to realize in practice the aesthetic potential for obtaining one's own original result of creative activity is key in the professional activity of the future designer. The educational component "Fundamentals of Composition and Colour Studies" is the basis of the colour training of designers, which is one of the basic disciplines of bachelor's training in the speciality 022.01 Design of the educational and professional programme "Graphic design" SI "Luhansk Taras Shevchenko National University". In the process of learning, the educational component allows future designers to systematically and consistently learn the theoretical foundations of composition and colour science, professional terminology, compositional rules, patterns of colour perception and harmonies, principles and means of artistic expression

in the process of designing and implementing design objects. The goal of studying the discipline is the creative assimilation and practical consolidation of the basic concepts and laws of composition and colour science, principles and means of artistic expression in the process of designing and implementing any design product, and the formation of skills in performing colour compositions based on a harmonious combination of colours.

Colour science is the science of colour. In the modern informational and communicative environment, the issues of colour theory are relevant, which actively contribute to the solution of problems related to the study, perception, harmonization and application of colour at a deeper, systematized level. This approach takes into account historical and theoretical aspects of research and is based on knowledge and understanding of previous experience not only in the field of colour science, but also at the intersection of other sciences: physics, chemistry, physiology, psychology, biology, and mathematics.

The development of colour science makes it possible to see colour more broadly, to reveal more deeply its shades and nuances. Fundamental studies by Johannes Itten, Johann Wolfgang Goethe, Isaac Newton and other scientists made it possible to use systematic knowledge of colour systems to work with natural and artificial pigments, to understand how colours interact with each other, how to combine them, how to work with shades and tones.

The use of colour is given great importance. Each colour has its own associative purpose, metaphorical essence, aesthetic perception. The history of colour classification can be divided into two periods: mythological-religious and natural-scientific. Since the most ancient history, man has used different colours for drawings, which can be used to determine the different purpose of colour shades. Primitive people used red colour as the personification of heat, sun, hearth, but, at the same time, it symbolised blood. White personified the image of water, light, milk, and black symbolised darkness, death and evil. Thus, at the stages of development of primitive society, colour functioned as a tool of differentiation or selection and designation of the most important aspects of human life.

Today, in the formation of a qualified and practical colour solution of design objects, the ability to operate with various properties of colour is necessary and relevant. This requires an understanding of the nature of colour and its characteristics such as tone, chromaticity, saturation, brightness, contrast, hue, etc. This involves obtaining information about evolutionary changes in the definition of colours in colour models, understanding colour formation and features of visual colour perception. In addition, it is important to use special knowledge in creating harmonious colour combinations, developing colour profiles, applying colour separation methods and implementing colour reproduction technologies (Bartholomew & Rutherford, 2013).

On the other hand, colour perception is a complex psychophysical process that depends on the natural and biological structure of the human eye. Colour is perceived as a conscious visual sensation. When looking at an object,

it may seem that the colour is a component of the object itself, as if the colour is built into it, but in fact it is not. Aesthetic perception of colour is an even more complicated process. Awareness of aesthetic, artistic, and spiritual values from the standpoint of sociocultural and historical processes is added to the previously considered aspects in aesthetic perception (Kostiuk, 2022).

We will present separate tasks using interactive technologies that contribute to the formation of the aesthetic perception of colour in the process of colour training of students of higher education in the speciality 022.01 Design of the educational and professional program Graphic design. We will define that the formation of colour competence in future design specialists is an important prerequisite and indicator of readiness for professional activity.

In the process of colour training of students from the educational component “Fundamentals of composition and colour science», during the study of the topic “Colour science as a science”, the following are studied: colour as a cultural phenomenon, historical, cultural and philosophical aspects of the semantics and symbolism of colour; traditions, rituals, spiritual practices related to colour; problems of colour harmony in the process of historical and social development. In the process of developing the theoretical material, attention is focused on the peculiarities of the aesthetic perception of colour during the development of cultures and societies of different peoples. The semantics and ornaments of Tryplian culture, samples of ancient painting, mosaics, frescoes, stained-glass windows of the Middle Ages and, accordingly, canvases of painting masters, starting from the Renaissance to the present day, are analysed.

It is emphasized that the definition of the problem of colour harmony appears as the most difficult problem of aesthetics due to the special attitude of a person to colour, which is formed under the influence of various complex factors. In this regularity, in its specific historical context, regardless of cultural, social, and time boundaries, universal ideals and values are developed and cultivated. Therefore, in accordance with the “Ideal image”, “Ideal model”, from the standpoint of cultural history, it is possible to trace the dynamics of the definition of the concept “Colouristic ideal”. Students of higher education are offered the task of solving a problem or situation related to the aesthetic perception of colour. As an educational method, case technologies are used, appropriate educational and methodological support, illustrative material is added. The identified problem is “Colouristic ideal”.

Case. 1. The Greek philosopher Empedocles (5th century BC) was one of the first thinkers to explore the essence of colour. He proposed four primary colours — white, black, red and yellow — which corresponded to the basic elements: fire, air, water and earth. The preserved works of art of that era, in particular the paintings on vases, clearly show these colours and their combinations. The study of colour was continued in the writings of Plato, Aristotle and various ancient philosophers. Amid ancient thinkers’ deep belief in numbers, logic, and the ideal nature of colours, the initial psychophysiological understanding of colours emerged in practical applications.

The term 'chromaticism' covers the essence attributed to ancient authors, including:

- colour as a mental, immaterial, ideal concept;
- colour as a physical, objective, material substance;
- physiological influence of colour on the human body;
- emotions under the influence of their information and energy balance.



Fig. 1. Colour in antiquity

Case. 2. In the Middle Ages, the interpretation of the semantics of colour strictly followed the religious doctrines of Christianity and Islam. Elements of the theory of colour harmony began to appear in the works of scientists of that era. Many philosophers accepted the Aristotelian concept of the “golden mean” in aesthetics, but the concept of harmony underwent a new interpretation, emphasising not unity, but the conflict of opposites. This rethinking led to the appearance of bright contrasts in colour schemes. Stained-glass windows were characterized by high colour saturation, complemented by the brilliance of mosaics, precious metals and precious stones.



Fig. 2. Medieval colour harmony

Case. 3. The Renaissance saw a marked shift from the symbolic meaning of colour to the development of more pragmatic and visually appealing colour systems. Furthermore, the question of colour in the Renaissance was further complicated by the individualized nature of art: each country, school of art, and even individual masters displayed distinct colour preferences. Colour harmony at that time was based on contrasting tonality and brightness. However, these chromatic contrasts were softened by techniques such as chiaroscuro and aerial perspective, softening the impact of colour variations.

To summarise, in the teaching of the specified topic “Colouristic ideal” case technologies are used as an interactive method of learning, which solves the problem of aesthetic perception of colour. A certain complex of knowledge

on the historical, cultural and philosophical aspects of the semantics and symbolism of colour is updated, the communicative and creative abilities of higher education students to solve the problem of colour harmony in the process of historical and social development are activated. Future designers learn to analyse, aesthetically evaluate and find alternative ways to solve a task.



Fig. 3. Colour harmony of the Renaissance

In the process of studying the topic “Theory of colour harmony. Harmony of nuances” from the educational component “Fundamentals of composition and colour science” posed problematic questions: How to create an aesthetically favourable and at the same time unladen gamut? What aesthetic reference can colour provide? If the main colour is chosen, how to choose additional ones for harmony?, the solution of which is based on the normative theories of harmonious combinations of colours by R. Adams, A. Mansel, and V. Oswald.

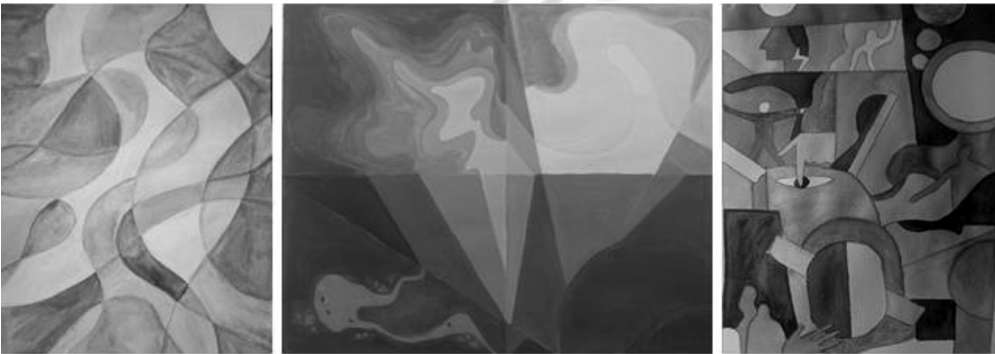


Fig. 4. Works of design students

In the process of colour training of future designers, an actual task involves the gradual transformation of a sketch or image through separate stages:

- begin by selecting a sketch created from nature that includes spatial, lighting, tonal, and compositional concerns;
- analyse the construction of colour harmony in the sketch by identifying key components such as contrasting pairs, dominant and accent colours, complementary shades, unifying tone that connects the overall colour scheme;
- change the overall tonality of the sketch by emphasizing and combining contrasting colours and tonal shades around a common middle tone, enhancing unity while maintaining colour contrasts;

- further transform the sketch by tonally uniting all the elements using the middle tone, while maintaining the colour contrasts. This involves adjusting and stretching, mostly on one light-medium colour.

To understand colour and its spectrum, future designers are faced with the task of creating abstract gouache compositions on watercolour paper. These compositions include such exercises as working with “pure colour”; inclusion of “bleached colour” with the addition of white paint; experimenting with “darkened colour” through the addition of black paint; the use of exclusively “saturated colour”; the study of shades of “pastel colours”; creation of “autumn abstraction” using warm shades; creation of “winter abstraction” using cold shades; construction of “night abstraction” using dark tones.

In the process of colour training from the educational component “Fundamentals of composition and colour science”, during the study of the topic “Psychology of colour perception”, the following are studied: objective factors that affect colour perception and subjective (physiological, psychological, and aesthetic) factors that determine colour associations and colour symbolism, national and cultural specificity of colour perception, examples of colour solutions are given. Objective factors include: characteristics of the object, light sources of the environment, lighting and colour of neighbouring elements, perspective of perception. We determine that colour subjectively affects the physiological and psycho-emotional aspects of the audience. Therefore, we emphasise that when choosing a colour scheme in design objects, it is necessary to rely on the physiology and psychological portrait of the average audience: (gender, age, physical condition, character, peculiarities of thinking, and emotional). The approximate impact of a colour solution on a person is also determined through associations, metaphorically, aesthetic perception. Association acts as a subjective image that arises outside human consciousness in the form of connections between phenomena and objects of the real world. Metaphor is the transfer of features of one object to another based on their similarity. Aesthetic perception is based on the definition of beautiful, perfect, harmonious, valuable to the relevant culture and society.

Students of higher education are offered the task: Prepare for a brainstorm on the topic: “What is the essence of a personally-oriented presentation of a colour decision”. Brainstorming is divided into several stages: generation of ideas, selection of the best idea, analysis. At the beginning, participants without criticism and evaluation can express thoughts (even absurd, fantastic), connecting emotions, relying on associations, metaphors, subjective aesthetic perception of colour. Creative activity of students of higher education is stimulated with the expression of the maximum number of decision options. In the future, the most rational ones are chosen, already with an orientation to the receiver of information (audience). So, the purpose of the brainstorming on the topic: “What is the essence of a personally-oriented presentation of a colour decision” is to reveal the meaning of the concept of psychology of colour perception, to determine the objective factors that affect the perception of colour

and subjective (physiological, psychological, and aesthetic). During the class, the participants find ways to solve the problem situation, which is related to the aesthetic perception of colour as a structural component of the colour competence of future designers.

## CONCLUSIONS AND PROSPECT

Colour training of future designers plays a key role in the development of their competence in the field of design. Modern requirements for future designers, the definition of professional tasks, the performance of which is necessary in the process of practical activity, emphasize the importance of developing colour competence as an integral part of the educational components of the cycle of professional training. This development focus contributes to the formation of future designers into unique, competitive and sought-after professionals in today's design market. Prospects for further research are related to the improvement of educational methodologies and educational and methodological support, adapted to the colour training of future designers. This includes enriching the content with creative and scientifically oriented tasks, developing a methodology for diagnosing the levels of colour competence of future designers, a special course on the aesthetic perception of colour for students of the educational level «bachelor» in the speciality 022.01 «Design» of the educational and professional program «Graphic design» and its implementation in the practice of teaching work.

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## ЕСТЕТИЧНЕ СПРИЙНЯТТЯ КОЛЬОРУ В ПРОЦЕСІ КОЛОРИСТИЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ ДИЗАЙНЕРІВ

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*У статті розглядаються аспекти колористичної підготовки майбутніх дизайнерів, обговорюється концепція колористичної компетентності та її значення в процесі професійної підготовки майбутніх фахівців в галузі дизайну. Мета статті полягає у дослідженні естетичного сприйняття кольору в процесі колористичної підготовки майбутніх дизайнерів. Колір висвітлюється як найважливіший елемент естетичного сприйняття та емоційного вираження об'єктів дизайну, що справляє психоемоційний вплив на приймача (аудиторію) та несе певну інформаційну цінність. Естетичне сприйняття кольору розуміється як складний процес, в якому відбувається усвідомлення естетичних, мистецьких, духовних цінностей з позиції соціокультурних та історичних факторів. Необхідність колористичної компетентності шляхом вивчення комплексу професійних дисциплін підкреслюється як вирішальна в процесі підготовки майбутніх дизайнерів. У дослідженні наведені окремі завдання з використанням засобів інтерактивних технологій, які сприяють формуванню естетичного сприйняття кольору в процесі колористичної підготовки здобувачів вищої освіти спеціальності 022.01 «Дизайн» освітньо-професійної програми «Графічний дизайн» ДЗ «Луганський національний університет імені Тараса Шевченка». Зазначено, що формування колористичної компетентності майбутніх дизайнерів є важливою передумовою та показником їх готовності до професійної діяльності.*

**Ключові слова:** естетичне сприйняття; колір; компетентність; колористична компетентність; студенти-дизайнери.

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# INNOVATIVE METHODOLOGY IN HIGHER EDUCATION

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## INTERACTIVE LEARNING METHODS IN HIGHER EDUCATION INSTITUTIONS

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## **ABSTRACT**

*The article is devoted to the actual problem of using interactive learning methods in the educational process in institutions of higher education. Attention is focused on the fact that student-centred learning requires teachers to use innovative methods that ensure the maximum connection of theoretical information with its practical application, and the development of professional skills by directly solving cases and problem situations. With this in mind, the authors analysed some modern methods of interactive learning and found that a characteristic feature of modern higher education is the development of students' critical thinking using such methods as 'Fishbone', Bloom's daisy and cube, and Brainstorming.*

*It was determined that an integral component of the modern educational process is the use of various digital applications that help the teacher to develop interesting lessons. Usually, they are aimed at solving several tasks: gamification of learning, consolidation of learned material and evaluation of learning results. The tutorial was analysed as an interactive form of independent work. It is aimed at in-depth familiarization of students with the studied subject, discussion of creative projects during classes and development of creative potential. This form of independent student work allows you to teach them to think, for example, to synthesize various sources, formulate their own theses and prove them, anticipate criticism of their arguments and answer questions. At the same time, the authors emphasize that active methods should be organically combined with passive ones. In view of this, the teacher should carefully consider the procedure for using traditional and interactive teaching methods, not to abuse a significant number of the latter, as this can lead to a decrease in motivation.*

**Keywords:** *interactive learning methods; digital applications; higher education institutions; student-centred learning; creativity.*

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## INTRODUCTION

One of the main features of the development of modern higher education is the use of innovative technologies that contribute to the active assimilation of theoretical information by students and the development of practical skills that are necessary for a specialist to implement the tasks set by the employer. Currently, the main mission of the teacher is to build an educational process that is as close as possible to professional life situations. The teacher systematically forms in students a creative approach to solving professional tasks, critical and strategic thinking, the ability to work independently and in a team, and the desire for self-education and self-improvement throughout life.

Interactive learning is a special form of organizing cognitive activity, which involves the creation of comfortable learning conditions under which the student feels his success and intellectual ability (Turkot, 2011). A teacher acts as a manager of the organized acquisition of knowledge by students, for whom information becomes a means of acquiring professional skills and abilities. Therefore, the goal of interactive learning is the teacher's creation of such learning conditions under which the student himself will discover, acquire and construct knowledge and his own competence in various spheres of life (Radchenko, 2014).

A specific feature of interactive learning is the constant, active interaction of all participants in education (teacher-student, teacher-student, students-students). In this way, a partnership interaction is established, during which an analysis of complex professional situations and ways of solving them is carried out by one or another participant, who has an opportunity to be

as close as possible to the future professional activity (Vroom et al., 2022; Smit et al., 2023; Xia & Qi, 2023).

Scholars state that interactive methods make it possible to bring the educational process as close as possible to a real practical activity of a professional, develop analytical thinking, creativity and the ability to solve complex professional problems, and are also stimulated to self-development and self-education (Lozynska & Tsikhotska, 2016). Interactive methods are effective in teaching foreign languages (Ivashko, 2019; Pappas, 2020), primarily in developing competencies (Slipchuk et al., 2020; Spivakovskyy et al., 2020).

Giorgdze & Dgebuadze (2017) also emphasise the effectiveness of interactive learning and highlight the following methods: Creative tasks; Games (role-plays, imitations, business and development games). Use of human resources (excursions, inviting experts); Social Projects; Use of new material (interactive lectures, video-audio materials, student in the role of a 'teacher', Socratic dialogue, asking questions); Solving tasks (associative maps, brainstorming, case analysis). Other scholars highlight ICT utilizing; dialogue, discussion, brainstorming; games, projects, and teamwork (Yuzkiv et al., 2020).

## RESEARCH METHODS

The research used a complex methodology, which involves a successful combination of general scientific methods, namely analysis, synthesis, comparison, generalization and highly specialized methods. In the process of theoretical elaboration of Ukrainian and foreign scientific sources, general scientific methods were applied. The experience of using interactive teaching methods as a means of increasing motivation to study any subject, and creating an open environment for interpersonal interaction between the teacher and students, has been summarised. The methods of observation and pedagogical experiment were used during the use of interactive methods in the learning process.

## RESULTS

Interactive learning is based on a personal-activity approach, which is oriented on the use of both situational and non-situational learning methods. The teacher, having chosen one of these methods, organizes and coordinates the acquisition of new information, and cooperation between students. Thus, learning outcomes are achieved through the mutual efforts of participants in the learning process, students take responsibility for learning outcomes (Ostapchuk & Mironchuk, 2014).

One of the methods of interactive learning is 'Fishbone', designed by Kaoru (1968). A teacher, using the 'Fishbone' method during a lecture or a practical session, is able, together with students, to schematically depict the problem on which it is based, as well as, in the process of filling in the diagram, to carry

out a brief analysis of it and express ideas for its solution. Thus, a student can easily remember and reproduce a fairly voluminous layer of information.

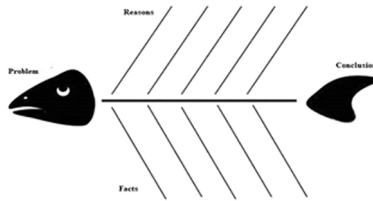


Fig. 1. Diagram by Kaoru, I. (1968)

For interactive learning, it is important to use the technology of critical thinking, which consists of the formation of an active, creative personality capable of critically evaluating information and making appropriate decisions. There are three phases of the development of this technology: revocation — actualisation of cognitive processes, awareness of the learned content, and comprehension. During the educational process at a higher education institution, we recommend using mental maps, Bloom's daisy, Bloom's cube, Brainstorming, and de Bono's six thinking hats.

Mental maps can be used in lectures, practical or seminar classes, for learning new material, its consolidation, generalization and structuring; during processing of new material by students; for the purpose of solving creative tasks, creating presentations, and developing projects.

Compilation by students of their own mental maps is one of the ways to identify gaps in their knowledge, a simulator for independent work with educational and reference literature, a means of developing intelligence, cognitive activity, and structured thinking.

The use of mental maps in higher education institutions gives positive results — it increases the quality and intensity of learning and teaching, highlighting the most important interrelated theses in a huge layer of information.

Chamomile and Bloom's cube contains a range of questions that correspond to the topic of the lesson, and actualise students' knowledge and experience. The teacher can independently ask questions after a certain face of the cube has fallen to the student or a flower petal has been torn off by them, or offer the class participants to independently formulate questions for their colleague. These techniques make it possible to comprehensively understand a phenomenon or problem. Let's see what questions we can put in a daisy or Bloom's cube:

- simple questions (factual) — require knowledge of facts and figures, that is, focused on memory;
- clarifying questions — aimed at eliminating inaccuracies in the understanding of the existing situation that needs analysis (“as far as I understood”, “did I understand you correctly that...”);
- interpretive questions (explanatory) — by pushing students to interpret, we teach them the skills of understanding the reasons for various actions or thoughts;

- evaluation questions (comparison) — questions aimed at comparing different approaches to solving a problem, expressing the positive or negative sides of established existing approaches;
- creative questions (forecasting) — aimed at developing creativity, forecasting possible ways of development of events (“What do you think will happen next ...?”);
- practical questions — aimed at applying experience, expressing one’s own vision of solving a problem (“How can we...?”, “How would you do...?”).

The named types of questions, depending on the learning goals and the hierarchy of mental processes, were divided by Benjamin Bloom into: remembering, understanding, application, analysis, synthesis, evaluation. With this in mind, the analysis of a certain problem should be gradual: answers to higher-level questions (analysis, synthesis, evaluation) are possible only after obtaining answers to lower-level questions (remembering, understanding, application). However, today we quite often observe a violation of the algorithm of using this technique, when in the process of the game, edges of questions of different levels may fall out. However, this does not change the high performance of the daisy and Bloom’s cube, even using the technique in a different interpretation.

Carrington’s “Pedagogical Wheel” (2012) (Fig. 2.) became a kind of modern interpretation of Benjamin Bloom’s methodology, which visualised and systematised computer applications from the point of view of their application to education.

The pedagogical wheel is a way of thinking that helps to apply in education the advantages of digital achievements for the development of students’ knowledge and skills. This visualization of mobile applications helps transform learning, motivates, and develops cognitive skills and future educational goals.

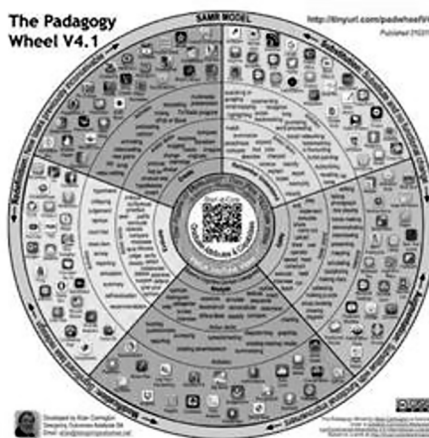


Fig. 2. The Pedagogy Wheel

The *Pedagogical Wheel* is divided into 5 sectors: remember & understand, apply, analyze, evaluate. Each sector contains a list of actions, activities and

applications that will help to complete the proposed task. The wheel is a kind of methodological guide for teachers who plan their own lessons and strive to successfully choose, combine and use various digital applications in accordance with the predicted learning outcomes. “Pedagogical wheel” maximally takes into account the interest of a modern student who cannot live without the Internet, social networks and mobile applications. In view of this, the teacher can use it for the participants of the educational process to acquire the necessary knowledge and develop professional skills in comfortable and familiar conditions for them.

The next method of six hats, suggested by de Bono (1969), refers to the development of creative and constructive thinking in a changing world, when solving one or another problem requires making quick and non-standard decisions. This technique suggests considering the issue from six sides. With this in mind, six students or six teams in the classroom analyse a certain aspect of the problem, complement each other’s answers, summarise and find a common rational solution. In our opinion, the method of six hats allows students to develop the ability to work in a team, in which everyone’s opinion is an extremely valuable component of the final decision. There are other methods of latent thinking (“Plus Minus Interesting”, “Other People View”, “Consider All Facts”, “Consequences and Sequel”, “Random Input”, “Six Value Medals”) that contribute generation of new ideas, departure from stereotypes, make changes in the problem-solving.

In addition to active learning methods that we use in face-to-face or distance learning, we provide a tutorial, aimed at organizing, correcting and controlling the autonomous learning of students. The teacher interacts with the group or individually with the student by assigning tasks and giving detailed instruction.

Tutorials contribute to the development of:

- students’ basic skills (for example, identification and evaluation of relevant resources, confident oral or written communication, effective time management, critical self-evaluation);
- ability to think and act as a professional;
- productive interaction between the student and the tutor during the solving of tasks, which contributes to the support of his personal development during the entire period of the educational process.

Furthermore, information and communication technologies are an innovative driving force because they provide the opportunity to combine digital technologies and resources to expand horizons and improve the quality of education, teaching and training than all previous educational technologies from the blackboard to television (Slipchuk et al., 2020).

Therefore, along with the interactive methods that we use in the classrooms of a higher education institution, educational platforms that allow you to develop and use interactive exercises while studying a particular topic are interesting. They usually offer a form of game, which is a significant driving force for the development of students’ cognitive abilities, because the desire

to win is organically combined with the use of existing knowledge and contributes to the filling of information gaps. One such modern platform is Baamboozle. This interactive platform allows you to create questions and tasks for one student or eight teams. Each question is placed under a certain number, so the teams do not know which task they will receive. Along with task numbers, teams open numbers under which additional possibilities are placed: students can take points from another team or their points can go to another team, they can gain or lose a certain number of points. The developer of the interactive task on the Baamboozle platform can score each question differently, thereby marking more difficult tasks. Another interesting feature of this platform is that we can create exercises for self-testing. When preparing the task, the developer enters the correct answer in the column on the right, which allows individual performance of the task. So we can ask each student to complete an exercise on Baamboozle on their own, and then determine the winner using the resulting ranking points. We use the exercises developed on this platform to check homework or generalize the studied topic.

More opportunities are provided by the interactive Wordwall platform, which allows you to quickly and easily develop educational resources. The advantage of this resource is the presence of a significant number of different templates, which allows you to diversify your classes. Wordwall can be used both for group and individual work when consolidating or summarizing new material. On the platform, you can not only develop your own tasks, but also find ready-made ones in the bank of tasks.

Similar to Wordwall is also the interactive learning service LearningApps.org, which offers a variety of templates for developing exercises. The service allows the participants of the educational process to communicate, as the teacher can send tasks both to one student and to the group as a whole, and later receive the results of their implementation, analyse errors and work on them in class. LearningApps.org also has a bank of educational activities, but we can only use them directly during the lesson, because they belong to other teachers, so you will not be able to remotely check the proposed assignment.

Kahoot's online service can be used for testing, allowing a teacher to create interactive learning games that consist of a series of questions and multiple answers. This form of testing is of interest to students who can complete online assignments, both independently and in teams, using any mobile device connected to the Internet (Marchenko et al., 2021). The teacher uses the platform for formative, ongoing or summative assessment. To prepare texts, you can construct questions of various types: Quiz itself, True or False, Open-ended, Puzzle. But it is better to vary the test questions, which will allow a comprehensive assessment of students' knowledge.



## DISCUSSION

Teachers discuss the effectiveness of using interactive teaching methods. The National Training Laboratories Bethel (USA) found that the most effective methods are those aimed at teaching others, using personal experience, and discussion (Fig. 3).

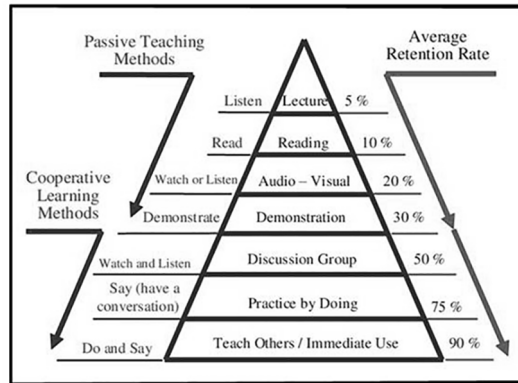


Fig. 3. Learning Pyramid (Al-Badrawy A. Abo Al-Nasr, 2017)

With this in mind, Cooperative Learning Methods (case method, brainstorming, fish-bone, business game, Bloom's and Edward de Bono's methods) are the basis of the modern educational process, as they allow the development of professional skills and abilities, the ability to critically evaluate information and express your own opinion, confirm it with facts. It is worth noting that Cooperative Learning Methods should be combined with Passive Teaching Methods, since the latter cannot be avoided, since during the class there are tasks that require reading or demonstration, holding an interactive lecture.

## CONCLUSIONS

Therefore, interactive learning methods diversify the educational process, develop students' cognitive interests and skills to work in a team. These methods will make it possible to create an educational environment in which theory and practice are learned at the same time, which contributes to critical and logical thinking, and the formation of individuality.

Practicing teachers constantly develop new methods of interactive interaction that are as close as possible to real professional situations, which contributes to the formation of specialists in a certain field. These methods are also a good motivator for acquiring and using in practice new knowledge, critical evaluation of information, teamwork and proper discussion.

One of the characteristic features of the modern educational process is the use of interactive digital platforms, which, on the one hand, are aimed at the gamification of learning, and on the other — at the consolidation of the learned material. These platforms provide an opportunity for teachers to use ready-made tasks or to develop their own for both individual and group

performance. Digital platforms have also become good assistants in conducting tests, since the teacher does not waste time checking answers and informing students about the results obtained. Given this, it can be argued that digital resources have become an integral part of the modern lesson.

Prospects for further research can be seen in a detailed analysis of modern electronic resources that cover various didactic tasks: assimilation of new knowledge, development of professional abilities and skills, assessment of learning outcomes, etc.

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## ВИКОРИСТАННЯ МЕТОДІВ ІНТЕРАКТИВНОГО НАВЧАННЯ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

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*Стаття присвячена актуальній проблемі використання інтерактивних методів навчання в освітньому процесі в закладах вищої освіти. Зосереджено увагу на тому, що студентоцентроване навчання вимагає від викладачів використання інноваційних методів, які забезпечують максимальний зв'язок теоретичної інформації з практичним її застосуванням, вироблення професійних навичок шляхом безпосереднього вирішення кейсів та проблемних ситуацій. З огляду на це, авторами проаналізовано деякі сучасні методи інтерактивного навчання та виявлено, що характерною особливістю сучасної вищої освіти є розвиток критичного мислення студентів за допомогою таких методів як «Fishbone», ромашка та кубик Блума, шість капелюхів мислення де Боно тощо. Визначено, що важливою складовою сучасного освітнього процесу є використання різноманітних цифрових додатків, які допомагають викладачеві розробити цікаві заняття. Зазвичай, вони спрямовані на вирішення декількох завдань: гейміфікацію навчання, закріплення вивченого матеріалу та оцінку результатів навчання. Проаналізовано тьюторіал як інтерактивну форму самостійної роботи. Вона спрямована на глибоке ознайомлення студентів із предметом, що вивчається, обговорення творчих проєктів під час занять та розвиток творчого потенціалу. Така форма самостійної роботи студентів дозволяє навчити їх думати, наприклад, синтезувати різні джерела, формулювати власні тези та доводити їх, передбачати критику своїх аргументів та відповідати на запитання. Водночас автори наголошують, що активні методи мають бути органічно поєднані з пасивними. З огляду, на це викладач повинен добре продумати порядок використання традиційних та інтерактивних методів навчання, не зловживати значною кількістю останніх, оскільки це може призвести до зниження мотивації.*

**Ключові слова:** *інтерактивні методи навчання; цифрові додатки; заклади вищої освіти; студентоцентроване навчання; творчість.*

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## CONTENT-BASED APPROACH IN TEACHING TECHNICAL AND SCIENTIFIC TRANSLATION

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### **ABSTRACT**

*This paper deals with content-based approach to translating scientific and technical literature, vital for gaining effective translation competence in specialized translation.*

*Central to this research is the development of a methodology for selecting appropriate texts for training future translators. The study emphasizes the importance of choosing authentic texts that are modern, diverse, and relevant to various fields of science and technology, sourced from printed publications, electronic resources, and materials commonly encountered in professional practice.*

*The research underscores the significance of thematic alignment, terminological richness, and the presence of lexical, grammatical, stylistic, and pragmatic challenges in the texts chosen to enhance students' translation skills.*

*The paper outlines a systematic approach to teaching translation skills, emphasizing a content-based strategy that focuses on communicative necessity and thematic relevance.*

*This methodological study on scientific and technical texts' selection is the first in a series of similar ones aimed at creating an effective learning structure, which will ultimately enhance the competence of future professionals in this field.*

**Keywords:** *content-based training strategy; methodology of texts' selection; scientific and technical translation; translation skills development.*

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## INTRODUCTION

The 21st century is an era of globalization and large-scale, unceasing development, which affects all spheres of human life. Science and technology, characterized by constant renewal and a desire for unceasing development, occupy one of the key areas in this process. At the same time, the educational sphere, an integral component of which is direct interaction with the previous two, is also developing, focusing on needs and challenges of these key areas with the aim of both self-improvement and acquiring the driving force of science and technology progress. It has been estimated that technical translation accounts for some 90% of the world's total translation output each year (Kingscott, 2002, p. 247).

The key role of translation in the process of these world-shaping industries formation, development and interaction with the educational field is beyond doubt and is highlighted in the theoretical and practical works of many Ukrainian and foreign scholars who have contributed to this field such as the numerous authors of the monograph "Scientific and Technical Translation" (Wright, 1993) disseminate their ideas on the translation of special language texts, namely on the clarity of style, culture-specific and author-reader conventions and expectation, exchange of scientific thought, technical translators' training, text analysis and typology, including SGML in human translation and computer-assisted translation, different aspects of terminology, encompassing the issues of terminology resources and representation of concept systems; Cronin (2013) and Bowker (2019) further advocate for the incorporation of technologies such as SGML in human and CAT translation. Bassnett (2013), who examines the ways translation is currently utilized as a developing interdisciplinary activity and extends her analysis into developing of the latest information technologies and new media forms; Olohan (2015), whose book introduces readers to the typical contexts in which scientific and technical translators work and focuses on practical assignments based on typical scientific and technical texts (technical instructions, data sheets, patents, scientific research articles and abstracts, popular science press releases, and news reports). Besides, other scholars (Karaban, 2018; Nebot, 2008; Chernovatyi & Kovalchuk, 2019) investigate the translator's competence development and are the authors of numerous papers, mostly focusing their practical attention on lexical and grammar challenges of scientific and technical translation, showing different approaches to technical translation skills development (corpus-based, transformational etc.); the issue of translator training has been touched upon in a number of other papers, encompassing a consciousness-raising approach

(Li, 2017), progressive and reflexive methods (Calvo, 2015), and cognitive approach (Maat, 2019).

So, key scholars who have contributed to the field of scientific and technical translation, mostly focused on issues such as clarity of style, cultural nuances, and the use of technologies like SGML in human and computer-assisted translation. The importance of translator training is also underscored, with various approaches discussed, including consciousness-raising, progressive and reflexive methods, and cognitive approaches. However, there is a discernible absence in contemporary methodology that would outline the phases of technical translator training. This should primarily focus on the primary domains of advancement in science and technology, defining subsequent stages, including the selection of educational materials and the adoption of effective teaching methodologies.

Hence, this particular **aspect of our research** is dedicated to the initial and essential part of our forthcoming teaching methodology for training in the translation of scientific and technical literature, specifically focusing on defining the content of the training. The overarching focus of our research lies in the formulation of a content-based approach for instructing technical and scientific translation. This entails the development of a methodology for selecting contemporary, diverse, and relevant texts across various fields of science and technology, drawn from both print and electronic sources. Belonging to the framework of the course “Practice of Scientific and Technical Translation” at higher educational institutions, this methodology serves as the cornerstone, delineating the content, objectives, and evaluation methods inherent in the chosen texts.

Thus, this specific part of our research addresses the foundation of our future methodology in teaching scientific and technical literature translation — determining the content of the training. This involves aligning with contemporary perspectives on the training of technical translators and interpreters, specifically those emphasizing the primacy of achieving an equivalent and suitable translation, even prioritizing non-verbal elements, and grasping the essence of the text over general linguistic competence. The introduction of the concept of relativity (Gerrig, 1994, p. 233) of translation emerges in this context, as the necessity for interpretation and decision-making, influenced by diverse factors, results in many theoretical and practical queries lacking straightforward answers. Thus, the principal objective of university courses in practical translation is to equip students, who are prospective translators, for diverse situations and cultivate their abilities to recognize and consider various influencing factors.

All the mentioned requirements create a demand for specifically tailored educational materials and hence necessitate the modernization of content and exercise systems in textbooks and tutorials for training technical translators. The objective of the upcoming comprehensive research is to develop a specialized set of exercises focused on cultivating competence in translating technical texts.

In the current phase of the research, our attention will be specifically directed towards the initial and fundamental stages of this process, namely defining the content for training in translating technical texts and selecting appropriate texts to achieve the goal of translation competence formation.

## RESEARCH METHODS

The methodology of the research encompasses some analytical, data collection and data processing methods. Hence, the needs analysis method (Munby, 1981) was tailored for identifying and selecting the syllabus content relevant to the needs of nowadays scientific and technical translation rather than for those of different types or groups of foreign-language learners. This involved the data collection method aimed at identifying and selecting syllabus content relevant to the current demands of this field, focusing on industrial branches, technical specialities taught at universities, and legislative regulations on science and technology development. Additionally, expert interviews (Gile, 2009) were used to understand the necessary content from the subject side of learning.

Thus, to implement the requirement that presupposes the dominance of the subject side of the learning content over its linguistic side, a content-based approach, developed in the Western methodology, was used. Content-based instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. It is the subject content of the training that should determine which language material should be included in the training, and in which sequence (Richards, 2001).

## RESEARCH RESULTS

In analysing the needs of a specific group of prospective technical interpreters and translators, it was deemed essential to formulate a program, curriculum, and select educational materials that most effectively address the students' needs. This necessitated prior data collection of legislative regulations and contemporary developments within technical and scientific spheres, characterized by extensive translation activities in the globalized world.

**Legislature.** In January 2023, the Law No. 2859-IX “On Amending Certain Laws of Ukraine Regarding Priority Directions of Science and Technology Development and Innovative Activity” of Ukraine was adopted (Law, 2023). The list of priority areas includes, but is not limited to, the following industries and areas: information and communication technologies, energy and energy efficiency, rational nature management, life sciences, new technologies for diseases prevention and treatment, new substances and materials creation, the most important problems of physical, mathematical, and technical sciences, fundamental research on current problems of social sciences and humanities.



Thus, we hypothesized that the corpus of educational texts on scientific and technical translation should encompass the topics of the aforementioned field.

**Technical Education.** These topics were compared with educational programs of technical higher education institutions of Ukraine and Poland, namely Faculty of Information Technologies and Design, Faculty of Engineering and Transport, Faculty of Integrated Technologies, Faculty of International Economic Relations, Management and Business (Kherson National Technical University); Faculty of Basics of Technology, Faculty of Mechanical Engineering, Faculty of Electrical Engineering and Computer Science, Faculty of Management, Faculty of Environmental engineering (ecology), Faculty of Construction and Architecture (Lublin Polytechnic University); Faculty of Mechanical Engineering, Faculty of Technical Physics and Applied Mathematics, Faculty of Architecture, Faculty of Chemistry, Faculty of Management and Economics, Faculty of Land Engineering and Environment (Gdansk Polytechnic University).

**Syllabus Content.** The content of translation training is a multi-level category that involves the formation of translation and speech competence. At the top level of this concept is the process of mastering the system of knowledge, skills and subskills (procedural and psychophysical aspects), then there is language inventory and texts (linguistic aspect) and at the last level — the meaning, content of linguistic signs, content of texts (communicative aspect). This concept involves strict adherence to the appropriate sequence in the selection of the content of training. It should be carried out starting from the components that make up the communicative aspect, through the components that are included in the linguistic aspect and ending with the components of the psychophysiological and procedural aspects.

That is, selection of text material for teaching translation should be carried out after selection of its content.

Following interviews with faculty members and examination of students' interests and preferences, a content-based collection of relevant text topics for translator training was developed. Mapped graphically, it illustrates the three key topics along with their primary subtopics (*Table 1*).

This map serves as the foundational framework, not an exclusive list of specialized topics, for shaping the training content and choosing texts for the translation training of aspiring translators.

It is important to highlight that we adhere to the statement made by Byrne (2006) that “technical” means precisely that, something to do with technology and technological texts. The mere presence of unique or specialized terminology within a particular field or subject area does not render it technical in nature. When discussing technical translation, it's valuable to differentiate between specialized and technical translation. The inclination of some theorists to include language for specific purposes texts, such as legal, financial, and economic documents, in the realm of technical translation is not very helpful.

Table 1

**Topics Relevant for Scientific and Technical Translation Syllabus Content**

ELECTRONICS
1) Digital electronics 2) Analogue electronics 3) Microelectronics
COMPUTER SCIENCE
1) Mathematics 2) Programming languages 3) Databases 4) Information networks 5) Cryptography and information security
ENGINEERING AND TRANSPORT
1) Chemical Engineering 2) Civil Engineering 3) Electrical Engineering 4) Mechanical Engineering 5) Transport

Table 2.

**Genres Relevant for Scientific and Technical Translation Syllabus Content**

GENRES OF TECHNICAL WRITING
User manuals User assistance guides Books by technical writers Guides by technical writers Assembly manuals Technical specifications and requirements Technical manuals Technical reports Technical reviews White papers (authoritative reports that propose solutions to problems) Troubleshooting guides Standard operating procedures (SOPs) Operating instructions Patents Certificates Feasibility studies API documentation Engineering drawings Technical passports
GENRES OF SCIENTIFIC WRITING
Research papers/articles Thesis/Dissertation Abstracts Conference papers Scientific book reviews Scientific reports Scientific reviews Scientific essays

This content-based approach aided us in customizing the educational materials to proper genres of technical writing, which encompass, but are not limited to, the ones given below (Table 2). We believe that it's important to enlist the documents that vary in structure, style, purpose, from providing

instructions to facilitating communication, documenting research, and supporting dissemination of knowledge and decision-making processes in technical and scientific fields.

Upon reviewing the methodological insights of fellow educators specializing in scientific and technical translation (Chernovaty, 2019; Maat, 2019; Karaban, 2018, Calvo, 2015; Bassnett, 2013; Cherednychenko, 2007; Kingscott, 2002, Mykolaieva, 2002), we defined several criteria that properly selected texts for practicing technical translation skills among students must adhere to (*Table 3*):

*Table 3.*

### **Criteria for the Selection of Scientific and Technical Texts for Translation Purposes**

GENERAL TEXT CRITERIA
<ol style="list-style-type: none"> <li>1) be complete, integral, logic, and coherent</li> <li>2) be thematically uniform and finalized (the same concerns the extracts)</li> <li>3) be of definite communicative necessity and sufficiency</li> <li>4) be authentic and unadopted, reflect real-world examples and situations, providing with a practical and realistic experience</li> <li>5) concern various fields of science and technology to meet the requirement of multidisciplinary (refer to Fig. 1.1)</li> <li>6) be chosen from the corpus of original technical and/or scientific texts (refer to Fig. 1.2)</li> <li>7) be up-to-date to reflect the current state of knowledge and technology in the relevant fields</li> <li>8) consider the principle of and reliability of educational materials, trustworthiness of the publication or source</li> </ol>
SPECIFIC SCIENTIFIC AND TECHNICAL TEXT CRITERIA
<ol style="list-style-type: none"> <li>1) bare peculiarities of scientific and technical discourse texts, their genre and stylistic markers</li> <li>2) convey lexical, syntactic and morphological peculiarities of source language scientific and technical literature</li> </ol>
TEACHING-SPECIFIC TEXT CRITERIA
<ol style="list-style-type: none"> <li>1) include a variety of text types such as manuals, research articles, reports, and technical documentation to expose learners to different styles and formats</li> <li>2) align with the specific learning objectives of the translation course, focusing on the skills and competencies that students need to develop</li> <li>3) be of varying levels of complexity to cater to different proficiency levels of learners</li> <li>4) encourage collaborative learning and discussions, fostering an interactive and engaging learning environment</li> </ol>
TRANSLATION-SPECIFIC TEXT CRITERIA
<ol style="list-style-type: none"> <li>1) be thematically selected to meet the needs of target readers</li> <li>2) be culturally relevant to the target audience, helping understand not only the technical language but also the cultural context in which it is used</li> <li>3) be available for assimilation with the target culture</li> <li>4) cover a range of linguistic registers (from formal to informal) to prepare learners for the diversity of language styles they may encounter in professional contexts</li> <li>5) demonstrate variability and differentiation of linguistic means depending on the genre of the text (special terms and terminological phrases)</li> <li>6) analysis of the difficulties of conveying the pragmatic specificity of the text of the original in the translated text</li> <li>7) make it possible to learn how to overcome translation difficulties</li> </ol>

Considering the theoretical advancements articulated by both domestic and foreign specialists in the field of scientific and technical translation (Chernovaty,

2019, 2013; Karaban, 2018; Li, 2017; Olohan, 2015) and drawing upon our own pedagogical experiences in instructing translation disciplines related to specialized languages and diverse branches of science and technology (Mazur, 2015; Radetska, 2009), it can be argued that the primary skill to cultivate in prospective translators is proficiency in working with text. This is particularly applicable to scientific and technical texts, which embody distinctive traits such as informativeness, logical coherence, precision, objectivity, as well as clarity, comprehensibility, generalization, unambiguity, brevity, evidentiality, and persuasiveness. These attributes should constitute the predominant content of educational materials. Although scientific and technical texts manifest various genres, a consistent characteristic across all is a constant set of elements and features intrinsic to the broader concept of a text.

It is essential to acknowledge that in teaching translation, the text serves a dual role as both the object of translation activity and the unit of translation learning. It is necessary to consider the fact that while any text can actually be the object of translation, not every text is suitable as a unit of study. Furthermore, the text is the primary type of educational material, therefore it should meet the requirements consistent with the educational objectives to the greatest extent possible.

We also argue that important for teaching translation among other criteria is the criterion of translation value, and if in the case of the selection of scientific and technical texts, we cannot always say that the educational materials should be interesting from the point of view of the topic, they should contain significant value from the point of view of translation, contain typical translation problems and provide the basis for the development of translation skills; the key is to provide a well-rounded selection that not only addresses language and translation challenges but also enhances the overall understanding of the subject matter within a cultural and professional context.

The text is a unique means of learning, developing, and consolidating linguistic and professional skills (Snell-Hornby, 1994, p.210). The essence of content-based approach in teaching scientific and technical translation is that the text, correctly selected for processing in classes, should represent a set of opportunities for acquiring and automating skills in translation: the text can be used for the formation of different types of translation, from literal one to adaptation, analysis of translation difficulties etc. A successfully hacked text can be considered “a source for expanding the professional terminological dictionary” (Cherednychenko, 2007, p. 139). Therefore, it should present as many traits of scientific and technical texts as possible, including branch-specific as well as cross-branched terms, for example, which will contribute to fuller consideration, analysis of lexical and semantic defining features, as well as the selection of various translation methods.

## CONCLUSIONS

The correct choice of scientific and technical texts for the implementation of educational activities is an integral part of the formation of professional

competence of students. The scientific and technical original text educates the culture of professional communication in future translators, expands their professionally oriented erudition, and forms the communicative ability necessary for further translation activities.

This research underscores the significance of a content-based approach in shaping the teaching methodology for scientific and technical translation. The content-based approach, as outlined in this study, is a step forward towards addressing the existing gaps in contemporary methodologies, particularly the absence of a defined training pathway for technical translators.

The formulation of a content-based approach involves the comprehensive selection of educational materials that align with the evolving demands of the scientific and technical translation landscape. By prioritizing legislative regulations and contemporary developments, the approach ensures that the training content remains relevant and reflective of the dynamic nature of science and technology.

The identified topics, mapped graphically in the framework, serve as the background for shaping the content of training programs. These topics, drawn from priority areas outlined in the Law of Ukraine, not only reflect the current state of knowledge and technology but also contribute to cultivating a contextual understanding of the subject matter.

The content-based instruction approach, as employed in this study, recognizes the crucial role of subject content in determining the language material included in training. This approach ensures that the translation training is not only linguistically sound but is deeply rooted in the substantive knowledge of science and technology. It emphasizes the need to equip students with skills beyond linguistic competence, focusing on achieving an equivalent and suitable translation that captures the essence of the text.

The delineation of genres relevant for scientific and technical translation provides a nuanced understanding of the diverse forms of communication in these fields. The proposed genres, ranging from user manuals to scientific papers, offer a comprehensive range of text types that contribute to the holistic development of translation skills.

Thus, content-based approach is a crucial tool in choosing update and relevant authentic texts proper in their complexity, multidisciplinary essence, cultural relevance, genre diversity,

which would align with learning objectives, help to focus on the skills and competencies that students need to develop, covering a range of linguistic registers to prepare learners for the diversity of language styles they may encounter in professional contexts, finally encourage collaborative learning and discussions, fostering an interactive and engaging learning environment.

In essence, this research advocates for a paradigm shift towards a content-based approach in teaching scientific and technical translation. By integrating substantive subject matter with linguistic training, this approach equips future translators with the multifaceted skills required for successful scientific and

technical translation. The proposed framework, with its clear objectives and criteria, lays the groundwork for a pedagogical approach that meets the demands of the present and is meant to anticipate the future needs of the technologically advancing world.

## PROSPECTS FOR FURTHER RESEARCH

This study on the content-based approach in teaching scientific and technical translation makes it possible to provide further research in several key directions. The evident ongoing practical implementation of this study is development of a system of exercises for learning at each specified stage of text translation, aiming to form permanent translation skills. Compilation of the textbook, encompassing a section dedicated to teaching translation of scientific and technical texts, is the ultimate goal of our scientific and methodological research.

The ongoing theoretical direction of the research could focus on enhancing the curriculum based on feedback from educators, industry professionals, and learners. This iterative approach ensures that teaching methodologies remain relevant and adaptive. So, assessing the efficacy of content-based approach in enhancing translation competence would hopefully provide valuable insights for educators and curriculum developers.

Comparative studies might be undertaken to analyse the effectiveness of the content-based approach against other existing methodologies, namely assessing student outcomes, translation quality, and overall preparedness for professional practice. Addressing these research perspectives may contribute to the ongoing evolution of teaching methodologies in scientific and technical translation, ensuring their continued relevance and effectiveness in preparing the next generation of language professionals for the challenges of the 21st century.

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## ЗМІСТОВИЙ ПІДХІД У НАВЧАННІ ТЕХНІЧНОГО ТА НАУКОВОГО ПЕРЕКЛАДУ

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*В цій статті розглядається змістоорієнтований підхід до перекладу науково-технічної літератури, що є вкрай важливим для надбання ефективної перекладацької компетентності в галузевому перекладі.*

*Центральною в цьому дослідженні є розробка методики відбору відповідних текстів для навчання майбутніх перекладачів. Дослідження підкреслює важливість вибору автентичних текстів, що є сучасними, різноманітними та відповідають різним галузям науки та техніки з друкованих видань, електронних ресурсів та матеріалів, що зазвичай зустрічаються в професійній практиці.*

*У дослідженні наголошується на важливості тематичної відповідності, термінологічної насиченості та наявності лексичних, граматичних,*



*стилістичних та прагматичних викликів в обраних текстах для покращення перекладацьких навичок студентів.*

*У статті окреслюється системний підхід до навчання навичкам перекладу, наголошується на змістоорієнтованості стратегії, яка фокусується на комунікативній необхідності та тематичній актуальності.*

*Дослідження також надає уявлення про динамічну галузь технічного письма та надає комплексний огляд тем текстів, які важливі для навчання майбутніх перекладачів. Ця методична розробка з відбору текстів для науково-технічного перекладу є першою з циклу подібних, що спрямовані створення ефективної структури навчання, що в кінцевому підсумку підвищить компетентність майбутніх фахівців у цій галузі.*

**Ключові слова:** *змістоорієнтована стратегія навчання; методика відбору текстів; науково-технічний переклад; розвиток перекладацьких навичок.*

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## SOCIAL CHALLENGES

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### **HUMAN TRAFFICKING AND WAR IN UKRAINE: RESILIENCE IN EXPLORING STUDENT RESPONSE**

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#### **ABSTRACT**

*This paper meets challenges in exploring the problems of human trafficking awareness among Ukrainian youth under war conditions. The mission of this social and pedagogical linguistic initiative has been reconsidered in the framework of the CEFRES fellowship, given the general and specific pre-conditions of vulnerability to human trafficking among Ukrainian youth. The paper highlights physical, psychological, technical, and pedagogical difficulties and offers solutions for resilient research. Attention is drawn to adjusting the methods under limitations such as a reduced sample of volunteering respondents and measuring the war impact. The solutions include accumulating empirical data for significant measurements for two academic years and upcoming surveying possibilities regarding the “war vs. no war” factors. Other outcomes of tackling impediments imply the possibility of retaining students’ attention to human trafficking under war conditions through immersive experiences and reflexive activities with simultaneous collecting empirical data, introducing the awareness activities into the e-course (Moodle), and encouraging students to explore cases and evaluate the message. These solutions can help filter the significant results under four parameters of the CEFRES-supported project such as metaphor, storytelling,*

*schemata, and sensory language for registering effective ways of immersive learning experiences.*

**Keywords:** *human trafficking; empirical studies; metaphor; storytelling; image schemas; sensory language; pedagogical challenges; social sciences; awareness; immersive teaching.*

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## INTRODUCTION

While the world is reviving after recent COVID-19 restrictions, thriving on technological developments, science has been under shelling for about two years in Ukraine. With the outbreak of the Russia-Ukraine war, the research and development capacities have been going through extreme turbulence, affecting socially important areas. On February 24, 2022, the research processes, conferences, submissions for publications, surveying, etc., were interrupted, as scientists in Ukraine were exposed to physical danger. Principal investigators, teams, and respondents found themselves scattered all over the country and abroad, with the primary human needs being prioritised. Later, the communication links between participants of the science communities were recollected.

The education process was restarted a month after the invasion. Facing physical, financial, and psychological challenges in new locations, fleeing the occupied territories, and surviving the nightmare of war, the Ukrainian researchers turned out to be at a crossroads: capitulate or stay committed to society and the country. The scholars faced the so-called fight-or-flight (Jacobs et al., 2023) challenge by tipping the scales in favour of national research, whatever the cost. Showing resilience, researchers chose to keep doing studies, highlighting national authenticity, and aspiring for cutting-edge innovations. The social value of research has increased, and the initiatives have become more practical and feasible. Raising awareness of human trafficking among young people under the conditions of war has become one of the projects committed to serving Ukrainian society.

This paper is a part of the project *Changing Young Minds: Student Awareness of Human Trafficking under War Conditions* implemented with the support of the French Research Center in Humanities and Social Sciences in Prague, the Czech Republic, in the framework of the non-residential fellowship program “CEFRES Actions for Ukraine” UMIFRE 13 CNRS-MEAE UAR 3138 CNRS. The initiative refers to the CEFRES topic “*Research Area 1. Displacements, “Dépaysements” and Discrepancies: People, Knowledge, and Practices*” and covers a series of interdisciplinary studies responding to increased human trafficking risks in an educational setting. It is aimed at establishing the conceptual prerequisites of creating impactful anti-trafficking educational products by collecting empirical evidence on how human trafficking is perceived by young people studying at a Ukrainian university.

## PROBLEM STATEMENT

This initiative is an alteration of the research idea to *Warn Human Trafficking Victims* (WHTV) designed before the war started. Now it has become a proactive mission, considering the dramatically increased risks for Ukrainian youth under the conditions when they are forced to flee the war and cross the national borders or when they stay in the occupied territories unable to move to safer places.

**This paper aims at** a systematic overview of the state of the art of the initiative. It describes the challenges of the project met under the Russia-Ukraine war. It will further deal with the following aspects:

- Pre-conditions of vulnerability to human trafficking in Ukraine,
- Adjustment of methods and materials under war conditions,
- Results of the research adaptation and the solutions introduced in learning activities,
- Discussion of limitations, further challenges, and conclusions.

Therefore, it will describe the impact of the war on the research, the challenges and solutions, the project activities, and the results achieved.

## BACKGROUND

Human trafficking implies the “recruitment, transportation, transfer, harbouring, or receipt of individuals through the use of force, fraud, or deception to exploit them for profit” (*Human-Trafficking*). Individuals of all ages and backgrounds, including men, women, and children, are susceptible to this high-profile crime, which occurs worldwide. Traffickers frequently employ violence, fraudulent employment agencies, and false promises of education or job opportunities to ensnare and manipulate their victims. Interpol’s data reveals that human trafficking takes various forms: the most widespread being trafficking for forced labour, forced criminal activities, trafficking in women for sexual exploitation, trafficking for organ removal, and people smuggling (*Types of Human Trafficking*). Notably, the trafficking of women for sexual exploitation is the most common form, affecting regions across the globe in the role of source, transit, or destination countries. In particular, “Women and girls represent 65% of all trafficking victims globally. More than 90% of detected female victims are trafficked for sexual exploitation (Bahous, 2022).

The Russia-Ukraine war has caused the review of the scope of international contacts, foreign affairs policies, activation, and development of EU acts. Media reports that “refugee families have fled Ukraine to seek safety. Sadly, their journey is fraught with many dangers and risks, even once they arrive at their destination (*How We’re Helping Protect Ukrainian Refugees from Human Traffickers*). Coupled with social upheavals, pandemics, and political shifts, the situation has led to a surge in human trafficking cases both within the country and across the globe.

The war forced a migrant wave of women and children to flee the country unprotected, as men were prohibited from leaving due to their obligation to serve in the Ukrainian army. These women and young girls are particularly vulnerable to sexual exploitation abroad (Lazareva, 2023; Tondo 2022; Bauer-Babef 2022), which is the most common form of human trafficking. “Most Ukrainians receive a warm welcome. They’re offered blanket access to temporary residence — residence permits, so they can work and receive social benefits. But so many women and children seeking to build new lives in trying circumstances also create opportunities for sexual and labour exploitation” (*Human Traffickers Exploit Desperation of Ukrainian Refugees*, 2022). It has also been reported that “traffickers already are trolling border areas trying to lure refugees with promises of accommodation, onward transportation, or employment” (*Protecting Ukrainian Refugees from Human Trafficking*, 2022). Many victims disappear as soon as they cross the border, and civilians cannot protect themselves under such conditions.

Instances of forced people smuggling, deportation under the guise of “evacuation”, kidnapping, illegal transportation, and adoption of children, and illegal recruitment of men to serve as soldiers against the Ukrainian army have been reported (International Criminal Court, 2023). Screening and filtration camps expose Ukrainian citizens to violence and coercive practices. A significant part of Ukrainian society has decided to start their life anew abroad, because they have lost their dwelling, employment, and habitual way of life, making use of the activated EU’s Temporary Protection Directive (Council Directive 2001/55/EC of 20 July 2001, and having the effect of introducing temporary protection, COM (2022) 91 final (the proposal), which gives a right to work legally in the EU (OJ L 212, 07/08/2001).

Yet even before, Ukrainians have always strived for a free labour movement having shared EU values and chosen the EU civilisation practices, which has become one of the triggers of Russian aggression. Young people have been eager to obtain Western education to be able to compete as fully-fledged players in the international labour market. EU integration prospects and the war-caused forced migration have induced students and graduates to cross the border, hoping for a better future. However, apart from the generous support and assistance granted to the refugees in EU member-states, the USA, Canada, and other countries, migrants are exposed to being deceived by traffickers who take advantage of the vulnerability and trust of the people in need.

Therefore, it is critical to raise awareness of human trafficking risks to prevent the victimisation of Ukrainian youth. In addition to the human trafficking informational awareness campaigns, it is necessary to develop verbal strategies of subtle influence on the cognitive sphere of potential victims that would be based on sound research data obtained during the implementation of the project.

This research mainly targets a female audience, for women’s increased vulnerability to human trafficking. A particular social group consists

of female graduates from higher education institutions, whose numbers are disproportionate to male graduates who are prohibited from crossing national borders. Therefore, two human trafficking risk factors are considered in the initiative: gender and age, as young women and girls lack life experience and skills to resist potential traffickers.

In a broader human trafficking research context, the recent reports on this issue (Greenemeier 2015; Mackin 2021; “Beating Human Trafficking on the Deep & Dark Web,” 2021; United We Care, 2022; Dickenson 2022; Williams & Muhammad, in press) open new vistas for the development of the awareness methods on the internet, including gamification and digital storytelling. The review of the literature data shows the advancement in the study of human trafficking from the legal, psychological, political, economic, and cultural perspectives, with particular attention given to the profile of a victim, causes, and factors aggravating the risks of getting into the situations of being enslaved (Reis et al., 2022, Ortega et al., 2022).

Powerful and innovative research is carried out by scientists in the framework of the digital dimensions of human trafficking, focusing on the challenges related to digital technologies ensuring the anonymity of Darknet users (Reid & Fox, 2020). Nevertheless, much can be done in a traditional educational setting, through immersive reading and watching learning activities incorporated into academic courses in linguistics, pedagogy, psychology, social science, and social health (Paliichuk, 2023). These learning activities can be impactful for trainees’ increased awareness achieved through storytelling, sensory modelling, metaphors, schemata, scenarios, and other techniques, which can simultaneously provide educators with empirical data (Chesnokova, 2016), observations, and insights.

## METHODOLOGY

Four theoretical areas of this social, linguistic, and pedagogical are being tested:

- 1) metaphorical framing, which implies the study of the social impact of metaphor on the perceptions of the human trafficking problem and the development of specific linguistic tools for enhanced effects produced on the target audience,
- 2) schemata-based framing, which embraces the schemata-determined conceptualization of human trafficking through the lens of specific forms of thought actuating the diversity of human trafficking domains and the development of recommendations on the use of the image-schema theory for the delivery of the enhanced impressions to media consumers, in particular, the target audience,
- 3) narrative framing, which presupposes the exploration of the human trafficking scenarios and the development of recommendations for the effective use of a storytelling technique in anti-trafficking campaigns,

- 4) sensory-related linguistic framing, which focuses on the influence of the sensory modality of verbal manifestations on the change of the behavioural patterns of the target vulnerable groups of society.

The theoretical domain is being explored through the lens of cognitive linguistics. These are cognitive metaphor studies (Lakoff, 2003), image-schema theory by Johnson (2005), narratology in media and cognitive scenarios (Escalas, 2004; Gerrig, 2018), and sensory language (McSweeney, 1998; Miall, 2011; Winter, 2019) approaches to the exploration of media texts.

The empirical aspects include the experiment conducted by surveying humanities graduates, with the data processed in SPSS for Windows 26 software (Van Peer et al., 2012) that allows the carrying out of a statistical analysis of the collected data for establishing specific regularities or dependencies between the given parameters. Within the Project, two statistical tests are used: the Paired Samples *T* Test for measuring the respondents' feelings and attitudes before and after they are exposed to the experimental conditions (media texts) and the Independent Samples *T* Test used to establish differences between the groups of respondents. However, the schedule for collecting data has been modified because of the reduced number of voluntary participants, which has led to adjustments in the methods and conditions of exposing respondents to experimental materials.

The technical and pedagogical difficulties included the lack of students' willingness to answer the questionnaire during the set timeframes because of their mental fatigue and lack of normal living conditions. This led to reduced samples and insufficient data for the validity of the experiment. Nevertheless, the problem was solved by creating the conditions that would be conducive to obtaining empirical data from students during the online sessions and individual activities.

First, the survey was harmoniously incorporated into the academic process: filling out the questionnaire was one of the regular tasks on reflection, appreciation, and evaluation of the texts and videos.

Second, surveying was a part of the electronic learning course on the Stylistics of the English Language available on the corporate university Moodle platform.

Third, the experiments and questionnaires were designed as particular learning assignments and exercises that helped create natural learning conditions for the students.

Fourth, the materials were selected according to the four tested areas and presented as two-minute read media texts on human trafficking.

These steps allowed for collecting sufficient data for conducting statistical analysis and establishing the regularities between various factors (independent variables) and readers' responses (dependent variables). Such a resilient approach implies a systemic study of the perception of the media content on human trafficking, highlights the vulnerabilities, and sets the parameters for further elaborating educational materials on human trafficking.

## RESULTS

During the implementation, several more difficulties arose apart from those mentioned above (physical, psychological, technical, and pedagogical) that referred to the essential aspects of the research quality. Table 1 below illustrates the challenges of ensuring the quality of research in terms of collecting valid data and encouraging students to participate in the study, as well as the solutions found to deal with concerns related to research under war conditions. For instance, the war was not highly predictable at the time of designing the initiative, therefore the factor of war had not been considered in the study aimed at raising awareness of human trafficking through cognitive linguistic mechanisms only. It means that now it is impossible to establish the differences in perceptions of the human trafficking risks before and after the war. This problem can be technically named the *war vs. no war measurements* challenge.

Another difficulty referred to the psychological condition of respondents whose attention was concentrated on the war and daily problems rather than on human trafficking risks. It means that students' understanding of the increased danger of getting into human trafficking situations when being abroad was overshadowed by the regular missile attack experiences or worries about close people in Ukraine. This problem can be technically referred to as *reduced respondents' attention* challenge.

Related to this is the problem of respondents' decreased willingness to focus on filling out the questionnaire separately from the current learning activities so as not to be distracted from the primary learning tasks under the difficult utility conditions and the necessity to save time. This challenge can be referred to as *reduced responsiveness*.

Besides, the students were inclined to do tasks more technically rather than dive into explorative activities. They were also reluctant to do self-study and extensive independent activities, and needed support. This challenge can be technically referred to as *explorative reluctance*. The concerns mentioned above affected the size of the sample per year of research and preconditioned the *reduced sample* challenge.

Table 1.

### Challenges vs. solutions in the Project implementation

Challenges	Solutions
<i>War vs. no war measurements</i>	<i>Essay writing about war experiences</i>
<i>Reduced respondents' attention</i>	<i>Immersive activities at Moodle e-course</i>
<i>Reduced responsiveness</i>	<i>Reflexive activities at Moodle e-course</i>
<i>Explorative reluctance</i>	<i>Explorative activities at Moodle e-course</i>
<i>Reduced sample</i>	<i>Accumulating data for two or three years in a row</i>

The above-mentioned concerns were handled to ensure the consistency and quality of the empirical data. The *war vs. no war measurements* challenge was met with a qualitative study which included surveying the same sample



of respondents through essay writing. The respondents were offered to describe their survival stories as an optional activity. To harmoniously incorporate essay writing into the learning process (based on the Stylistics of English Language Course), the students (BA graduates) were given the *War is not a Metaphor* topic as a play on words on the famous Lakoff's (2003) *war* metaphor. By applying their practical and theoretical knowledge of metaphors, the students shared their survival experiences and attitudinal responses. According to the preliminary observations, they used the *monster* metaphor in their descriptions of the impressions at the start of the war. They also showed a patriotic attitude and strongly condemned the war. Those essays became the linguistic evidence of the collective war trauma, which would be analysed in a separate study for regularities and peculiarities of war perceptions by the youth. In the framework of this Project, the data obtained from students' essays were anonymised and later can be explored to establish correlations between war-related experiences and the level of vulnerability to human trafficking.

The *reduced respondents' attention* challenge was met by retaining students' attention to human trafficking under war conditions through immersive reading experiences with simultaneous collection of empirical data. Throughout the Project period, students were surveyed four times according to the design of the research (metaphor, image schema, storytelling, and sensory language parameters). The questionnaire was organised as close reading activities so that both learning and research aims were met. The experimental media texts were inserted in Google Forms. Apart from the research-related questions, items also included interpretation and evaluation assignments, which ensured a seamless learning process. Likewise, the *reduced responsiveness* challenge was met using reflexive activities inserted into the questionnaires, which were used as part of regular learning activities at Moodle e-course on the Stylistics of the English Language.

The *explorative reluctance* challenge was met by encouraging students to select the media information on human trafficking cases and evaluate the message of the media texts they were exposed to. This strategy helped make students feel involved in the social problem in general and develop their proactive stance in the prevention of human trafficking. This approach also gives rise to further studies on measuring the level of awareness of human trafficking among the youth if the young people explore the problem themselves, whether they are ready to disseminate their findings and be more conscious of their safety.

The *reduced sample* challenge was met by accumulating empirical data for significant measurements during the 2021-2022 and 2022-2023 academic years and will be extended due to surveying the same category of respondents having the same characteristics as the previous samples (BA graduates, aged 20-22, female respondents prevail). It means that the surveying under four experimental research conditions can be replicated, and the results can be reviewed based on a larger sample.

The solutions helped ensure the quality of the empirical evidence collected from the respondents and filter the significant results under four parameters of the project (metaphor, storytelling, schemata, and sensory language) for registering effective ways of immersive learning experiences. Currently, the project has yielded the following results:

*Metaphorical framing.* The study on the metaphorical media representation of human trafficking through the SPIDERWEB construal and its impact on the youth in Ukraine was carried out. Compared to previous decades (Paliichuk, 2011), the SPIDERWEB metaphor has become more frequently observed in recent media. The methods embraced conceptual analysis and an experiment, in which 60 undergraduates (grouped into G1, G2, and G3) took part. Four media fragments were used in three modes: authentic (A), weakened (W), and enhanced (E). In total, twelve variables were tested. The Paired Samples *T* Test revealed the changes in student post-reading perceptions, with the highest response to E texts (identifying oneself with trafficked persons; imagining oneself being in the same situation; imagining sounds/voices; being emotionally affected). Used for the differences between A–W; A–E; and W–E, the Independent Samples *T* Test revealed the higher degrees for imagining oneself being enslaved in the HT situation; being secluded; emotionally affected; and being more careful about personal safety, which points to the feasibility of designing anti-trafficking educational content based on the SPIDERWEB metaphor. This study has been revised recently and accepted for publication (Paliichuk, 2023).

*Schemata-based framing.* This study focused on image schema manifestations in media texts on human trafficking, which may perform the role of “warning” signals in anti-trafficking media campaigns. For this, a conceptual analysis was done to establish profiled image schemas, and a survey was conducted to measure the reader’s response to two types of texts on human trafficking, different in genre and schemata organisation. The texts were selected as experimental material representing typical human trafficking media discourse. The participants were divided into control (G1) and experimental (G2) groups according to the type of text they were exposed to. G1 read an expository text (T1) and G2 read a media narrative (T2). The respondents of G2 showed a significant tendency for a higher degree of involvement in the problem of human trafficking when reading T2 as contrasted to the responses of G1 to T1. G2 identified their reaction as a *feeling of being in danger*. Back to T2, it was clear that respondents reacted to verbal manifestations of prevailing CONTAINMENT and SCALE/PROCESS/UP schemata clusters. G1 gave the weaker emotional response to T1 with verbal manifestations of UP, BLOCKAGE, and COUNTERFORCE schemata. It can be assumed that CONTAINMENT is the image schema organising spatial representation of human trafficking from the victim’s perspective, conveying the feeling of *being contained, being in a difficult situation, being in an enclosed space*, supported with other schemata manifestations through the lens of the concept of *bigness, large scale, and growing process*.

The results may be used in anti-trafficking content as a new methodology for raising awareness in a target audience vulnerable to human trafficking. This study has been published recently (Paliichuk, 2022).

*Narrative framing.* In this study, the structure of human trafficking media scenarios, narrative perspectives, and messages in terms of their attitudinal perceptions of victims were identified. The study was augmented with an empirical sleuth for verifying whether the readers believed in the so-called *happy end* of the human trafficking situation. The Paired Samples *T* Test method was used to measure the differences in perceptions of human trafficking before and after respondents were exposed to human trafficking stories. 38 Ukrainian humanity students participated in the study. The case study covered 35 media stories from anti-trafficking campaigns' websites. The hypothesis and the tested variables assumed that: human trafficking stories transmitted supportive messages to victims that a) *survival was possible*; b) *it was worth struggling if anyone got into slavery conditions*; and 3) *social reintegration was possible*. The statistical processing of collected data showed that the results were significant only for the third tested variable. Therefore, there was no evidence the respondents believed in the positive outcome of the human trafficking situation and felt depressed, or at least their emotional state had changed. This study was presented as a poster at the DARIAH-EU Annual Event (Paliichuk, 2022).

*Sensory-related linguistic framing.* The research objective was to test whether the sensory language predetermined a transportation effect of survival stories, for which the methods of corpus analysis and narrative analysis, and a survey were applied: 35 survival stories from anti-trafficking e-platforms were processed via *Sketch Engine* and annotated manually, as a result of which the prevalence of visual, tactile, and acoustic sensory linguistic modalities and the dominance of the first-person narration were revealed in representation of the image of victim (IoV). A narrative text and an expository text were assigned to 40 humanity students from Borys Grinchenko Kyiv University, divided into experimental (G1) and control (G2) groups. The data were processed with the help of SPSS Statistics 26 software. The Paired Samples *T* Test, applied separately and before vs. after, showed a significantly higher degree of responsiveness within G1, in terms of V1 — *being emotionally involved in the story/news*; V2 — *feeling sympathy for the victim*; V3 — *imagining oneself being in the same situation*. The Independent Samples *T* Test showed the differences between the reaction of G1 and G2 based on six other variables: V4 — *feeling of being inside the story*; V5 — *the willingness to interview a victim*; V6 — *visualising the setting*; V7 — *imagining sounds, voices, and the atmosphere*; V8 — *imagining a victim being touched or the feeling of being touched*; V9 — *feeling the smell of the places described*. The significant results for V1–V4, V6, and V8 confirmed a greater degree of response within G2 and pointed to the existence of the dependency between the sensory language and the transportation effect in survival stories. The results were presented at the LCM 9 Conference (Paliichuk, 2022).

## DISCUSSION

With the outbreak of the Russia-Ukraine war, the initiative has been reinforced and transformed into a CEFRES Project for more systemic data collection from the respondents and the development of educational close reading materials on human trafficking underpinned with the results of the linguistic studies. The scientific relevance of the linguistic and pedagogical project lies in that it stands out from other research on human trafficking carried out mainly within other disciplines in social sciences (Zhang, 2009; Ghansah, 2013; Martin & Smith, 2015; Alemika & Ifeakandu, 2019; Jacon-Duffy, 2020; Cheetham & Hurst, 2022; Wang et al., 2022; Darkweb Intelligence, 2022). At the same time, it embraces a multidisciplinary approach extending to the issues explored in cognitive linguistics, social change studies, gender studies, and media studies, the synthesis of which will bring new methods of interaction with vulnerable social groups to prevent their victimisation.

The limitations can be mitigated due to potential partnerships with European institutions and collaborative research. For instance, the responses from the young people in Ukraine who are vulnerable to human trafficking under war conditions can be compared with the ones received from the samples at European universities who have not been affected by the war. Such comparison would fill the gap in measuring responses from the audiences before the war and shed light on the degree of the war's impact on the vulnerability to human trafficking. Moreover, each of the four areas of empirical studies conducted within the CEFRES Project can be enhanced with separate collaborative initiatives, which can provide data for social workers on how to interact with vulnerable groups from the post-soviet countries.

## CONCLUSIONS AND PROSPECTS

Reflecting on the research processes under war conditions provides a macro-view of the challenges, disruptions, solutions, readjustments, and prospects. Within this individual research at CEFRES, such problems as the *war vs. no-war measurements*, *reduced respondents' attention*, *reduced responsiveness*, *explorative reluctance*, and *reduced sample* were identified and handled. The essential problems of the studies within the framework of the four directions of the Project and concomitant war-related concerns required the elaboration of a particular methodological approach that would help preserve the quality of the research carried out under the auspices of the CEFRES fellowship.

The lack of data and respondent involvement was compensated with additional strategies implemented through online learning tools such as *essay writing*, *immersive reading practices*, *reflexive assignments*, *explorative activities* related to human trafficking, and accumulating responses from the same profile of the sample for three years. As the interim results of the Project show, the students have become more conscious of their safety when crossing

the national borders, they more often *imagine themselves being in the same situation* as well as *show more sympathy with trafficked persons* after experimental activities. Students are sensitive to *containment* schemata-charged language units in media texts on human trafficking. They are also more inclined to believe that *survival is possible*, that *it is worth struggling*, and that *social reintegration is possible*.

Moreover, rethinking the methodological impediments helped to come up with resilient approaches, and new directions for innovations and collaborations as well as reevaluate the social relevance and the mission of the research aimed at early prevention of young people in Ukrainian universities from the probability of getting trapped in human trafficking situation when moving abroad and reduce their vulnerability through learning activities. For instance, one of the nearest prospects refers to “Recognising a Trafficker in a Good Samaritan” an empirical study based on the conceptual analysis (frame modelling) aimed at elaborating the trafficker’s conceptual portrait and revealing core vulnerabilities among students. Such activities will yield significant results for the further development of specific educational content based on the findings of these conceptual and empirical studies carried out in the framework of the CEFRES Project.

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## **СТІЙКІСТЬ ДОСЛІДЖЕНЬ ПЕРЦЕПЦІЇ ПРОБЛЕМИ ТОРГІВЛІ ЛЮДЬМИ СЕРЕД СТУДЕНТСЬКОЇ МОЛОДІ В УМОВАХ ВІЙНИ**

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*Стаття присвячена питанню подолання викликів у підвищенні рівня обізнаності про торгівлю людьми серед молоді України в умовах російської війни. Переосмислено місію педагогічної й лінгвістичної ініціативи в рамках стипендіальної програми CEFRES, визначено передумови вразливості серед студентської молоді, висвітлено фізичні, психологічні, технічні, педагогічні виклики та шляхи їх подолання у виробленні стійких дослідницьких підходів. Адаптовано методологію щодо обмежень, як-от зменшення вибірки, вплив війни на залученість респондентів. Вироблено основні шляхи забезпечення стійкості емпіричних студій: збирання даних упродовж двох років поспіль для збереження якісних і кількісних характеристик вибірки з урахуванням «до- та післявоєнних» чинників, утримання уваги студентів до проблеми торгівлі людьми через імерсивні та рефлексивні види навчальної діяльності з одночасним збиранням емпіричних даних, впровадження практики щодо обізнаності в електронний навчальний курс, заохочення студентів до аналізу випадків. Ці рішення уможливають відстеження значущих результатів за чотирма параметрами зазначеної ініціативи, як-от використання метафори, сторітелінг-прийому,*



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**Ключові слова:** *торгівля людьми, емпіричні дослідження, метафора, сторітелінг, образ-схема, сенсорна мова, педагогічні виклики, соціальні науки, обізнаність, імерсивне навчання.*

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