TENDENCIES AND CHALLENGES FOR TEACHING FOREIGN LANGUAGES IN MULTICULTURAL ACADEMIC ENVIRONMENT

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Tendencies and Challenges

for Teaching Foreign Languages

in Multicultural Academic Environment

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The authors bear full responsible for the text, data, quotations, and illustrations.

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PREFACE

Currently, the agricultural education in Ukraine is in the process of innovating to respond national interests and global trendcies, provide training of highly-qualified agrarian specialists, capable of implementing progressive ideas into reality. Actually, the conditions of Ukraine's signing the Bologna agreements have determined the search for new approaches to the organization of the educational process in HEIs, updating the content of HE and formulating its standards in accordance with the latest achievements in science and technology.

In the context of increasing and deepening international contacts in various spheres of socio-political, economic and cultural life, Sumy National Agrarian University (SNAU) faces the necessity of training graduates, who have an adequate command of foreign languages as a means of intercultural communication and a tool for obtaining new knowledge. It is essential, because successful integration of specialists into the global scientific and professional community is impossible without their proficiency in foreign languages at a sufficiently high level in order to encourage the international research cooperation and contribute to national attainments promotion worldwide.

The monograph "Tendencies and Challenges for Teaching Foreign Languages in Multicultural Academic Environment" was prepared by the team of authors-educators of Foreign Languages Department, SNAU, on the results of scientific study within the framework of the fundamental topics "Issues of higher school pedagogy: the formation of foreign language competences for training of agricultural professionals in HE system of Ukraine and European Higher Education Area" (State registry number in UkrINTEI 0119U103680) and "Actual problems of philology and methods of teaching foreign languages in HEIs" (State registry number in UkrINTEI 0119U103678). It compiles the outcomes of research carried out by the faculty of Foreign Languages Department of SNAU in 2019-2022. A number of pivotal issues, associated with the learning process in HEI, were under review, namely: goals and objectives of contemporary university training, overview

of the principles, methods and means of teaching foreign languages in digital educational space, content of HE at different levels of training, the theory of text, general linguistics, linguodidactic foundations of teaching a foreign language, technologies of teaching Ukrainian as a foreign language, multiculturalizm within the educational environment, personal empowerment of lecturers, engaged in teaching foreign languages, etc.

The objectives of the monograph are the following:

✓ to investigate the issues of higher school pedagogy in Ukraine and its modifications according to European Higher Education Area standarts at Bachelor's, Master's and Doctoral levels;

✓ to reflect core problems of teaching the disciplines "Foreign language", "Foreign language for professional communication", "Second foreign language" in the agrarian HEIs;

✓ to reveal the current level of of the development of communicative and linguistic skills of students majoring in agriculture, in the context of digital learning process, taking into account the communicative-interactive approach to foreign language teaching in a multicultural educational environment.

The collective monograph can be of interest to practicing specialists in the field of pedagogy and philology in higher and vocational education, postgraduate students and undergraduates. The ideas presented in the monograph can serve as a scientific and theoretical basis for changing their positions in research and professional activities, as well as provide guidelines for improving their work.

Editors

Part 1. ISSUES OF HIGHER SCHOOL PEDAGOGY: TRAINING AGRICULTURAL STUDENTS IN HE SYSTEM OF UKRAINE AND EUROPEAN HIGHER EDUCATION AREA

1.1. FEATURES OF INNOVATIVE DOCTORAL TRAINING AT PRESENT STAGE

Introduction. Undoubtedly, doctoral training has undergone the substantial modifications since the inclusion of doctoral and postdoctoral levels in the Bologna Process as the third cycle by the 2003 Berlin Communiqué. Doctoral training is recognized to be instrumental in forging connections between the European Research Area (ERA) and the European Higher Education Area (EHEA). The EHEA and the ERA as the European initiatives and principal constituents of the knowledge-based society have put their heads together to ensure a rigorous criterion in higher education and improve the framework of research across the globe. This implies the need of training a new diversified pool of PhD holders who will be able to respond to current and future obstacles and challenges while converting knowledge, innovative ideas and solutions into intellectual output that can add a new dimension to the economic and social benefits.

To consider this issue in all its aspects we need to focus on reforms of doctoral studies targeted at achieving excellence in modern doctorate, strengthening research capability through the application of a structured approach to doctoral programs converting scientific PhD programs into educational and scientific, ensuring for researchers the career development beyond academia through equipping them with transferable skills, etc. A plenty of stakeholders are interested in doctorate reforming, but it is the European University Association (EUA) and universities that have become the key drivers of the doctoral reforming aimed at training a new generation of early-stage researchers (ESRs) thinking outside the box and providing

them with perspectives through international, interdisciplinary and inter-sectoral mobility (Hasgall, et al., 2019).

In this landscape, the efficient process of PhD student training is impossible without ongoing improvement in the supervisory practice that helps reinterpret and rethink the supervisors' responsibilities and competences, enhance the quality of supervisory experiences since a supervisor at present stage should be able to supervise a PhD student through high-quality experience during the whole period involving knowledge accumulation through education and knowledge generation through research.

The reforming process has resulted in the introduction of a model, where institutions, not individual supervisors, are assigned a key responsibility area for doctoral training.

Literature review. The scale of reforming PhD training is analyzed to a greater or lesser extent by both Ukrainian and foreign researchers. An in-depth review of domestic and foreign literature on specifics of doctoral training and education demonstrates that despite certain gaps in the scientific literature data or controversies over the nation-building role of the preparation of current and future generations of PhD holders, we can ascertain a comprehensive understanding of the current state of knowledge about the problem under study. The studies of Cardoso, S., Carvalho, T., Santos, S., Diogo, S., Soares, D. focus on the transformation of doctoral education by proposing conceptual analysis of different ideas or concepts of doctoral education, fundamental pillars related to foundations, objectives, methods, expertise, organization and process of modern doctorate, through a highly rigorous and systematic review process. The Ukrainian scientists such as Boichenko, M., Sbruieva, A., Talanova, Zh., got an insight into the regulatory, organizational, procedural, methodological background of reforming doctoral education in the European Higher Education Area and Ukraine. In particular, Talanova, Zh. analyzed the organizational and development trends in doctoral training in terms of individual regions, countries, and universities, and made methodological recommendations on the refinement of modern doctorate in Ukraine along the path

towards European integration. Gibbons, M., Green, H., Limoges, C., McCarney, P., Nowotny, H., Schwartzman, S., Scott, P., Trow, M., Powell, S., Wolfe, D. et al. place emphasis on the revisiting of doctoral education and a new doctorate landscape, analysis of the problem points faced by PhD holders in the process of reorganization of doctoral training and supervision. Walker, G., Golde, C., Jones, L., Hutchings, P. et al. turn the spotlight on the rethinking of doctoral education and the formation of a new generation of researchers. Lee, A. and Danby, S. made an in-depth analysis of the new doctorate environment and the challenges it faced in the process of doctoral education evolution. Borrell-Damian, L., Morais R., Smith, J. et al. direct attention to research projects and scientific endeavor within the confines of doctoral education. Boberg, I. and Devine N. elucidated the developmental patterns of doctorateness while creating a new form of an understanding of research.

But despite a considerable amount of research on doctoral education, the issue on reforming the doctoral training and supervision to increase the quality of the professional training of PhD students is still underserved.

The goal of this paper is to study the specifics of innovative PhD training from the perspective of the reforming of doctoral studies.

Methods. The goal to be sought is implemented by applying the following groups of methods:

- general scientific (analysis, synthesis, comparison, generalization and systematization, which made it possible to clarify the theoretical approaches that form the basis for doctoral education and training);

- specific scientific (method of genetic analysis, method of structural and logical analysis; method of structural and functional analysis);

- empirical (analysis of projects, codes of practice, guidelines of international organizations, universities and research institutions on the issue of doctoral education, regulatory documents in the field of PhD training and supervision).

Results. The process of reforming PhD studies has shifted the main area of responsibility from the individual responsibility of a certain supervisor to the joint and several responsibilities of both supervisors and institutions for doctoral training.

This shift has obliged universities to institutionalise their organizational structures that can incorporate the doctorate pillar into the university conceptual framework. To have a good thing going, most universities have abandoned the traditional, person-to-person relationship between a supervisor and a supervisee in favor of a more structured and regulated training procedure and established research or graduate schools to accommodate the most demanding needs of different stakeholders and parties concerned. Insuring job opportunities of researchers outside of academia is currently a matter of considerable interest of universities providing doctoral studies.

A non-exhaustive list of possible reform triggers includes, but not limited to, the emergence of new types of PhD students and development of structured doctoral programs, research careers inside and outside of academia, critical importance of searching for a new funding model, mobility, internalization, provision of a full range of generic and transferable skills essential for PhD students, application of transdisciplinary research integrating knowledge across academic disciplines; increasing concern about the genuineness of research; professional excellence of supervisors and increase in the scope of their liability; enhancement of the quality of research environment, etc. (Hasgall & Peneoasu, 2022).

The regulatory framework governing the doctoral education consists of the most important strategic documents on PhD studies, which make the process of reforming streamlined: the Salzburg Principles (2005), European Charter for Researcher. The Code of Conduct for the Recruitment of Researcher (2005), Principles for Innovative Doctoral Training (European Commission 2011), Salzburg Recommendations (2010), Good Practice Elements in Doctoral Training (2014), PRIDE – Professionals in Doctoral Education (2016) etc.

It is worth pointing out that one of the major milestones in the doctoral training in Europe has become the development of the Salzburg Principles (2005) in the Bologna Process, since they provide a common-sense baseline for a diversity of reforms introduced in European countries. The above Principles make specific reference to the areas of concern as follows:

i. The major constituent of doctoral training is the pursuit and advancement of knowledge through original research that produces new knowledge. Along with this, doctoral training should respond to needs of a job market requiring PhD holders to be equipped with skills and career competencies for within and outside academia.

ii. Incorporating in strategies and policies at the institutional level: universities should be held liable for ensuring that the doctoral programmes and research training implemented by them are tailored to provide new levels of professionalism.

iii. Diversity as a significant element: as diversified doctoral programmes including the opportunity to obtain a joint doctoral degree or multiple doctoral degrees awarded by the participating institutions, is an edge and area of strength conditional upon quality and sound practice.

iv. PhD holders as early stage researchers: should be recognized as professionals contributing very valuable insights into various aspects while producing and disseminating new knowledge.

v. Supervision and assessment as a critical path: should be based on a transparent contractual framework of shared responsibilities between supervisees, supervisors and the institution.

vi. Achieving critical mass: ensuring a requisite number of PhD holders under diversified doctoral programmes and resting upon different types of innovative practice implemented at the institutional level across Europe.

vii. Duration of PhD training cycle: doctoral programmes introduced by universities and other institutions should be for an appropriate period (usually 3 or 4 years in the equivalent of full-time training).

viii. Innovative doctoral structures: to address the challenge of researchers' developing transferable skills and expanding interdisciplinary experience.

ix. Improving mobility: Doctoral programmes should be aimed to improve the implementation and recognition of interdisciplinary and intersectoral mobility for PhD candidates and international collaboration between universities and other partners.

x. Ensuring adequate and sustainable funding: financial flows are critical to the development of quality doctoral programmes and responding to the growing needs of doctoral candidates (Doctoral Education – Taking Salzburg Forward: Implementation and new challenges, 2016).

The Salzburg Principles are aimed to assist universities by bringing more coherence to their doctoral education system and providing a unified framework for the entire process of PhD studies while preserving to some extent university autonomy.

Furthermore, experts engaged by the European Commission have determined the seven Principles of Innovative Doctoral Training as an instrument for directing the process of PhD reforming in Europe:

- research excellence that is fundamental to all doctoral studies;

- attractive institutional environment that includes career development opportunities in line with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers;

- interdisciplinary research options that insure an open research environment and culture through application of an interdisciplinary approach;

- exposure to industry and other relevant employment sectors that ensures placements during research training; shared funding; involvement of non-academics from relevant industry in training and supervision;

- international networking that enshrines collaborative research, dual and joint degrees;

- transferable skills training that provides researchers with the skills demanded by the knowledge based economy, such as communication, teamwork, entrepreneurship, project management, IPR, ethics, standardisation etc.;

- quality assurance on an ongoing basis from recruitment to graduation (Seven Principles for Innovative Doctoral Training, 2011).

A subsequent course of action providing for a common framework of doctoral training involves the development of the "Salzburg Recommendations" (2010),

which are the roadmap for reforming doctoral education and solving crucial issues. Their key insight is as follows:

1. Doctoral studies lie at the core of the European Research Area (ERA) and the European Higher Education Area (EHEA) underpinned by the research practice.

2. PhD candidates should be independent and flexible to be able to develop. Doctoral education is based on original research. The path of progress of the individual is unique in terms of the research project as well as the individual professional development.

3. Doctoral studies should be implemented by autonomous and accountable institutions taking responsibility to cultivate the research mindset. Institutions need flexible regulation to create special structures and instruments and continue advancing European doctoral education (Salzburg II Recommendations, 2010).

One of the milestones in the reforming of doctoral studies is the creation of the EUA Council for Doctoral Education (EUA-CDE) in 2008 that has taken over a steering role in this process. The EUA-CDE has changed to a significant degree the basic functions and scope of doctoral training. It is a structural arrangement that fosters the mechanisms of collaboration and exchange of best practice among EU universities, the alliance of professionals from more than 260 institutions. To meet these objectives, the Council for Doctoral Education arranges annually meetings, which focus on considering the most pressing issues, which include, inter alia, the quality enhancement of doctoral supervision, doctoral program development, provision of PhD holders with the opportunity to find employment outside the academic sphere, implementation of the best practices in doctoral training, research funding, research career development, etc. These meetings are targeted at different parties concerned: academic leaders, doctoral education professionals, supervisors, postdoctoral researchers, doctoral candidates and other stakeholders interested in outcomes of the PhD reforming. Since its launch the EUA-CDE has held the 15 Annual Meetings covering different aspect beginning from presentation of the platform, vision, mission and goals of the EUA-CDE, supervision, research careers, internationalization, research assessment, networks in European doctoral

education, major changes in doctoral education in Europe since the anniversary of the Salzburg Principles, transition to the community model with individual and collective responsibilities, global trends in doctoral education reforming and their potential consequences at the institutional level, developments in doctoral training in the future and ending with impact of digitalization and COVID pandemic on doctoral education. It should be noted that the 16 EUA-CDE Annual Meeting is scheduled for June 2023 and will focus on different communication vehicles in doctoral education and developing comprehensive approaches to communication under doctoral strategy and practices as an integral part of the PhD student's journey, discuss communication skills as valuable assets for career paths inside and outside of academia (The EUA Council for Doctoral Education: A Welcome Word, 2008).

Since the fifth Salzburg Principle emphasized in 2005 the importance of supervisory practice, the process of supervision has become a consolidated effort with the unambiguously determined and assigned liability of the principal supervisor, supervisory team, PhD candidate, doctoral school and the university, foreseeing the possibility of the individual development of the doctorate degree holder. The upskilling and professional development of supervisors have become an institutional responsibility. One of the priorities of doctoral schools and other research institutions is building a common supervision culture shared by supervisors, governing bodies of doctoral school and PhD students. Supervisors must be active researchers.

One of the decisions of major importance for improvement in the supervisory practice made by European universities is the introduction of multiple supervision models: double, joint or panel supervision, which are more transparent and efficient. The prerequisites of the high-quality supervisory practice include, inter alia, the training and professional development of supervisors. In this regard, an important issue to be addressed by universities has become the arrangement of professional development courses and workshops for new and experienced doctoral supervisors in all areas of expertise. The PhD supervision training programs are tailored to equip supervisors with a new set of skills and competencies and to foster the exchange

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between supervisors on an ongoing basis. Most reputable universities such as Imperial College London, Oxford University, University of Edinburgh, offer courses of fundamentals of PhD supervision including the following blocks: recruitment and induction of doctoral students; supervisor responsibilities and building effective relationships; managing supervisory progress; supporting PhD students through completion and final examination; supporting wellbeing, and professional and career development etc.

Discussion. The ongoing process of the reforming of doctoral studies covers all areas of expertise and obliges all parties concerned and stakeholders to strive for excellence in professional doctorate only through joint efforts. Much has done in this direction. The study notes that Europe has already made significant progress over the past two decades in terms of doctoral studies transformation and re-organization to meet the demands of a global, knowledge-based economy and labour-market requirements. One of the outcomes of reforming observed at the institutional level are the mandatory training of transversal skills offered to PhD students, which include research ethics and integrity, research methodology, research data management, thesis writing, scientific communication, proposal writing, responsible research and innovation, open science, project management, career development, time management, patents and knowledge valuation, public engagement, conflict management, leadership, intercultural competences, entrepreneurship etc. The above measures facilitate the process of preparing a variety of career steps for doctorate holders within and outside of academia. Through the application of a structured approach, European universities and other research institutions have managed to bring their doctoral practice into line with the European standards in doctoral education and bring into clear view the roles, duties and status of all participants in the PhD training process. Quality assurance throughout the reforming of PhD studies is a systematic process, which helps determine whether the university procedures and activities meet specified requirements and find the opportunities for improvement.

Conclusion. Summarizing the above it should be mentioned that doctoral training is constantly evolving, and strategic priorities as part of a university's core culture with its purpose and philosophy need to be adapted to the current needs and requirements of doctorate holders at present stage.

The reputable European universities with their best practices in doctoral studies should be considered as an example to emulate for most Ukrainian institutions offering doctoral studies. The Ukraine's participation in the European integration processes requires a significant transformation to follow global trends and meet the European requirements and standards in the area of concern. The most significant differences are: weak research and innovation context; lack of effective structured research educational training programs; inconsistency in doctoral training procedures; low competitiveness, and therefore unsatisfactory selection process for PhD candidates; weak integration of national universities etc. Further studies should be conducted to characterize trends in the modernization of doctoral training in Ukraine.

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1.2. BENEFITS AND CHALLENGES OF DIGITAL TECHNOLOGIES APPLIED FOR TEACHING TARGET LANGUAGES IN UKRAINIAN AGRARIAN HEIs (2019-2022)

Introduction. In order to remain in demand in the age of artificial intelligence, young people settle into lifelong learning, acquiring new skills and being flexible in changing their activities. Hence, students of Ukrainian agricultural universities are learning the discipline "Target language of the professional use", that is vital for their participation in academic mobility programs, necessity to be informed about the latest achievements and inventions in their professional field from foreign language sources, satisfaction of their cognitive interests in contemporary international politics, law, ethics, culture study, psychology, etc. Yet, the teaching methods nowadays require serious revision.

Modern students' psychological peculiarities cause educators to refuse from frontal teaching methods and memorization of vast amounts of knowledge. Wide use of digital technologies, among them: online educational platforms, video conferencing, mobile phones and other devices, influences the tendency of students' inclination to gain new knowledge and process information in small portions by doing it at any free minute or intermingling with another activity (Bilotserkovets et al., 2021a).

In the pandemic and post-pandemic society, ICT and various digital devices have become an integral part of life of every individual and modern generation of youth, who belong to the generation of centennials, as no one else reflects the trends of the times. The state of emergency required an instant transition of the academic process to the virtual environment, but the demand for efficiency of teaching and quality of students' knowledge made academia carry through crucial changes in higher education, such as the transition towards student-centred learning activities, implementation of digital educational platforms and blended classroom system, sorting out important knowledge according to its emergence factor and the principle of performativity.

During the period of online studies, a number of digital teaching technologies were applied in practice by the educators of Sumy National Agrarian University (SNAU), Ukraine.

The paper is targeted to collect, generalize, sum up and evaluate the outcomes of various digital technologies for target language learning, as they were perceived by the students of SNAU in order to improve teaching modes and styles of educators.

Literature review. Modern academicians defined a notion of a "target language" as a language that is not native for a student who is acquiring it in the process of studying (Bilotserkovets & Gubina, 2019). Ukrainian students at SNAU, Ukraine, learn the English, French and German languages as target languages, while international students learn also the Ukrainian language as a target one (SNAU, 2022). Target language acquisition is performed through a number of disciplines, among them "English as a Foreign Language (EFL)", "English for Special Purposes (ESP)", "Target language of professional use", "Business Foreign Language", "English for Scientists", etc. These disciplines are targeted to prepare students who master agrarian professions for modern socio-economic relations, as according to the current labour market demands, a competitive professional is able to maintain international contacts, achieve ambitious goals, orientate in society's social norms and intercultural communication; find a self-regulation basis of emotional, stressful experiences of a personality (Bilotserkovets & Berestok, 2019). Taking into account the generation of centennials students' peculiarities, such as clip thinking that presupposes their perceiving information fragmentarily; multitasking as a cognitive ability to perform various algorithms simultaneously; prevailing involuntary attention; hyperactivity; lack of concentration, the faculty of SNAU actively engaged ICT technologies even before the pandemic period, when it became unavoidable (Bilotserkovets et al., 2021a).

Indeed, more than 100 e-courses were created in the educational environment Moodle as the methodological supply for target language disciplines. The Moodle platform is validated in SNAU as it has been proved to gain significant advantages,

namely, accessibility of education for various social groups; availability of studying in a convenient time and place; modularity of forming an individual training program, that comprises a set of module courses; possibility for students of learning simultaneously without interrupting from professional activity; fund saving of material and human resources through the application of open education technologies.

The implementation of Moodle-based e-courses for teaching target languages at SNAU provided the efficient organization of the educational process in the period of the SARS-19 pandemic and the beginning of russian aggression against Ukraine by supplying the means of training, the tools for monitoring and assessing students' learning activities providing positive feedback and fostering learning independence of students (Bilotserkovets & Gubina, 2019).

When the entire academic process in SNAU was transferred online because of, primarily, the period of the SARS-19 pandemic and, consequently, the beginning of russian aggression against Ukraine, both situations being classified as a state of emergency, Zoom was chosen as a digital platform for the distance teaching of target languages in SNAU. Its application enabled synchronous online communication between faculty and students in a remote format. A large number of participants by using a camera and a microphone simultaneously connected to the video conference for a common discussion of topics.

These online classes reminded face-to-face classes because they provided communication, the frontal work of a lecturer with students and their work in pairs and small groups in real-time. Various forms of oral and written communication between all participants of the academic process took part in Zoom conferences and chat rooms, providing either prepared or spontaneous interaction with the integrated use of ICT through the exchange of written, audio and video information; inviting guests (experts, foreign specialists, etc.), conducting students' surveys, interviews and their online broadcast.

SNAU faculty revealed that e-learning through online platforms, which had been caused by the situation of the state of emergency, complicated but did not

impede the improvement of the quality of the educational process. However, the application of Zoom in online target language teaching should include the following key points: detailed planning of a virtual lesson; the choice of the necessary educational content for the best presentation of the material; faculty and students' digital competence for using the program; the style of pedagogical and didactic technologies of online interaction; students' abilities for self-organization and their motivation for acquiring knowledge (Bilotserkovets et al., 2022).

Educators of SNAU frequently used the potential of social networks in the field of teaching foreign languages that provided an opportunity for learners to communicate with representatives of different countries; be supplied with the effective means of fostering students' writing, speaking and listening comprehension skills; reveal an issue of diverse psycholinguistic features of interlocutors, necessary for understanding peoples in a particular social or professional field, their cultural associations, background knowledge, linguistic and psychological peculiarities in the intercultural dialogue. Learners' participation in social media groups enabled their exchanging opinions and ideas in the process of learning a target language, discovering traditions, speech etiquette and social norms of other nations, fostering their speaking and writing skills in a target language, building informal cooperation, developing tolerance to culturally diverse fellow students, overcoming self-doubt in the process of intercultural communication (Fomenko et al., 2021).

The widespread use of interactive learning tools and the gradual introduction of applications for mobile phones had not omitted SNAU, especially in the conditions of the state of emergency. Mobile learning or m-learning, is based on the use of mobile and portable IT devices in teaching and learning.

M-learning tools provide learners with effective knowledge and skills by facilitating their access to quality training materials; individualize the studying process in accordance with their needs and abilities; they are time and resource-consuming; enable constant feedback and control over the quality of the gained knowledge.

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The experiment on the application of m-learning tools for the formation of grammatical skills in productive speech revealed their effectiveness. Acquaintance with new grammatical material for productive assimilation was mainly carried out in educational and speech situations, which were presented orally or in the process of reading under the guidance of a teacher. However, familiarization and initial consolidation of new grammar material, its training and application were performed through the implementation of mobile applications and gained students' efforts, diligence and hard work, as it corresponded to psychological and pedagogical peculiarities of their learning styles (Bilotserkovets & Fomenko, 2022).

Still, it was essential to generalize and systematize the outcomes of the recent investigations in the field of emergent distant education through the perspectives of students' perceptions.

Methods. The research was carried out in SNAU, Ukraine, by lecturers watching students' progress during virtual target language classes. A sample of 80 second- and third-year students majoring in different agrarian professions was determined for the survey. The participants were voluntarily involved in this study. Pedagogical observation and expert evaluation methods were applied by the authors to study modern students' cognitive and behavioural modes.

A set of questionnaires and interviews was conducted to discover students' positions and thoughts about distant learning tools implemented into the process of target language teaching in the period from September 2019 to November 2022, that was marked by the SARS-19 lockdown and war actions on the territory of Sumy region. Theoretical analysis, synthesis and generalization of scientific sources were used to prepare the conditions and the materials for several surveys conducted in the mentioned period. Qualitative methods were applied to assess the outcomes of the survey. Comparative analysis was used to single out and compare the essential characteristics of digital technologies engaged in the research and students' views towards them.

Results. Most students, who had participated in the research, reported about their positive attitude towards e-learning technologies. 93% of students recognized

that the application of the latest technological achievements was very practical and appealing, and they liked implementing digital gadgets (laptops, smartphones, computers) into learning. Talking about the advantages of the electronic language course on the Moodle platform, most respondents singled out the following points: consideration of students' previous cognitive experience for the choice of audiovisual, multimedia and other linguistic content; training materials related to their future professional activity (89%); a chat with a teacher that enabled avoiding possible lexical and grammar mistakes in each separate block of the course (83%).

In spite of that, some students reported on the negative attitude to the work with an e-course because they lacked academic skills to analyze, compare and annotate, necessary for independent fulfilment of learning activities (73%), as well as peer-reviewing their groupmates' assignments (54%). So, they revealed the need to develop skills for self-study and independent activity (Bilotserkovets & Gubina, 2019).

The pedagogical observation over the activities of students in the course of their target language learning on the basis of the Zoom platform and interviews with them stated that virtual lessons for the more significant amounts of them (78% of respondents) were psychologically comfortable and contributed to the fostering of their oral communication and intercultural skills. They provided students' acquaintance with online speech etiquette, developed the ability to hear and understand the ideas of interlocuters (98% of respondents); fostered persuasion skills, the argumentation of one's point of view, adequate response, predicting the response of interlocutors (84%), that was especially valuable in the period of isolation, caused by the state of emergency.

At the same time, respondents complained on certain difficulties, mostly related to external factors, namely: technical problems with electricity, internet connection and video broadcasting; lack of experience with the software; the need to provide access to each conference through a password or personal teacher ID; the embarrassment of students to speak on camera, ask questions in chat, emotional

complications associated with going online from their places (Bilotserkovets et al., 2022).

The majority of respondents admitted that social networking, applied in the process of target language learning, contributed to the formation of productive types of speech activity, writing skills in particular (96% of respondents). It was important for them because the need for writing skills was constantly growing due to the spread of various social networks and messengers.

Students appreciated the possibility of learning in practice speech behaviour strategies of culturally diverse people, the most significant grammatical and syntactic phenomena inherent for the target language (87% of respondents). Although, they realized that communication in the social media community posed higher demands not only for the level of proficiency in the target language but also for the message content, as well as increased the degree of awareness and personal responsibility of the author of the message (Fomenko et al., 2021).

While exploring students' attitudes towards m-learning, most respondents (92.4%) revealed the following positive points: the efficacy and simplicity of the performance of the assigned tasks as well as teachers' feedback via mobile communication; increased motivation due to combining learning with using digital gadgets and authentic training resources available anytime and anywhere. Concurrently, many respondents (81.2%) confessed that they were often distracted by mobile applications of an entertaining nature, played games, communicated in social networks and chat applications, and watched videos unrelated to the topic of the task.

Many students complained on the inconvenience of working on cell phones because of their small sizes and screen resolution, as well as the deficit of professionally-oriented educational mobile applications and programs (65%). Nevertheless, almost 100% of participants wanted to continue such practice permanently (Bilotserkovets & Fomenko, 2022).

Summing up the outcomes of the questionnaires, observations and interviews, the authors revealed that the research work on digital technologies implementation

into the process of the target learning in agrarian higher educational institutions was auspicious but challenging because it is not only up to students but also to educators to see the benefits of such innovations and to adapt own teaching style to them.

The data of the study are presented in Table 1.

Table 1. Students' opinions about digital technologies in teaching target languages

№	Digital technology	Features	
1	E-courses on the Moodle platforms	benefits	- consideration of students' previous cognitive experience for the choice of audiovisual, multimedia and other linguistic content; - professionally-oriented training materials; - a chat with a teacher
		challenges	- lack of skills to analyze, compare, annotate, peer-review, fulfil different kinds of independent learning activities
2	ZOOM-based lessons	benefits	- psychologically comfortable and contributed to the fostering of their oral communication and intercultural skills; - students' acquaintance with online speech etiquette, - fostering students' ability to hear and understand ideas of interlocuters; persuasion skills, the argumentation of one's point of view, adequate response, predicting the response of interlocutors
		challenges	- technical problems with electricity, internet connection and video broadcasting; - lack of experience with the software; - the need to provide access to each conference through a password or personal teacher ID
3	M-learning tools	benefits	- efficacy and simplicity of the performance of tasks; - teachers' feedback via mobile communication; - increased students' motivation for learning due to combining learning with using digital gadgets and authentic training resources available anytime and anywhere
		challenges	- distraction from learning by mobile applications of an entertaining nature; - inconvenience of working on cell phones because of their small sizes and screen resolution; - deficit of professionally-oriented educational mobile applications and programs
4	Social networking	benefits	- contribute to the formation of productive types of speech activity, writing skills in particular, due to the spread of various social networks and messengers; - possibility to learn in practice speech behaviour strategies of culturally diverse people, their significant grammatical and syntactic phenomena
		challenges	- higher demands for the level of proficiency in a target language, message content and personal responsibility for the author of the message

Discussion. Analysis of the results of the study showed that the use of digital technologies (e-courses on the educational platform Moodle, virtual Zoom-based classes, m-learning tools, social networking) in target language knowledge formation gained, in general, positive perception of students of agricultural universities, because they were provided with the access to quality training materials; the learning process was individualized and facilitated the for students by applying psychological and pedagogical innovations; constant feedback was supplied from the faculty and control under the students' progress in the conditions of the state of emergency when only distant education was possible.

Though, there were apparent difficulties with digital technologies implementation, which authors pointed out, among them, the lack of proper methodological training for educators and the insufficiency of professionally-oriented didactic material, the lack of 'live' communication and emotional exchange, which complicated the new knowledge formation and reduces the degree of its assimilation, entertaining nature of some software tools, that distracted learners from the educational activities amid working hours (doom-scrolling, playing games, communicating in messengers and chat applications, watching the video and listening to audio resources that were not related to the topic of the task); evident harm for eyesight because of spending a long time online.

Moreover, the introduction of distant education demanded updated teaching approaches from educators: they needed to master the roles of facilitators, mentors or tutors, provide individual pedagogical support and coordination of the learning process, group or personal consultations, management of educational projects, etc. Teachers had to adopt various modes for learning process organization, such as "blended learning", "flipped classroom", or "flexible learning". Nevertheless, educators complained that the quality of education deteriorated, as belonging to earlier generations, they were adherent to operate within the traditional classroom education system. Though, taking into consideration the socio-psychological characteristics of modern students, as representatives of the generation of centennials, it was proved that the linearity of presentation, frontal learning as a strategy

for obtaining information, own passivity in perception, the lack of a quick practical result are not characteristic for the centennials. In the period of the state of emergency, academicians witnessed a gradual transition from the passive-declarative style of teaching towards active instructing, which stimulates students' research instead of memorizing, challenges students' debating over learning issues or passing interactive tests instead of teachers' direct control (Bilotserkovets et al., 2021b).

Indeed, nowadays, the quality of education is a matter of learners' inclination to strengthen their ability of thoughtful studying; gain knowledge independently throughout life, omit time and distance restrictions by using enormous capabilities of the Internet, instead of the traditional classroom system, by implying not obedience, but self-organization (Kobzhev et al., 2020).

It was revealed that an important role had been played by the possibility of contact with a teacher and fellow students by means of various technical tools and groups in messengers. It happened because the digital community performed a function of a supporting group vectored to overcome students' self-doubt and difficulties in learning and motivate them to achieve progress. Communication between students and faculty amid chats in Moodle, groups in Viber, Telegram, social networks, etc. was characterized by a high level of tolerance to participants and their willingness to eliminate linguistic and psychological barriers that had complicated their target language learning via digital tools (Fomenko et al., 2021).

Results of the study proved that the actual benefits of digital technologies in the field of teaching foreign languages were more crucial than their drawbacks; the work in the virtual educational environment was convenient, understandable and, undoubtedly, contributed to the increase in students' target language proficiency, their intercultural competence, transversal skills, necessary for young professionals, who wanted to be competitive in the information-based society.

Conclusion. The findings of the survey that had been conducted in SNAU during the period of the states of emergency (2019-2022) revealed that the digital modes contributed to the foreign language training of students.

Therefore, the educational process can be transferred into digital space where it is possible to support new knowledge comprehension with e-courses based on learning platforms, websites, podcasts, simulations, interactive tutorials and links to reliable sources on the Internet. Video conferencing platforms, such as Zoom, have the technical ability to create a virtual environment for promoting students' genuine language practice and their level of communication skills. The diagnostics and control of mastered knowledge can be efficiently performed with multilevel verification training and attestation tests by means of mobile applications. Social networking increases the motivation of students and provides students with intercultural communication skills fostering knowledge on innovations in a specific field of future professional activity. However, it was concluded that the quality of target language proficiency gained by means of digital technologies depended greatly on the cognitive styles of students, as well as the teaching and diagnostic approaches of lecturers, that needed to be adapted to the peculiarities of online learning.

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1.3. AGRICULTURAL STUDENTS' FOREIGN LANGUAGE TRAINING VIA ZOOM

Introduction. Currently, higher education faces challenges that are a test for both lecturers and students. Every year, the requirements for the level of foreign language training of future specialists of non-linguistic, in particular, agricultural higher education institutions, are increasing. European integration, the internationalization of higher education, as well as the intensification of academic exchanges by students determine the practical mastery of a foreign language in the field of professional activity. Moreover, graduates of agrarian universities must know a foreign language at the level which is not lower than B2. Besides, there is a problem of lack of time for study, and at the same time, a large amount of knowledge and skills that students who study a foreign language need to acquire and learn. A significant role in improving the system of foreign language training for agricultural students belongs to modern information technologies, in particular, the implementation of distance learning methods.

Nowadays, such phenomena as distance education, digitalization and transformation of innovations, etc. have become relevant. The coronavirus pandemic, which covered almost all countries of the world in 2020, later the full-scale war in Ukraine as well, require modifications, the ability to innovate and the choice of the most optimal forms, methods, and means from all participants in the educational process.

Distance learning forces teachers to choose teaching methods and principles that would be effective in a virtual educational environment. The problem of choosing effective digital resources and learning services, as well as the tools necessary for organizing online meetings with students in a remote format, is currently one of the most relevant in the educational domain.

For almost three years of learning mainly remotely, it is undoubtedly early to talk about the ideal model of online foreign language classes, a successful algorithm for planning and conducting them; since each lecturer tries out different

methods and selects the optimal methods and forms of educational activity, taking into account various extra-lingual factors that did not have a place in traditional classroom education. Therefore, it is important to find and analyse effective tools for organizing online classes.

Literature review. In the past decade, much research has focused on e-learning. Due to the COVID-19 pandemic, the implementation of online learning (e-learning) is a fundamental part of the learning process. During the COVID-19 pandemic, online learning has changed the way how is taught and learned. The scholars have stated that the objective features of pandemic and post-pandemic reality require a gradual transition from usual educator-centred and lecture-based frontal learning towards primarily learner-centred blended educational process, containing work in groups, collective projects, disputes, hands-on learning activities, and mostly lectures online (Zhu & Liu, 2020).

The educational process had to be transferred into digital space where it is possible to support new knowledge comprehension with websites, podcasts, simulations, interactive tutorials on YouTube, Internet-based educational games and links to reliable sources on the Internet (Bilotserkovets et al., 2021).

Currently, Zoom, Microsoft Teams, and Google Meet are the most common platforms in Ukraine for conducting classes that provide the possibility of video conferencing. Destianingsih and Satria (2020) stated that the effective tool that can be utilized in explaining the subject and as the virtual tool to replace face-to-face meetings is the Zoom application.

Scholars have underlined the following positive aspects of its implementation: ease of use; clear and simple interface; fast and as simple as possible connection to classes in the form of conferences (Kostikova, 2021).

Lysenko singles out the concept of "video conference" as "an interactive tool that includes audio, video, and computer technologies for communicating geographically distant interlocutors in-person in real time" (Lysenko, 2019: 126). The researcher notes that applying video conference in the process of foreign language learning makes it possible to "form a conscious attitude and consideration

of the issues raised, active in its discussion, language culture, etc. The participants have the opportunity to see facial expressions and sign language, and these things are the most important aspects of communication that are lost in asynchronous types of work (e-mail, chat, forum, blog)" (Lysenko, 2019: 127).

Zoom is considered the most popular online platform, which is used during the pandemic period to support discussions or meetings through video conference. It is beneficial in the teaching-learning process since disconnection problems never happen in Zoom (Nafisatul Mu'awanah et al., 2021).

The online platform offers various advantages over other applications, one of which is that it has the ability to bridge space, time, and students' flexibility time in their learning process (Nanda Amalia Putri & Maman Suryaman, 2022). Zoom application is easy to use on various digital devices, such as Smartphones (Android and IOS-based), Personal Computers (PC), Laptops, Notebooks, and Tablets with internet quota savings.

Suardi (2020) argues that in the cognitive aspect e-learning process by utilizing the Zoom Cloud Meetings application is almost no different, even the same as the in-person learning process in class and actually has a few advantages based on its flexible nature as it can be carried out anywhere that makes students relaxed and comfortable in learning, not tense, just like in class.

Methods. The paper is targeted to analyse the specifics of the preparation of the educational process using the Zoom platform for teaching foreign languages online in the context of distance learning; to determine the main advantages and disadvantages of the implementation of video conferences in the educational process in agrarian higher education institutions of Ukraine.

To achieve the goal of the study, a set of methods was used: analysis and systematization to identify the presented problem at the current stage; a generalization method for presenting the advantages and disadvantages of implementing video conferencing in the educational process of higher education institutions. To present the results of the analysis of the effectiveness of the Zoom platform, a descriptive method was used.

Results and discussion. The pandemic has caused significant challenges for the higher education system in Ukraine. The lockdown period became a stage on the way to gaining experience in teaching foreign languages, in this case, under the conditions of distance learning. Learning a foreign language through distance learning is a new reality for both lecturers and students. The instructors had to master the basics necessary for conducting online conferences in a short period of time.

In addition to the technical side of conducting classes remotely, the most important thing was to prepare educational material of certain content and present it so the student could navigate it independently. In a fairly short time, it was necessary to change from the model of classes in the classroom to classes in the so-called virtual space. A properly selected educational portal plays an important role.

Since the beginning of the quarantine, the training of agricultural students at Sumy National Agrarian University has changed. The academicians have actively implemented online learning, using e-courses on the platform Moodle. The lecturers are able to download the necessary learning materials (lectures, presentations and videos) as well as test tasks. In the Moodle e-learning system, students have access to all text, audio and video materials on course topics.

In foreign language classes, some online applications are popular to use, such as Google Classroom, Google Form, and Zoom. Each application has its own strengths and challenges. Practical classes are mainly carried out by foreign language lecturers by means of Zoom, which provides the opportunity to conduct foreign language classes in video format and online mode.

This platform allows learners to have high-quality video and audio communication with slow Internet. Among the main advantages of this web application are the exchange of audio and video content, the ability to set a time limit for completing tasks for controlling writing and listening skills, discussion of individual problematic issues in grammar and conversational practice (using the forum), an automatic system for evaluating completed tasks, etc. Furthermore, in learning a foreign language, effective and direct communication is important since

students can follow, imitate, have question and answer, and do exercise directly in every meeting.

Due to a wide range of built-in functions, Zoom demonstrates high efficiency in the implementation of a foreign language learning process. In terms of frequency of use, the most useful features include: chat, online whiteboard, screen sharing, and breakout rooms.

If it is necessary, a lecturer, as the organizer of the video conference, has the ability to turn on and off the microphone and the image of both oneself and the students. If students are unable to use a microphone, there is a built-in chat. It allows you to communicate both with the whole group and with an individual student. The private chat feature on Zoom allows a lecturer to send instructions or corrections directly to students. A lecturer can also use this to give feedback or grammar notes to individual students in real-time during lessons. Some students are not quite confident to ask in a spoken way, so they use this feature. It also allows a lecturer to give students individual praise anonymously, which is great for motivation.

The "Screen sharing" tool allows you to listen to audio, view videos, illustrations, presentations, interactive tasks, text files in synchronous mode, and also pause the demonstration if it is necessary. A lecturer can share the entire screen or a part of it with the participants, including a browser demo, an audio or video file, open a tutorial, select a separate sentence or paragraph, enlarge or reduce the image, delete the wrong one, and emphasize important things.

When learning a foreign language, there is a need to work in pairs or small groups. The Zoom platform provides such an opportunity. Students in groups communicate with each other in the so-called "Breakout Rooms". This function is not available on other platforms. This feature allows lecturers to divide students into smaller groups, for example, when it is necessary to make up dialogues, hold discussions, work on projects, etc.

Depending on the task and the number of students, the lecturer manually or automatically determines how many "rooms" are needed. Moreover, a participant

can be moved from one "room" to another. The instructor can visit each group in order to check how the conversation among the participants is going on, as well as to provide instructions and correct language and speech errors of students. After the time is set, the participants will automatically be led back to the "main room" once the session finishes.

The video conferencing feature (private and group) enables lecturers to communicate directly with students and monitor important evaluation aspects of speaking skills, such as word choice, pronunciation accuracy, grammar, comprehension, fluency, and intonation accuracy (Menggo, 2021).

Applying such interactive methods of teaching a foreign language as working in small groups and discussions, contributes to the development of agricultural students' soft skills (the ability to analyze, work in a team, think critically, defend their views, etc.) (Fomenko, 2022).

The scientists single out several main advantages of working in "Breakout Rooms", namely: more opportunities for active learning and individual interaction; the ability to consolidate competencies by explaining concepts to others in the same room; the ability to apply concepts to situations and scenarios; creating a community and support within the same group, which improves the sense of belonging to the educational process; exchange of different points of view, contexts and competences (Shcheblykina, 2022).

However, tasks and forms of work in small groups for use in Breakout Rooms must be structured and effective, require perfect preparation, the constant growth of the lecturer's professional skills, and also require a high level of computer literacy from a modern teacher in order to achieve the main goals of a foreign language learning.

Depending on the complexity of the proposed tasks, the level of detail required, and the familiarity of the students with their teammates, the participants' working time in the breakout rooms can be from five minutes (brainstorming) to fifteen minutes (for long tasks with a final result, such as a round table, discussion, case-study).

The use of breakout rooms for group work on the Zoom platform is an effective tool and interactive method of foreign language teaching, developing students' communicative competence, teaching teamwork, as well as a method of relieving tension and creating interaction in online classes.

In addition, both the lecturer and students have the opportunity to use additional tools during video communication: presentations (created by means of such graphic tools as Microsoft PowerPoint, Google Presentations, Google Slides, Canva, etc.), as well as audio and video materials, various Internet resources. Internet technologies can be successfully used in foreign language classes in order for students to search for supplementary information on the topic being studied and to collect data for creating a multimedia presentation.

Slide shows on topics can be created for better visual and auditory perception of the information. The presentation affects several types of memory at once: visual, auditory, emotional and motor. When organizing an online class using a presentation, the learning material is presented visually and accessible. During the performance, the student has the opportunity to use keywords, diagrams, tables, and pictures. All mentioned above allow the student to build an answer confidently, consistently and comprehensively. The scholars determine the benefits of Zoom for online foreign language learning: Zoom embodies beneficial functions and tools for educational contexts, mediates the transition from face-to-face learning to online learning, creates a psychologically comfortable atmosphere for online education, provides synchronous interaction, communication and cooperation, and helps develop foreign language skills (Tuncer & Karataş, 2021).

In particular, due to the forms of work used by lecturers in the process of foreign language teaching via Zoom, students can foster such soft skills and digital competences as communication skills in the Internet environment, the ability to work with online platforms and video conferencing, mastery of presentation creation programs, office programs, high level of self-organization, and time management skills.

The practical experience of applying the Zoom platform in foreign language teaching shows that in addition to a large number of advantages, there are some disadvantages, in particular:

- poor Internet connection;

- low-quality technical support for individual students (some students do not have computers or tablets; they only have smartphones that do not allow them to use all the functions of the Zoom platform);

- limited phone memory;

- visual load for both the student and the lecturer.

Not all students and lecturers have all the necessary equipment: a web camera, a microphone and the computer itself. At the same time, technical problems occur on the platform itself with increased user load. In addition, there is abuse on the part of students who justify their absence from class in the format of video communication or refusal to answer with technical problems.

Among the main problems, the lecturers also point out insufficient feedback, the impossibility of applying usual forms and types of work that were used in offline learning, checking work and correcting mistakes, significant time spent on preparation, lack of personal contact, and sometimes visual contact, due to the reluctance of students (and sometimes lecturers) to work with cameras on, etc.

Another disadvantage of this platform can also be "zoombombing". There are known possible cases with unwanted third-party visitors who have access to the password and link, but in the event that the lecturer has disabled the waiting room.

The use of the Zoom application requires lecturers to consider the virtual platform's didactic possibilities and external factors that may negatively influence the intention of students to apply this platform. Creating favourable psychological and pedagogical conditions and taking into account methodological principles will undoubtedly contribute to more effective implementation of the Zoom platform in the educational process. These principal conditions include the following: clear planning of the training session and selection of the necessary educational content

in conjunction with the use of certain program tools for the best presentation of the material; digital competence and necessary digital skills to work using the Zoom platform; style of pedagogical communication and teaching methods for involving students in online communication; ethics of online communication and protection of personal space and opinion of the interlocutor.

Planning and conducting online classes are associated not only with the ability to present learning materials and competently build pedagogical communication but also with adjusting and regulating educational technologies in such a way that interactivity does not interfere but contributes to effective synchronous communication. These recommendations are typical not only for working in Zoom but also for building online learning and communication in general.

Conclusion. According to the findings, among online platforms for conducting video conferences, Zoom has proven itself as an effective service for teaching a foreign language. The options offered by the Zoom platform allow a lecturer to fully use various forms and methods of teaching and to apply communicative methods. This program has a number of advantages (the ability to attract a large number of participants and use various options during an online conference) as well as certain disadvantages (poor internet connection, low-quality technical support, load on visual receptors, insufficient feedback, "zoombombing").

The practical significance of our study is the possibility of using its results in further studies of the effectiveness of applying the Zoom platform in teaching foreign languages online in the process of organizing distance learning at universities.

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1.4. BASIC COMPONENTS AND WAYS OF FORMING FOREIGN-LANGUAGE COMMUNICATIVE COMPETENCE OF NON-PHILOLOGICAL TRAINING PROFILE STUDENTS

Introduction. In modern society, the number of situations, types and forms of activity for the implementation of which it is necessary to possess the competences of foreign language oral and written communication has increased significantly. Researchers have identified significant differences in the demand for specific foreign language skills determined by the specialist's field of activity, as well as in the required levels of mastery of these skills. All this determines the need of modern society for a personality of a multicultural type, capable and ready to interact effectively in a global multicultural space.

The content of linguistic education in a non-philological institution of higher education is determined by tasks aimed at the development of the student's personality by means of foreign languages in the process of acquiring special professional knowledge and skills. The effectiveness and efficiency of linguistic education are determined by the level of students' foreign language communicative competence development. One of the conditions for the successful implementation of the development of foreign language communicative competence is its methodical support. The system-forming core of the development of foreign language competence is the student's personality in the variety of manifestations of its value relations.

Currently, the issue of developing an optimal educational model, creating educational and methodological resources aimed at the effective formation of communicative readiness of non-philological training profile students in accordance with modern requirements of the state in the field of quality of higher professional education is gaining special significance. In addition, it is also determined by the needs of the individual, society and employers. We aim at considering the student's communicative readiness as an integrative and dynamic quality of the future specialist; clarifying the definition and specific features

of the formation of students' communicative readiness to master a foreign language; characterising the components of communicative readiness as well as the main types of communicative difficulties when learning a foreign language; presenting the results of research and experimental work to verify the effectiveness of the developed model of formation of communicative readiness.

Literature review. There are studies that reflect the features of teaching a foreign language to young people (S. Nikolaeva, O. Bihuch, N. Borusko, H. Borets'ka).

The problems and features of professional foreign language training of non-philological profile specialists are reflected in the works of P. Bekh, N. Bibik, I. Bim, S. Honcharenko, I. Zimniaya, S. Nikolaeva, S. Kozhushko, O. Leontiev, E. Passov, O. Tarnopol's'ky.

The analysis of scientific sources shows that the problem of the formation of communicative competence was and is the subject of consideration by Ukrainian (L. Biryuk, A. Bogush, T. Volfovs'ka, S. Nikolaeva, O. Pavlenko, L. Palamar, M. Pentylyuk) and foreign (M. Vyatutnev, N. Hal'skova, N. Hez, V. Kokkota, O. Leontiev, R. Milrud, O. Myrolyubov, A. Nemushyn, Yu. Passov, L. Bachman, M. Canale, D. Hymes, A. Holliday, M. Swain) psychologists, linguists, teachers since it is about training specialists.

Ways of assessing the quality of training a new type of specialist and improving the management process are considered in the works of Ukrainian scientists V. Hladkova, S. Pozharskyi, V. Zahorskyi and foreign scientists E. Yakovlev, N. Biryukova, O. Kuz'menko, and others.

Methods. In carrying out this study, we used a set of research methods:

- theoretical: systematic analysis of scientific literature;

- analytical: through which the problems studied found their consideration in their development and unity;

- empirical: observation, questionnaires, interviews, retrospective analysis of our own teaching experience in institutions of higher education – to clarify

the quantitative and qualitative characteristics of students' readiness to master a foreign language;

– statistical: a combination of quantitative and qualitative analysis of the data obtained using student's criterion in order to substantiate the probability of the results obtained.

Results. Within the framework of our study, modelling the process of forming communicative readiness for mastering a foreign language among non-philological training profile students is aimed at identifying blocks, each of which performs a specific function: identification of contradictions and definition of the research plan; representation of theoretical and methodological approaches and principles of development of this phenomenon; study of the essence and content of the communicative readiness components and pedagogical conditions; organisation of the effective development of students' communicative readiness (stages, technologies, methods, techniques, forms, means); identification of criteria and indicators and selection of diagnostic methods for assessing the level of its development among students and adjusting the curriculum.

The aim of the research and experimental work was to verify the effectiveness of the model of communicative readiness formation for mastering a foreign language by non-philological training profile students when implementing a set of identified pedagogical conditions.

The majority of scientists share the opinion that professionally-oriented foreign language communication differs from other types of communication primarily because the participants of the communication represent different cultures and societies. The analysis of recent studies has allowed us to define foreign language communication skills as an integrative personal and professional formation that is revealed through the psychological and technical operational readiness of an individual to perform successful, productive and effective professional activities by means of a foreign language or under the conditions of a foreign language culture and provides the possibility of effective interaction with the environment. Scientists believe that the speech competence of the individual is realised in the performance

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of various types of speech activity, namely: perception, awareness, and reproduction (oral or written) (Chykhantsova, 2015).

Thus, professionally-oriented foreign language communication involves such an organisation of speech interaction that can ensure productive contact between a specialist and participants in professional activities, which becomes possible due to the knowledge of the interlocutor's cultural characteristics and the correct style of behaviour. This point of view is held by Majid (2002). The scientist believes that the result of foreign language education is the development of a linguistic personality, which seems possible if foreign language communication is taught in the context of a dialogue of cultures (Majid, 2002). Other researchers interpret linguistic personality as "a multicomponent set of linguistic abilities, skills, readiness to perform linguistic acts of varying degrees of complexity, acts that are classified by types of speech activity and by language levels" (Hal'skova & Nikitenko, 2006: 21).

The principle of co-creation, creative self-development and self-realisation, which affects the formation of motivational and activity components of communicative readiness, allows establishing such an optimal form of interaction between the teacher and students as a dialogue, the essence of which lies in the mutual enrichment and personal development of its participants. This process is a subject-subject interaction of the teacher and the student as partners. The student becomes a co-author of educational activities creatively organised by the teacher. Summarising theoretical and methodological research on the problem of developing communicative readiness of non-philological training profile students to master a foreign language, we believe that the essence of the process of forming communicative readiness to master a foreign language consists in improving personal and professional qualities, as well as increasing the level of knowledge, skills and key competencies necessary to students to master a foreign language successfully.

We share the point of view of the authors who define communicative readiness as an integral entity combining several groups of characteristics (Knodel', 2019). In this case, the content of the "communicative readiness" concept is revealed

through the substantiation of its main components – motivational, personal, cognitive, emotional-value and activity.

In the works of Ukrainian and foreign psychologists, the dominant role of motivational phenomena in the mental activity of each person and their decisive importance in the professional training of specialists are noted. Guided by these provisions, we singled out one of the components of communicative readiness – the motivational one – aimed at stimulating and supporting the communicative activity of students in the process of intercultural interaction. It is also a set of causes of a psychological nature that explain the very act of communication, its beginning, orientation and activity.

Based on scientific works, we come to the conclusion that this component of communicative readiness contains the subject's focus on demonstrating this quality in order to increase the effectiveness of interaction with representatives of a foreign culture, which is expressed in motivational forms – motives, needs, goals, interests, aspirations and in perceptual forms – values, life principles, value orientations.

According to the logic of our reasoning and guided by the structure of the psyche, we singled out the emotional-value component as another component of communicative readiness. Emotions are a person's experience of relation to the surrounding world and to themselves; some specific physiological and psychological states or processes; the means by which body and mind interact. Based on the research, we can conclude that the positive emotional attitude and emotional readiness of an individual for intercultural communication will contribute to its rapid acculturation, which will allow the individual to be ready to interact with representatives of another linguistic culture. It is possible to single out emotional states that provoke communication difficulties: tension, feelings of anxiety, fear, loneliness and inferiority, a sense of self-identification, etc., which form a state of "cultural shock" in the communicant (Nurmykhambetova, 2016).

Therefore, we consider the emotional component within the framework of this study as a positive emotional adjustment to intercultural communication, emotional

culture, emotional intelligence and emotional creativity, which allow for overcoming "culture shock", quickly adapting and mobilising in new situations, controlling one's emotions, not showing aggression in the process of intercultural interaction.

The next component in the structure of communicative readiness for mastering a foreign language is the cognitive one. The cognitive side of readiness was studied by many foreign scientists, exploring the structure of divergent thinking (Guilford, 1950; Kuhn & Holling, 2009; Mednick, 1962; Torrance, 1972), characteristics and psychological mechanisms of intellectual giftedness (Matyushkin, 1989; Kholodna, 1993), etc. Based on the analysis of scientific papers on this issue, we included in the composition of the cognitive component of communicative readiness the following elements: lingua-creative thinking, which determines the linguistic abilities of the individual, knowledge and experience in the field of intercultural communication.

As the next component of communicative readiness, we have identified an activity one based on the provisions of the behavioural approach. It contains a number of technologies and competencies necessary for the implementation of this phenomenon in the process of mastering a foreign language.

The activity component of the student's communicative readiness, which includes communication means, foreign language communicative competence and socio-cultural qualities, is responsible for the coherence and consistency of language expressions, for the adequacy of behaviour and the effective use of communicative, management strategies and cooperation tactics that ensure adequate to humanistic goals and conflict-free communication with representatives of foreign cultures.

The personality component of communicative readiness to master a foreign language includes a system of individual attitudes in the sphere of interpersonal communication, moral values, communicative qualities of the individual characterising the need for communication, and attitude to the way of communication.

Communicative and personal problems that arise during foreign language learning can be classified as follows:

- motivational and value (lack of interest in learning a foreign language, weak incentive for learning and development);

- cognitive (difficulties in perceiving, memorising, understanding the material, intellectual and communicative disorders);

- emotional-regulatory (increased emotionality, insufficient self-control, increased level of anxiety);

- characterological (predominance of negative traits of character that complicate communication and establishment of positive relationships in the group);

- communicative and linguistic (difficulty in verbal expression of thoughts and feelings, establishing contact with others);

- spiritual (absence or weak expression of universal virtues and value orientations).

The communicative readiness of a non-philological training profile student to master a foreign language is considered by us as an integrative and dynamic quality of the future specialist, which assumes the presence of an elementary level of knowledge of a foreign language, active involvement in the process of its study, knowledge of the norms of communicative behaviour. Intra-personal qualities here are communicative activity (the intensity of communicative activity aimed at building stable mutual relations, its operational and dynamic characteristics), communicative reflection (the student's awareness of the communicative features of their personality, their own feelings, thoughts, actions, as well as awareness of how they are perceived by those around them).

In the communicative approach, special importance is attached to the content side of the language, its impact on the partner, and the implementation of all the main functions of communication: cognitive, value-oriented, regulatory and conventional. Accordingly, in the course of communication-oriented training of future foreign language specialists, the ultimate goal is the formation of students' communicative competence, which includes various components: linguistic competence (readiness to use a foreign language as a tool of speech and mental activity), pragmatic competence (readiness to convey communicative content in a communication

situation), cognitive competence (readiness for communicative and mental activity) and informative competence (possession of a content subject of communication).

The criteria for identifying the success or failure of the formation of non-philological training profile students' communicative readiness in the process of learning a foreign language include the following: formal success; the possibility of using languages by students in different contextual situations; the degree of involvement in the process of learning a foreign language; emotional state of students assimilating a new language reality; students' self-assessment.

Discussion. The experiment involved 150 students, of which 120 students became direct participants in the formative phase of the experiment, and 60 people entered the experimental group.

In the course of the analysis, it was found that the majority of subjects are at the initial level of overcoming communicative difficulties, i.e. at the level that distinguishes the instability of the quality of knowledge and skills in the "Foreign language" subject and a vaguely expressed professional intention regarding its application. It also indicates the lack of communicative readiness to overcome difficulties (aggressiveness, irritability, subjective feeling of loneliness, anxiety) as well as the lack of a conscious attitude to one's professional activity and unformed self-management.

Attribution to a certain level (initial, operational, technical) at the ascertaining phase of the experiment was carried out by diagnosing changes in the states of manifestation of communicative difficulties. The average score, which is in the range from 2 to 3.3 points, correlates the level of formation to the initial level (I); the average score, which is in the range from 3.3 to 4.2 points – to operational level (II); the average score, which is in the range from 4.2 to 5 points – to technical level (III). Tests were used to control students' knowledge because tests themselves assume a more frequent systematic and objective verification of knowledge. Checking the understanding of a scientific and technical text includes testing the ability to highlight graphic information related to mastering the graphic system of the language: structural information, which is understood

as grammar and word formation, and semantic information, i.e. the content of the text. The main parameters of the tests are their effectiveness and reliability. The results of the testing showed that the tests provide an opportunity to objectively reveal the level of development of the skills selected as test objects. Test scores stimulate students' learning activities. The grades obtained are objective and realistically assess the students' knowledge.

Thus, the scientific selection of educational material, its complex methodical organisation, development of students' logical thinking, theoretical generalisation of accumulated knowledge, testing – all these elements contribute to higher quality and more effective professionally oriented training of non-philological training profile students.

In general, the data obtained about the groups of students who participated in the experiment are shown in Table 1.

Table 1. Indicators of the severity of the levels of formation of communicative readiness for mastering a foreign language by non-philological training profile students at the ascertaining phase of the experiment

Group	Number of subjects	Levels					
		I initial		II operational		III technical	
		Number	%	Number	%	Number	%
Control Group	60	26	43.3	24	40	10	16.7
Experimental Group	60	25	41.7	24	40	11	18.3

The analysis of the obtained experimental data allows us to arrive at the following conclusion. If the goal is not to form communicative readiness for mastering a foreign language by non-philological training profile students, which involves a rational approach to any type of activity and focusing on oneself as a subject of activity and communication as well as the presence of constant reflection on oneself, one's abilities and capabilities; controlled displays of sociability and extraversion and well-controlled goals and motives of activity, then effective mastery of the necessary knowledge, skills and abilities in learning a foreign language does not occur (Kamianova, 2009).

At the formative phase of the experiment, students interacted and helped each other, which is relevant in the context of foreign language professional training in groups of students with different initial levels of language proficiency. Traditional practical classes were held in an active, activity mode, and different forms of work were used (individual, pair, frontal, group). The process of implementing the pedagogical model for the formation of communicative readiness for mastering a foreign language by non-philological training profile students included interrelated stages: comprehensive analysis of a personality; use of necessary technological tools; exclusion of undesirable stereotypes, value orientations, behavioural motives, consolidation of the achieved results; immersion of the subject of the educational process in a certain system of exercises, fixing the spiritual values and manners of behaviour in the mind of the subject; creation of a number of alternative problem situations that provide the subject with the opportunity to demonstrate altered behaviour (Nurmykhambetova, 2016), within the framework of this study – overcoming communication difficulties.

To test the effectiveness of the model for the effective formation of communicative readiness for mastering a foreign language by non-philological training profile students, a re-diagnosis of the subjects was carried out.

The analysis of the results of the types of personality orientation study according to the "Determination of personality orientation" method (Bass, 1967) showed that 31.7% of subjects from the control group (CG) and 8.3% from the experimental group (EG) showed self-orientation. 43.3% of subjects from the CG and 40% from the EG showed interaction-orientation. Task-orientation is a priority for 25% of CG subjects and 51.7% of EG subjects. The data indicate some fairly stable positive dynamics in the EG: the number of subjects who are self-oriented decreased 4 times; the number of subjects who are interaction-oriented increased by 1.7%; the number of subjects who are task-oriented doubled. The facts mentioned above allow us to conclude the desire of non-philological training profile students to implement the knowledge of a foreign language in the process of communication, which in turn indicates overcoming communication difficulties in a foreign language reality.

The figures of the multivariate personality questionnaire FPI allow us to judge that in the EG the indicators of the following states and personality traits like depression, sociability, shyness, and emotional lability in the event of difficulties in learning a foreign language have changed significantly (decreased by half). Along with this, we note positive dynamics in the emotional state, in behaviour, in relation to oneself. The subjects eliminated the tendency to stress response to ordinary situations in the process of foreign language communication. At the phase of the formative experiment, EG students developed self-confidence, vitality and an optimistic attitude to the surrounding reality that directly indicates the formation of means of protection against the influence of stress factors in learning a foreign language.

Analysing the results of the severity levels of self-esteem indicators among non-philological training profile students, we concluded that high inadequate self-esteem began to characterise 11.7% of the subjects in the CG and 3.3% in the EG. High and adequate self-esteem is characteristic to 25% in the CG and 16.7% in the EG accordingly. 48.3% of subjects in the CG and 68.3% in the EG are characterised by average and adequate self-esteem. For 8.3% in the CG and 10% in the EG self-esteem is low and adequate. Self-esteem is low and inadequate for 6.7% of the subjects in the CG and 1.7% in the EG accordingly.

The results of the formative experiment revealed positive dynamics in the formation of communicative readiness for mastering a foreign language among the students of the experimental group (Table 2).

Table 2. Indicators of the severity of the levels of formation
of communicative readiness for mastering a foreign language by non-philological
training profile students at the final phase of the experiment

Group	Number of subjects	Levels					
		I initial		II operational		III technical	
		Number	%	Number	%	Number	%
CG	60	12	20	35	58.3	13	21.7
EG	60	2	3.3	23	38.3	35	58.4

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The initial level (I) decreased by 38.4%. The operational level (II) did not decrease (-1.7%), and the technical level (III) increased by 40.1%.

Conclusion. Thus, as a result of the formative phase of the experiment, we arrived at the following conclusions.

In the course of the experimental study, the dynamics of the transition of a non-philological training profile student from the initial level of formation of communicative readiness to mastering a foreign language to the operational and technical level were tracked.

Specifics of demonstration of communication difficulties that arise in the process of learning a foreign language by non-philological training profile students lies in a significant correlation of the manifestation of difficulties with depression, irritability, subjective feelings of loneliness, and anxiety. Diagnosis of the dynamics of overcoming communicative difficulties formation revealed the elimination of significant manifestations of emotional states through the implementation of a model of communicative readiness formation to master a foreign language. The results of the formative phase of the experiment demonstrated a noticeable increase in the level of formation of communicative readiness for mastering a foreign language by non-philological training profile students. More pronounced changes are observed in the experimental group, where the technical level of the formation increased by 40.1%. In the control group, where the model of communicative readiness formation was not used during the experiment, the technical level increased only by 5%.

The analysis of research and experimental work results revealed that overcoming communicative difficulties that arise in the process of learning a foreign language by non-philological training profile students can take place at different levels: initial, operational, and technical. Each of these levels is filled with its content and main criteria features.

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1.5. QUALITY OF HIGHER EDUCATION: REGIONAL ASSURANCE NETWORKS AND ASSOCIATIONS

Introduction. The quality of education is a universally recognised priority of changes in modern education. Under modern conditions, the relevance of the problem of ensuring the quality of higher education is determined by the requirements of a competitive personality formation that is successful in the European and global markets of qualified labour. Today, the quality of higher education is one of the determining factors of the competitiveness of any country, the intellectual resources of social reproduction, the development of the people's spirituality, the guarantee of modern achievements and the future. Recently, it has become a generally accepted fact that modern political processes, in particular globalisation and internationalisation, have radically changed the educational, political and economic relations between countries and peoples. Studying the formation and development of the higher education quality assurance process in the context of the Bologna Process, Ukraine has taken decisive steps towards integration into the European Higher Education Area.

For more successful development and further effective introduction of this process in Ukraine, already existing European and world experience should be studied. The study analysed in detail the activities of the leading networks for quality assurance in higher education in Europe *(European Association for Quality Assurance in Higher Education, Nordic Network for Quality Assurance in Higher Education)* and familiarised with such a network outside its borders *(South African Network for Quality Assurance in Higher Education).*

During the study, the main essence of the "regionalisation" concept in the field of higher education was analysed; structures, program documents, leading publications, and priority projects of higher education quality assurance networks regarding research issues were investigated.

Methods. To solve the problems, theoretical methods of analysis, systematisation and generalisation of materials related to research questions were used.

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In recent years, the problem of regionalisation in the field of the higher education system has got much attention in the research of domestic and foreign specialists. Each region tries to invent and apply essential mechanisms for quality assurance of higher education, thereby keeping the region united and strengthening its significance within the country, and possibly including it in international cooperation. For the successful introduction of the quality assurance process at the national level, it is necessary to study and analyse already existing practices, activities of leading regional networks and associations and take into account problems and ways to overcome them. Any experience will only facilitate the introduction and practical use of the quality assurance process in the domestic higher education system.

Initially, the fact that quality assurance of higher education is not a problem solely for the European countries. All over the world, attention to higher education quality new standards, and increasing the cost of educational services is increasing.

Results and Discussion. Several powerful regional networks/associations of quality assurance of higher education were analysed during the research.

The European Association for Quality Assurance in Higher Education (ENQA) is one of the main networks among the organisations that ensure the quality of higher education in the European region.

The stabilisation of the first external quality assurance procedures at the national level at the end of the 90s of the XX century was the main prerequisite for ENQA creation. The network was founded in 2000 precisely in order to intensify European cooperation in quality assurance. The founders of the organisation were the participating countries of the Bologna Process, under the first name – the European Network for Quality Assurance in Higher Education (in 2004, the term "network" was changed to "association", but the acronym remained unchanged – ENQA). The European pilot project of quality assurance in higher education (1994-1995) was the first experience of European countries. This project demonstrated the usefulness of experience-sharing in the field of quality assurance. In order to further develop cooperation in this area, the Council Recommendation

on European Cooperation in the field of quality assurance in higher education was created in 1998 (98/561/EC: Council Recommendation…, 1998). In 1999, with the signing of the Bologna Declaration, a qualitatively new stage of this process began.

ENQA began its activity as a discussion forum of several quality assurance agencies, and by the time of the Bologna Declaration signing, it had turned into the association with a broad membership of Bologna Process member countries. The organisational structure of the Association was as follows:

General Assembly is the central policy and decision-making body of ENQA. The General Assembly is composed of the Member organisations of the Association and has ENQA Affiliates. The General Assembly has meetings twice a year to discuss and approve matters of strategic importance to the Association (the strategic plan, annual work plans and budgets). The General Assembly also elects the Board, President and Vice-Presidents and endorses the decisions taken by the ENQA Board.

Board (the President, two Vice-Presidents and the Treasurer) is the executive body of the Association. It is responsible for planning, introducing and monitoring ENQA's activities, taking decisions on membership and affiliation applications, and for the overall management of the Association. Board members are elected by the General Assembly and serve terms of three years.

Secretariat is daily administration and management are conducted by the Secretariat, led by the Director. The Secretariat is headed by the General Secretary. The main aim is to keep records of the ENQA's activities. The Secretariat is based in Brussels, Belgium (About ENQA, n/d).

Another well-known and influential network in the European Higher Education Area is the Nordic Quality Assurance Network in Higher Education (NOQA). It is a forum for the sharing the information, the exchange of experience and the introduction of projects that constitute mutual interest.

The main NOQA's objective is to create a common understanding of different points of view related to quality assurance in higher education.

The network was created with the participation of five Nordic countries (Denmark, Finland, Norway, Iceland, and Sweden) and their respective national organisations involved in the assessment and quality assurance of higher education.

It is important to mention that joint projects are the leading form of cooperation. Similar cultural traditions and mutual understanding of approaches to quality assurance helped to create fruitful cooperation, and later led to the creation of a network. However, even with all the similarities, there is a difference. One reason for the discrepancy is that the Nordic countries have different approaches to assessing the quality of higher education and have different mandates from their governments. Joint projects have become a way to form a dialogue to understand these differences and reasons for the lack of convergence (Nordic Quality Assurance Network in Higher Education, n/d).

We are considering examples of some projects, once again confirming that assurance the quality of higher education is a priority area of activity of the NOQA:

2001 – *Quality Assurance in the Nordic Higher Education – accreditation-like practices.*

The project showed that the aims of higher education institutions in Nordic countries are set by the state. The governments of the Nordic countries have reserved the official authority for approval in the field of higher education. It is quite natural that the state wanted to maintain some control over the quality assurance process. On the other hand, higher education institutions enjoyed a great deal of autonomy, which meant that the institutions were fully responsible for the standards and quality of the educational services they provided. Since direct state control through a system of reporting and management ran counter to the very principle of institutional autonomy, the way out was to create semi-independent national agencies of quality assurance of higher education (Håmålåinen et al., 2001).

2002 – *A Method for Mutual Recognition of Quality Assurance Agencies.*

In May 2001, representatives of Iceland, Denmark, Finland, Sweden, and Norway gathered in Reykjavík to discuss issues of internationalisation of higher education and quality assurance. At that time, there was no doubt that education was

becoming internationalised, that students and instructors had to receive higher education not only at national institutions but also at institutions all over the world.

Mutual recognition was not an unknown concept in the process of quality assurance education. Probably the most famous scheme of mutual recognition was the so-called "Washington Protocol", which is an agreement between accreditation agencies in the field of mechanical engineering. Some agencies combined several functions: program approval authority, follow-up assessment, standard setting and foreign degree approval. Some agencies were only responsible for evaluation. In all Scandinavian countries and most European countries, quality assurance agencies were responsible for the entire higher educational sector (Lindeberg & Kristoffersen, 2002).

2003 – *Student involvement in Nordic Quality Assessments of Higher Education.*

The Nordic countries have always had a long tradition of cooperation. They also have applied to the field of higher education and the assurance agency.

In 2002 it was decided to start a joint project on the involvement of students in the quality assurance of higher education at the annual meeting of the NOQA. A working group of representatives from Denmark, Finland, Norway, Sweden and Iceland was created to manage the project. It was the fourth project conducted by NOQA. The aim of previous projects was to compare teaching methods. The project concerned the involvement of students in quality assurance. Students had a relatively strong position in the management of higher education institutions in the Nordic countries, that was why they had a significant influence on the management of assurance agencies. However, the scale of involvement and specific procedures differed between countries. In addition, attempts to involve students were not always successful. The report described the challenges encountered and the agencies' efforts to engage students successfully in the assurance process. One of the crucial conclusions of the project was the high degree of involvement of students in the self-assessment process (Froestad & Bakken, 2004).

2004 – *Systematic Quality Work in Nordic Higher Education Institutions.*

The theme of the project was determined by the growing requirements for quality assurance of higher education at European, national and institutional levels.

All the Scandinavian countries understood the need for quality assurance in higher education and took measures to build national quality assurance systems. In general, all Scandinavian countries emphasise institutional responsibility for the quality of education (Pirjo-Liisa & Luhanen, 2005).

2005 – *European Standards and Guidelines in a Nordic Perspective.*

The project aimed to exchange and compare practical experience among representatives of the Nordic countries for mutual encouragement as for the organisation, process and procedure that can be improved according to the new European Standards and Guidelines for Quality Assurance in the European ESG (QA). It was hoped that the Nordic agencies would be able to help each other and possibly other European agencies in solving existing and future tasks related to the topics covered by the ESG (QA) for quality assurance agencies.

As a result, ESG (QA) became an important step in the direction of transparency and mutual trust. Shared perspectives led to a high degree of attention and awareness of the quality assurance importance at both institutional and national levels (Vinther-Jørgensen & Signe Plough Hansen, 2006).

2006 – *Quality Audit in the Nordic Countries.*

Quality audit could be defined as the process of verifying the existence of procedures in higher education institutions to ensure and improve the quality and integrity of education. The role of audit in the national quality assurance systems of Nordic countries has changed over the years. Judgments were based on predetermined quality assurance criteria. Expert groups consisted of scientists with experience in higher education institutions and sometimes subject specialists. It should be noted the importance of international experts' presence (Wahlem, 2007).

2007 – *Learning outcomes: Common framework – different approaches to evaluating learning outcomes in the Nordic countries.*

The requirements of the Bologna Process affected higher education in the Nordic countries. All five countries: Denmark, Finland, Iceland, Norway and Sweden, adopted qualifications frameworks in the European higher education sector, which include three cycles with common descriptors for each.

Work on national qualifications frameworks and learning outcomes was at different stages in different Nordic countries.

The aim of this joint project was also to expand the agencies' information and understanding of the concept of "learning outcomes". The hope of the project organisers was to encourage Nordic quality assurance agencies, universities and other stakeholders in the process of introduction learning outcomes and developing assessment methods (Gallavarra et al., 2008).

2011 – *NOQA Project 2009 / 2010 – Site visits as an evaluation method.* The specific feature of this project was the explanation of differences in national approaches to external quality assurance in higher education (audit, accreditation, program evaluation) (NOQA Project 2009/2010 – Site visits as an evaluation method, 2011).

2012 – *Stakeholder cooperation – Annual NOQA project of the Scandinavian Network for 2011 (*Stakeholder cooperation. Annual NOQA project, 2011). NOQA decided to focus on cooperation between stakeholders in its joint project in 2011, the main objective of which was to understand different perspectives and practices regarding cooperation between employers in particular.

By the end of the project, the organisers hoped that the following questions would be answered:

- What is the definition of "stakeholder" in the context of quality assurance?
- Who are the main stakeholders?
- How and when does cooperation with stakeholders take place?
- What is the advantage of stakeholder cooperation with other participants in the quality assurance process?

The conclusions will be made about convergence, imbalance and examples of best practices in different countries (Stakeholder cooperation. Annual NOQA project, 2011).

2013 – *Learning outcomes in external quality assurance approaches (2012-2013).*

In recent years, the main focus has been on learning outcomes at the European level, which largely depended on learning outcomes in the Bologna educational reform. The project studied how learning outcomes are applied in external quality assurance approaches, with a particular emphasis on data collection, evaluation and use. In general, the report showed that learning outcomes were introduced in different ways in the Nordic countries according to the policies and educational traditions of the countries. Based on the results of this project, it was possible to conclude that learning outcomes became a useful tool for evaluating the quality of educational programs and made it possible to more systematically assess the level and coherence of the program and the relevance of the labour market (Hansen et al., 2013).

2014 – *Joint seminar of Nordic and Baltic quality assurance agencies 2014* was held. The objectives were to exchange experience in work processes and learn from each other in improving internal quality assurance of higher education.

In addition, the issue of encouraging all participants to continue working on quality assurance within the country was considered. The organisers hoped that both the content and the form of seminars should encourage cooperation and could be useful in work practice (Malla et al., 2014).

The next highlighted in the study organisation is the Association of Southeast Asian Nations Quality Assurance Network, which was officially established on July 8, 2008, for joint work and decision-making on the harmonisation of higher education policies in the region.

It was expected that the Association would connect member countries and create a common framework in the field of quality assurance of higher education.

The association cultivates the joint use and improvement of quality control of best national potential practices among its members.

The association is under the auspices of the Interuniversity Council of East Africa, a regional body of an intergovernmental organisation for 5 East African countries (Kenya, Uganda, Tanzania, Rwanda and Burundi).

The association:

– firstly, promotes coordination, harmonisation and communication among universities in East Africa;

– secondly, it cooperates with universities outside the region;

– thirdly, it provides the region with forums for discussing a wide range of scientific and other issues related to higher education in East Africa.

The objectives of the Association are:

– to encourage cooperation and linkages between quality assurance actors within East Africa;

– to contribute to the formation of the quality assurance culture in East Africa;

– to expand the capabilities of units in terms of quality assurance in higher education institutions in East Africa;

– to cooperate with quality control bodies at the regional and international levels;

– to promote the conduct of scientific research into the practice of quality assurance with the aim of increasing it in Africa;

– to spread the experience of quality assurance examinations in the region;

– to plan and conduct quality assurance seminars and workshops in order to exchange ideas and share the results of scientific research and best practices;

– to prepare and support the association of quality assurance experts in the region (East African Network for Quality Assurance, 2007).

Conclusion. The practical significance is in the fact that the main provisions and conclusions regarding the theoretical, organisational and substantive bases of the activities of networks for quality assurance in higher education can be used in the context of the modernisation of the domestic system of higher education in general and the process of quality assurance in higher education in particular.

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1.6. PEDAGOGICAL AND TECHNOLOGICAL ASPECTS OF E-LEARNING EFFECTIVENESS IN TERMS OF THE WAR

Introduction. The contemporary situation and current stage of the development of the educational system in our country are determined by the circumstances we have to adopt to focus on the basic values of European society. In February 2022, the state of emergency made Ukrainians leave their native land for abroad to find shelter in different countries, mostly European ones. Many students were among those who left their Motherland to save their lives. Other students, who stayed in the country, had to adapt to the new life circumstances. Despite the obstacles, both groups of students were eager to continue their education.

It should be noted that according to the Regulation of the Ministry of Education and Science of Ukraine "On Distance Education" dated 16 October 2020, the organization of distance learning can be implemented by providing education with distance learning as a separate form of education, using various forms of distance learning technologies (full-time, correspondence, network, external, family (home), pedagogical patronage) in terms of strict quarantine and other emergency circumstances) (Polozhennia pro dystantsiine navchannia, 2020). Strategies, methods and objectives of teaching in higher education have always been very sensitive to social, economic, cultural and political changes in society. Temporal restrictive measures caused by the war put the education system in a rapid transition from full-time studying to distance one. Circumstances motivated teachers of educational institutions to upgrade the new activities with the implementation of information communication technologies (ICT), ensuring the partnership of all participants in the educational process, including institutions, teachers and students. The implementation of ICT, the introduction of e-learning and digitalization has become a challenge for every person involved in the educational process and an integral part of the development of our society in terms of war.

For the first time, the application of different types of distance learning was announced by such scholars as Curtis J. Bonk and Charles R. Graham in the book

"Blended Learning" in 2006 (Bonk & Graham, 2006). Nowadays, the integration of various modes of e-learning into education is investigated by modern researchers, namely Fryer and Bovee (2013), Hung and Chou (2015), Lu and Chiou (2010), Shahabadi and Uplane (2015), and Zare et al. (2016) who explored the theoretical and practical basis of distance learning and described the peculiarities of its modes.

E-communication learning environments include a triad of synchronous, asynchronous and blended learning ones. This paper is targeted at revealing the technological and methodological background of blended learning and its essentials while teaching students at higher educational establishments in terms of the war in Ukraine. The purpose of the research is to define the fundamental features of pedagogical and methodological aspects in order to master teaching methods in the framework of blended learning, specify directions and set objectives of practical activity in gaining knowledge, distinguish the ways of its structuring and introduce the theoretical, experimental and methodological levels of the study.

Methods. The research material is based on the papers of domestic and foreign scholars in such fields as the theory and practice of e-learning modes (synchronous and asynchronous). The comparative analysis of theoretical (review of scientific literature on distance learning) and empirical (questioning, testing, conversation, pedagogical observation and experiment) methods are highlighted.

Literature Review. Even before the war, the educational system of the country faced a lot of obstacles in realizing the right to education as a basic human right. Despite near universal enrollment in higher education, many students were out of offline education because of the COVID-19 crisis. However, in terms of the war, the crisis deepened greatly. The war in Ukraine brought new challenges – the destruction of educational institutions, forcibly relocated students and teachers who study and work in new establishments throughout Ukraine and abroad, and "dropping out" of the educational process of individual students and entire groups due to air raids, combat actions and other causes connected with war. The situation made us proceed directly from discussions to the practical implementation of the new forms of e-communication learning environment that has assisted to define the basic

features of different modes of learning in practice. Hence, the educational process has to be modernized to facilitate access by means of essential and effective instruments and tools of ICT. In spite of the fact that e-learning communication is not the innovative method of interaction, its irreplaceable function has become vivid, especially in terms of the war.

The term "blended learning" gained its popularity after the publication of Bonk and Graham's Handbook on Blended Learning. Besides the combination of traditional and ICT technologies, the authors of the book invented three categories of "educational blending", namely: modification of blending, creative blending and increasing blending. Each category combines traditional and ICT technologies (Bonk & Graham, 2006). Due to ICT development, modification of blending is defined as the opportunity for the participants of the educational process to solve issues independently at the right time.

Being an integral part of blended learning, the concept "distance learning" should also be defined. Thus, Polat characterizes "distance learning" as the interaction of teacher and students with each other at a distance that highlights all the inherent components of the educational process (purpose, content, methods, organizational forms, teaching aids), specific means of Internet technologies (Polat, 2014). The models of the distribution of the learning time at the lesson consist of synchronous and asynchronous modes of blended learning.

The combination of synchronous and asynchronous online learning emerged around the world in the 1990s due to the blended university program. Today, advanced multimedia and ICT are making a significant contribution to the development of asynchronous learning networks, bridging the gap between the content creator and the consumer. Salmon described synchronous learning environments as the ones that provide real-time interaction and can be collaborative in nature, incorporating e-tivities such as an instructor's lecture with a facility of a questions-answer session (Salmon, 2015).

However, a synchronous session requires simultaneous student-teacher presence. Teng et al. (2018) stressed that synchronous mode instils a sense

of community through collaborative learning. Synchronous learning consists of different ways of interactivity. The participants can get essential information (tasks, tests, lecture material, practical assignments, quizzes, creative projects), cope with the objectives independently or in a team, study and analyze the outcomes with other participants of the educational process.

To achieve the objectives, the educational process has to face, it is important to apply various tools and instruments. Hence, the instruments for the successful implementation of synchronous learning can be distinguished. The most popular and affordable in terms of the war are video conferencing and webinars used to conduct lessons online. The main functions of video conferencing and webinars are presentation demonstration, video viewing, team interactivity (if participants are supplied with microphones), and online boards or whiteboards. This is a common space for comments, pictures of all participants, text chat (shared and for personal messages), and remote access. The implementation of video conferencing and webinars provides the participants of the educational process with the possibility not only to see the speaker on the screen but conduct polls and voting to provide participants feedback.

Obviously, there are some common features between the face-to-face classroom and synchronous formats. Hence, classroom and simultaneous learning are not the same things. Zare et al. (2016) point out that the differences are no less obvious. Firstly, the classroom and synchronous format presupposes various collaboration tools: the synchronous format focuses on mobile learning tools – mobile applications, chats, and online team boards. Secondly, in synchronous teaching, the teacher usually does not have the opportunity to check whether the students are listening to the lecturer, so the success of the training largely depends on the consciousness of the students (Zare et al., 2016).

Practice proves that teaching via synchronous mode can provide the participants with more interaction in comparison with a traditional classroom course. In addition, when teaching in a classroom, it is practically impossible to get every student's

opinion, while the implementation of chats and online whiteboards in synchronous teaching permits the instructor to gather feedback in minutes.

Asynchronous learning can be categorized as a method of teaching that includes interaction between the participants of the educational process with a time delay. This mode appeared in education much earlier than the synchronous one due to the lack of ICT development at that moment. It can be online resources used to support asynchronous learning include email, electronic mailing lists, e-courses (e.g. Intuit, Cisco Networking Academy), CD-ROMs, conferencing systems, e-tests, virtual training systems, online forums, wikis, blogs (Habrahabr), podcasts (PodFM), screencasts (Skillopedia). Taking into account the obstacles of the war, the basic useful instruments and tools that can be applied for asynchronous learning can be distinguished as follows – email, Google Classroom, Moodle, YouTube, Teacher (Course Developers) Documentation and others. Using email, you can send various tasks, assignments, information, class schedules to students, links to materials and tests. The implementation of Moodle System enables teachers to provide students with learning materials and information, assess the results of learning, organize communication, and monitor the learning process (Koval & Avramchuk, 2016).

Results. Sumy National Agrarian University (SNAU) is one of the leading higher educational agrarian institutions of Ukraine that provides students with professional training for the agricultural branch of the national economy of the country. The graduates of the institution are supplied with the opportunity to get educational and qualification bachelor's and master's degrees. Special attention is paid to the research activity. Hence, besides academic instruction, all the departments of the University actively participate in the research work. Foreign Languages Department is not an exception. It is intently involved in the study of various pedagogical, psychological and linguistic phenomena. The Department combines its research activity with the instruction aiming at creating the basis for the formation of essential communicative skills necessary for further professional activity of specialists in all branches in both oral and written communication. The students of the Department are provided with qualified

instruction in such disciplines as Foreign Language (professional purpose), Profound Foreign language, Foreign Language (professional communication), and Foreign Language (elective subject), which ensure acquiring theoretical and practical knowledge necessary to develop language skills in different ways of communication through using information from the foreign sources that enables the participants of the educational process for further professional development. The Department also supports the general educational conception of the University targeted at training highly qualified specialists who are supplied with in-depth professional knowledge, unremitting digital training and the opportunity to speak foreign languages fluently in professional and situational communication. Taking into consideration the obstacles we have to deal with, the University was forced to combine various modes of instruction (distance learning, blended learning, offline, full-time and part-time instruction) and establish optimal conditions for e-learning.

Hence, this study is aimed at assessing the implementation of such modes of blended learning as a/synchronous e-learning/teaching and enhancing their efficiency while learning/teaching the English language at the university. This study is focused on the experiment where learners took part while being engaged in the face-to-face activity and online sessions of blended learning (synchronous and asynchronous modes). A learning management system (Moodle) was used, and participants' features/backgrounds and blended learning design characteristics were evaluated in relation to learning effectiveness. The experimental groups included the students of SNAU who study English as a Foreign Language (professional purpose) (FLPP), Profound Foreign language (PFL), Foreign Language (professional communication) (FLPC), and Foreign Language (elective subject) (FLES). The observation of communication and performance lasted for approximately 4 months (Spring 2022) and 4 months (Fall 2022). There were 180 active students in FLPP, PFL, FLPC and FLES groups who took part in the qualitative study. Most of the opinions of the students were taken in order to evaluate the advantages and disadvantages of synchronous and asynchronous modes implementation as basic forms of blended learning. The students were requested to answer the following

question*:* "Enumerate basic positive and negative features of synchronous and a/synchronous modes respectively".

Thus, the students pointed out the following positive characteristics of synchronous mode: convenient work schedule and personal daily schedule; the opportunity to take an active part in the lesson; online feedback from the teacher and groupmates. At the same time, the negative aspects of synchronous mode mentioned by the participants of the study were as follows: dependence on unpredicted situations (lack of electricity and technology, frequent air alarms); the impossibility of collective discussion and group work; lack of visual contact with the class.

Among the strengths of the asynchronous mode pointed out by the members of the experimental groups, the next ones can be distinguished, namely: the possibility to communicate more freely than in face-to-face oral interaction; the convenience of the work schedule; the opportunity to work with necessary material at suitable time. The disadvantages of asynchronous mode enlisted by the students are represented by: decrease in academic discipline and socialization; the difficulty of feedback and ways of proper self-organization; lack of self-discipline skills; problems in understanding complex subject matters (rules, tasks, tests); delayed feedback and response as in emails.

Thus, taking into consideration the obstacles we have to live in, the preferences of the students as for the better mode of the English language learning are as follows: 75% of the participants said that they would choose the synchronous mode of e-learning, whereas about the asynchronous mode 25% of the students responded positively. The outcomes reveal a psychological aspect of the willingness of 75% of the respondents to communicate and interact with the teacher and fellow students directly because they feel as if they attend the traditional lessons. However, 25% of the participants show their willingness to work with delayed feedback and response from the teacher and groupmates. Students' responses distinctly demonstrate that speaking skills can be easier reached via synchronous sessions but dealing with written tasks, they preferred the asynchronous mode of blended learning.

Discussion. The effectiveness of synchronous and asynchronous modes of blended learning can be evaluated through the point of view of the participants of the educational process, especially students, because it influences the development and provision of the learning/teaching conditions to gain better results. Kintu et al. (2017) stress that the learner characteristics/backgrounds being investigated for blended learning effectiveness include self-regulation, computer competence, workload management, social and family support, attitude to blended learning, gender and age. The outcomes considered are supposed to consist of satisfaction, performance, intrinsic motivation and knowledge construction (Kintu et al., 2017).

Zhu (2012) underlines that, regarding knowledge construction, effective learning occurs where learners are actively involved, and this may be an indicator of learning environment effectiveness. In a study by Osgerby (2013), learners had positive perceptions of blended learning but preferred face-to-face with its step-by-step instruction. Goyal and Tambe (2015) note that learners showed an appreciation for Moodle's contribution to their learning, and learner satisfaction with a learning management system can be an antecedent factor for blended learning effectiveness. The researchers suggest descriptive statistics to demonstrate enhanced learning by uploaded syllabi and session plans on Moodle. Essential information, study material, submitting tests and assignments, and using the calendar are noted as means to contribute to improved learning. Learners found Moodle to be an effective educational tool (Goyal & Tambe, 2015).

Learner dissatisfaction may result from learners' incompetence in the use of the learning management system as an effective learning tool since, as Islam (2014) puts it, users may be dissatisfied with an information system due to ease of use. Kuo et al. (2013) stress that the outcomes of blended learning modes consist not only of performance, satisfaction and knowledge construction but also motivation. They describe motivation as an outcome because, much as cognitive factors such as course grades are used in measuring learning outcomes, affective factors like intrinsic motivation may also be used to indicate outcomes of learning (Kuo et al., 2013).

Conclusion. In terms of the war that definitely affects people, the educational system and society as a whole, synchronous and asynchronous modes of blended learning provide the flexibility of learning/teaching methods. The modes apply the latest achievements aimed at intensification and individualization of the educational process, taking into account the traditional forms of education that can ensure high results and create a better educational environment. Synchronous and asynchronous modes represent both online and offline training. The modes are used as the forms that provide synchronization of exchanging the educational material between subjects and objects of communication. Theoretically, learning / teaching goals are connected with the means of instruction. In practice, while planning online learning, educators mostly rely on their traditional forms of teaching and experience, leaving the scientific background, common sense and goals aside.

The study outcomes prove that the effectiveness of blended learning modes greatly depends on various factors, namely: the individual needs of the participants, alternative methods of instruction, mixed teaching forms used, an individualized approach focused on every student, essential educational materials available, immediate feedback of the teacher and the groupmates, self-organization and independent problem-solving skills enhanced, possibility to use individual schedule.

The disadvantages of blended learning include obstacles on the way to arrange the educational process because of different factors (both objective and subjective) often unpredictable. To elaborate a general schedule for all departments based on a coordinated blended learning model within large organizations where blended learning aimed at studying different disciplines within a unified schedule is complicated. Another important disadvantage related to implementing ITC in blended learning is the lack of new technologies available. Deep and rapid changes in life and the growing spread of ICT quickly developed inevitably influence all the components of modern society. The education sector, which tries to cope with the new obstacles by introducing new technologies that can enhance the effectiveness of learning and comprehend ongoing changes at the conceptual level, is not an exception. Besides objective issues on the way to reaching educational goals,

higher education institutions come across a number of restrictions, namely: a spontaneous combination of various instructional approaches, a reduction in the classroom loads, urgent need for modern technological equipment.

The effectiveness of the educational process can be achieved by qualitative access of all participants to the network infrastructure of higher education institution. Pointing out the essence of providing the possibility to incorporate modern technological means into developed curricula, it is obligatory to bear in mind that not all participants have sufficiently expensive tools for distance learning. Synchronous or asynchronous modes, when used as the only means of e-learning, can cause reduced efficiency. The perfect decision is to use these modes in combination simultaneously when synchronous one can be offered as the basic in academic teaching, and asynchronous format can provide the extra opportunity for interaction blending both with other modes, for instance, different distance courses, to clarify sophisticated points, increase motivation and involvement in the learning process.

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1.7. EFFECTIVE USE OF DIGITAL PLATFORMS AND E-LEARNING TECHNOLOGIES IN THE DEVELOPMENT OF STUDENTS' FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE (THE STUDY ON THE BASIS OF SUMY NAU, UKRAINE)

Introduction. Today the educational process in Ukrainian universities is going in accordance with the European requirements concerning the quality of education that includes informatisation and globalisation of educational space, intercultural communication, integration processes, professional development, academic cooperation and collaboration of Ukrainian universities with European higher education institutions.

Sumy National Agrarian University (Ukraine) is known as an educational institution that is focused on European educational and scientific standards, development of international, educational and scientific relations, and participation in international conferences and seminars. So, a particular task of our educational institution is to provide all participants of the educational process with good knowledge and skills, to bring up a person who is able to think creatively, make decisions, has own point of view, can adapt to certain living conditions, a person who is competent in the special field of science, a highly qualified specialist, who has a good foreign language competence.

Rosicka and Hosková-Mayerova (2014) emphasise that the goal of the new era of education is to make the current and upcoming generation active participants in society with the implementation of technologies. Technology has become important in the teaching and learning process. Technology opens a window of improvement in language learning. Not only that, technology allows teachers to enhance classroom activities and the language learning process (Ahmadi & Reza, 2018; Hashim, 2018). Humankind does not penetrate the «magical» world of digitisation every year but every month, even week, and day (Doucek & Hološka, 2019).

The use of modern digital technologies at the lessons strongly influences the increase of students' interest in the subject. It gives possibilities for a teacher to use different e-tools, online educational resources, and digital platforms that improve the quality and efficiency of the lesson and enhance language learners' confidence.

So, the objectives of the study are to examine the use of digital platforms, their tools and online educational resources used in the virtual classroom by a lecturer while teaching English as a foreign language, to identify the specifics of close cooperation between all participants in the educational process. The author of the survey tries to find out those digital platforms and Internet educational resources that can be used effectively for teaching English to the first-year students of Sumy National Agrarian University (Ukraine) and can increase their motivation in learning a foreign language. The author tries to solve specific tasks of the academic discipline "Foreign Language": to implement a centric, communicative and activity-based approach in the educational process that can contribute much to the development of systematic, critical and creative thinking of students; to help students acquire practical skills in various types of speech activity through communicative approach and develop their communicative competence through the digital learning environment.

Literature Review. The study of the use of the digital environment in teaching a foreign language is the subject of research of many Ukrainian and foreign scientists such as Ovcharuk (2013), Bykov et al. (2017), Facer (2012), Peters (2000), Watson (2008) and others. Research works of these scientists showed that the system of tasks and techniques that differ from traditional one contributes much to the more successful development of students' foreign language competence.

Peters in his study assures that "tertiary education institutions generally feel that e-learning has a broadly positive effect on the quality of teaching and learning. Digital learning environments open up new opportunities and chances not only for heteronymous but also for autonomous learning" (Peters, 2000). The problem of digital storage of an unlimited amount of authentic information is examined

by Watson (2008). Much attention is also paid to the autonomy and individual work of the student while working with hypertext and web pages (Whitelock, 2011). Bordbar (2010) examined the use of computer technology in the classroom. According to the results of his study, many teachers had positive attitudes towards the use of computers in the class (Bordbar, 2010). Shyamlee and Phil (2012) analysed the use of multi-media technology in foreign language teaching. The study found that this technology enhances students' motivation in the practical processes of language learning. The scientists emphasise that the use of multi-media technologies in classrooms makes positive impact on the learning process. According to Raihan and Lock (2012), a well-planned classroom setting influences students' efficiency in learning a foreign language. They consider technology-enhanced teaching environment to be more effective than lecture-based class (Raihan & Lock, 2012).

The findings of the research support the proven ineffectiveness of traditional methods of teaching English to higher education seekers and confirm that learners are more enthusiastic and interactive when digital technologies and Internet educational resources are widely used in teaching and learning.

Methods. The research is based on the results of an empirical study devoted to the analysis of innovative technologies, digital platforms and Internet educational learning resources used to organise an effective online environment for SNAU students during the time of martial law in the country. It also comprises the results of the conducted survey offered to the first-year students of the bachelor's degree programme to identify their initial level of ICT awareness. We analysed the opportunities for implementation of digital platforms, modern technologies and online educational resources in the virtual environment.

Results and Discussion. As the Internet makes it possible for the lecturer to deal with a great variety of information, sometimes it is pretty hard to choose teaching resources and digital platforms that are worth using for effective language teaching. In this paper, the researcher examined smart technologies in teaching and learning English that satisfy students' needs and interests.

1. Use of teaching educational resources in English language class. Today, the need to create a smart education system and form an intelligent personality is urgent in Ukraine. The use of smart technologies makes the learning process more dynamic and more effective. The most popular learning management system (LMS) today is *Moodle* (Modular Object-Oriented Dynamic Learning Environment).

2. This is a free LMS focused on close interaction between a teacher and a student. The platform allows students to work with course materials (texts and additional literature), watch videos or listen to audio files, do tests and online tasks. The students of Sumy NAU (Ukraine) constantly use this LMS in practice as it gives all possibilities to master English language and increase the quality of the educational process.

Gramaro.io (https://www.gramaro.io/) is a free service for practising English grammar in a game form for both students with a low language level and students with a high level of language proficiency. *The Lang8* (https://lang-8.com/) service is designed to improve students' writing skills because the texts they write are proofread and corrected by native speakers, and mistakes are explained. *The LinguaLeo* (https://lingualeo.com/uk) web portal provides excellent opportunities to read articles, listen to music, watch TV shows and do tasks that help students improve the learnt lexical units and create their own vocabulary lists, in which words are added with transcription and audio playback. *Learn English Today* (https://www.learn-english-today.com/index.html) is a service with numerous crosswords, games, quizzes and exercises for learning English, which can be easily printed out.

British Council (https://www.britishcouncil.org/english) is an educational portal with authentic educational materials: videos, games, articles, podcasts, exercises. In the course "Foreign Language" we also actively use such educational web resources as "Breaking News English Lessons: Easy English World News / Current Events", which is extremely useful for learning foreign languages, namely English as the language of international communication.

The *Smart Notebook* and *Smart Response* programs provide us with extensive features. They are used to develop listening and communication skills.

Other resources that improve students' listening skills are LearnEnglish (https://learnenglish.britishcouncil.org/), engVid (https://www.engvid.com/), BBC (http://www.bbc.co.uk). For development of reading skills we also use LearnEnglish (https://learnenglish.britishcouncil.org/) as it offers authentic text materials. The platform that promotes the development of writing communication skills is Quizlet (https://quizlet.com). It allows teachers to create interactive tasks for practising new vocabulary.

For individual work, depending on the student's level of language proficiency and individual characteristics, we suggest using such training programs as Language in Use, Cambridge (https://www.cambridge.org/).

Among the digital resources that encourage group and team communication work are *Kahoot (*https://kahoot.com/?utm_name=controller_app&utm_source=contr oller&utm_campaign=controller_app&utm_medium=link*), Padlet* (https://padlet.com/) and *StoryJumper* (https://www.storyjumper.com/). The advantage of the service for creating quizzes, tests and didactic games *Kahoot* is to receive feedback from students via their smartphones used as "remote controls" for answers. This application allows teachers to create positive emotions and promote better learning information, including lexical material. *Padlet* gives each student an opportunity to present a work on the blackboard online, and a teacher is able to comment on and assess it. The *StoryJumper* service is used for digital stories based on texts, images or photos, creating them in the form of a book with pages that can be flipped online.

OnlineTestPad (https://onlinetestpad.com/ua) is a site for tests, crosswords, surveys and dialogues. *Google Forms* are also widely spread for tests or surveys.

Creately (https://creately.com/), *Canva* (https://www.canva.com/) services are used for infographics and bright diagrams, which make it easier for students to perceive a large amount of information. These programs can also be used for presentations. *PearDeck* (https://www.peardeck.com/) helps to make interactive

presentations, slides with images, text and video content. This tool allows a lecturer to interact with the audience during an active session, creating tasks during the demonstration of the presentation. Participants join the presentation through their Google accounts.

Web quest technology is a problematic task with elements of a role-playing game. Web quest is based on a problem-based and programmatic training method, as well as a project method, the main task of which is to focus on achieving a specific result. The most important advantage of using web quest technology is that it is based on the idea of discovery learning, the meaning of which is to let students remember the material better if they "discover" it for themselves. Students have an opportunity to practise their research skills using web quest technology.

YouTube videos are popular in the classroom for various specific purposes, such as to train vocabulary, pronunciation, improve listening skills. The real advantage of YouTube in teaching English is that it offers authentic examples of everyday English. It is very important for practising students' listening, speaking, reading and writing skills.

Another social network that has a positive impact on students is Twitter. As an online education technology tool, Twitter's impact on engaging students in learning a language is unlimited. It is a helpful application that allows learning more information on a specific topic keeping up-to-date on all educational information by simply checking Twitter account newsfeed. Many students state that they enjoy microblogging and consider this network to be a productive tool to accomplish their goals. Lecturers use Twitter to get feedback from students, summarise information they learnt, keep up with current events and trends, have discussions at the lessons using the latest issues.

Digital Platforms for organising virtual classroom environment. To organise virtual classroom environment, teachers mainly use the Google Classroom platform to transmit information, check works, conduct testing and assess students.

The use of Skype, Zoom, Google Meet helps teachers conduct online lessons, video conferences and individual consultations.

While working in a virtual classroom, the teacher's role expands. They do not act as teachers; they act as moderators of the online class. Each lesson has a closed format. It means that every participant has to obtain an individual code and a videoconference password before the lesson. Each potential student's participation is approved by the teacher and does not allow anybody else to attend the lesson, keeping privacy.

The Google Classroom platform is considered to be convenient and easy to use. The advantages of it are that all tasks are collected in one database; students receive reminders about their homework and the date when it has to be sent to a teacher. The students' papers are checked and results are commented on in the system.

Skype provides unlimited possibilities for teachers and students to collaborate with each other anywhere in the world. It provides immense opportunities for the students to practice their language skills. Through Skype, students can read texts, do different tasks, work in teams, do projects, have discussions etc.

Our attention is more paid to the Zoom platform, as this platform, according to the viewpoint of 100 first-year SNAU students, who took part in the survey, shows more effectiveness for learning English in the virtual environment. Research results are resumed in Table 1.

Table1. The analysis of the digital platforms and their tools from students' viewpoint

Digital platform	Platform's Tools						
	Screen sharing	Chat board	Recording	Breakout rooms	Free participant limit	"Raise hand" option	Whiteboard
Skype	+	+	available by any participant	-	50	**-**	+
Zoom	+	+	available by any participant	+	100	+	+
Google Meet	+	+	not available by any participant	+	100	+	+

Zoom provides high-quality video communication and allows teachers to hold free conferences. The number of participants in the conference is about 100. The first advantage of this platform is not only the demonstration of material on the screen but

also the demonstration of computer sound and interactive whiteboard during the lesson. Besides, it is easy to use audio or video files and give tasks improving students' listening and speaking skills. The "Whiteboard" mode allows a teacher to draw diagrams and use them to demonstrate certain statements and write texts on the topic of the lesson.

The next advantage of Zoom is the ability to invite participants by email and a message. What is more, teachers can record their classes with students' participation. So, it is convenient to watch recordings and revise information after classes. An organiser of a conference can give all participants the opportunity to share screens or use restrictions keeping the shared information under control. One more advantage is the ability to correspond with all participants privately and send necessary materials.

According to the research results, Zoom is the most convenient platform in comparison with Skype and Google Meet for the interaction of all participants in the educational process within the framework of the foreign language training system.

The implementation of digital technologies in the educational process is one of the most important trends in the development of education. The priority of these tools is that they can help a student understand more complicated topics easily, the tools demonstrate interesting examples of how the material that is learned can be used in practice. However, these tools will never go ahead of the essence of teaching; they simply make the level of the material presentation better, as well as make learning more exciting and easy for understanding. Students can consolidate their knowledge and acquire new practical skills that significantly increases the level of their knowledge.

Conclusions. The use of new information technologies makes it possible to implement a personality-oriented approach in teaching English. The relevance of the use of new information technologies is explained by pedagogical needs to increase the effectiveness of English learning. Computerisation of training, electronic manuals and the use of web resources are no longer new technologies but

rather typical for the modern world. Learning by means of digital platforms and modern technologies used in the virtual environment is a need of time, a trend that has become a part of our life. All educational resources, tools and platforms that the World Wide Web offers foreign language teachers have their own characteristics and are designed to meet different students' needs.

So, the research work leads to the following conclusions:

1) The formation of foreign-language communicative competence of students is one of the key objectives of teaching English as a foreign language.

2) Foreign-language communicative competence is formed by means of e-learning technologies and the use of digital platforms that are widely spread in teaching to meet learners' specified needs and achieve certain goals of the academic discipline "Foreign Language". The data collected from the students' questionnaire revealed the Zoom platform's effectiveness in learning English.

3) The effectiveness of the virtual environment is great. Using computers as learning tools can promote efficient learning when learners are engaged in knowledge construction, collaboration, and reflection (Rosicka & Hosková-Mayerova, 2014). Innovative technologies applied in virtual classes influence much on students' ability to do projects, conduct group discussions, present teamwork, and deal with problem-solving situations. These activities raise students' motivation, increase interest in English learning and help develop their creativity and imagination. Implementation of various electronic educational resources by means of digital platforms contributes much to successful training where one feels satisfied with the results of work in a comfortable learning environment. The use of digital educational resources in the process of distance learning contributes to the effectiveness of the formation of students' communicative competence.

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1.8. STUDENTS' SELF-EDUCATIONAL ACTIVITY IN THE DISTANCE LEARNING CONDITIONS

Introduction. Today, society is witnessing the process of modernisation of education, the emergence of new communications and computer technologies in various spheres of activity. The wide field of use of distance education changes everyone's perception of learning and teaching. New methods, ways, and methods of organisation are introduced into the educational activity of institutions, and teachers are faced with new requirements for effectively implementing one's skills and increasing one's professional mobility. Such changes give rise to new approaches to the role of a teacher. Demand for professional tutors, facilitators, mentors, trainers, and coaches who skillfully use the principles and technologies of pedagogy is increasing in education cooperation.

In today's conditions, social networks popular among young people play a significant role. Their use contributes to the implementation of new information network technologies in educational activities. Facts mentioned above place new professional requirements on scientific and pedagogical workers. The use of social services in the education system allows the teacher not only to master innovative tools for the formation of information and educational environments but also to learn new rules and norms of behaviour in the network and to design methods of influence on the development of creative abilities of students in a different way.

During the last few years, the importance of education as a factor in the formation of a new economy and society as a whole has grown significantly. Therefore, the requirements for the quality of professional training of specialists in higher educational institutions have also increased. Increasing competition in the labour market requires highly educated economists who are able not only to understand the mechanisms of its functioning but also to master the system of effective knowledge and skills necessary for the successful implementation of promising future professional activities. Modern trends in the development of society require an inevitable modernisation of the process of training future

specialists in universities by purposefully focusing it on the in-depth development of students' analytical skills, their strategic thinking, the ability to synthesise information and use different approaches to solving problems related to business activities, applying knowledge to practice, work in a team and quickly adapt to changes.

Literature review. Distance learning is a relatively new phenomenon in Ukraine. Much attention is paid to the problem of distance learning in the scientific literature: S. Vitvytska, G. Kozlakova, V. Kukharenko, V. Yasulaitis, A. Petrov, E. Polat, O. Tyshchenko, A. Khutorskii, and others.

Methods. Characteristic features that allow the use of distance learning methods in the traditional educational process are manufacturability and a positive impact on the student. The technology consists in the use in the educational process of new achievements of information technologies, which contribute to the entry of a person into the global information space. And the positive impact on the student is an increase in the creative and intellectual potential of a person receiving distance education due to self-organization, the desire for knowledge, the use of modern information and telecommunication technologies, and the ability to make responsible decisions independently. Distance learning methods are a system that relies on specific means and forms of learning to implement a given education.

While working on this research, we tried to use some pedagogical methods. The first one is the method of observation. It is the most common method of researching the problems of education and training. Its essence lies in the deliberate, systematic, purposeful perception of psychological and pedagogical phenomena. The method of observation has a purposeful nature and is subject to the aim of the study. Its main requirements are clarity, systematicity, versatility, a sufficient number of recorded facts, timeliness, objectivity, the economy of recording techniques, careful, thoughtful and painstaking processing of the collected material, taking into account all influences on the course of the investigated phenomena, separating essential, stable, repeated facts from

secondary and accidental elements, impartiality in the interpretation of the material, in the assessment of facts and conclusions about them.

The next one is the method of discussion. It is a method of direct communication that makes it possible to obtain information of interest to the teacher from interlocutors using pre-prepared questions. A certain situation requires the use of an appropriate type of conversation; direct conversation is a way of obtaining information about the characteristics of a person, which helps to penetrate an individual's inner world and understand problems, if necessary, to provide psychological and pedagogical assistance. At the same time, the researcher is interested not only in the direct content of the respondent's answers but also in their behaviour.

Computer systems that are used for distance learning can test those who are being taught, identify errors, give the necessary recommendations, and carry out practical training. Distance learning takes into account the individual abilities and needs of each student. They can study the material in any sequence, faster or slower. Therefore, distance learning is of higher quality and more accessible than traditional.

Unlike traditional education, where the central figure is the teacher, in the process of using new information technologies, the centre of gravity shifts to the student, who actively builds their educational process, forming their trajectory in the educational environment. An important function of the teacher is to support students, promote their successful advancement in the sea of educational information, facilitate the solution of methodological and methodical problems that arise, help in mastering various information (Osadchyi, 2010).

Results. Distance learning is a form of education (along with full-time and part-time), which uses traditional and specific methods, forms and means of learning, the basis of which are computer and telecommunication technologies. At the same time, the essence of the process is the purposeful, controlled and intensive self-educational activity of the learner in any convenient place according to an individual schedule, with the use of a set of special teaching aids and the possibility of contact with the teacher (and other students) by phone, using e-mail

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or regular mail, as well as face-to-face. We consider distance learning as the organisation of the educational process in which the teacher develops a curriculum based on the student's self-educational activity. For the organisation of self-educational activity, the educational and methodological package developed by the teachers is of great importance for the student. Today, most teachers have an electronic educational and methodological complex, which helps the student learn the material better, frees up time to analyse the results, and solves the problem of insufficient provision of printed educational literature for students due to a lack of funds. The effective organisation of students' self-educational activity is greatly facilitated by the use of the Internet as a source of information, a tool that increases motivation in studying subjects, provides individualisation, interactivity of learning, simulation of a particular educational environment and, ultimately, improves the quality of education. Using Internet services, the student learns to choose the necessary information from a large number of information sources, analyse and systematise it. The most common communication technology and the corresponding service in computer networks is the technology of forwarding and processing information messages, which ensures operational communication among students.

Therefore, distance learning is a purposeful interactive process of interaction between a teacher and a student of higher education, which is based on the use of modern information and telecommunication technologies that allow distance learning, and therefore, provides the opportunity to receive education in the process of industrial activity, at the place of residence, the possibility of organising the process of self-education, planning and implementing an individual educational trajectory depending on own capabilities and needs, expands the circle of people to whom all types of educational resources are available regardless of age, social restrictions, health status, increases the social and professional mobility of the population (Bykov, 2015).

Otherwise, the self-educational activity of students, approaches to which require fundamental changes, is the basis of higher education, an important part of the process of training specialists. This kind of student work is the main means

of mastering educational material in a period free from mandatory educational tasks. Only the knowledge that the student has acquired independently, thanks to own experience, thought and action, will be really strong.

One of the most accessible ways to increase the efficiency of the lesson and to activate students in the lesson is a well-thought-out self-educational activity. It is in the process of self-educational activity that a student acquires solid knowledge. Self-educational work is defined as any active activity of students organised by the teacher, aimed at fulfilling the set goal in the time specially allocated for this: searching for knowledge, understanding it, consolidating it, forming and developing abilities and skills, generalising and systematising knowledge. In independent work, students' frontal, group and individual educational activities are distinguished, which are carried out under the guidance of a teacher who acts as a consultant but does not take a direct part in it.

The current stage of the development of higher education is connected with the transition to the practical implementation of a new educational paradigm, which is aimed at creating an integrated system of continuous education, at expanding the scope of independent activity of students in the conditions of involvement in the process of learning information and telecommunication network technologies that form the skills of self-organisation and self-education. Self-educational activity is a type of educational activity that will be effective if there is a clear organisation on the part of the educational institution and the teacher if such work is systematic and not an episodic phenomenon when there is constant pedagogical control over the work of students, and this is an answer to control or test questions, checking the synopsis, abstracts, checking completed individual tasks. Independent work of students is characterised by high activity of cognitive processes, both in class and outside of them. Independent work serves as a means of increasing the effectiveness of the learning process and preparing students for independent replenishment of their knowledge (Kukharenko, 2002).

Active self-independent work of students is possible only if there is a serious and clear interest in acquiring knowledge. The most motivating force is internal

motivation, which comes from the activity itself. We can talk about interest in learning and creating conditions for the successful development of a student's intellectual skills when the perception of new information causes only positive emotions and the activity itself encourages learning. Self-educational activity is classified as a special type of mental activity, in other words, the student's ability to listen to a lecture and analyse presentations at seminars. In addition, we consider independent work as a thinking process that occurs thanks to memory and the reproduction of thinking. However, there is another type of thinking activity. It is characteristic for it to acquire knowledge in the process of intelligent search and independently apply knowledge when solving specific theoretical or practical tasks. Thus, we understand that the second type of thinking is more productive. Thanks to it, the student develops the ability to obtain knowledge from various sources independently and consciously apply it in practice, which leads to a deep understanding of the tasks (Trius & Herasymenko, 2012).

The self-educational activity contributes to the formation of students' intellectual qualities necessary for a future specialist. It educates students in stable skills of constant replenishment of their knowledge, self-education, promotes the development of diligence, organisation and initiative, tests their strength, tests their will, discipline, etc. During self-independent work, students are able to use their individual abilities better. They study and summarise literary sources, and if it is necessary, re-read their separate sections and paragraphs and refer to relevant reference books and dictionaries. All this contributes to a deep understanding of the educational material and makes students purposeful in acquiring knowledge and independent thinking. Independent work also has an educational impact on students, contributing to the formation and development of the necessary moral qualities.

Accordingly, the main feature of self-independent work is not that the student is engaged in personal participation and help of the teacher but that learner's activity combines the function of translating information into knowledge, skills and the function of managing this activity. A specialist obtains subjective knowledge

by selecting, analysing, synthesising, and classifying in accordance with individual needs (tasks) the information contained in textbooks and educational and methodological materials. Distance education provides an opportunity to receive education for young people who cannot combine education with work or live in an area far from regional centres; military personnel; managers; business people, and students who want to get an education in parallel. Distance learning is suitable for almost everyone because it provides an opportunity to combine studies and everyday life harmoniously and also provides an excellent opportunity to get an education abroad with minimal financial costs and a large selection of specialities (Datsenko & Suzanska, 2017).

So, distance learning is the following:

- flexibility – the possibility of presenting the course material taking into account the preparation and abilities of students. It is achieved by creating alternative sites for obtaining more detailed or additional information on obscure topics, as well as a series of questions-tips, etc.;

- relevance – the possibility of introducing the latest pedagogical, psychological, and methodical developments;

- convenience – the possibility of studying at a convenient time, in a certain place, getting an education without breaking away from the main job, and having no time limitations for learning the material;

- modularity – dividing the material into separate functionally complete topics that are studied as they are mastered and correspond to the abilities of an individual student or group in general;

- economic efficiency – the teaching method is cheaper than traditional ones, thanks to the effective use of educational premises, easy correction of electronic educational materials and multi-access to them;

- the possibility of simultaneous use of a large amount of educational information by any number of students;

- interactivity – active communication between the students of the group and the teacher, which significantly increases the motivation to study and improves the assimilation of the material;

- greater opportunities to control the quality of education, which include discussions, chats, the use of self-control, the absence of psychological barriers;

- absence of geographical boundaries for obtaining an education. Different courses can be studied in different educational institutions around the world.

We will consider distance learning as an out-audience educational activity of students. The out-audience self-educational activity of students is a form of learning that solves educational tasks in a specific educational situation, produces psychological instruction for the student to replenish independently own knowledge and skills in solving the proposed tasks, contributes to the formation of the necessary amount of knowledge, skills, and abilities of the student, which is an impetus for advancement to higher levels of mental activity, acts as an important condition for self-organisation, self-discipline of the student, provides pedagogical guidance for the student's self-independent educational and scientific activity in the learning process.

The goals of the out-audience educational activity, for example, in the English language class, are reduced to the formation and maintenance of students' interest in a foreign language, improving the level of their practical speaking skills, expanding their worldview, memory, forming their self-independence and self-organisation (Stepanenko, 2007).

The out-audience educational activity of a foreign language class has wide opportunities for selecting texts with certain aesthetic, artistic and moral content. Text material can be used not only for deepening language skills and abilities but also for educational purposes. The work is aimed at mastering the language of another nation, which contains great opportunities for the development of sociocultural communication of students. The out-audience educational activity opens up great opportunities for self-realisation. It provides a fairly large degree of freedom, thanks to which closer interpersonal informal communication of students, teachers, and

university administration is carried out, cultural and spiritual enrichment of the individual, development and deepening of tastes takes place (Yashchenko & Levandovska, 2021).

Discussion. In general, the out-audience educational activity can be divided into professionally and socially oriented. The first category includes participation in scientific circles, student scientific society, research projects, olympiads, and conferences. Such activity is of a professional nature, unites students of similar specialities, takes place under the guidance or supervision of a tutor and requires considerable effort, consistency, purposefulness and motivation from students. The out-audience educational activity of the second category has a more general, educational nature and can combine students of different specialities. It includes, for example, sports sections, theatre and dance groups, excursions, visits to exhibitions and museums, etc.

For many, the out-audience educational activity may start as just a hobby but eventually become the basis of a future career. In any case, teamwork skills, the ability to find a common language with others, and leadership qualities will be useful in any field. Also, participation in extracurricular work teaches responsibility and gives a sense of self-respect.

Conclusions. Thus, students' out-audience educational activity is combined with educative and educational goals, the fulfilment of which creates conditions for students' personal development. Distance learning gives higher education students access to non-traditional sources of information, increases the efficiency of independent work, provides completely new opportunities for creative self-expression, finding and consolidating various professional skills, and in turn, allows teachers to implement completely new forms and methods of learning using conceptual and mathematical modelling of phenomena and processes. The development of distance learning will continue and improve with the development of Internet technologies and the improvement of distance learning methods.

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1.9. MODULAR LEARNING TECHNOLOGY AS A WAY OF HUMANISATION OF THE EDUCATIONAL PROCESS

Introduction. The current stage of higher education development, radical changes of socio-economic factors, and market demand changed significantly the purpose of education requirements for young specialists. The society is interested in the fact that its citizens should have the ability to act independently, make decisions, act flexibly according to new conditions.

That is why it is essential for training specialists to form a new type of innovation in education based on the complexity and integrity of the educational process, implementation of advanced teaching technologies. They have to touch all the components of the educational process: objectives, organisation, teaching methods and educational relationships between teachers and students. It is a purposeful, organised, flexible, planned and systematically carried out process of mastering the knowledge and skills that reliably provides maximum activation of knowledge and its intensity.

The analysis of the main trends in the development of education in the world and domestic practice shows that the education systems, which are designed to contribute to the realisation of the main tasks of the socio-economic and cultural development of society, are sometimes conservative and weakly react to the shifts and changes that occur in the development of society in its various spheres. Despite the fact that the content of education has changed radically, a large number of new teaching aids have appeared, the paradigm of education "teacher-textbook (system of teaching aids)-student", which was adopted back in the 19th century, remained dominant. This system is focused on teaching, on the central role of the teacher in this process and the student as the object of this activity.

So, the information technology society or, as it is called, the post-industrial society, in contrast to the industrial society of the late 19th and mid-20th centuries, is much more interested in its citizens being able to act independently, actively, make decisions, adapt flexibly to new living conditions.

Therefore, the modern information society sets the task for all types of educational institutions for the preparation of graduates being able to:

– adapt flexibly to new life situations, obtaining the necessary knowledge independently, applying it skillfully in practice to solve various emerging problems;

– think critically and independently, see the existing problems in objective reality and look for ways to solve them using modern technologies, be aware clearly of where and how the knowledge obtained by them can be applied to the surrounding reality, generate new ideas, think creatively;

– work with information competently, be able to collect the facts necessary to solve a certain problem, analyse them, put forward hypotheses, make the necessary generalisations, comparison with similar or alternative solutions, establish statistical regularities, draw reasoned conclusions, apply them to identify and solve new problems;

– work independently on the development of one's own morality, intelligence, and cultural level;

– be communicative, contact different social groups, be able to work together in different fields, in different situations, preventing any conflict situations or skillfully getting out of them.

Solving the above-mentioned problems requires complex efforts not only from the school but also from the entire society. The learning process of a modern person does not end in schools, vocational schools, and higher educational institutions. It becomes continuous. The system of continuous education is the need of the society.

All these urgent problems of pedagogy should be solved effectively and consistently. Taking this into account, it is necessary to find that link of the educational system through which the entire system can be improved, that is, the goals of education can be implemented in new social and economic conditions. New pedagogical technologies can become such a link.

Literature review. Modular teaching originated in the late 60s in English-speaking countries as an improved version of programmed learning. There are different approaches to the interpretation of ways to implement the principle

of modularity in the education system. These are American, German, Lithuanian, and Ukrainian versions of modular training. However, in principle, in each of them, modular development is a generalised, universal system, a kind of metatechnology. An essential property of this technology is its integration quality; the module, as an integral unity of the content and technology of its study, is implemented through a complex of technologies integrated into it: problematic, algorithmic, programmed, stage-by-stage formation of mental actions, "full mastery", etc.

A. S. Makarenko was at the origin of the technology of our domestic pedagogy, who applied boldly the concept of pedagogical technique. In his work, he wrote:

Our pedagogical production was never built according to technological logic, but always according to the logic of moral preaching... That is why we simply do not have all the important departments of production: technological process, accounting of operations, design work, application of designers and devices, standardisation, control, tolerances and defects. (Makarenko, 2015, p. 555).

Researchers attribute the mass application of pedagogical technology to the beginning of the 1960s and associate it with the reformation of American and then European schools (Modular development system: theory, technology, experience, 1997). The domestic theory and practice of applying technological approaches to education are reflected in the scientific works of Furman (2005, 2012, 2015, 2017), Ogneviuk & Furman (1995), Aleksiuk (1998), and others. Today, pedagogical technologies in science are considered as one of the types of anthropological technologies and are based on the theories of psychodynamics, social psychology, cybernetics, control and management (Coon, 2006, 2012; Khimmataliev et al., 2020; Manzura & qizi, E.U.K., 2022; Salieva & Ibragimova, 2021).

Methods. Theoretical analysis, synthesis and generalisation of scientific sources were used to prepare the conditions and the materials for the survey.

Results and Discussion. The inclusion of the concept of "technology" in domestic pedagogy is an unusual phenomenon. It was mostly used in other areas of human life. In modern explanatory dictionaries, the concept of "technology"

(from the Greek *techne* – art, skill) means a set of techniques and ways of obtaining a given manufactured product. The operations of the constituent parts of the production process (mining, processing, transportation, storage, preservation) are also called technology or technological process, which includes technological control of production. Description of production processes, instructions for their implementation, technological rules, requirements, maps, graphics, etc. are usually called technology. Technology is traditionally considered in connection with a specific industry. As a result of technological processes, there is a qualitative change in the processed object. The technology of various productions is constantly updated and changes according to the development of technology. Improvement of all branches and types of production is an important condition for accelerating the technical process in the national economy.

Nevertheless, let us return to our production – the pedagogical process. After all, in society, there are no unnecessary or inappropriate branches that exist by themselves. Every branch is productive. Education is no exception. It is called to be engaged in a special spiritual "production", more precisely, spiritual creation – to prepare a new person – a citizen of Ukraine, who is characterised by such traits as national self-respect and patriotism, humanity and decency, competence and freedom-loving. Thus, the priority direction of education reform is the humanisation of education. After all, most educational institutions are characterised by common features: lack of incentives for learning, monologicity, prioritisation of students' reproductive activity, their treatment as an object of influence, the predominance of subject-educational content over other types, impossibility of realising students' intellectual and personal potential.

However, when it comes to the humanisation of the educational process, then, in our opinion, it should be applied first of all to the activity aspect of education. Humanism as an ideology is aimed at understanding a human as a free being, and the human's freedom lies, first of all, in the creativity. Therefore, the humanisation of education means filling the "teacher-student" relationship with creative potential,

which would qualitatively change the activity of both of these subjects of education because the pedagogical activity is creative in its essence.

Modern requirements for the teacher's work provide for the expansion of the teacher's role, which consists not only in the transfer of information to the student but, first of all, in the direct management of the student's specific activities. But in this case, we are not talking about direct management of another person's activities but about managing the processes of self-management.

Therefore, the modern methodical system of a teacher's work should not consist of five components (goals, content, methods, means, forms of education) but of six, with the student as a unit, a person acting as the sixth component.

With the inclusion of such a component as "student" in the methodical system of education, one more level – the technological level – appears in the teacher's professional training along with methodical and theoretical ones.

As we can see, the very idea of humanisation requires the pedagogical process to rise to the level of technology, to the level that is used in other areas, that cannot be said about education. This delay is explained by the non-compliance of the educational process with the requirements of modern technology. Education is now faced with the problem of the need for a qualitative change in the pedagogical process, finding new ways of forming knowledge, abilities and skills, taking into account the rational laws and relationships of modern psychology, physiology, didactics, and pedagogy.

The technology of modular learning is personality-orientational, allowing simultaneously to optimise the educational process, ensure its integrity in the implementation of training goals, the development of the cognitive and personal sphere of students; it allows you to combine the management of students' cognitive activity with wide opportunities for self-management.

In the system of modular and developmental training according to the concept of the Ukrainian researcher Furman (2005) in this field, there is a differentiation of social and cultural experience into psychological-pedagogical, educational-subject and methodical-instrumental spheres. At the same time, the psychological-

pedagogical content is determined by the stages of the modular development process (from the establishment-motivational to the control-reflective), the educational-subject content is determined by traditional educational programs, plans and supporting literature. Methodological and instrumental content is the creation of a problem-modular educational program, which includes graph-schemes from educational courses, scientific projects of meaningful modules, scenarios of invariant technologies of modular classes, developmental mini-textbooks for each such scenario, etc. (Furman, 2010, p. 15).

The technology of modular learning provides unique opportunities for the realisation of the essential features of personal-oriented training. It contains a principle that, from the point of view of the classic humanistic psychology of Rogers (1961), is fundamental: the student is included in an active, independent learning process with the help of a modular program, and the teacher accompanies the learner in this process, helping learn the techniques of learning and self-management. At the same time, the teacher, freed from the actual teaching work and strict administrative workload, finally gets a real opportunity to implement an individual, personal approach to each student, to organise interaction and mutual assistance of students.

Based on this vision, there is a need for a teacher who not only knows their subject and knows how to explain new material to students and organise their activities but also manages the students' educational activities. Thus, modular technology, as well as the technologicalisation of the pedagogical process in general, is unthinkable without the management culture of the teacher.

In modular technology, the epicentre of the educational process is not the content of the subject, but the interaction of the teacher and students, a new pedagogical ethics, which involves changing the own position of the teacher and student, increasing the weight of personal communication, encouraging creative scientific activity, modelling life situations, inclusion in the field of educational activities situations of choice, etc.; thus, the psychological-pedagogical content dominates the educational-subject content.

A personality-oriented modular teaching system means maximum individualisation and differentiation of the educational process. Due to the openness of the teacher's methodological system contained in the module, the voluntariness of the current and public final control, the ability to exercise self-control freely and choose the level of assimilation, the absence of strict regulation of the pace of studying the educational material, the humanistic principle focused on the student is fulfilled. Thus, favourable moral and psychological conditions are created under which the student feels free and self-confident. Students' awareness of personal significance in learning and the need to achieve certain results is motivated by a clear description of a comprehensive qualitative goal, a description of the criteria for the level of assimilation and methodological support for each student.

The status of the "subject", as one of the crucial indicators of personality-oriented teaching, is provided by modular technology for the student in a natural way, and not by permission from outside. They plan the methods themselves, pace and place of work, they evaluate their abilities themselves and the level of claims, they perceive the decision themselves to move to the next level. Thus, the need for self-realisation is satisfied, firstly, by the opportunity to learn always successfully with the help of the module, and secondly, by the freedom to choose creative activities and non-standard tasks.

All this enables students to be psychologically and socially ready for productive activities, experiencing complicity in the offered fragment of socio-cultural experience.

A significant place in technology is occupied by principles that synthesise its content and perform the function of methodological regulators of its functioning and are closely related to general didactic ones.

According to Yutsiavychene (1989), such principles are: the principle of modularity, the principle of a set of separate educational elements that make up a single module, the principle of dynamism and flexibility, the principle of professional and cognitive competence of the teacher and students, the principle of parity between the teacher and students.

The leading of these principles is the principle of modularity, which requires the organisation of education by separate functional units – modules that combine the content, forms and methods of work of the teacher and students, determines the construction of educational material in such a way that it ensures that each student achieves clearly defined didactic goals. The material must be presented as a complete block so that it is possible to construct a single learning content from separate modules.

The principle of a set of individual educational elements that make up a single module provides for the integration of individual didactic tasks into a single didactic goal.

The principle of dynamism and flexibility provides for the possibility of changing (replacing) the content of each element and, accordingly, each module, taking into account the diagnosis of individual capabilities and social order. The principle of effectiveness and efficiency of knowledge and its system involves not only obtaining knowledge but also mastering the types of activities and methods of action that the student can apply freely and independently in practical activities.

The principle of professional and cognitive competence of the teacher and students requires: a) mastery and own creative style of the teacher in mastering explanatory, problem-solving, research, and diagnostic methods in creating and improving modules and their elements; b) students' free choice of available and exciting methods and ways of mastering the content of the study.

The principle of parity of the teacher and students in the new conditions of study involves the maximum activity of the student and the wide implementation of the advisory and coordinating function of the mentor, the joint search for the optimal path (method, pace, etc.) of learning, the transformation of management into self-management.

One of the components of educational technologies is a system of methods that ensure its effectiveness. The methods of modular training are divided into informational methods (lectures), operational methods (practical and laboratory

classes); search methods (heuristic, problems, research); self-directed learning methods (listening, content-based learning).

Informational teaching methods are aimed at the teacher's formation of new knowledge in students. The use of these methods in the course of modular training supports the informational function of the module. In modular training, a lecture from a medium of information transfer is transformed into a lesson, the main purpose of which is to give students a setting for independent work. In this regard, the lecture should be planned in such a way as to arouse the audience's interest in the problem, enrich them with information on a specific area, and determine the place of this problem in related industries.

Operational teaching methods are designed for the formation of students' abilities and skills in typical situations. For example, the "Do as I do" method is intended for learning practical work activities and acquiring relevant skills and abilities. At the same time, the student observes the operational actions of the teacher and then copies them. The "Algorithm" method involves providing students with the necessary instructions, which are presented in the form of goals and are used by students to perform practical tasks. The use of this method makes sense when achieving the reproductive goals of education.

Search (heuristic) teaching methods are used in the formation and development of skills and abilities of a specific productive activity in atypical, unpredictable situations. The "Business Game" method involves the simulation of production situations, the performance of typical operational functions of managers and specialists of virtual business entities and decision-making to solve problem situations. The "Didactic game" method is implemented when models of intellectual games are introduced into the educational process, which are used as non-traditional forms to enhance educational and creative activities of students in the system of step-by-step control of knowledge through the realisation of the needs of young people in competition, self-expression, success, etc.

The essence of the "Brainstorming" method is that a group of students is selected to discuss a specific problem, which is divided into two subgroups:

"generators of ideas" and "critics". "Idea generators" come up with new ideas to solve a given problem, and "critics" evaluate the ideas and choose the most optimal ones. The main principles of brainstorming: 1) do not criticise; 2) stimulate any initiative; 3) strive for the greatest number of ideas; 4) it is allowed to change, combine, improve the proposed ideas. The purpose of the "Business basket" method is to intensify the activity of students, orienting them to an independent, creative solution of various problems on the practical topics of the discipline. To organise training using the "Creative Dialogue" method, the teacher writes several questions on the board that should encourage the group to discuss. Students form subgroups independently according to the commonality of opinions on solving a creative problem. After a while, a creative dialogue takes place between representatives of different subgroups. At the end of the discussion, the teacher sums up the results.

With sufficient preparedness of students, it is possible to use the Conversation after Socrates' method. Students, under the guidance of a teacher or on their own, look for answers to problematic questions. The teacher uses the "Socratic question" technique, that is, asks students a chain of consistent targeted questions that help them find the correct answers from existing problem situations.

The "assessment-situational" method helps to intensify the research work of students on the materials of the assessment of production situations after the internship. The best educational and research papers are heard at student scientific conferences and seminars, and those with scientific novelty are drawn up for publication in the bulletins of scientific papers of a higher educational institution and specialised journals.

A special role is played by methods of independent study of educational material ("listening", "reading", "learning by the content of the module"). The method of "learning by the content of the module" provides for consistent actions of the student for the solid acquisition of educational material. Initially, didactic goals are analysed. Then the structure of the module is studied. After that, students move on to review the content of the module and its parts. Acquaintance with each educational element begins with the clarification of the purpose of learning. If there

is some incomprehensibility, then it is necessary to refer to the guidelines and recommendations, which provide tips for studying this educational element. Each element of the module ends with questions for self-control. Having answered the questions independently, the student can check the correctness of the answers by the key.

Thus, the optimisation of the educational process according to the module technology depends directly on the optimal choice of teaching methods. The choice of methods must be determined by the following requirements: didactic principles, goals and objectives of training; the content and methods of this area of knowledge; cognitive abilities of students by the level of education; features of external conditions; experience, level of theoretical and practical training of teachers. When choosing methods, it is vital to take into account the goals and objectives of personality development, the size of the group. Therefore, in order to master the content of a particular module, it is necessary to select the whole range of methods used in a particular didactic environment.

The results of the study showed that modular learning is one of the perspective pedagogical technologies that is aimed at the humanisation of the educational process. In the process of the modular approach, a pedagogical system is implemented, which is associated with a clear algorithmisation of the learning process. This approach allows for considering each student's abilities and interests. The main priority is the student's independent activity, independent learning. An essential feature of modular learning technology is that it is focused on the individual student, and the student acts as an active subject of educational activities. The advantages and opportunities of modular technologies are reflected in the implementation of important features of person-oriented education.

Conclusions. Thus, the educational process when using modular technology really becomes humane and spiritual not only in character but also in the content of interpersonal relationships, which fully corresponds to the technological level of the pedagogical process because it is the humanisation of education that requires the educational process to rise to the level of technology. The level at which not only

knowledge is given to those who study – students, but also the need for continuous, independent, creative self-education is formed throughout the entire active life. Therefore, the modular system of education becomes the structure of the educational system and its institutions, which would ensure the transition from the principle of "Education for the whole life" to the principle of "Education through the whole life", which is an urgent need of the domestic education of the beginning of the 21st century.

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1.10. EFFECTIVENESS OF USE OF INFORMATION AND EDUCATIONAL ENVIRONMENTS IN DISTANCE LEARNING AT HIGHER EDUCATIONAL ESTABLISHMENTS

Introduction. The modern world is constantly and dynamically changing. It is not the same as it was ten or twenty years ago. New challenges form new requirements for the educational process. New processes taking place in society and the world fundamentally change the model of education, in particular higher education. In the conditions of the pandemic, as well as in the conditions of martial law, the functioning of the old models of learning becomes impossible. New, modern models of education come to the fore, which involve all participants in the educational process in a new way. Such models are distance forms of education, which have been successfully used all over the world for several years. Distance forms of education require the use of educational information technologies.

So, the object of scientific research is the phenomenon and specifics of the use of information and educational environments in the conditions of distance learning in higher education, the subject of research is the functioning of Moodle as an example of LMS in a higher educational establishment.

The purpose of research is to investigate how different types of information and educational environments function in the context of a university, what tasks they cope with, and for which tasks, which systems should be used.

Literature review. The analysis of distance education has already been done in scientific studies and publications. Many publications are devoted to the importance of using distance learning, the specifics, advantages and disadvantages of distance learning. Characteristics and analysis of information and communication technologies of education are also present. Formation of the informational and educational environment of universities was considered by Anisimov (2009), Rakhmanov (2019) and others; theoretical and methodological principles of designing distance learning environments and the development potential of distance learning were considered by Bohachkov et al. (2012) and others.

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Trius et al. (2012) dealt with the problem of implementation of LMS Moodle in the educational process at a higher educational establishment, developed original structure of electronic educational course, worked on its adjustment to the university requirements.

The novelty of this publication lies in the thorough study of the term "information and educational environment", the discussion of advantages and disadvantages of the functioning of Moodle, the peculiarities of its use specifically for solving problems and tasks put forward by higher educational institutions.

Methods. Theoretical and empirical research methods were used for conducting research in this publication.

Results. Recently, we have seen the effective implementation of ICT in the educational process, not only at higher educational institutions but also at schools. It is due to the transition to distance education in connection with the pandemic all over the world. In Ukraine, it is connected with martial law. All mentioned above creates some challenges for both students and teachers.

First, we must examine the theoretical foundations of the modern educational paradigm. The need to respond to human needs, to public requests, to objective processes of their development establishes a new educational paradigm, which consists in the need to ensure equal access to quality education for all those who must study, have the desire, need (internally or externally motivated) to learn throughout life and have opportunities for this. Based on this paradigm, a system of modern goals of education is formed, the achievement of which should ensure the adequate character of its development. In turn, the modern tasks of the education system involve the development of the content of education and pedagogical technologies used in the educational process, as well as the development of education management technologies.

At the expense of what are modern goals of education achieved, a new educational paradigm is implemented? It is possible to single out the factors that are defined and used as tools for the modernisation of education and the consideration

of which should contribute to solving the problems of the modern stage of the development of the education system:

- integration processes in education (integration of educational standards, the content of education, its educational and methodological support, methods, means, resources and technologies, the organisational, functional structure of the education system and its management system, etc.);

- the democratisation of the process of obtaining an education (development and large-scale introduction of mechanisms and tools of freedom of choice, equal opportunities for obtaining education regardless of the social status of students and their parents, equal access to quality education of broad sections of the population regardless of the place of residence, comparability of diplomas, loans, mobility in the markets, the single two-level higher education, approximate training programs, unified interfaces for interaction with various education systems and educational institutions, etc.;

- people with limited mental and physical abilities also have the right to education, which must be offered and provided by educational institutions that use the methods and means of special pedagogy in education and upbringing;

- the informatisation of education, which corresponds to the goals and objectives of the formation of an information society and, in this context, involves the creation of a single informational educational space – a content-subject, computer-technological and information-communication platform for the integration and democratisation of education.

The objective influence of these factors on the development of the education system, on the one hand, and the specified changes in the needs of those who study, on the other hand, form the modern principles, goals, limitations, mechanisms and tools of the development of the education system, the totality of which builds a portrait, a conceptual model of new education, which is called open education (Bohachkov et al., 2012).

The main system-forming principles of open education are based on the modern educational paradigm and therefore meet the modern educational needs of man and

society, as well as take into account the current opportunities and prospective tasks of the education system. Analysing the known definitions of such a multidimensional category as open education, the following main principles of open education can be identified:

- The principle of freedom of choice. This principle declares the possibility for the student to freely choose the place of study, type of educational institution, educational programs, a form of study, speciality, and level of education.

- Principle of the flexibility of education. This principle enables the students to form individual plans and study programs flexibly. They can correct it or add new learning elements if they are missing. Studenst can change their educational institution at their own will.

- The principle of invariance of learning. It provides an opportunity for students to transfer from one educational institution to another after completing a full course of study as well as in the middle of their studies. A student has the right to continue their studies at another university, to use unified teaching and methodical materials, pedagogical technologies and teaching aids, provided them transferred to a related speciality.

- The principle of independence of learning in time. This principle declares the student's free choice of study time. A student has the right to pursue education during their professional activity or other education. A student has the right to receive education according to a pre-agreed individual schedule at a time convenient for them in synchronous and asynchronous mode, while they must always have access to educational information resources.

- The principle of extraterritoriality of education. Education can be carried out not only within the walls of the educational institution but also outside its walls. The student has a free choice of their location, regardless of the geographical location of the educational institution. The implementation of this tool allows a student to get an education even if they are in another city or even in another country (this became especially relevant with the introduction of martial law in Ukraine in connection with the armed aggression of russia in Ukraine).

- The principle of equivalence of education certificates. According to this principle, the certificates the student received as a result of training must meet the current educational standards. National and international educational standards must be aligned.

- The principle of the starting level of knowledge assumes that, receiving a certain degree of education, both a student and a teacher must possess a certain level of knowledge for the effective use of information and communication technologies, educational environments, and generally be an advanced computer user. The teacher and the student must adhere to certain ethical norms and the culture of electronic communications. If the subjects of education do not have the necessary skills, you must complete the preliminary training to obtain the necessary teaching skills.

- The principle of humanisation of education. The essence of this principle is that open education should provide the most comfortable conditions for students to master the accumulated experience, skills, and necessary level of knowledge. Students must master their chosen profession, as well as reveal their creative abilities, demonstrate moral, civic, and intellectual qualities.

- The principle of internationalisation of education involves educating such students who will appreciate not only their own but also perceive and appreciate the achievements of other cultures. This principle involves fostering tolerance towards representatives of other cultures.

- The principle of economic attractiveness of open education. This principle provides financial opportunity for students to receive a quality education in open systems. For teachers, this principle means the opportunity to work and receive economically attractive salaries, constantly improve their qualifications, promote open education, and involve ICT in the educational process.

- The principle of the prestige of open education. According to this principle, a student's education should be prestigious. Students and teachers should understand and realise the advantages of receiving education in open systems. To implement

this project, it is necessary to develop and maintain a high reputation for open education systems.

- The principle of providing quality education. The principle ensures obtaining such a level of education that would meet the needs of students and society.

These system-wide properties of open education, on the one hand, fully reflect the modern educational paradigm, which consists in the need to provide equal access to quality education to everyone who has the desire and need to learn throughout life and has the opportunity to do so, and on the other hand, they are represented as means of integration processes in education, the democratisation of the process of obtaining it, informatisation of education – the main tools of modernisation of education at the current stage of its development (Bohachkov et al., 2012)

The principle of independence of learning in time and the principle of extraterritoriality of learning provide for the functioning of distance education. The latter cannot function properly without the implementation of information and educational environments in the learning process. What is more, there is no unambiguous interpretation of this term.

The information environment includes many information objects and connections between them; means and technologies for collecting, storing, transmitting (broadcasting), processing, producing and distributing information, knowledge, audiovisual information reproduction means; organisational and legal structures that support information processes (Levina et al., 2017).

The effectiveness of the application of IOS in the educational process is achieved when appropriate learning technologies are reasonably and harmoniously integrated into the educational process, enriching pedagogical technologies, facilitating the solution of management tasks, and experience, knowledge, traditions accumulated in the education system supplement the meaningful, general cultural component of information space – from the scientific and methodical laboratory of a separate higher education institution to the global Internet network (Rakhmanov, 2019).

We can divide the informational and educational space into several levels. The information and educational environment of level 1 is a global, university-wide system, while level 2 is electronic training courses that are developed within the framework of the teacher's discipline (Yanovskii, 2020).

One of the examples of information and educational environment of the 1st level is Moodle. To begin with, it is necessary to give a general description of the Moodle system. Moodle is a content management system (CMS) specially created for the development of online courses by teachers. Such e-learning systems are often called learning management systems (LMS) or virtual learning environments.

Moodle stands for Modular Oriented Distance Learning Environment. Moodle is an instrumental environment for the development of individual online courses and educational websites. The project is based on the theory of social constructivism and its use for teaching. The author of Moodle, the Australian Martin Dougiamas, believes that the main goal of creating the system was to create a system different from all others already existing on the market, which would be based on the foundations of cognitive psychology, where the student is an active subject who independently creates own knowledge system, using available sources (Anisimov, 2009). The teacher's role is to motivate and support students by preparing tasks for independent study, evaluating the results of their implementation, adjusting knowledge. According to the foundations of social constructivism, constructed knowledge is most effective when students learn collaboratively. It is possible when the student works in a group, shares own experience and thoughts, being open to the experiences and thoughts of others.

Moodle has the following criteria:

- Functionality: Moodle has the ability to manage courses and study groups. There are forums, chats. Analysis of student activity is possible.

- Stability: high level of system stability in various operating modes.

- Reliability: ease of updating content based on existing templates, user protection.

- Cost: the Moodle system is completely free.

- Modularity: the material is built in blocks – modules. This fact is especially important for modular-rating training.

- Support for the SCORM international standard.

- The presence of a system of checking and evaluating knowledge online (Trius et al., 2012).

These are the advantage of using Moodle in a specific higher education institution that enables the educational institution to:

- implement the modular organisation of the educational process according to the Bologna system;

- provide full scientific and methodical support for disciplines;

- involve the educational institution in the global scientific and educational space;

- create own Internet environment for e-learning;

- the creation of a distance education system at the university.

The Moodle system includes a complete set of modules that enable collaboration at the student-student or student-teacher levels, namely: a lesson, a seminar, a workbook, a chat, a task, a questionnaire, a survey, a glossary, and a forum.

Moodle allows connecting the following types of modules:

- course elements;

- types of tasks;

- blocks;

- course formats;

- course reports;

- administrator reports;

- evaluation reports;

- export formats of estimates;

- import formats of grades;

- types of questions in the tests;

- test reports.

Discussions. Thus, when considering Moodle, the following advantages of its use become available. For the teacher, Moodle provides an opportunity to have the educational and methodological complex of the discipline in a convenient structured form, have a tool for accounting and monitoring of students' educational activities, set deadlines for completing work with modules, have an e-learning platform that meets European standards for the organisation of the educational process in accordance with of the Bologna Agreement, use text, graphics, audio, and video materials in the educational process, quickly change, correct, supplement, expand educational and methodical materials, have security programs that are protected against unwanted access, changes, and destruction.

For students, Moodle allows having access to a structured educational and methodological complex, having the opportunity to self-test and perform tasks and evaluate them independently of the human factor, having extended access to Internet resources, the opportunity to remotely study the material in the discipline, to pass the exam session ahead of time.

One of the main problems of distance education is conducting a certain form of control at the end of the course. The geographical remoteness of the participants in the learning process makes it impossible to gather them in one place and conduct an exam or assessment, as offline learning allows. The option of using email to send and receive exam results remains, but there are more disadvantages than advantages. The teacher spends even more time checking written papers than in traditional exams. Moodle provides unique opportunities for testing learning results when a very large number of students can take the test at the same time and know their results immediately. Moreover, Moodle completely removes all subjectivity from the evaluation of the participants of the learning process, making it completely transparent and objective. It also allows you to relieve stress that is inherent in students and often occurs in conditions where classes are organised in a traditional way.

Despite such a number of advantages, the Moodle system has certain disadvantages. It is quite complex for users, and there are certain costs for training specialists and system support.

The biggest drawback of this system is the lack of direct contact between the student, teacher and other course participants. Another problem is the lack of motivation and self-discipline, which are important in the case of distance learning (Sheremet & Vasylenko, 2021). Research shows that a significant proportion of people who start an e-learning course do not finish it. There are also people who are sceptical about using computer equipment or have difficulties with the operation. Moodle users often complain about the problems they experience when setting up the system.

Conclusions. Thus, when considering Moodle, the following advantages of its use become available. Moodle provides an opportunity to have the educational complex of the discipline in a convenient form. For students, Moodle gives the opportunity to self-test and perform tasks and evaluate them, the opportunity to remotely study the material in the discipline, to pass the exam session ahead of time.

Despite all these, the Moodle system has certain disadvantages. It is quite complex; there are certain costs for training specialists; there is a lack of direct contact between the student and teacher. Another problem is the lack of students' motivation and self-discipline.

However, it should be noted that the disadvantages of working with the Moodle system can also have positive consequences. Thus, poor control of students by the teacher gives impetus to the development of the student's independent work skills. Moreover, independence in learning is the basis of distance education, and then this skill will help students effectively solve life and professional tasks and form an active position of a specialist. It should be noted that although Moodle cannot replace a full-fledged presentation at a lecture, it sometimes helps to add an element of visualisation to lectures and practical classes (in the form of tables, pictures,

graphs, audio and video files), which always has a good effect on learning the material.

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Part 2. ACTUAL PROBLEMS OF PHILOLOGY AND METHODS OF TEACHING FOREIGN LANGUAGES IN HEIs

2.1. THE PHENOMENON OF POLYSEMY IN MODERN ENGLISH LEGAL TERMINOLOGY

Introduction. The development of science and technology involves active research activities in the field of terminological vocabulary, phenomena and processes of nomination. The terms of a separate field of knowledge contribute to the formation of a single information space that provides the appropriate type of communication. Terminology is an indicator of scientific, social and cultural development of a nation. For example, law as a regulator of legal behavior the more effectively fulfills its role, the more correct conceptually and linguistically expressed his statements, prescriptions, permits and prohibitions. Improvement of the legal system always occurs in parallel with improvement of legal terminology (Drahanchuk, 2017: 214).

The rapid growth of professional information in different scientific branches is associated with the quantitative growth and qualitative improvement of terminology. The degree of development and improvement of communication skills in the four main types of speech activity (speaking, listening, reading and writing) within the scope of the studied special topics depends on the level of mastery of legal terminological vocabulary in an active or passive form. Competent use of legal terms becomes a necessary condition for professional growth and career development of future lawyers. Knowledge of certain English-language legal terminology and the development of skills and abilities to use this terminology for communicative purposes serve for the development of linguistic competence and are the basis for the successful comprehensive development of other components of foreign language professionally-oriented communicative competence: speech

(pragmatic), sociocultural (sociolinguistic), compensatory, educational and cognitive competencies (Korotka 2021: 119).

The relevance of this work is due to the lack of special in-depth studies of the problem of polysemy in the modern English legal terminology. Legal terminology acquires special importance in the period of strengthening the integration of countries and international relations, in particular in specific documents, agreements, works that contain certain legal recommendations, requirements and provisions. The relevance and importance of the topic is related to the importance of legal norms and laws in the system of legal relations and the adequate implementation of these relations. The issue of identifying, analyzing, describing, and forming legal language as a self-sufficient semantic system is becoming more and more important for modern jurisprudence. Legal terminology is the most important component of legal language. However, it is not sufficiently researched. The relevance of legal language is related to the comprehensibility, appropriateness and precision of legal terms. It is necessary to provide appropriate conditions for studying various issues of the legal language, its characteristics and laws in order to improve the level of legal management (Lyubchenko, 2015: 7). Legal terminological units are a device for conveying the essence of a legal document and ensuring an adequate perception of the meaning of a legal law.

Literature review. The problems of formation, semantics, derivation and trends in the development of the terminological system as a component of scientific vocabulary attract the attention of many researchers. Scientists study various aspects of functioning terminological vocabulary in professional fields. They conclude that the current state of science requires an in-depth study of the formation processes of terminological systems, semantic features of terms, standardization and functioning in scientific literature and professional communication.

Linguists pay special attention to the systematization of terminological systems of special fields. They study various peculiarities of the formation of terminological units and their functioning in the language system. Some problems of special terminology have been studied: socio-economic terminology (Burlakova &

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Diachuk, 2019), computer terminology (Bohachyk, 2015, Vasylenko, 2019), tourism industry terminology (Bushkova & Syborova, 2020, Kysylytsia & Bialyk, 2020), aviation terminology (Mezhzherina, 2019, Shcherbyna, 2020), medical terminology (Iencheva, Semyhinivska, 2021; Stegnitska, 2019). The works reveal peculiarities for the identification of terms and they offer criteria to separate them from non-terminological language units. The lexical structural aspects of special terminological glossary are also studied.

In modern linguistics, scientific approaches to the study of polysemy based on the material of various terminological subsystems are being improved, differential signs of multi-meaning lexical units are revealed. However, despite significant achievements in the study of the problem of polysemy in modern linguistics, there is no single generally accepted definition and understanding of this phenomenon, which determines the relevance of the proposed study.

Methods. The main methods used for the complex analysis of legal terminology are represented by the continuous sampling method, the descriptive analysis method, the method of component analysis and the method of quantitative calculations. We also apply general scientific methods: observation, generalization, classification. Properties and relationships of term units of the legal term system are fixed by the method of scientific observation.

Results and discussion. Polysemy is a semantic phenomenon that is considered one of the most important systematic categories in the lexicon. Polysemous lexical units are very common in English. We understand polysemy as the presence of several meanings of the same linguistic unit. As a rule, they appear due to the variation of the original meaning of the lexical item.

In linguistics, attention is focused on the causes of ambiguity. Among the reasons for its emergence in the field of terminological systems, the following can be distinguished: the development of a scientific concept; limitation of vocabulary material in relation to the number of concepts that need to be termed; coexistence of concepts that reflect different views, features of the term's functioning, its semantic and word-forming connections; borrowing lexical material from other languages.

It is noted that in spite of the requirement of monosemality to ideal terms as signs of term systems, nevertheless ambiguous terms are a phenomenon that often happens in scientific language (Burlakova 2019: 10). Polysemy is considered to be the deficiency of meaning when analysing the content of a term, though in some cases the avoidance of the phenomenon of polysemy is impossible. With regard to perfectly organized terminology, generally the distinguishing characteristics of a term are assigned to a single concept (Stankeviciene 2018: 191). The ambiguity of the term interferes in acts of communication, in the field of functioning, in view of what is a negative phenomenon. It is better to provide only one meaning for one language sign. The problem of polysemy of terms is compounded when they are examined outside the text or discourse (Hrybinnyk 2015: 191).

Lexical units, the semantics of which is based on a broad conceptual basis, are singled out among multi-meaning words of English. The hierarchically organized structure of meanings is characteristic of polysemantic terms. It includes indivisible elementary semantic items that function in every context simultaneously.

Modern legal terms mostly satisfy the requirements for terminological units. But legal terminology is characterized by polysemy, which is considered an imperfection of the terminological system.

Separate legal terminological units are characterized by vague semantic boundaries. They are characterized by semantic connections with other elements of the system. In some cases, the terms are related to different concepts and have certain close definitions. This happens due to the modification of the primary meaning of the corresponding lexical unit.

Over time, polysemy applies both to a certain terminological system and to other terminological subsystems. Every now and then you can notice contextual polysemy.

It should be pointed out that that monosemy is a priority characteristic of terminology for most linguists. In the case when one concept is associated with the corresponding sign, this contributes to the adequacy of information, helps to choose the necessary equivalent, which greatly facilitates the communication of specialists.

Ignoring the obvious positive characteristics of unambiguity, polysemy is characteristic of all present-day terminologies. It also finds its place in the legal terminology. It should be noted that polysemous lexical units dominate over the basic terms of the legal field of knowledge. Our sample includes 65.8% of polysemic terms.

For example:

- controversy – 1) „disputes”; 2) „debate”; 3) „disagreement”;
- refer 1) „submit for consideration”; 2) „transfer the case to another instance”.

It should be noted that the linguistic grounds that contribute to the emergence of polysemy in the common language also affect the modification of the semantic structure of terminological units. The asymmetry of sign and meaning is the basis for polysemy. If the plan of expression is arbitrarily connected with the plan of content, their free variation can be observed. In the work, we agree with the statement about the asymmetry of the linguistic sign. The form of the sign is in most cases conservative, and the content of the sign is considered mobile. The reasons for the ambiguity of legal terms may be related to the limitation of root vocabulary material; with the use of one term for different concepts that relate to the same phenomenon; with inappropriate borrowing of terms from other languages.

There is no doubt about the fact that the word usually occurs with a certain meaning. It is primary. We consider the primary meaning to be direct, given that it directly names the designated object. The ambiguity of a lexical unit can also occur when the name of a certain item is conveyed to another.

Metonymy is sometimes one of the sources of ambiguity. At the current stage, scientists pay a lot of attention to this phenomenon. There are many opinions, but there is no single definition of it.

We hold the view that metonymy consists in the transfer of the name of a certain item or class of items to another item or class based on adjacency. The common feature on the basis of which metonymic transfer occurs is determined constant associations. In addition, the permanence of associations contributes to the derivation

of the referent for context limits. Metonymy is considered as one of the manifestations of the systematic organization of the vocabulary and a way of forming new meanings, as a stylistic technique and a method of linguistic economy.

The concept of metonymy is not homogeneous, because it is used not only as the name of a trope, but also as a designation of one of the ways of the historical development of the meaning of a word. In addition, metonymy is a way of organizing a synchronous system of vocabulary, namely the meanings of a polysemantic word.

In the cognitive aspect, metonymy is one of the methods of mental assimilation of reality and acts as a cognitive mechanism that enables a person to move in his awareness from partial to general, from concrete phenomena of the surrounding reality to abstract generalizations. Metonymy is a type of semantic transfer which emphasizes an individual feature, enabling the addressee to identify the object, to isolate it from the field of observation, distinguish from other subjects. It is based on the contiguity of two objects or phenomena (Chaiuk, Borysovych, 2020: 179).

The following methods illustrate metonymic transfer in the legal terminological system.

1. Transfer of the name of the legal proceedings to the employee. For example:
• justice – „the process of justice" – justice „a judge of the Supreme Court".

2. Transfer of the name of the whole to the part. For example:
• enforcement entity „police organization" – enforcement entity „police unit".

3. Transfer of the name of the part to the whole. For example:
• file „case" – file „binding of documents".

4. Transfer of the name of the trial to its stage. For example:
• attribution „assignment of functions" – attribution „defining a function object".

It should be noted that the phenomenon of polysemy usually has a certain historical background. It always arises under the influence of language development. One can easily find connections between the meanings of a polysemic unit if it arose on the basis of metonymic transfer. The meanings of one lexical unit have common

features, but each of them specifically distinguishes the characteristics of different objects. It is appropriate to emphasize that it is usually easy to find a connection between the meanings of polysemic terminological unit. We suggest establishing a connection between the following meanings of the legal term *business law*: *1) „commercial law"; 2) „commercial law regulating the field of business relations"; 3) „the right of business activity".* The basic meaning of the term *business law* is "business". Other meanings have common features with it.

The following term *covenant* has such definitions: *1) „agreement"; 2) „contract"; 3) „contract under seal".* The meaning of "agreement" unites all definitions of the term.

It should be emphasized that root lexical units are more affected by polysemy than complex lexical items. The following examples demonstrate that for legal term combinations. With a larger number of components, the possibility of polysemy is reduced.

- *company   1) „company";   2) „association";   3) „partnership"; 4) „companionship"; 5) „society";*
    - *insurance company 1) „insurance company"; 2) „underwriter";*
        - *stock insurance company 1) „joint stock insurance company";*
- *code 1) „code"; 2) „cipher"; 3) „codex";*
    - *Commercial Code 1) „Commercial Code"; 2) „Business Code";*
        - *Uniform Commercial Code 1) „unified commercial code";*
- *corporation 1) „company"; 2) „business"; 3) „firm";*
    - *liability corporation 1) „liability corporation"; 2) „responsibility society";*
        - *limited liability corporation 1) „a corporation with limited liability"*
- *interest 1) „interest"; 2) „rate"; 3) „percentage";4) „per cent";*
    - *security interest 1) „security interest"; 2) „protective interest"; 3) „defensive interest"*
    - *money security interest 1) „financial support"; 2) „cash collateral interest";*

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o *purchase money security interest 1) „percentage of security for the purchase of money ”*

With an increase in the number of components, terms lose the influence of polysemy and become understandable for specialists.

Conclusions. The study of ambiguous legal terms demonstrates their prevalence in the specified term system. Polysemantic terms make up 65,8% of the sample. A careful study of the phenomenon of polysemy in legal terminology helped to identify specific features of ambiguous terms in the legal field of knowledge. In particular, the work highlights the reasons for the emergence of polysemantic legal terms. Among them, the following reasons stand out: limitation of root vocabulary material, use of the same term for different concepts relating to the same phenomenon, inappropriate borrowing of terms from other languages.

We come to the conclusion that metonymy is the productive source of polysemy in modern legal terminology. Metonymy consists in the transfer of the name of a certain item or class of items to another item or class based on adjacency. This phenomenon is one of the ways of the systematic organization of the legal glossary and a way of forming new meanings. It is a stylistic technique and a means of economy of linguistic effort.

Metonymic processes in the legal field of knowledge take place on the basis of the transfer of the name of the legal process to the employee, the name of the whole to the part. There is also a transfer of the part name to the whole and the general name of the legal process to its stage.

It is easy to find connections between the multiple meanings of words. Multifaceted meanings of a terminological lexical unit have common features, but each meaning specifically reveals the peculiarities of various objects. We conclude that basic legal terms can be related to two or more concepts. In this case, their meanings are related to each other. Their common features are obvious. Polysemy rarely refers to multicomponent terms. Such terms facilitate the communication of specialists.

Ambiguity should not be taken for granted as an absolute condition for the functioning of legal terms, but as a trend. It can be fought and considered harmful, but this phenomenon will always find its place in the terminology.

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2.2. TEACHING FOREIGN (UKRAINIAN) LANGUAGE IN A MULTILINGUAL GROUP AT HEIs

Introduction. The leading settings determining higher education dynamics at the beginning of the 21st century are internationalisation, regionalisation and globalisation (UNESCO, 2009). Referred points caused a steady increase in the number of international students getting higher education in Ukrainian institutions. So, in 2019, 80,470 foreign students from 158 countries studied at higher education institutions (Strategy …, n/d). With such a vast geography HEIs have been meeting a mix of students from different nations, cultures, ethnic groups and religions. It indeed results in the wide linguistic diversity of the student contingent and the need to overcome the challenges of providing educational services in multilingual groups. By a multilingual group, we mean an educational association of students which includes native speakers of different languages, as opposed to a monolingual group, which consists of speakers of only one native language.

Therefore, the need for a critical understanding of existing contexts of international students' foreign language training at HEIs in Ukraine as a host country determines the relevance of our study. Besides, the matter of peculiarities of multilingual groups and functions of the Ukrainian language as a foreign were not the issue of thorough consideration.

Under such conditions, essential objectives must be tackled in an integrative way. They are: to outline the contexts of foreign language training at Ukrainian HEIs, taking into account the curriculum, approaches to teaching, and stages of training in correlation with internationally recognised standards of foreign language proficiency; to highlight the peculiarities of the multilingual group; to point out the functions of foreign (Ukrainian) language.

Therefore, our study aims to assemble and generalise the specifics of multilingual groups and draft the functions of the foreign (Ukrainian) language for obtaining higher education by international students in a foreign country.

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Literature review. Coverage of various dimensions of foreign language teaching in general and Ukrainian in particular has been discussed for many years.

As regards Ukrainian as a foreign language, the most considered questions are the following: the peculiarities of language curriculum for international students both for preparatory departments (Shlenova et al., 2019; Ivanyshyn, 2015) and bachelor's degree courses at the HEIs (Bey & Trostynska, 2008; Lushchyk et al., 2020); principles, techniques and methods of teaching (Nazarevych et al., 2020).

Highlighting the methodology of teaching a foreign language, the authors emphasise the need to combine socio-cultural and professional content (Lushchyk et al., 2021); extensive use of authentic materials (Lushchyk et al., 2022). There are studies focusing on the intercultural dimension of teaching a foreign language in a monolingual and multinational group (Byram et al., 2002; Sleeter 2011). The studies by Lushchyk, Pikulytska & Tsyhanok (2019; 2021) are devoted to aspects of mastering the foreign (Ukrainian) language in groups with diverse language backgrounds.

A brief review of recent publications shows that raised issues are still valid.

Methods. The theoretical methods were used to achieve the purpose and objectives of the study. So, general theoretical methods were chosen to analyse and synthesise information from psychological-pedagogical, scientific-methodical and educational-methodical literature. It provided the opportunity to assemble and summarise valuable points introduced in scholars' elaborations and got from the author's experience and introduce the contexts of international students' foreign language training at HEIs.

Also, observation, description, analysis and systematisation were carried out to highlight the distinctive features of multilingual groups and to mark the role of foreign (Ukrainian) language as a means of learning and communication in correlation with the peculiarities of lingual and cultural diversity. Mentioned observations and study were conducted based on the Department of Foreign Languages of Sumy National Agrarian University.

Results. The current concern with teaching foreign languages in multilingual groups at HEIs has originated in societal changes underway in Ukraine, Europe and worldwide in recent decades. They cause conditions in which language training of international students is carried out.

Thus, the foreign language training in Ukraine's higher education providers take place under the following circumstances: 1) the involvement of host institutions in the phenomenon of transboundary higher education, which "promotes academic values, upholds responsibility, and respects the basic principles of dialogue and cooperation, mutual recognition and respect for human rights, diversity and national sovereignty" (UNESCO, 2009, p. 2) increasing the role of English as a language of global communication (Rao, 2019, p. 3) supporting the learning of foreign (local) languages within the European community by Council of Europe and development and implementation Common European Recommendations on Language Education (CEFR) (Council of Europe, n/d) establishing Ukrainian as the language of higher education in the frame of Ukraine's language policy (Verkhovna Rada Ukrainy, 2014) 5) drawing up and incorporating standards, curriculums and syllabuses of foreign language training for international students appealing to leaners' socio-cultural and professional development (Lushchyk et al., 2020; Lushchyk et al., 2022).

Given the conditions outlined above, foreign language training is no longer regarded as a mere add-on to the curriculum in occasional projects, but it broadens and replaces monocultural and monolingual approaches and leads to a change in traditional teaching. For this to take place and for foreign language teaching to make significant advances, educational professionals must work creatively and co-operatively, focusing on special practices and methods for multilingual groups.

As a result of a thorough review of scientific and methodological literature, we found that using competent, communicative-active, person-oriented and intercultural approaches to teaching a foreign language attracts the attention of educationalists. The approach is interpreted as a fundamental category determining the language learning strategy, the choice of teaching methods that implement the corresponding

strategy and the selection of principles. At the same time, there is no consensus on which approach can be considered dominating, and there is a discussion on the strengths and limitations of applying particular approach for in both monolingual and multilingual groups.

The word combination "quality foreign language training" is closely connected to the level of competence and the stage of learning. Currently, the system of foreign language training for international students is described within the framework of three stages: elementary/basic (the preparatory department), principal (the 1st-2d years of undergraduate studies) and final (the 3d-4th years of undergraduate studies) for obtaining a bachelor degree. Furthermore, a certain level of language proficiency should be achieved at every stage. There are evaluation criteria based on acquired knowledge, skills, and abilities for all stages. In addition, modern educationalists are working hard to implement the foreign (Ukrainian) language training model in accordance with the six levels of foreign language proficiency based on the CEFR.

It is important to note that the corresponding model and the programs developed on its basis regard language training for international students as a unity of three components: language (the objective is communicative competence), general science (the objective is general / professional competence), adaptation (the objective is the adaptation to realities and tasks of life in a foreign language environment) ones. It is provided by foreign language training in such communicative areas of study as learning-professional, socio-cultural, socio-political and official-business. (Lushchyk et al., 2020). Certainly, this model is based on a wide range of didactic principles.

Actually, the above-mentioned considerations regarding the foreign language curriculum conform to foreign (Ukrainian) language learning and teaching both in monolingual and multilingual groups.

However, the nature, methods and techniques of organising work in foreign (Ukrainian) language classes in monolingual and multilingual groups can differ. It is determined by certain features of the multilingual group as an association

of international students with different linguistic and cultural backgrounds. Awareness of these peculiarities is necessary for the teacher to organise work competently.

At first glance, a multilingual group has advantages over a monolingual one: the absence of a single common language increases the need of students with different mother tongues to communicate in a foreign language not only during classes but also outside the classroom. In this way, conditions for direct natural communication are created.

Even so, foreign language training of students in a linguistically diverse classroom has some challenges, which should be commented on in more detail. It is obvious that in the conditions of a multilingual group, it is impossible to identify, single out and use any one background language.

Although experts debate the role and use of an intermediary language (English, German, French and others) in the educational process of teaching the foreign (Ukrainian) language, this methodical problem does not have a straightforward solution. On the one hand, the availability of an intermediary language can simplify the teacher's explanation of the educational material, solving organisational matters and cases related to the socio-cultural adaptation of international students.

On the other hand, using an intermediary language can also be problematic or impossible. In particular, English is perceived by many international students as the universal language of international communication, but the level of their proficiency can vary significantly. For example, natives of India or African countries (Nigeria, Ghana, Zimbabwe, Cameroon, Kenya, and others) mostly speak English at an intermediate or advanced level, and learners from Central Asia (Turkmenistan, Kazakhstan, Tajikistan, Uzbekistan and others) or the Middle East (Turkey, Jordan, Lebanon, and others) may experience difficulties even at an elementary level.

When a student does not have a good command of English as an intermediary language, he is reluctant to make contact or limits his communication to two or three groupmates. The cases of the formation of monolingual micro-groups from representatives of the same country inside a multilingual group can also occur.

The aspects mentioned earlier can create psychological discomfort, an atmosphere of rivalry, and often mutual dissatisfaction. The response to such challenges is organising group work in Ukrainian from the very first days of the educational process: students are fully immersed in the environment of foreign language communication and mobilise their internal resources.

Apart from that, contradiction may arise in a multilingual classroom because of the insufficient understanding of the national, cultural, and religious characteristics of various ethnic groups. (In particular, in the author's experience, such a conflict arose between Turkish and African students at the initial stage of co-education.) Therefore, activities should aim to clarify the main cultural differences, peculiarities of national etiquette, formal and informal communication, as well as the development and expression of respect for national differences, solidarity, instilling universal human values, and finding points for positive interaction.

The next significant challenge that a language teacher has to overcome in a multilingual group is related to forming training groups within some time. International students often enter the course of study unequally because they arrive in Ukraine at different times. Sometimes the final formation of the audience takes place within 3-4 weeks. It creates a particular gap between the knowledge and socio-cultural adaptation of those who arrived earlier and those who joined the foreign language learning environment a little later. For this reason, teachers have to solve the issue of foreign language training by "catching up" and "levelling" the students' level of knowledge, dose course material strictly determining the balance between learning-professional, socio-cultural, business and socio-political communicative training areas under every stage of the teaching-learning process.

Within the study framework, it is relevant to refer shortly to the difference in potential and speed of learning a foreign (Ukrainian) language by students from diverse countries. For example, students from the African continent can master phonetics, reading and intonation of Ukrainian a little faster compared to Chinese ones, whose language is significantly different from Ukrainian. In the process of learning a foreign language, ethnolinguistic and psycholinguistic differences can

increase since students' native languages have specific speech intonation, pronunciation, vocabulary, morphology and syntax. Undoubtedly, mentioned features are essential factors in learning a foreign language and require in-depth research; however, it extends far beyond the scope of this study.

Noteworthy points concern the specifics of the motivational orientation and needs of international students. Thus, studies show that learning-professional and socio-cultural communicative training areas are dominating for students in the 1st-2nd years of training for a bachelor's degree. Accordingly, within the 3d-4th years, the principal areas are learning-professional (dominating), socio-cultural, business, and socio-political, and the demand for professionally-oriented training is increasing (Lushchyk et al., 2020; Lushchyk et al., 2021).

Therefore, the multilingual group is characterised by a number of features challenging the process of foreign (Ukrainian) language acquisition in particular and getting higher professional education in a foreign institution as a whole. Namely, the absence of unity of a common language, background knowledge and the psychology of speech activity make it impossible to compare the foreign (Ukrainian) language with the students' mother tongue; the absence of an intermediary language; availability of ethno-social communication barriers; differences between group members in the levels of language knowledge and skills as well as the degree of socio-cultural adaptation; different potential for mastering Ukrainian; diverse needs and requests for foreign language training.

Nevertheless, international students' linguistic and cultural diversity determines the benefits of studying in a multilingual group at HEI. Specifically, they are: international students' motivation enhancing and incentives strengthening to communicate in the foreign (Ukrainian) language in the classroom and outside of it from the very first days; diverse socio-cultural background provides rich and exciting material about the realities of life and cultural varieties of different countries, which can be used for a better presentation of the target language specifics; the possibility of fostering tolerance towards each other.

Since the highlighted aspects, it is relevant to outline the crucial functions of the foreign (Ukrainian) language in a multilingual group. In particular, from the very beginning of international students' educational activity at a foreign HEI, Ukrainian serves both as the intermediary language, the purpose and the means of training. During the first classes with multinational groups, Ukrainian is assigned an incredibly important contact-establishing function of a language: it is used to create a tolerant atmosphere in which every student can reveal individual capabilities and become a full contributor to the communicative process.

With the teacher's sufficient support, foreign language is used to remove psychological barriers to communication, expressing learners' intentions and emotional states. Moreover, another important function is realised in foreign (Ukrainian) classes: the language reflects the surrounding reality. Being for international students a part of the host country's national culture, it becomes a tool of communication not only with native speakers but also with representatives of other countries. In this way, the successful cultural, social, and psychological adaptation of students to new communication conditions takes place. This language function becomes especially relevant during classes with multinational groups, as it is vital to develop and foster students' skills and abilities in intercultural communication.

The multifunctionality of the foreign (Ukrainian) language in the specified respects contributes to international students' foreign language training and getting professional education abroad on the whole.

Discussion. The study affirmed and broadened the available knowledge of the scholars concerning teaching and learning a foreign language in multilingual groups at HEIs.

The author's attention to the problem of foreign language training of students from different countries with diverse language backgrounds in the same classroom corresponds to internationally recognised studies. The matter is identified as an essential aspect of 21st-century teaching and learning (Vijayan & Murphy, 2018). The experts emphasise that in the contemporary globalised world,

culturally and linguistically diverse classes for obtaining a foreign language are a social reality and becoming progressively diversified (Byram et al., 2002).

Mastering the foreign language of the host country, i.e. Ukrainian, and entering a foreign-language educational environment at the appropriate level are considered relevant responses to the requirements and challenges regarding the training of qualified specialists for the economies of foreign countries (Bidenko & Bespalova, 2017).

The study shares the opinion of Ukrainian scientists (Bey & Trostynska, 2008; Ivanyshyn, 2015) that allocating and clearly formulating structural elements of modern foreign language (Ukrainian) curriculum, namely a unity of language, general-science and adaptation components, communicative areas and stages of training contribute to focusing on practices and methods of foreign language training in the multilingual groups. Besides, the correlation of stages and levels of language proficiency with CEFR underpins the foreign language learning-teaching process in HEI on the whole.

A brief description of the peculiarities of the multilingual group, made on the basis of work experience and analysis of scientific literature, is close to the concepts introduced by other experts. Vijayan & Murphy (2018) mark that "diverse learners bring in their own multiple group identities to the learning environment which include gender, sexual orientation, race and ethnicity, religion and dogma, different abilities, socioeconomic status from diverse cultural and linguistic backgrounds".

In addition, scientists point to the benefits students gain from studying in a multilingual group. For example, Bennet (2001) emphasises "plenteous knowledge and problem-solving ability among diverse learners" in multilingual groups. Some educationalists underline the value of other cultures and languages of students in such groups as they can enrich foreign language teaching and learning (Byram et al., 2002; Lytra, 2011).

The crucial functions of the foreign (Ukrainian) language summarised in the study are in line with the opinions from other research in the area.

Educationalists remark that teaching the foreign (Ukrainian) language in HEIs assumes forming language, communicative and socio-cultural competences. As a matter of fact, it promotes the formation of the ability to communicate in the target language for solving the problems of interpersonal and intercultural interaction (Bidenko & Bespalova, 2017).

Overall, the study and results confirm ideas that educating in a multilingual group is considered more effective and trustable among students as it provides them with intercultural integration and encouragement and helps all the students bridge the existing cultural differences.

Conclusion. Materials on the study subject were analysed, and the contexts of international students' foreign language training were generalised and clarified. A set of conditions (the involvement HEIs in transboundary higher education; the role of English as a language of global communication; national languages support and development; implementation of relevant standards) determines and influences the theory and practice of international students' language training in Ukraine.

Analysis of features of international students' learning in a multilingual group made it possible to identify the predominant challenges (absence of an intermediary language; the impossibility of comparing the target language with the native one; availability of ethno-social communication barriers etc.) and benefits (motivation strengthening to use the foreign language for communication in and outside the educational environment; rich socio-cultural setting for mastering target language; the possibility for tolerance development etc.) of co-education of learners with diverse linguistic and cultural backgrounds.

Significant aspects mentioned above allow for generalising the important functions of the foreign (Ukrainian) language for effective international students' training in a multilingual group. Namely, Ukrainian serves as the intermediary language, the purpose and the means of training; it performs a contact-establishing role among language diverse students; it works for cultural, social, and psychological adaptation; it provides intercultural communication in and outside the learning space.

The study noticeably has an obvious theoretical and practical use and will be helpful to educationalists who are interested in teaching and learning foreign languages to diverse audiences.

Taking into account the identified issues teaching international students will ensure the proactive development of their cognitive and creative potential for self-education and will perform as the basis for boosting a multilingual and multicultural personality in a diverse world. Meanwhile, further broadening and clarifying specified items remains open and can become a subject for further research.

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2.3. TERMINOLOGICAL ASPECTS OF TEACHING THE UKRAINIAN LANGUAGE PHONETICS TO INTERNATIONAL STUDENTS

Introduction. The terminological system of linguistics is in constant dynamics and development primarily caused by the expansion of theoretical and practical directions of language research in all its forms and functional varieties. The formation of the linguistic terminology actualizes the deepening of integrative ties with the humanities and extra-linguistic domains.

Therefore, the development of philology requires particular attention to the production, standardization and culture of using the terminological apparatus of linguistic subsystems. Ukrainian linguistic terminology is a set of concepts-terms (one-word and two-, three-, and multi-component ones), which in the process of linguistics development, acquired the features of a stratified system of special nominations ensuring the cognitive and informational activity of experts and users. The development of all areas of philology needs special consideration in the context of the formation of terminological subsystems of language science.

The formation and development of Ukrainian phonetic terminology are closely intertwined with the history of grammar, dialectology, historical phonetics, phonology, language history, and the organization of experimental research. Phonetic researchers in Ukraine are constantly working on improving the paradigm of terms used to denote phonetic concepts of the Ukrainian language.

The following needs determine the relevance of the study of Ukrainian phonetic terminology: 1) a comprehensive and in-depth study of the qualitative and quantitative composition of the subsystem of phonetic terms; 2) a definition of the hierarchy of structural-semantic and formal-grammatical relations in it; 3) outline the stages and ways of Ukrainian phonetic terminology formation in connection with the periodization of the development of linguistics and the codification of concepts and categories of phonetics, changes in the conceptual content of phonetic terms.

A phonetic term is a word or word-combination that denotes objects and phenomena of the phonetic subsystem of the language and is used in particular scientific-theoretical, popular science, methodical and educational literature in the professional language of phoneticians, phonologists, intonologists, accentologists, etc. The concepts of phonetics and phonology constitute a complex branched system as an integral part of the terminological system of linguistics. Phonetic terminology is an ordered set of terms used to denote phonetics concepts in various connections and relationships (Tsyhanok, 2018).

Phonetics is a theoretical, experimental and practical area. On the one hand, it is closely related to the knowledge of the sound structure of the language in general and national languages, in particular in diachronic and synchronic aspects. On the other hand, it is linked to teaching native and foreign languages. So, its functioning ensures interaction with other fields of humanities (linguistics, performing arts) and natural sciences (anatomy, biology), as well as the technical sphere (measuring devices, computer analysis systems). The study of any foreign language begins with phonetics.

Therefore, language teachers need to thoroughly approach the selection of Ukrainian phonetic terms for a better understanding of theoretical and practical material by international students.

Literature review. The theoretical framework of the research is historical lexicographic sources of the Ukrainian language, dictionaries of linguistic terms of the 20th – 21st centuries, encyclopedias, monographic works of Ukrainian linguists, as well as textbooks and manuals on phonetics, textbooks and manuals on the Ukrainian language as a foreign language, magazine publications, scientific articles, different types of Ukrainian language dictionaries (N. I. Totska, O. I. Bondar, I. K. Bilodid, A. P. Hryshchenko, V. M. Rusanivskyi), etc. They all debate general theoretical issues concerning phonetics and practical matters of its representation.

Methods. The reliability of the obtained results and conclusions of the study is ensured by the use of the following research methods: a) general scientific: comparative (establishment of differential features of categories and concepts-terms

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of phonetics), modelling (to determine the system of microparadigms, classes and subclasses of Ukrainian phonetic terminology), descriptive (interpretation of the features of the studied material); b) special linguistic: linguistic observation (to find out the extent of codification of phonetic terms), as well as methods of diachronic-synchronic analysis (to trace the dynamics of the formation of the phonetic term system), component analysis (to establish the semantic structure of terms).

Results. Phoneticians pay great attention to the problems of systematization of modern Ukrainian phonetic terminology in the field of distinguishing between vocalism and consonantism. Teachers of the Ukrainian as a foreign language need to take into account the phonetic features of the native language of international students because the articulation and acoustic characteristics of sounds can be very different from the Ukrainian language. That is why language teachers should set a practical goal of distinguishing and appropriate use of phonetic terminology when teaching Ukrainian to international learners.

The sound system of the modern Ukrainian literary language includes 38 sound units: 6 vowels and 32 consonants. For a long time, linguists defined the number of basic units in the system of Ukrainian vocalism and consonantism in different ways. It depended on the difference in views on the phonological nature of the vowels [i] and [и], stressed and unstressed vowels, as well as due to a different understanding of the phonemic independence of some classes of softened and lengthened consonants, etc.

Linguists, who study the system of phonetic terminology, agree that all sounds of the Ukrainian language are divided into vowels and consonants. It is the most significant contrast in the sound system of the language. The basis of this distinction is the functional, articulatory and acoustic features of sounds. Modern linguistics is based on the definitions of terms presented in "Ukrainian Language: Encyclopedia", edited by V. M. Rusanivskyi.

Vowel sounds are speech sounds based on a musical tone (voice) formed when the vocal tract is open due to the vibrations of the vocal cords and their further

modification in the epiglottic cavities. Consonant sounds are speech sounds, the basis of which are noises that arise from the passage of an exhaled air stream through a specific barrier formed by the organs of speech (Rusanivskyi, 2004). The functional specificity of vowels is that they create syllables: the number of vowels determines the number of syllables in a word). Consonants do not perform a syllable-forming function but are only a part of syllables.

The articulatory feature of vowels is that they are produced without overcoming an obstacle in the path of the air stream. The pronunciation of consonants is necessarily accompanied by the construction of an obstacle in the form of closing or narrowing of the vocal tract, as well as overcoming it with an air stream coming from the lungs. During the articulation of consonants, the intensity of the air stream is higher than during the pronunciation of vowels. When pronouncing consonants, the muscle tension of the speech apparatus is uneven and directed to closing the mouth due to the need to overcome an obstacle, and during the pronunciation of vowels, it is uniform and directed to open the mouth. Acoustically, vowels differ from consonants in that they are purely tonal, and noise is necessarily present in the sound of consonants. Vowel sounds are called vocal (lat. vocalis – vowel), and consonants are called consonant (lat. sonsonantis – consonant), or consonants. The set of vowels of a language is its vocalism, and the set of consonants is its consonantism.

The opposition of vowels and consonants is the optimal condition for building a speech chain. Most languages, including Ukrainian, have significantly more consonants than vowels. It is caused by the physiological capabilities of the speech apparatus, as well as the more significant linguistic load of consonants compared to vowels (Bondar et al., 2006).

The sounds of speech, despite their individuality, have certain common features that make it possible to group them into articulatory and acoustic aspects. Vowel and consonant sounds of the Ukrainian language are presented in articulatory and acoustic classifications. The term "classification" means a system of dividing objects into classes or groups according to certain characteristics. The very concept of sound

classification includes clarifying the specifics of each sound and combining them into groups. When studying the Ukrainian phonetic system, linguists often face the problem of sound classification. Researchers of Ukrainian phonetics face the following problems: the absence of shared articulatory features in vowel and consonant sounds, which could become the basis of a unified classification of all language sounds. That is why vowels and consonant sounds are grouped separately in the modern Ukrainian language. When classifying consonant sounds, the main thing is the place of production of consonants, in other words, their location and the method of production of consonants. The classification of consonant sounds is related to the obstacle formed in the air stream's path. When pronouncing vowels, there are no obstacles in the vocal tract. Therefore, when classifying vowel sounds, the order of production and the degree of opening of the oral resonator, i.e. elevation, are considered.

In the Ukrainian language, vowels are characterized by such features as a row, elevation, and ohublenist / neohublenist (the degree of lips participation in the creation of a sound). However, not all linguists adhere to these basic features when characterizing vowel sounds. For example, Totska adds the formant characteristic of vowels to the basic principles of vowel phoneme analysis (Totska, 1981). "Modern Ukrainian Literary Language", edited by Bilodid characterizes vowels according to the degree of openness of the oral cavity and uses such phonetic terms as wide and narrow vowels (Bilodid, 1969). The same characteristic is highlighted in "Modern Ukrainian Literary Language", edited by Hryshchenko (Hryshchenko, 2002).

Consonant sounds of the Ukrainian language are characterized by the following characteristics: place and method of creation, softness/hardness, sonority/deafness. However, not all linguists adhere to these principles. Some researchers add other signs by which consonants are distinguished and classified. For example, Totska classifies consonants according to the following articulatory features: 1) according to the participation of the voice and noise in their creation, 2) according to the active speech organ, 3) according to the method of creation, 4) according to the presence

or absence of softening (palatalization), 5) according to the presence or lack of nasal colouring (nasalization), 6) involving one or two focuses (Totska, 1981).

Similar signs are used by "Modern Ukrainian Literary Language" edited by Hryshchenko: 1) by the participation of voice and noise in their creation, 2) by the place of creation (by active and passive speech organ), 3) by the method of creation, 4) by the presence or absence of softening (palatalization), 5) by the presence or lack of nasal colouring (nasalization) (Hryshchenko, 2002).

Since speech sounds have many characteristics, it is impossible to display the classifications of vowel and consonant sounds in one table. After all, creating a classification of sounds in the form of a table can cover only two of their characteristics (positioning in the table vertically and horizontally). That is, combining vowel and consonant sounds into one common (typical) table is impossible.

One of the problems of classification is also the objective or subjective confusion of the concepts "sound" and "phoneme". That's why the classification of speech sounds is sometimes called phoneme classification. However, these concepts are not identical. "Ukrainian Language: Encyclopedia", edited by Rusanivskyi defines the terms "phoneme" and "sound" in the following way. A sound in speech is the smallest acoustic and articulatory unit of speech, a specific variant of a phoneme as a sound invariant in the language system. Sound in phonetics is considered from the point of view of acoustics (auditory impression caused by sound), articulation (physiological work of the speech organs during the pronunciation of sounds) and function (distinguishing symbolic units of speech, which include sound). A phoneme is the smallest indivisible unit of language, opposed to all other phonemes in the language system. It serves to create and distinguish words and their forms, capable of having an independent meaning (Rusanivskyi, 2004).

Phonemes are expressed by different sounds, where the main manifestation of the phoneme exists, and other sounds are additional manifestations. For example, the phoneme /з/ in the Ukrainian language is expressed by the following sounds [з],

[з'], [с], [с'], [ж], [ш], where [з] is the main manifestation, and other sounds are additional manifestations that should belong to different classification groups.

There are also theoretical objections to the views of linguists on the articulatory or acoustic classification of sounds as on the classification of phonemes: a phoneme is not an articulatory or acoustic quantity but a functional one, and it has distinctive characteristics.

As a rule, the features of phonemes have acoustic or articulatory designations, but they are not identical to the corresponding features of sounds since they exist exclusively in paired oppositions. In particular, articulatory or acoustic features of sounds may fluctuate and have different degrees of expression. Such fluctuations are not characteristic of phonemic features: they exist or do not exist. Thus, we see that the basis of the construction of articulatory and acoustic classifications is sounds, and phonemes are embodied in sounds and in their classifications. Modern linguistics face the problem of the impossibility of combining articulatory and acoustic features of sounds into a single classification. It is partially due to the terminology used to denote the main classification features of consonant sounds. The place and manner of making sounds indicate their articulation.

Deafness or sonority, hardness or softness of a sound reflect acoustic perception, but these signs are characterized differently in terms of articulation. Deafness and sonority indicate the relaxation and tension of the vocal cords; softness and hardness articulatory represent an additional shift of the tongue to the middle palate.

Additional features appear in the articulatory classifications of sounds, which require the addition of more cells with the acoustic grouping of consonants: noisy and sonorous. In order to follow this acoustic grouping, it is necessary to break up groups that are unified from an articulatory point of view, primarily slotted consonants, since both noisy and sonorous consonants can be slotted consonants according to the method of production. It enables the researcher to understand that it is not possible to combine what is based on different principles of grouping. That is, the issue of articulatory and acoustic classification of sounds must be considered separately.

Linguists studying the phonetic system of the Ukrainian language consider vowel and consonant sounds separately in articulatory and acoustic classifications. After all, linguistic science cannot combine all features of sounds into a single classification. It is because vowels and consonants have different characteristics and features for grouping.

There is an opinion that the acoustic characteristic of sounds is considered more crucial than the articulatory one because it is more significant for speech how sounds are heard and perceived, and not how they are pronounced. Acoustic classification can include vowels and consonants since the perception of the sound is essential for the listener, not the way or place of its production (Tsyhanok, 2015).

Discussion. Knowledge of any language is transmitted through sounds and sound design. It is exactly what covers the section of linguistic science, specifically phonetics. The focus of this study is phonetic terminology, which is used in the process of teaching Ukrainian as a foreign language (Tsyhanok, 2019).

Phonetics includes a circle of fixed terms such as vowels, consonants, a letter, voiceless, sonorous, a syllable, a stress, etc. They are most often used by Ukrainian teachers as a foreign language when introducing phonetic material.

Undoubtedly, at the current stage, mastering a foreign language is much easier because many textbooks and methodical guides have a common goal to teach the audience of international students the Ukrainian language. This process is simplified by the fact that compilers and authors operate with shared concepts and terms, clearly formed tasks, and also specifically interpret these concepts-terms. Of course, each teacher applies his/her own methodological developments during classes, which help to learn and understand the discipline as best as possible.

Studying the sound aspect of the language at the initial stages is entirely appropriate because it begins with familiarization with sounds and their pronunciation, as well as letters and their writing. The acquisition of these skills and abilities by international students is critical. During the phonetic system study, skills necessary for forming further international students' language competence are developed. Achieving the common goal of the teacher and the student

is communication, that is, the ability to communicate not only during classes but also in situations outside the classroom. For this, it is necessary to take into account all the terminological components that cover the phonetics section. When teaching some terms (apostrophe, soft sign) incomprehensible to foreigners, an intermediary language can be used to clarify linguistic features (Tsyhanok, 2021).

Learning orthographic skills in classes of Ukrainian as a foreign language takes place with the help of tasks and exercises. The main mean is observation, which allows international students to adapt to a different articulation. The most effective phonetic exercises are sound repetition, which promotes memorization and leads to the automation of what has been learned. Quite often, the acoustic images of foreign words are perceived by foreigners in a deformed way, so the correct process of learning the phonetic components of the Ukrainian language is essential. It is worth starting with tasks that best unify the pronunciation of vowels and consonants.

According to educationalists, studying Ukrainian sounds should take place in stages because the correct mastery of Ukrainian as a foreign language depends on the system as a whole (Lushchyk et al., 2020). It is worth starting with vowels, which are then joined by consonant sounds, which will be a logical continuation of the tasks. Later, they use exercises that allow them to form sentences. For example, after studying vowels and the letter "т", foreign students can make sentences (Ми тут, а вони там). Further, international students can form other types of sentences, involving at the same time the conjunctions "і, та" (Папір і пака, Брат та сестра).

Based on scientific and methodological developments and recommendations in the phonetic aspect, the following steps should be followed: information about the sound composition of the language, development of speaking skills, practice of classroom material that cannot be learned independently, strengthening of phonetic material during specific phonetic exercises, use of didactic material including units for the effective professional speech of international students.

It is indisputable that teachers should understand the importance of studying and consolidating phonetic skills and abilities when teaching Ukrainian as a foreign language. After all, it is necessary for the development of the communicative competence of international students. Using linguistic terms to denote the phonetic units of the language leads to better learning, understanding and differentiation of acoustic-articulatory pairs of sounds. A practised and well-learned phonetic level will help learners to form their own speech, intonate and accent it correctly.

Conclusion. Ukrainian terminology is a significant branch of linguistics, the development of which is connected with the general development of linguistics and teaching practice in Ukraine. The formation of the phonetic subsystem of the language is inseparable from the development of the conceptual and terminological composition of Ukrainian linguistics in general. Standardization of Ukrainian phonetic terminology, i.e. development of standard terms that would meet all linguistic and logical requirements for terms, is a very critical area of terminology.

The foundations of the methodology of terminology laid by lexicologists, lexicographers and terminologists in the 20th century are relevant even today. Therefore, using standard codified concepts-terms will speed up and improve the stage of studying the phonetic level of the Ukrainian language by international students.

The terminological aspect of teaching the phonetics of the Ukrainian language to international students requires educationalists to appropriately and thoroughly select Ukrainian phonetic terms to designate the phonetic units of the language. Precisely because of teachers' use of common phonetic concepts and terms, the best result will be achieved in mastering Ukrainian by international students. After all, the material studied, practised, assimilated and understood by international students is the best reward for a teacher.

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2.4. TEACHING UKRAINIAN AS A FOREIGN LANGUAGE

Introduction. The development of the theoretical and practical base for mastering Ukrainian as a foreign language requires new approaches, methods, and special interpretation of linguistic phenomena. The general educational standards are the result of the complex and innovative work of the authors, who created the basis for learning Ukrainian as a foreign language, which should meet the needs of foreigners, Ukrainians abroad, refugees, migrants in the social-humanitarian, educational, social-cultural, and country studies spheres of communication.

Today, the level of Ukrainian language proficiency among international students is low, which is caused by a number of factors: lack of motivation, insufficient number of academic hours, lack of mechanisms of influence on students (Turkevych, 2013).

The proposed Standards and Programs for Ukrainian as a foreign language (general proficiency) contain a minimum of mandatory requirements for the purpose and content of teaching Ukrainian as a foreign language at the levels defined by the CEFR (Common European Framework of Reference). They are recommended by the resolution of the Council of EU to create national language competence assessment systems. They represent a systematic, multi-component description of the goals of communicatively oriented language learning, which is based on a model of the speech behavior of a Ukrainian speaker in the field of daily communication as a reference point for a foreign language communicator (Cabinet of Ministry of Ukraine, 2023).

The compilers of the General Educational Standards for Ukrainian as a Foreign Language and the Complex of Programs in the preface formulated the goal and task at each level of general mastery of the Ukrainian language as a foreign language, taking into account age, motivational, geographical, cultural, social, and linguistic heterogeneity of the contingent of foreign communicators. The content is differentiated into two interrelated content lines: the first – communicative and speech, the second – linguistic (On the Development of the Ministry's

Action Plan for the Support and Development of Ukrainian Schooling Abroad for 2012-2015, 2012).

In accordance with the requirements for the initial level (A1) of mastery of the Ukrainian language, the appropriate standard presents linguistic, speech and communicative material, the command of which is sufficient to obtain a certificate. The standard of the basic level (A2) represents a set of language tools that will enable learners' satisfying their communicative needs in everyday life.

At the intermediate level (B1), (B2) theoretical knowledge and practical recommendations are presented, which will help foreign citizens, Ukrainians abroad, refugees, migrants to communicate with native speakers in social, every day and socio-cultural spheres.

The professional level (C1) involves mastering the highest level of communicative competence in all areas of communication, which can allow anyone who studies the Ukrainian language to conduct professional activities in a Ukrainian-speaking team, work as a philologist, translator, editor, manager, journalist, etc. Communication situations at the professional level, as the authors have noted, are related to everyday, social-cultural and official-business spheres.

The users of the General Educational Standards can be methodologists, teachers, authors of scientific manuals, developers of educational programs and plans – all those who are professionally engaged in the theory and practice of teaching the Ukrainian language as a foreign language in Ukraine and abroad (Ministry of Education and Science of Ukraine, 2023).

Literature review. According to the principles and regulations of teaching Ukrainian for the foreign citizens, a lot of university lecturers were involved in a very important work to create practical guidebooks and provide quick and successful learning of spoken and professional Ukrainian at higher educational establishments of Ukraine (Shelest, 2018).

There is a number of textbooks for international students to learn Ukrainian as a foreign language, among them: "Antisurzhik: We Learn to Behave Politely and Speak Correctly" (Serbenska, 1994), "Ukrainian as a Foreign Language

for English-Speaking Medical Students: in 2 Books" (Lutsak, et.al 2019), "Ukrainian Language. Practical Course for the Foreigners: Guidebook" (Matsiuk, 2017); "Ukrainian (Teach yourself books). A Complete Course for Beginners" (Bekh & Dingly, 1998); "Ukrainian Language for the Foreigners" (Kosmakova-Bratushenko, 2000), "Ukrainian Language for the Foreigners" (Zhanhazynova & Kusiak, 2019); "Let's Read in Ukrainian: A Guide for the Foreign Students of the 1st and 2nd years (Socio-cultural Aspect)" (Leshchenko, et.al., 2018). Mostly the text-books are devoted to practical studying of Ukrainian language by the students of different higher educational institutions (for the beginners to the level A2-B1). All of them do not have a universal character, they require additional materials and supporting exercises worked out by a practicing teacher.

Methods. The descriptive method was used in the article to illustrate the main points of studying Ukrainian language as a foreign language at Sumy National Agrarian University. The method of synchronic analysis was also applied when analyzing the period before the war and the time of martial law as well regarding core learning materials.

Results and discussion. KROK – 1 (in English – Step-1) is the First Guidebook in Ukraine that Complies with the General European Recommendations Regarding Language Education.

According to the European Language Requirements (Standards) the first Ukrainian textbook was created by two authors Olena Palinska and Oksana Turkevych in Lviv, in the Publishing House "Lvivska Politehnika", where the second edition has been checked in 2014 (Palinska, & Turkevych, 2014).

This practical textbook consists of two main books – the Student's Book (for the practical classes), the Teacher's Book (methodical recommendations for the teacher), and audio disk with every lesson recording, module control tasks, cards for interactive activity (with tasks and answers), mini-vocabulary for students.

Basic principles. "KROK-1" is aimed at providing correct, simple and effective learning Ukrainian as a foreign language in Ukrainian language courses – both intensive and regular ones. Different situations and dialogues reflect the lively

conversational elements of the modern Ukrainian language, stimulate listeners to master its norms of conversational style and communicative development skills The manual is intended for passing course in a small group with a teacher, it combines both elements of independent work and group work (this element prevails). Students during passing the course communicate with each other, which gives them the opportunity to exchange experience, opinions and information. The teacher's role is error correction, explanation of unclear material, but first of all – organization of work in the group in such a way that students had the opportunity to make the most of it in class time for the development of communication skills.

Target audience. The textbook "KROK-1" was created with an orientation to a certain group of listeners: Age – 17+, adults and youth, but no limit for upper age, but the optimal age of listeners is 20-40 years old.

Level of knowledge of Ukrainian. Elementary / basic. Students who have elementary (primarily passive) knowledge of the Ukrainian language, as well as other Slavic languages. They distinguish grammatical structures of the Ukrainian language, but cannot correctly use them in your speech; students have some passive vocabulary, but no can use it actively for expression of thoughts.

Nationality. All nationalities. Monolingual or multilingual groups. Students studying at in your country or abroad, including in Ukraine.

Motivation. The students with different motivations for studying the Ukrainian language – for work, tourism, as a hobby. The manual is not intended for professional study of the Ukrainian language by linguists.

Texts and conversation topics in "KROK-1" show a wide spectrum of communicative topics intended for active forms of group work. Many types of tasks are dedicated for mutual learning of students and their interaction with a teacher.

Culture. Basic communication skills are unrelated by a specific national culture. But at the same time the manual provides elementary background knowledge about Ukraine.

Available time. The course is designed for students who have enough learning hours to study the language in groups (classes can be held 1-3 times a week). By if necessary, the course can be adapted to intensive language study.

Components. "KROK-1" The book for students contains: material for study in a group; homework; grammatical addition; control exercises to test knowledge.

"KROK-1" The teacher's book contains: general introduction to the course, lesson notes for the teacher (pages from the study guide are shown and submitted a comment on them), keys to practical tasks, grammar supplement comments, keys to control tasks.

"KROK-1" CD contains: audio files (recordings of words, texts, dialogues, songs) and electronic versions, methodological manual for the teacher, mini-dictionary to lessons, a grammar guide in PDF format, as well as electronic version of grammar cards that contain short grammar and vocabulary exercises for consolidation of acquired knowledge, as well as keys and comments to them (on reverse).

Number of academic hours. The duration of the basic course is approximately 40 offline or online classes (two academic hours each). This amount can be changed (reduced or increased) according to the needs of students. So, for an intensive course, number of classes can be reduced up to 20-25 ones, full time course will involve an increase in classes up to 60 classes. Students can also choose conversation topics from self-study guide.

Nowadays, KROK-1 is the only complex guidebook that was successfully adapted to the European Standards of language studying. It is easy to use for both – teachers and students. It should be used after the preparatory courses and before studying Professional/Business Ukrainian (Palinska & Turkevych, 2014).

Another key factor affecting learning Ukrainian as a foreign language by international students is educational environment, that should be secure and contributing. Higher education institutions of Ukraine before the war time were currently suffering from a significant decrease in the number of students. There are many factors for this: the demographic situation in the country, the advantage

of foreign education over domestic education, the low level of school education for successfully passing the independent external evaluation, the advantages of special professional and technical education, etc. (Suima, 2022).

Classroom hours for studying Humanities (History of Ukraine, Foreign Language, Philosophy, Ukrainian, etc.) have also been significantly reduced.

There were many students from the following countries who studied at Sumy National Agrarian University: Afghanistan, Ghana, Zambia, Zimbabwe, Eswatini (Swaziland), China, Morocco, Namibia, Nigeria, Tajikistan, Turkey, Turkmenistan, etc. To study disciplines they are going to major in, they master two languages – Ukrainian (studing on the preparatory course in the amount of 720 hours and in their second and third years, 180 and 120 hours, respectively) and English (the official language for students from African countries; preparatory courses in English for students from other countries).

This approach is justified by the resolution of Ministry of Education and Science of Ukraine on opportunities for international students to receive education and defend diploma theses in two languages (since 2019, the study of the russian language by international students has been stopped) (Ministry of Education and Science of Ukraine, 2023).

The study of the Ukrainian language by international students is not only an academic necessity, but also largely determines the further socialization of the student in the Ukrainian society. Each educational institution has specially developed complexes for studying Ukrainian as a foreign language, which groups of authors have been working on for several years.

According to the program requirements, at the initial stage, international students attended Ukrainian language classes at the preparatory department, and after passing the exam, they continued their studies at the faculty of their choice.

However, the before-the-war realities in addition to the global pandemic and state policy regarding the financing of higher education institutions led to the changes in the enrollment requirements. An international student could be enrolled, at his / her request, immediately in the first/second year of the corresponding faculty, without

studying at the preparatory department. Consiquently, there could be students with three different levels of language preparation: zero, A1 and B1 within one group of first and second years. There were the students who have already graduated from Ukrainian educational institutions (colleges), but the language of studying was English.

Thus, when preparing a practical lesson on the Ukrainian language, the lecturer had to take into account the real level of training of each foreign student.

The war in Ukraine has changed the life not only for the Ukrainian citizens, but also the people all around the world. The first days were incredibly awful and the disaster was so huge that nobody (nor lecturer not students) could even think about the process of studying. It is clearly that many foreign students gave up studying in Ukraine after the 24th of February, 2022. Nevertheless, a lot of foreigners desired to continue online studying at Sumy National Agrarian University.

There are some peculiarities of the process organization: foreign students are living in the countries of Europe (Hungary, France, Great Britain, etc.), and also in India, China, Africa that causes the problem of internet connection and differences in time zones.

Besides, the number of students in the groups decreased significantly, the redundancy level among the university lecturers is very high.

The usual lessons are sometimes interrupted by the air alarm.

Thus, there were some reasons for the foreigners to continue education in Ukraine:

- not all regions are under attack, relatively safe;

- the studying is online;

- favorable price for studies compared to other European universities (for Bachelor's or Master's Degrees).

Online studying in Ukraine still allows the foreigners to master their grammar and vocabulary skills:

- the students from China, who are studying food technologies at our university got knowledge about the phonetic system of language, trained some specific sounds; they also learn some necessary phrases of business etiquette; try to model communicative situations, etc.;

- students of the Veterinary Faculty continued to study Business Ukrainian: different types of business letters, application forms and business calls; learned some necessary business phrases about different activities;

- the international students of the second course improved their vocabulary on topics "Ukrainian Traditions", "Natural Recourses of Ukraine", "Studying at University", "My Future Profession", etc.

Thus, the process of studying continues, but the lecturers and the students face some problems:

- psychological pressure of war;
- unstable internet connection;
- different time zones;
- often air alarms and blackouts;
- decrease in motivation to study Ukrainian languages;
- fear of staying to study in Ukraine;
- the number of academic hours for studying Ukrainian is absolutely low (two hours a week / two weeks).

Conclusion. After preparatory courses the number of academic hours for Ukrainian language studying has been decreased significantly (from 772 to 60/30 per semester). However, the problem of successful studying of the Ukrainian language for the foreigners have been already solved by the government of Ukraine (different decrees and orders protecting Ukrainian language as a state language of Ukraine; the rules and regulations to the educational establishments of Ukraine to enroll the foreign citizens to study in Ukraine).

Faculty all around Ukraine (teachers, lecturers, Associate Professors, Professors of Ukrainian language) are ready to provide the Ukrainian language studying on the European level, creating new guidebooks, textbooks, additional manuals, etc.

Nevertheless, every year new textbooks for Ukrainian language studying (for foreign students of different specialty) appear in the educational space of Ukraine. It opens the new way to study and prepare the foreigners to study and work in Ukraine (Dehtiareva, 2019; Nazarevich & Havdyda, 2017; Korzhenko & Opanasiuk, 2011).

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2.5. MULTIMODAL APPROACH TO PROFESSIONALLY ORIENTED TEXTS IN STUDYING A FOREIGN LANGUAGE AT THE AGRARIAN UNIVERSITY

Introduction. Speaking about technological progress and global internationalization, it is impossible to avoid the role of new trends in foreign language teaching methods. The question how multimodal approach affects the ease of studying foreign language is of great importance to anyone, who is interested in students' reading and communicative skills. Students of agrarian specialties need special attention as Ukraine is considered to be mostly the agrarian country.

On the one hand, such students have to cooperate with foreign partners in a professional level after graduating from the university; on the other hand, the professional vocabulary is so complex that sometimes the students can lose interest in the subject. Therefore, the modern teacher should present the teaching materials in such a way that the student doesn't lose his/her motivation both for learning a foreign language and for his/her specialization.

The didactic task is complex, but it can be accomplished by integrating the scientific postulates of linguistic didactics, semiotics and information technologies.

The object of the present study is a multimodal French professionally-oriented text. The main purpose is to prove the advantages of these types of texts as opposed to traditional texts in the specialty. Multimodality is quite popular among researchers, this field is widely taught, but existing techniques have to be adapted especially for purpose of an agrarian university, the influence of modes on the assimilation of professionally-oriented vocabulary in the teaching process of future agrarian specialists hasn't been sufficiently covered yet. The generally accepted opinion that a professional text involves only a logical and not emotional approach needs a radical revision.

Taking into account that students' terminological competence is formed not only due to short-term traditional memorization, but mainly to long-term memorization

associated with the originality of multimodal texts. The research involves the search for effective ways of assimilating professionally-oriented program material.

Literature review. Educational researchers have widely examined the integration of multimodal methods in the teaching process, as well as in the use of professionally oriented texts but agrarian specialties weren't in the focus of prominent researchers. The interest in multimodality dates back from the end of the 20th century, it was the object of linguistic, philosophic, psychological and culturological studies.

A well-known scientist Theo van Leeuwen (2011) revealed some of the principles of multimodality lying at the heart of debate about expediency of multimodal materials use in the course of foreign language. He analyzed multimodality from a communicative point of view and emphasized that just as oral speech cannot be considered without a non-verbal component, so written speech has to take into account image, color, font and text placement (Van Leeuwen, 2011).

The scientists Hannachi and Araújo (2019) paid considerable attention to the problems of multimodal texts. They conducted an experimental study of the possibilities and effectiveness of creating metatexts by students. This made it possible to motivate them to study a foreign language profoundly.

The scholar Azaoui (2019) determined a theoretical basis for the term "multimodality" from a didactic point of view and proved that interactive communication involves the use of modern textbooks, which are essentially multimodal (font, highlighting, the presence of tables, graphics, hypertext links, diagrams etc.).

It should be emphasized that Ukrainian scientists investigated theoretical and practical problems of multimodal oral and written communication as well. The researcher Hlivinska has shown perspectives in the development of multimodal corpora, and such instruments of paralingual means of written discourse as graphic effects (placement on the page, line spacing, corrections, underlining, font and color, non-pictographic elements (numbers, mathematical symbols, typographic signs) and iconic attributes (pictures, photos, maps, emoticons) (Hlivinska, 2018).

It is also worth mentioning Makaruk's research, where the historical and practical aspects of multimodal texts were studied. The scientist emphasized the difference between such terms as "modes" and "modality". From a scientist's point of view, modality is closely related to human senses. Regardless of whether the information sounds orally or is presented in written resources, it is due to the irritation of the receptors of the cerebral cortex, where, in fact, the feeling is formed (Makaruk, 2020).

Based on the fact that any person by his nature is able to perceive information through several channels at the same time, the quality of assimilation of such information depends on the number and quality of the channels involved. Based on the above, it is "communicative reality that makes a request for appropriate literacy – multimodal" (Hlivinska, 2018: 25).

As the term "multimodality" initially was used only at the end of the 50s of the last century, research has expanded significantly with the development of digital means of communication and digitization of informative content.

However, different authors prefer the terms "intermodality" and "transmodality" (Azaoui, 2019), multimodal texts in modern scientific articles are often called "creolized" or "polycode", but we, together with Azaoui (2019) and Makaruk (2020), prefer the term "multimodality", because it clearly reflects the main concept.

The group of researchers Linda Fälth, Irma Brkovic, Gordana Kerestes, Idor Svensson, Erland Hjelmquist & Tomas Tjus (2022) investigated a multimodal reading training program Omega-IS as a training method in two countries with different school systems: Croatia and Sweden. According to the results, multimodal programs had shown a positive effect on pupils reading development in both school systems (Linda Fälth et al., 2022).

According to the theory of Christine Develotte, communicatively oriented online texts could be divided into law multimodal and high multimodal ones. The first ones refer to chats or electronic messages where communication is based on written massages. The message expressiveness is given due to smileys or emoticons, the choice of font, color or location on the page etc.

Highly multimodal communication involves visual, auditory and graphic support. Video conference can be an example of such communication where the emotional background and the gestural expression of the speaker may create a special atmosphere (Develotte, 2012).

It is written multimodal text that is the object of our research, and the definition of the scientific concept, in our opinion, is most acceptable by Makaruk: "Multimodal written (printed) texts... are texts created by involving several different modes or semiotic resources, a set of which form the general appearance of the text and produce its meaning" (Makaruk, 2016: 100).

Visual range plays an extremely important role in written communication. One of the most important features of a multimodal written text is its concise size and informativeness. The illustrative, non-verbal component shades the main, verbal one, which contains the most necessary information. These components in interaction ensure long-term memorization of information.

The scholar Makaruk (2016) united groups of semiotic resources based on common features (Fig. 1).

Methods. According to the purpose of the article which consists in clarifying the need of using multimodal texts, even with a minimal number of modes, in the studying foreign language professional vocabulary by students of agrarian specialties, we can formulate a hypothesis: multimodal professionally oriented texts influence the assimilation of knowledge and the memorization of information better than traditional texts in studying foreign language at the agrarian university.

The study is based on a significant relation between the foreign language teaching to future specialists in agriculture and their motivation. Multimodality in the form of the authentic text or multidimensional communicative situation can serve as a basis for several didactic experiments.

The research on the using multimodal texts with a didactic purpose focuses on qualitative approach to abstract, observe, synthesize and analyze existing knowledge and didactic trends.
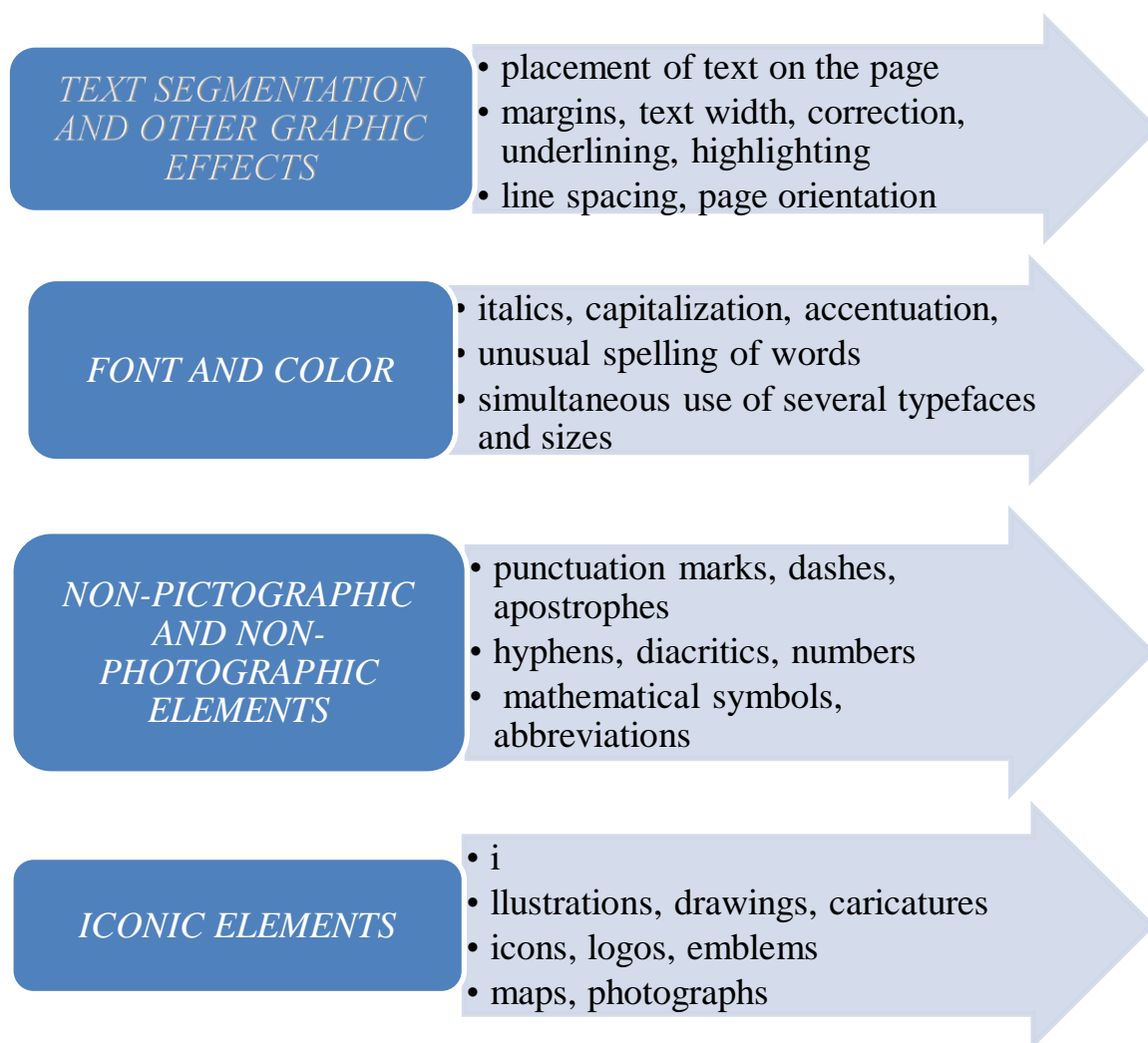
TEXT SEGMENTATION AND OTHER GRAPHIC EFFECTS	• placement of text on the page • margins, text width, correction, underlining, highlighting • line spacing, page orientation
FONT AND COLOR	• italics, capitalization, accentuation, • unusual spelling of words • simultaneous use of several typefaces and sizes
NON-PICTOGRAPHIC AND NON-PHOTOGRAPHIC ELEMENTS	• punctuation marks, dashes, apostrophes • hyphens, diacritics, numbers • mathematical symbols, abbreviations
ICONIC ELEMENTS	• i • llustrations, drawings, caricatures • icons, logos, emblems • maps, photographs

Fig. 1. Classification of non-verbal units of multimodal text (Makaruk, 2016)

In order to obtain a desired data, literature review, interview techniques, the technique of participant observation have been used. This research is a type of study, when examined phenomena has been investigated in real-life context of university lesson by utilizing the multiple sources.

Research respondents were the students of Sumy National Agrarian University who were subjected to sampling. Three phases of the multimodal material presentation were used in the didactic experiment with two groups of six students: sequencing (allows introducing a new concept), visualization (conceptualizes the structure in the discourse and foresees the use of verbal modes), contextualization (manipulation of forms and techniques, which is important for memorization).

The study objectives were to define theoretical concepts of the problem, to investigate the peculiarities of using multimodal texts with a didactic purpose,

to track their sequencing, to substantiate the future scientific research in the studied sphere. Besides having been an invaluable experience, this research helped in clarifying some of the problems dealing with distance learning.

Results. It should be noted that scientific research of multimodal texts has been well developed in Ukraine and abroad, but the practical studies of the multimodal approach in teaching foreign language in Ukraine didn't get much attention. The aim of the research was not only to analyze the results of the experimental learning of foreign researchers concerning the multimodal approach, but to examine the studying effect in using professionally oriented texts with different modes on the communicative skills.

The scientific vision of multimodality involves the use of various modes (communication channels: visual, auditory and tactile), integrating spoken and written speech, images, sound and gestures, etc. Therefore, a semiotic approach combined with a linguistic one should be basic when creating or using a multimodal text. Of course, a multimodal approach in a foreign language lesson should be used first of all in oral speech. According to a broader semiotic concept, visual guides and modern colorful textbooks with illustrations, tables, accompanied by a disc with audio recordings and tasks shouldn't be ignored, as they are already multimodal.

Most authentic French professionally-oriented texts include verbal and visual content. Mastering foreign language professional vocabulary of agrarian specialties students involves the use of multimodal texts or textbooks. But most Ukrainian professional textbooks have a narrow focus.

Although they include drawings, diagrams and graphs, there is little use of modes such as color, font or text segmentation, as well as interactive tasks. They are not interesting for students, containing too long professional texts that don't contribute to motivation.

Besides, informative content is quickly forgotten by students. In order to improve the long-term memorization of specialized vocabulary in the foreign language class, to give a new motivational impetus to studying a specialty and reading authentic specialized scientific literature, it was decided to conduct

a pedagogical experiment in two groups of students in agrotechnology and nature resource management (both groups of 6 people), with the approximate same level of knowledge. They don't feel motivated to learn French.

Two multimodal professionally oriented texts from the authentic textbook "Sciences de la Vie et de la Terre. *L'enseignement des SVT en classe de Seconde*" (Tavernier & Liseaux, 2005) were chosen for our experiment.

As we can see, the texts (Fig. 2. and Fig. 3.) are characterized by its small size, color presentation, highlighting of significant words.

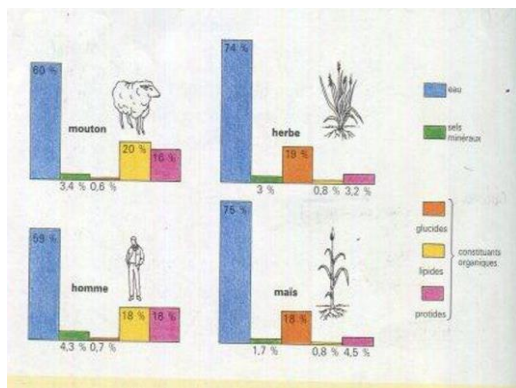The following modes make the text multimodal: verbalizers / pictures / marks / color / font / graphics.

Fig. 2. The Plants and Animals
Chemical Composition
(Tavernier & Liseaux, 2005)
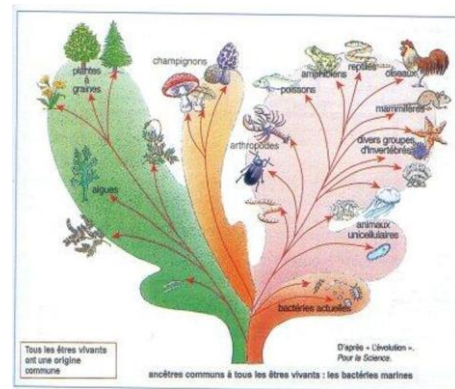
Fig. 3. Tree of Evolution
(Tavernier & Liseaux, 2005)

Having analyzed both texts, we can find some similarities. Both texts introduce the context to the students by using colors, schemas, headings. There are no body texts separated from the illustrations.

According to the model for working with multimodal texts in education (Danielsson & Selander, 2016), the first stage was sequencing of the text in order to define thematic content. Everyone had the text presented on the screen in the mobile phone and on the desk in paper form. Much attention was paid to the general overview and the ways of "inviting into the text", including the resourses used for expressing various aspects of the content. The next stage was

visualization when images of various kinds, multicoloured headings of various levels, words integrated in visualisation were hignlighted.

However, pictures, photos, tables, diagrams, graphs, schemes can be challenging for the interpretation of the text. An important aspect of professionally-oriented multimodal texts in learning vocabulary is the relationship between semiotic resources. The use of terminology by the students opened the possibility of creating their own professionally oriented texts based on proposed vocabulary. Interesting discussions connecting to students' professional experiences were a starting point for "meta-textual discussions" (Danielsson & Selander, 2016). The content found from illustrations or headings needed to be pointed out in the educational context. So, the last stage was defined as contextualization. The pedagogical experiment was conducted in two phases. In three weeks, both groups of 6 students in agrotechnology and nature resource management were proposed the more complex multimodal professionally oriented text, presented in Fig. 4.
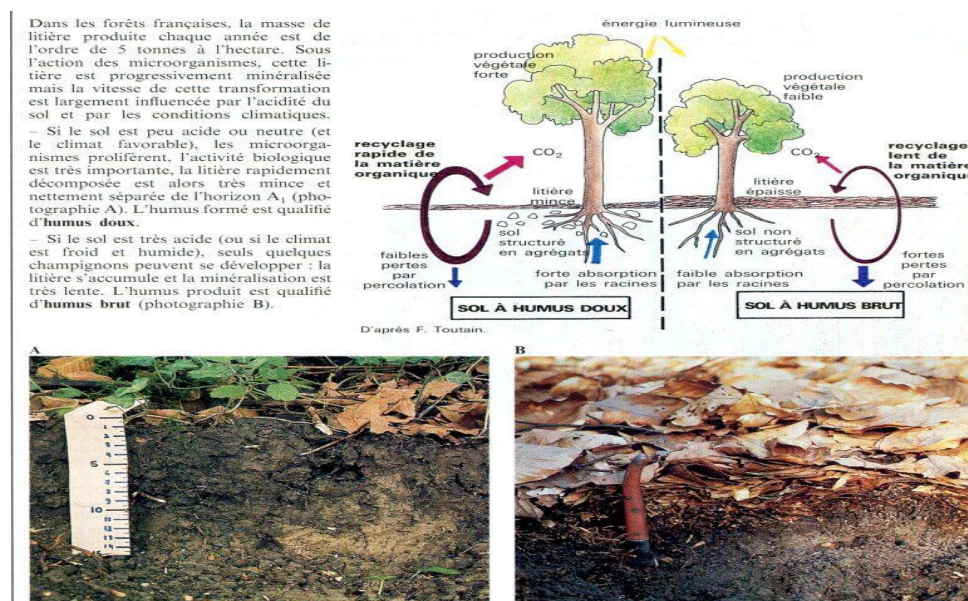
Fig. 4. Recycling of Organic Matter and Humus Quality (Tavernier & Liseaux, 2005)

Multimodal text for future managers in agrotechnology was not much different in its modal content: verbalizers / pictures / punctuation marks / color / font / schemes/ photos, although it is much larger in terms of informative volume. The tasks

were identical, except the multimodal text shown in Fig. 4 was divided into the informative and the schematic parts. First of all, due to sequencing of the text students defined thematic content. When presenting the text for the second time, students paid attention to the design of the text: if the color was appropriate, why multi-colored pointers were of different sizes and colors etc. Contextualization followed visualization when the participants of the experiment were divided into small groups and did lexical and grammatical exercises that contributed to the memorization of the text. Finally, each group chose its representative to present the informative part of the text, standing backs to the screen without visual support.

At the end of the experiment, a survey was conducted. Students were asked: 1) what non-verbal components helped them remember the information of a multimodal text; 2) if the use of multimodal professionally oriented texts in foreign language classes affects the motivation for further professional development. As for the first question, 45% of students gave the first place to drawings and color, 30% – to schemes and photos in the reproduction of information, 15% – to tables and diagrams, to other non-verbal elements – 10%. All the respondents answered positively to the second question.

We can conclude that it is worth focusing on the teacher's attitude towards authentic professionally oriented texts, so they should use multimodal texts in foreign language classes or create them on the basis of already existing monomodal ones.

Discussion. As this study was aimed to investigate foreign language students' abilities and perceptions of the use of professionally-oriented multimodal texts, the results clearly indicated that students in agrotechnology and nature resources management had agreed the multimodal instructional approach. They could enhance their foreign language reading skills and motivational determinants for professional achievements.

As for *pre-reading stage*, students indicated the positive effect based on creative teachers' instructions and the thematic choice of professionally oriented multimodal texts. According to Danielsson and Selander's model for working with multimodal texts in education, "a text "invites" its reader and calls for certain types of activities

by its means of representing the content area" (Danielsson & Selander, 2016). Regarding the next stage, *while-working*, it should be noted advantages of teaching materials with photos, pictures, graphic organizers, diagrams, headings, introductory paragraphs, visual representations etc. Such professionally oriented multimodal texts allow students to organize their motivational abilities and learn language involving the construction of meaning.

In the modern era of digital devices, it is worth applying the best practices of academics-practitioners regarding the creation of multimodal texts by students on the basis of electronic platforms. The scientists Araújo and Hannachi (2019) proposed an approach to independent writing of a multimodal text by university students in three stages: preparation for writing the text with the help of activators: illustrations, sound, quotes, etc.; writing the actual text in the form of an essay; presentation in a multimodal form of the created text. Using a virtual wall on Padlet and Meetingwords and other modern computer technologies, students during the experiment created a multimodal text, being able to chat, exchange ideas and even correct each other's mistakes (Araújo & Hannachi, 2019).

It became clear that Ukrainian students who "do not understand the texts they read will not be able to learn from text materials (Fält et al., 2022, p. 2)". While using a multimodal reading strategy, the student has got motivational tools to develop reading ability (Fält et al., 2022). The problem is the absence of the multimodal approach neither in textbooks nor in university curriculars of foreign language courses in Ukraine. The double mission is determined for the foreign language teacher of a non-linguistic university – not only to open the communicative possibilities of non-verbal means, but facilitate the perception of any information (Krekoten & Baidak, 2020). From the point of view of M. Tellier who directs the Speech and Language Laboratory of the University of Aix-Marseille, speech becomes a multimodal category when the teacher uses different modes to achieve the aim. Three phases of material's presentation according to M. Tellier (Table 1) were used in the didactic experiment.

Table 1. Three phases of material's presentation (M. Tellier, 2009)

1. SENCILIZATION	2. STRUCTURING	3. AUTOMATION
allows to introduce a new concept without explanation from the teacher	*conceptualizes the structure in the discourse and foresees the use of verbal modes*	*manipulates forms and techniques for long-term memorization*

Two groups of students participated in it. One group was working with a multimodal text with diagrams, images, schemas as a didactic support, the other with a traditional text. Within a week 75% of students from the first group were able to speak easily on the proposed topic, while only 12.5% of the other group could accomplish the same task (Krekoten, 2020).

Conclusion. The analysis of the theoretical and practical material of the study makes it possible to conclude that traditional approaches to teaching a foreign language should be changed to modern ones. It is impossible to motivate students of agrarian specialties with monomodal traditional professionally oriented texts. According to the needs of the time, the creation of modern Ukrainian textbooks based on a multimodal approach, the use of authentic foreign materials in order to form highly qualified and motivated specialists with knowledge of a foreign language are of great demand.

Based on the materials of practitioners of the pedagogical theory of multimodality, we conducted an experimental study focused on the use of different modes in the French class at an agricultural university. The multimodality of the French-language educational text is to some extent provided by graphic units, which consist of both verbal and non-verbal components, for example, illustrative ones. According to L. Makaruk, a new trend in text creation can be considered the strategy of verbal branching, when the full content of the text is revealed thanks to illustrative components (Makaruk, 2016).

The perspective of this problem research is in exploring the possibilities of a multimodal approach to foreign language teaching, especially concerning agrarian universities. Pedagogical experience of outstanding researchers of the educational process proves that the use of various modes in both oral and

written speech provides an opportunity to simultaneously put verbal, non-verbal means and computer technologies on the same plane to achieve the educational goal.

The tradition of using printed verbal texts for learning purposes makes it difficult to accept a multimodal approach. In this study we have used texts from authentic French textbook in natural science. It helps students perceive such information both as subject oriented content and a multimodal text (Danielsson & Selander, 2016).

Having discussed the results of the study, it can be concluded that students of agrarian specialties are much closer to a multimodal approach to professionally oriented texts; this affects the motivation for further professional development and learning a foreign language. One of the most important positive steps is that the majority of both groups' students could reproduce the text some time later.

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2.6. INTRINSIC AND EXTRINSIC MOTIVATION INCREASE IN ENGLISH LANGUAGE LEARNING

Introduction. The problem of motivation increase is considered to be one of the most popular in the education. The process of forming, development and increase of motivation for students has a significant influence on the education itself. Motivation is the core aspect for students of non – linguistic specialties in foreign language acquisition as the ability to communicate in English enable their competitiveness in the international labor market. The processes of globalization, international relations development increase the value of English language teaching at every level of higher education system, from bachelor to post graduate student. If we consider the importance of the English language as the international one and the language of science and economy, then the motivation to acquire it should be properly performed especially at the level of graduate students.

Scientists have considered the issues of motivation formation while foreign language acquisition in the linguistic higher educational establishments, but there are still many difficulties in formation and increase of motivation in non-linguistic universities: between the need for learning a foreign language by future specialists and the lack of methods that contribute to positive dynamics of motivation for foreign language acquisition among students of non-linguistic specialties; between the students' desire to learn a foreign language and insufficient scientific and methodological support for the teaching process, taking into account individual characteristics and the level of foreign language proficiency.

Literature review. Doing the research concerning the ways and means of increasing motivation, all its types were taken into account and, according to the characteristics of their nature, two types of motivation were specifically identified: intrinsic and extrinsic. Extrinsic motivation, which is based on a person's activity, his/her behavior and personal guidelines, includes the following varieties: "broad social motivation" and "narrow-minded motivation". The broad social motivation regarding the study of English underlies the desire of the student to master

the English language and the values of English culture for further communication in professional environment and his/her dream of personal and career growth in the future.

The narrow motivation in mastering the English language is a manifestation of the student's self-affirmation, his/her personal development in achieving language and speech success. Intrinsic motivation, in the context of considering ways to improve it, includes: communicative, instrumental and linguo-cognitive motivation. Communicative motivation is an important component of intrinsic motivation, because the mastery of communicative competence is the main need of the student. Linguo-cognitive motivation is expressed in the student's conscious attitude to the English language as a subject, to its linguistic properties and linguistic structure. Instrumental motivation is present initially in the educational process, especially in the primary stage of learning English: 1) the desire of the student to perform various kinds of exercises, tasks; 2) a purposeful desire to master new types of work; 3) improvement of previously mastered methods of mastering the English language; 4) ability to perform individual work of different content.

The scholar Gardner (1985) states that motivation refers to the combination of attempt accompanied with a desire to get the objective of learning the language together with desirable attitudes towards learning the language (Gardner, 1985). Mitra Alizadeh (2016) confirms that motivation to learn English as a second language refers to the extent to which the individual works or tries to learn the language because of a desire to do so and the contentment experienced in this task. Effort itself does not indicate motivation. The motivated person spends effort towards the aim, but the person expending effort is not inevitably motivated (Alizadeh, 2016).

Klymchuk (2004) proved that students' intrinsic motivation comprises three levels 1) situational level (the formation of intrinsic motivation is determined by the ability to satisfy person's need in self-determination, competence and meaningful relationships); 2) the situational and value level, at which the existence of intrinsic motivation is possible only when the activity does not satisfy all mentioned psychological needs (it is only necessary that the activity will

be of importance for a person); 3) subject-value level (intrinsic motivation becomes a personal feature, and the needs for self-determination, competence and meaningful relationships acquire the status of values: the person is able to change the situation or reformulate an reset the external task. It means that he can form intrinsic motivation for activity) (Klymchyk, 2004).

S. Zaniuk (2002) noted that the formation is professional motivation has a great influence on the important qualities of a person and determined its types:

- externally organized, should be understood as the process of motive formation by a person, it takes place under significant influence from the outside (when other people give orders, instructions, advice);

- internally organized, as a process of forming a motive, in which a person proceeds from an existing need, without outside interference in the choice of a goal and ways to achieve it. A student's educational activity should always be motivated, therefore, the task of a teacher of a higher education institution is to form positive students' learning motivation, to develop the need to acquire professional knowledge, skills and abilities. Having professional motivation, the student's cognitive activity will have an extensive, persistent character (Zaniuk, 2002).

Methods. The aim of the research was to clear out the motivation in a foreign language learning among students of a non-linguistic university. The study was conducted among students who are getting their Master's degree in Economics at Sumy National Agrarian University (SNAU) and study English language (Business English). 89 students took part in the survey. The method of research: method of data collection by means questionnaire. The questionnaire included the list of opened questions:

1. Your interest in English language learning at the university: a) hasn't changed / the same (since school); b) increased; c) decreased.

2. What caused the interest in the English language learning?

Results. After analysis the following data were revealed. At first, respondents noted an increase in interest while learning English:

1) the level of interest hasn't changed – 30 students (33.7%); 2) an increase of interest at the university – 53 people (59.6%); 3) a decrease of interest at the university – 6 students (6.7%). The students explained the motives which define their interest in the English language acquisition by many factors (the list is provided according the answers given from most important to less important):

- get a well-paid job;

- the opportunity to communicate with foreigners and be fluent in English;

- travel abroad;

- personal, intellectual development;

- understanding of songs/films in English;

- immigration;

- continue education abroad;

- computing;

- research.

However, 6 students (6.7%) noted a decrease in interest in English language learning due to low motivation, lack of time, being always busy studying other subjects. 39 students (44%) can be defined as those who had extrinsic, intrinsic motivation is noticed among the number of 50 students (56%). Students are aware of the importance of a foreign language acquisition as a factor in obtaining a well-paid job in the future, they are more professionally oriented.

Discussion. In the history of higher education development, the attitude to English language has always been different, either it was an optional subject or a major one. Recently, due to globalization, economy growth, expansion of professional contacts, international exchange programs it has become possible to diversify communication and improve English speaking skills. Knowledge of foreign languages enables the establishing of educational, cultural and professional contacts. In order to merge into a single socio-cultural society, professionals who speak English – the language of international communication are required.

The results of the main research are provided in English, the communication of specialists in different branches of economies is carried out in English, computing

and programming is impossible without knowledge of this language. Despite this, some students of non-linguistic universities especially those who have not gained the professional training yet don't understand and realize the significance and importance of English and are not good at it.

There are many reasons explaining this phenomenon, but one of the main ones is the low intrinsic motivation. Scientists define the effectiveness of training in direct dependence on the motivation for learning. Motivation can provide the outcomes in English language learning. It can explain either success or failure of any activity. If the activity is successful, it means that the person who performs it is highly motivated.

Nowadays, one of the urgent students' problems is the lack of motivation for learning, which directly affects the success of their educational activities and, as a result, the quality of mastering their future profession.

The study of the educational motivation characteristics is directly related to the fact that students of higher educational institutions at their entry level have rather weak ideas about their future profession. Lack of awareness of the chosen specialty generates difficulties in mastering important academic syllabuses or disappointment. Many students face a discrepancy between their own expectations and the actual content of the educational process. In this regard, they lose interest in the study of a particular subject, which in turn becomes the basis for a decrease in learning motivation.

The decrease or lack of students' motivation is also associated with the low efficiency of the educational process and, as a result, the lack of further desire to learn. As a result, students are expelled after being assessed due to poor academic performance, while others leave the university due to a lack of desire to study and get degree in their chosen profession.

Many students face a problem when motivation, just starting to arise, disappears almost immediately. Other students, having motivation at the beginning of training, lose it over time, this can be influenced by a number of reasons: mismatch with expectations, increased difficulty, lack of time. The methodology of English language

teaching and implementation of modern technologies play a significant role for the motivation formation among the students of different levels. English language teacher must be proficient in the latest educational technologies and use a wide range of active learning methods in their activities: communicative approach, problem-based learning, game and training technologies, case study. Traditional forms of organizing learning activities, such as lectures and practical classes, can have motivational potential if they include different ways of active learning. The learning process itself involves a period of accumulation of lexical material, overcoming the difficulties of mastering complex grammatical forms, which delays the achievement of goals that were originally determined. As a result, motivation decreases, activity disappears, the perseverance with which the student previously tried to master a foreign language weakens.

When a student decides to continue his/her education and gain a Master degree, the problem of motivation is especially acute. Students are sure about their right profession choice, they have gained practical experience at different enterprises, they participated in conferences, presented their reports, they have analyzed the labor market and they see the practical significance of the English language. The motives why students learn English are usually the following: parental advice; desire to watch films and read books in English; the decision to continue education at the university; ability to travel; use of Internet, computing and others. Students of entry level unlike the students who are gaining their Master's degree, do not completely aware of professional importance of English language acquisition.

The search for a solution to the problem of increasing motivation for the learning process is a constant aspect of the activity of the teaching staff of Sumy National Agrarian University. It is important to create a learning environment and organize the extracurricular activities in such a way that they contribute to the formation of a sustainable interest of each student not only in the subject of professional syllabus, but also in elective and compulsory subjects and in the entire learning process.

Students, majoring in economics, are primarily focused on the disciplines of the specialty. Most future economists have a mathematical mindset, and many of them find it difficult to study humanities, foreign languages in particular. Therefore, students often put a foreign language in the last place in the list of important subjects not showing any interest in it. However, in their senior years, they begin to understand that the economy is developing on a global scale, and the English language is becoming a means of mastering experience and advanced knowledge, a necessary tool for professional development, and academic mobility is one of the ways to prepare oneself for a career as an economist.

Recognizing the leading role of motivation in teaching a foreign language to students of a non-linguistic university, the teacher needs to understand the ways and methods of its formation in the conditions of this university. When considering the problems of motivation and searching for ways to form it, it is unacceptable to simplify its understanding, because the formation of motivation is not a shift by the teacher into the heads of students of ready-made, externally set motives and goals of learning. The formation of motives is, first of all, the creation of conditions for the manifestation of internal motivations for learning, their awareness by the students themselves and further self-development of the motivational-value sphere. Meanwhile, when mastering a foreign language culture, it is not at all indifferent what kind of motives encourage the student to carry out activities.

When organizing teaching a foreign language at the university, it is necessary to take into account the motives of students' learning activities. The transfer of knowledge from a teacher to a student cannot be effective without the activity of the student himself. Some students believe that the task of the teacher is to transfer knowledge. But one cannot oblige a person to learn something if he does not realize and does not perceive himself as the main character in the learning process.

The process of forming extrinsic and intrinsic motivation in the educational process is especially important, because due to the motive, a person has a desire for education in order to achieve his goals. Thus, the teacher has to create the prerequisites for the intrinsic motivation formation for students to learn English.

The personal motivation is wide and multifaceted, so there is a diversity of methods for increasing the students' motivation. Considering the methods of increasing students' interest in learning English, there are some that are successfully applied in SNAU.

Information and communication technologies are applied to provide an incentive to communication and form students' interest in English. Presentations preparation and their use at English online or offline lessons is highly appreciated by students and teachers. The use of Google Docs can help to provide students with additional tasks to complete, which is especially effective while teaching online.

The project method has become as an effective form of work in teaching English, as it promotes the involvement of students in a wide variety of practical activities and allows them to develop their individual and creative abilities. By creating an absolutely unique product based on the topic studied at the lessons and using the practical skills acquired in the classroom, the student realizes the importance of the gained competencies and this contributes to the formation of positive motivation for him/her to learn English. Games have been always one of the important means of learning English, as it is a strong stimulating factor.

The variety of playing techniques satisfies the need of students for novelty and improves the emotional background of the lesson. Watching videos or fragments of films in English is an effective method of dealing with the problem of motivation, as it demonstrates the need to develop listening skills in order not only to understand the main idea, but try to analyze it and discuss. In other words, the student is aware of the importance of the practical skills he/she develops in the class.

Budiana & Juwari (2018) state, that the students will get motivated when English is taught in practice rather than in theory such as tenses all the time. Moreover, the students expect the teachers to have a study tour to use English in the real life of business. Considering this information, it is evident that English as a foreign language for the non-native students can be more interesting when the teachers understand the better way of teaching English (Budiana, & Juwari, 2018).

An effective method that increases the level of motivation to learn English is research. Doing the survey, students use a certain number of sources of information in English and prepare a report for presenting it at the conference. Students have an opportunity to participate in the meetings of the English-Speaking Club, the aim of which is to develop communicative skills and feel free in English speaking surrounding. The topics for discussions are chosen according to the students' needs. Students have possibility to apply to different international exchange programs, study abroad, have trainings. Thy have to meet all the requirements, so they are motivated in English language learning.

Attending lessons in English and being the main part of educational process, students realize the significance of a foreign language, which makes it possible to build a vector of their further development.

Thus, implementing the professional aspect to increase the motivation to learn English among university students, the main ideas for implementation can be highlighted:

1) improvement of the emotional background;

2) use of interactive teaching methods and communicative approach;

3) the use of modern technologies/devices while teaching English;

4) creating situations of success for students;

5) involvement of students in research;

6) use of authentic materials/up-to-date textbooks;

7) elective classes/ participating in English speaking club;

8) professional training;

9) international students' exchange programme.

Aja Dailey (2009) states, that despite all the approaches that teachers can do to improve motivation, ultimately it is in students' heads and no two students are completely the same. Therefore, it may not always be possible to motivate all students. In such cases teachers have to do the best they can to work with unmotivated students to achieve learning outcomes. However, this should never discourage teachers from trying to motivate students (Dailey, 2009).

Conclusion. The process of motivating students while teaching English is continuing and requires an integrated approach. The use of various techniques in the class increases the creative activity of students significantly, facilitates the assimilation of foreign language material, which certainly increases both intrinsic and extrinsic motivation to learn English. Students are mainly driven by extrinsic motivation, while there is a significant proportion of negative motivation. This presents a kind of contradiction, since significance of having communicative skills in English and its importance in everyday and professional life has grown, there should be more positive motivation. In addition, it is absolutely clear that undertaking different approaches aimed at challenging students' intrinsic motivation is required. So, there is a demand in providing the perfect conditions for students to develop the personal interest and need to learn a foreign language. Any type of motivation is the main force that encourages a person to learn a foreign language.

Actually, the positive result can be reached if there is a combination of all the types of above-mentioned motivation. Close collaboration between the teacher and the student in the classroom and outside the classroom, the high professional level of teaching English and professional subjects with the use of innovative teaching methods is the source for intrinsic and extrinsic motivation.

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2.7. COMPUTER LINGUODIDACTICS IN THE SYSTEM OF INNOVATIVE FOREIGN LANGUAGE TEACHING

Introduction. The development of the theory of teaching foreign languages in the paradigm of the new educational space formation is directly related to the continuous technological changes in all spheres of human life. The rapid transition of the world community to the new types of communication creates conditions for developing new educational and pedagogical technologies. Qualitatively new characteristics of modern information and communication technologies (ICT) gradually modernize approaches to the organization of foreign language teaching. The need for widespread use of information technologies in language teaching is generally recognized. The use of computers is becoming an integral part of the educational process, and therefore the interest of teachers to this field of methodology is growing. It is obvious that a modern foreign language teacher must not only possess professional knowledge of the discipline, but also deeply understand the role of computer, network, and telecommunication technologies, be familiar with various forms, technologies, and approaches to teaching a foreign language. Due to the intensive spread of information networks and new software capabilities, a relatively new scientific direction, computer linguistic didactics (linguodidactics), is developing dynamically.

Computer linguodidactics is a branch of language didactics that studies the theory and practice of using computers in language teaching. It is an interdisciplinary field that is closely related to the development of information technology, applied and mathematical linguistics, developments in the field of artificial intelligence, computer program design, theory and practice of computer learning. Intensively developing computer linguodidactics is on the verge of a new stage, namely, the transition from the descriptive-theoretical nature of the possibilities of information and communication technologies to their wide practical use in language teaching, since at the software and technical level all the prerequisites for independent creative activity of the teacher has been created.

Literature review. Many foreign and domestic scientists devoted their researches to the issues of the language learning process computerization. They focused their attention on the psychological-pedagogical, didactic and linguistic-methodical features of new information technologies, ways of introducing these technologies into the process of language competences formation, as well as on the importance of training specialists who are capable of using information and communication technologies in education. The research of Zlativ is devoted to the methodical ways of applying the achievements of computer linguodidactics in teaching linguistic disciplines. The researcher justifies the importance of developing a comprehensive system of methods for introducing ICT into the educational process (Zlativ, 2014). Modern problems of using new information and communication technologies in linguistics and linguistic education are analysed in the works by Kapinus (Kapinus, 2012). Kozub reveals the general concepts of computer linguodidactics and its place in the methodology of language teaching (Kozub, 2011).

The use of modern information and communication technologies in higher education is constantly growing, radically updating the education not only in new forms, but also in new ways to achieve learning goals. The theory of foreign language teaching is also undergoing significant changes under the influence of ICT which create conditions for the full implementation of the basic principles of didactics (visibility, accessibility, feasibility, consciousness, activity), radically changing the entire course of the educational process in the aspect of foreign language learning. Didactic and psychological aspects of the use of ICT and their pedagogical interpretation have not been sufficiently studied yet, relatively few software tools for educational purposes, linguistic resource bases, electronic textbooks, and educational process dispatching programs have been created. At the moment, the computerization of education is reaching a new level. Taking into account the intensive development of information and communication tools and the emergence of new resources and opportunities that can be used in teaching foreign languages, research in the field of computer linguodidactics remains relevant,

putting forward new tasks, the priority of which is the active use of ICT to solve professional problems of a foreign language teacher at a new technological level.

Methods. The following research methods are used in the present work: theoretical analysis and synthesis when studying and generalizing literary sources, electronic publications, computer and network resources for educational purposes, and visual editors for the development of applied and educational programs; system analysis when studying the interdisciplinary nature of electronic linguodidactics; object-oriented method when designing and implementing a new generation of electronic learning tools and information environment of teaching a foreign language; expert-analytical method of quality assessment of electronic means for educational purposes.

Results and discussion. Computer linguodidactics is a rapidly developing field of language teaching methods. Since the end of the last century, it has undergone significant changes due to the development of computer technology and the concept of education. The possibilities provided by modern information technologies have a significant impact on modern forms and methods of language teaching. Interest in computer linguodidactics is growing, as the use of computers becomes an integral part of the educational process. Its use opens up new opportunities for both teachers and students, allowing them to solve fundamentally new tasks in the methodology of language education.

The terminological system of the theory of teaching with the help of computers is closely connected with the development of the terminology of computing and information technologies. Such terms as: "ectronic", "automatic", "computing", which were used in the first years of electronic computing systems, were also characteristic of linguistics: "computational linguistics", "automatic text processing", "electronic dictionary", etc. Later, the term "computer" became commonly used ("computer hardware", "computer technology", "computer linguistics"). Recently, the terms "information technologies" and "information and communication technologies" have also become widely used, reflecting the modern potential of computer technology and telecommunications. In foreign literature, they define

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the field of theory and practice of using computers in education with the term "Computer Assisted Language Learning" (CALL), which is used as a generalization, covering the entire complex of theoretical and applied problems related to computer language learning, from methodological principles of design and development of programs to psychological and pedagogical aspects of using computers in the educational process (Beatty, 2003; Levy, 2006).

Educational programs occupy a central position in the complex of programs that create a computer-based learning environment. Such programs can be of various types: educational, applied, instrumental, telecommunication. A characteristic feature of the modern stage of computer linguodidactics development is the tight integration of computer-based and traditional training. This is not only due to the fact that Internet resources are widely used as a source of authentic materials for practical classes and individual work, but also because of changes in the structure of educational complexes and emergence of new types of educational aids.

The implementation of web sources has been considered as a framework that facilitates the educator to design and construct student-cantered learning by using the web for planning and application. The web provides teacher and learners with support tasks and attractive materials to develop and conduct classes. We might then say that autonomy can be enhanced by the use of net sources, which encourage independence; besides which, motivation is enhanced since users usually deal with more appealing and interesting materials provided by the internet (Ostanina-Olszewska, 2018).

Today, you can find many computer-based training programs, which usually complement the educational complexes of Pearson, Longman, McMillan, Oxford University Press and others. On the websites of these publishing houses, web pages are created that contain links to the Internet resources, additional educational materials and tasks, including methodical recommendations and other materials for teachers.

The inability of a practicing teacher to influence the quality and improvement of software products is considered to be the most serious drawback in solving

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problems related to the development of computer-based training programs in language teaching. Absolute dependence on the programmer does not allow teachers to become real participants of informatization processes in their professional field, and therefore, to create and forecast pedagogical and didactic innovations that should appear as a result of the development of new forms of communication in the environment of the latest information technologies (Kucheruk, 2014). Computer programs, as well as printed textbooks, have to be adapted to the needs of a specific audience. Therefore, there is a need for such special software tools that would allow the teacher to create computer-based educational materials or make the necessary changes to those used without the involvement of programmers. This task is solved by the instrumental computer programs, which are currently being actively developed and put into practice. For example, "authoring programs" allows a user to fill the exercises of a given format with a new language content, it is possible to enter not only texts, but also images, audio and video materials. Thus, the opportunities provided by modern information technologies are so essential for the intensification of the language learning process, its individualization and orientation towards real communication that the use of computers becomes an integral part of the educational process, and Internet connection is a standard requirement for equipping the classroom.

One of the key factors of electronic language learning is the presentation of new material, its explanation and semantization. A popular way to use computer technology is to create a multimedia Power Point presentation. The use of computer presentations in a foreign language class allows introducing new vocabulary, grammar or country studies material in the most understandable form, as the principle of visualization is implemented.

The advantages of multimedia presentations include the following:

• combination of text, audio and video;

• focusing students' attention on the essential points of the presented information;

• simultaneous involvement of several types of memory: visual, auditory, emotional;

• the possibility of monitoring the assimilation of new knowledge and systematization of what has been learned;

• saving study time;

• formation of students' computer multimedia competence.

Creating presentations in the Microsoft Power Point program and using them in the educational process makes it possible to increase the efficiency of learning material assimilation and conduct practical classes at a qualitatively new level, using a projection from a computer screen onto a large screen on the wall instead of a traditional blackboard. In such presentations, it is easy to adapt the educational material to a particular group of students. Presentations can be used at various stages of practical training, while their essence as a visual aid does not change, only its form changes, depending on the goals.

Web 2.0 services play an important role in teaching foreign languages. *Web 2.0* services, also called *social software*, are network software that supports group interaction. This is a comprehensive approach to the organization, implementation and support of Web resources. A feature of *Web 2.0* is the principle of involving users in filling and repeatedly checking the content. In *Web 1.0* users could only consume the information offered by the developer on the site, thanks to *Web 2.0* users can become co-authors, and therefore can make changes, corrections, additions, give their assessments, ask questions and receive answers from professionals. Thus, a user-generated product becomes an important channel of social communication.

Educational technologies based on *Web 2.0* are rapidly gaining popularity, and their specific weight in comparison with other interactive technologies used in higher education is constantly increasing. Such popularity is determined by the following features of *Web 2.0:*

• ability to quickly create content;

• possibility of editing;

• possibility of joint work on any project;

• possibility of communication;

• possibility of storing voluminous information in the network instead of electronic media, etc. (Horoshko, 2009).

Today, the most common computer technologies used by foreign language teachers are:

• using Internet sites for teaching a foreign language;

• using Skype, Zoom in foreign language training;

• searching by both teachers and students for additional information on the Internet;

• using blogs for individual language learning.

Let's dwell in more details on those that we use in teaching English to students of Sumy National Agrarian University.

Internet sites help to solve a number of didactic tasks, for example, they contribute to the formation of reading skills thanks to materials from the global network, especially of professional direction; vocabulary enrichment; motivation to study a foreign language; broadening the worldview of students. An example of such a site is BBC Learning English (http://www.bbc.co.uk/worldservice/ learningenglish/). The site contains a variety of educational and methodical materials that students can use to test their own knowledge, expand their vocabulary and develop language skills by reading, listening to, or viewing reports on world events.

A useful service in learning a foreign language is *Skype.* It is a free software that is used for communication between subscribers located in any part of the world (chat, voice conversation, video call), for transferring files of any size at maximum speed, for organizing telephone conferences. Online communication contributes to the development of students' communicative competence. Using Skype for educational purposes gives students the opportunity to communicate with native speakers, participate in group classes, seminars, webinars and conferences conducted by native speakers. Immersion in a foreign language environment in the process of learning a foreign language is an effective factor. However, not everyone can visit the country whose language is being studied. Skype creates an opportunity not only

to hear speech, but also to follow the gestures, facial expressions, and intonation of the interlocutor. In online education, this program can be used to connect with students who are studying remotely (Georgina & Olson, 2008).

YouTube is a service that provides video hosting services. Users can view, add, comment, share certain videos with friends. Thanks to its simplicity and ease of use, YouTube has become one of the most popular video hosting sites and the third most visited one. The use of video in the process of learning foreign languages provides a unique opportunity to master not only the language, but also the foreign culture. Unlike printed or audio texts, which perform informative, educational, developmental functions, video, in addition to the content component, also provides visual information. Visual support contributes to a better and more complete understanding of the content of the message. The use of video materials in the educational process activates the attention and memory of students, expands their worldview, develops communication skills. In order for the use of video in class to become an effective educational tool, it is important to comply with certain conditions:

• the content of the material should correspond to the topic of the lesson and the language level of the students;

• the video should provide students with the opportunity to develop their linguistic, communicative, and sociocultural competences;

• watching the video should be preceded by clear instructions from the teacher aimed at achieving a specific educational goal.

Educational videos on YouTube can also be used to explain grammar. Such videos present grammatical material visually in the form of diagrams, tables, pictures, songs (Dudeney, 2007).

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a course management system distributed under the GNU GPL license. The system is primarily focused on interaction between the teacher and students. This system contains tools for preparing and conducting classes and for evaluating the educational achievements of students through the use of modern learning technologies. At the same time, it is simple for using. Educational courses posted on this platform may include a wide

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range of materials like course abstracts, a list of informational resources, assignments, discussion topics, tests, questionnaires, etc.

Work on the creation of an educational subject course of the appropriate type is a multifaceted process based on the principles of modularity in the structuring of educational and methodological materials, systematicity, integrity of the presentation of information from the entire educational course, scientificity, accessibility, openness, interactivity, technology of learning, computer visualization of educational material, methodological expediency of the content of educational materials and types of educational activities, the possibility of choosing an individual trajectory of advancement in education, subject-practical direction, etc. (Beatty, 2003).

Another Internet platform for language learning is *Liveworksheets*. It is an effective educational tool, allowing teachers to transform traditional printable worksheets used in class into interactive online exercises with self-correction. Students can do the worksheets online and send their answers to the teacher. This is good for the students motivating them to study, for the teacher as it saves time and for the environment because it saves paper. Additionally, such interactive worksheets take full advantage of the new technologies applied to education: they may include sounds, videos, drag and drop exercises, join with arrows, multiple choice and even speaking exercises, that the students must do using the microphone (Liveworksheets platform website, 2023).

The use of information and communication technologies in teaching foreign languages has a significant impact on the forms and methods for presenting educational material, on the nature of the interaction between students and the teacher, and, accordingly, on the methodology of conducting classes. At the same time, they do not replace traditional approaches to learning, but complement them, significantly increasing their effectiveness. It is important to correctly determine the place of ICT in the educational process and apply them where they will be more effective than the usual pedagogical methods. It is in this direction that computer language didactics works.

Conclusion. Recently, the theory and practice of teaching foreign languages has been significantly enriched due to Internet resources. It is important to note that Internet resources for computer-based language didactics are of exceptional importance, as they provide the possibility of real communication in the language being studied, access to authentic materials and a huge number of educational resources in text, audio and video formats.

Technology is a facilitating tool of education which teachers and students get a great deal of benefit from. Today's language teachers need to learn how to take advantage of the technology and how to integrate it into their teaching skills. Computers, smart phones, tablets etc. provide powerful opportunities to learn foreign language. As the use of smart phone, computer etc. is increasingly common among students, teachers need to equip themselves with today's technology.

Studies on foreign languages learning with the use of modern computer technologies testify to radical changes in the organization of foreign language teaching, calling them the "Internet revolution". The theory of teaching foreign languages is undergoing significant changes under the influence of the development of the latest information technologies. The growing linguistic and didactic possibilities of information and communication technologies have not yet received a clear scientific and theoretical justification, which could become a clear guide for teachers in their everyday practical work. Mastering the methodology of using ICT in teaching foreign languages is one of the key factors in the success of the informatization of language education. Only a scientific approach to the discovery and study of new didactic and methodical patterns of learning with the use of computers and ICT will allow the development of innovative methods that meet modern demands.

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2.8. PSYCHOLOGICAL FACTORS AFFECTING THE PROCESS OF LEARNING FOREIGN LANGUAGES

Introduction. The student's personality, as a future specialist, is the main value guide in the activities of the university. Today more than ever a teacher must learn to see a student as a person, to understand all the complexity and multifaceted nature of its structure, to pay attation to his/her age and individual characteristics, to identify the student's hereditary, acquired and growing abilities and opportunities, to create the most favorable conditions for their development, to distinguish multiplicity his deeds and actions, variety of feelings, emotions, motives. Only under such conditions the teacher can really effectively manage the process of learning, development and education of the student as an individual, control this process and make appropriate incentives and corrections.

The aim of the paper is to show that each person is unique and unique in his individuality. Individuality is expressed in individual characteristics.

Literature review. Mastering a foreign language is focused not only on activity and communication (that is, on the interlocutor) and not only on the image of the world (that is, on consciousness) but also on a personality. It is connected with a number of personal moments. This includes motivation, the problem of self, the problem of personal and group identity and many others. Thinking in a foreign language. Phonetic abilities. Lexical abilities. Grammatical abilities. Stylistic abilities. Sense of language.

A special problem is a person's attitude to language and a positive or negative attitude towards speech. In French science, in particular, there is an expressive concept of "langue de plaisir": the language should be pleasant to speak. Communication in a foreign language is no less important as a way of actualizing and realizing one's own personality, as a special way of self-affirmation. Finally, there is a joint orientation of modern pedagogy and psychology on the formation of an active personal position, on the education of creativity and the ability to accept independent decisions concerning life, activities, the sphere of relationships – all this

has a direct impact on the personal aspect of language acquisition. In didactics and methodology, this is a problem of learner autonomy. This problem is also related to the possibility and legality of different language acquisition strategies for different students (Lozova, 2010).

The survey of foreign language speakers allowed scientists to reveal some individual and typological features of foreign language proficiency. While it is easier for some, for example, receptive or passive mastery of a foreign language (that is, listening and reading or perceiving and understanding a foreign language), for others it is easier to master this language actively (that is, speaking and writing, expressing one's own thoughts).

The relationship between theoretical language knowledge and practical speech skills and abilities is also characterized by individual originality. Possession of vocabulary and mastery of grammar are also in a different ratio: some complain about lexical difficulties, and others – about grammatical difficulties.

As a result of the analysis of the characteristics, two main psychological types of mastering a foreign language clearly emerged, one of which can be called intuitive-sensual, and the other rationalological (Slepkan, 2005).

Intuitive-sensual type of possession. A person belonging to this type masters the language mainly in a practical way, not having a particular need to acquire theoretical knowledge, which is considered by him / her not at all necessary for the successful mastery of a foreign language. The person quickly learns the language as soon as he/she starts using it. Knowing the language, one does not need either a grammatical analysis of the text or its translation into one's native language. A student thinks easily and fluently in a foreign language. When using the language, one focuses almost exclusively on the semantic content of the language. He/she possesses a foreign language not only receptively, but also productively. The student likes to use a foreign language very much, he considers the mastering of phonetics and reading rules to be the most difficult. He / she often inserts words and expressions characteristic of a foreign language into his speech in his native language, switches from his native language to a foreign language involuntarily,

mistakenly starting to talk to those who do not know the given language. Immediately senses the wrongness assumed by others, often without being able to prove them. He / she translates with the same effort both from a foreign language into his native language and from his native language into a foreign language.

Rational-logical type of ownership. A person belonging to this type needs theoretical language knowledge when learning a language and thinks that successful mastery of a foreign language is impossible without this knowledge. He / she masters the language slowly and with great effort, after many years of study. Knowing the language requires both grammatical analysis of texts and their translation into the native language. A person rarely thinks in a foreign language and with great internal tension.

When using a foreign language, one focuses not only on the meaning side, but also on linguistic features. He/she speaks the language mainly receptively. The practical use of the language does not bring her any particular pleasure. A person considers mastering the vocabulary and sometimes the grammar of a foreign language to be the most difficult for him. He / she believes that there is much that is unclear in the foreign language system. He / she does not insert foreign words and expressions into his native language. He always switches from his/her native language to a foreign language arbitrarily and uses a foreign language when there is a need for it. He ascertains mistakes made by others and inaccuracies in speaking a foreign language on the basis of his knowledge. A person can translate from one language to another quite easily, relying on his knowledge and understanding of the text, without difficulty in finding appropriate equivalents.

When translating, he usually uses a dictionary, preferring to refer to a bilingual (translation) dictionary. He believes that the words and expressions of one language are completely translated into another language. He denies the impossibility of exact translation. A comparison of the characteristics of the two main types of foreign language proficiency shows quite clearly that the first type is foreign language proficiency based on language sense. In this case, thinking in a foreign language

is fully characteristic of a person, therefore, a foreign language is in direct connection with thinking.

The second type of mastery of a foreign language is characterized by the conscious discursive use of language knowledge, which does not allow one to think freely in a foreign language, because in this case the language is not directly connected with thinking. Since we are talking about the practical mastery of a foreign language, it is clear that the more perfect type of mastery is the intuitive-sensual type. The second type, superior to the first in terms of awareness, is inferior to him in the speed and ease of practical command of the language. It can be considered that a person belonging to the second type of possession is supposedly frozen at a previous, lower level. This happens, apparently, both as a result of individual and psychological characteristics, and as a result of the use of those methods, methods and techniques, which were used to teach a foreign language (Lozova, 2010).

Methods. Pedagogical observation and expert evaluation techniques were applied by the authors to investigate student's personality, his/her individual characteristics. Series of questionnaires were implemented to research students' opinions and views about educational system of learning foreign languages.

Resalts. In the development of a person, the general and the special are revealed. General characteristic of all people of a certain age; something special distinguishes an individual person. What is special in a person is called individual, and a feature with a pronounced special is called individuality. Individuality is characterized by a set of intellectual, volitional, moral, social and other human traits that constantly distinguish one person from others. Each person is unique and unique in his individuality. Individuality is expressed in individual characteristics.

The emergence of individual characteristics is related to the fact that each person goes through his own path of development, acquiring the most diverse typological features of higher nervous activity. The latter affect the originality of the formed qualities. Individual characteristics include the uniqueness of feelings, perception, thinking, memory, imagination, particular interests, inclinations, abilities, temperament, character of the individual. Individual characteristics affect personality

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development; they largely determine the formation of all qualities. The older the child becomes and the more complex the psychological processes, the greater the role played by individual characteristics, the more significant the individual differences. Although personality formation begins in elementary school age, its formation takes place precisely in this period of transition from youth to adulthood. Here, the peculiarities of a person's temperament and character, the general direction of the individual, are fully determined.

Temperament is an innate form of behavior that manifests itself in the dynamics, tone, and balance of human reactions to life's influences. There are four main types of temperament: choleric, sanguine, melancholic and phlegmatic. The physiological basis of temperament is the peculiarities of the nervous system. The type of the nervous system, and therefore the temperament, is not immutable, although it is given to a person from birth. It can change with age and under the influence of upbringing. In addition, only some people are "pure" representatives of temperament types. Most of them have a combination of traits of one temperament with some traits of another. Each student has his own type of temperament and the teacher should take this into account, but it should be remembered that temperament does not determine abilities and talent of a person.

Great abilities are found equally often in any temperament. The question cannot be asked: which of the temperaments is better? Each of them has its positive and negative sides. Passion, activity, energy of the choleric, mobility, liveliness and sensitivity of the sanguine, depth and the stability of feelings of a melancholic, the calmness and lack of haste of a phlegmatic – these are examples of those valuable personality qualities, the tendency to which is connected with a certain type of temperament. In order to use the valuable aspects of one's temperament, a person must learn to master it, to subjugate it to himself / herself.

If, on the contrary, temperament possesses a person, controls his behavior, then with any of the temperaments there is a danger of developing undesirable personality traits. Awareness of the positive and negative sides of one's temperament and developing the ability to manage them is one of the important tasks of education and

self-education of a person's character. Character can be defined as a set of core mental properties of a person that leave an imprint on all his actions and deeds; those properties that primarily depend on how a person behaves in various life situations. Character is manifested both in the goals that a person sets for himself and in the means or methods by which he achieves these goals. Two students can have the same goal, do the same work, but one will work enthusiastically, creatively, and the other conscientiously, but with indifference, guided only by the awareness of necessity, and such a difference is often determined by the difference in their characters.

There are different classifications of character types. Without dwelling on them, it can only be noted that although a person receives the prerequisites of a certain type of character from birth, it is formed mainly in the course of life. Character traits are not only manifested in actions and deeds, they are formed and formed in them. To become neat, you must systematically behave neatly, to become polite, you must systematically be polite.

A person's worldview and beliefs form aspirations, a tendency to develop certain character traits. But these tendencies will be able to be realized only if a person constantly and consistently behaves accordingly. The only way to make yourself disciplined is to always and everywhere behave disciplined. There is no character that cannot be remade, and only its owner can do it. Other people and objective conditions of life can only help him in this.

The assimilation of knowledge, the development of skills, abilities is based mainly on cognitive activity, but in the course of training, the interests, abilities, temperament, character and other aspects of the students' psyche are manifested. Therefore, when starting training, teachers need to find out what mental processes, states and properties depend on the achievement of the main goal, how to use educational material and learning conditions for the comprehensive development of students, their theoretical and practical training.

University teachers in their interactions with students (at exams, tests, consultations, etc.) should be able to recognize and take into account their individual

characteristics. In addition, it is necessary to maintain such an environment and such traditions in the university, which would contribute to the formation of positive moral qualities of the personality of students and smoothing, humanizing their negative (by nature) characteristics. Special attention should be paid to the development of general and professional abilities of students.

Thus, students differ in intellectual abilities, type of thinking, pace of progress in education. It is necessary to take this into account when organizing training, to differentiate the educational process. Here, a special diagnosis of the level of readiness of students to study the main academic disciplines, timely monitoring of their success will be useful. To increase the level of educational activity, it is necessary to continue to form general mental actions and techniques of mental activity in students, to strengthen the motivation of learning, using traditional and new technologies, modern information technologies that activate and intensify educational and cognitive activities.

Discussion. For a teacher of a higher education institution, it is important to know well the psychological features of a student's education and upbringing, the features of development and the typology of his personality. The types of student youth can be analyzed according to various factors: in connection with the chosen profession, depending on the form of education – contractual or budgetary, according to the attitude towards training, etc.

The problem of motivation and taking into account the needs of the student's personality is central to the study of its properties. The motivational-need sphere is a complex psychological phenomenon in which the dominant motives determine the direction of the individual. In pedagogical psychology, three main types of orientation are distinguished: personal (attitude towards oneself, the "I" phenomenon), collectivist and business. The motivational and personal aspect is connected with the formation of positive educational motives and personal qualities of the future specialist, action goals, since motives and goals are important determinants of activity.

The structure of the student's motives, which is formed during the period of study, is the core of the future specialist's personality. Therefore, the development of positive educational motives is an integral part of the process of teaching and educating students. For effective practical work in this direction, a thorough study of the laws of development is required educational motivation of students. Motives of educational activity of students are divided into internal and external.

Internal ones include:

- social significance of education;

- professional motives reflecting the importance of educational activities for mastering the future profession;

- cognitive, related to the problem in new knowledge.

- External motives are focused on values that lie outside of educational activities;

- motives of material encouragement;

- personal interests related to obtaining a diploma, fear of fines due to failure;

- motives of communication, prestige among students, etc.

Internal motives have a really positive effect on students' activities.

Depending on the influence of internal and external motives, psychologists divide students into four groups:

1. students with a pronounced professional and subject motivation;

2. with pronounced professional, but weak subject motivation;

3. only with objective motivation;

4. without objective and professional motivation.

No matter how diverse the considered educational situations, concepts of learning, types of educational activities, motives and sources of educational activity, they all have something in common. Their ultimate task is to direct the student's efforts to learn something. If there is no effort directed at the educational goal, then there is no learning itself. This universal component of any purposeful learning is called memorization. The first condition of memorization: what needs to be known and learned must be reflected

in the psyche, separated by it from all other parts of the external and internal world that are perceived. It is not enough to look – it is necessary to see, it is not enough to listen - it is necessary to hear. Information that is not there cannot be assimilated and processed.

Memorization can take place under the condition that there is something to memorize. Certain objects, events and properties can cause the activity of the psyche, which is expressed in attention, because they are connected with the internal sources of its activity – the need for information, the needs of the individual, his inclinations and goals.

Identification of a person's personality in the selection, processing and use of information is called attitudes by psychologists. Many experiments and observations show the important, sometimes decisive value of an individual's attitudes in educational activities. Such orientation is achieved by linking these main aspects of learning with internal, external and personal determinants of an individual's activity. As in any other activity, learning outcomes are determined not only by subjective factors (the student's attitude to the subject), but also by objective factors (properties of the material itself). Research has shown that the effectiveness of the chosen language depends on two factors:

1. whether the language corresponds to the nature of the material being studied;

2. to what extent the student knows this method of encoding information and how well this language corresponds to the structure of the student's thinking.

The third property of educational material, discovered by researchers, is its complexity, which affects the effectiveness of memorization, its speed and correctness. When talking about the difficulty or ease of a material, it is meant that students memorize one material faster and with fewer gaps and mistakes, and the other slower, with significant gaps and mistakes.

The fourth property that affects the memorization of educational material is its meaning. The meaning is understood as the importance of the information contained in the educational material. Certain knowledge or actions are important in themselves or for learning the following material. Observations and experiments show that

meaningful material is learned better (faster and with fewer errors). What does the concept of "meaningfulness" mean? Is the following definition clear, for example: "If the semiring A of an arbitrary ring is both a left and a right ideal, then it is called a two-sided ideal of this ring"? It depends on the knowledge of the reader. If he knows the theory of groups or at least understands what the terms "ring", "semi-ring", left and right "ideal" mean in it, then this statement will make sense to him. Otherwise, the meaning of this statement will be unclear. Thus, the meaningfulness of the material is not its isolated quality, independent of the subject of assimilation. The meaningfulness depends on whether the student has in his arsenal the concepts, evidence, actions necessary for understanding the elements of the educational material and establishing connections between them.

The sixth property is the structure of the educational material. This factor is closely related to the previous one. Meaningfulness is determined by the connections between the new, the unknown and the known. The structure of the material is how these connections are established in it. The seventh factor that affects the learning of educational material is its volume volume. The amount of material is understood as the number of individual elements in it that are subject to learning. Among the possible principles of regulating the course of learning, there are none that can be considered the best and universal. Some of them are more effective in solving some didactic problems, while others are more effective in solving others. Hence the problem of optimal combination of these principles in programming and regulation of the learning process arises.

Conclusion. A student's personality is a personality that develops and changes. Even first-year students, who are not far from school graduates have new qualitative features: an increased sense of self-worth ("I am a student, not a schoolboy"), a variety of interests in different fields of knowledge, new in their own views on representatives of the opposite sex, a relatively large own freedom and independence from parents, etc. Not only for the teacher, but also for science itself, there is no such thing as an average student. Age characteristics are just a scientific

abstraction, behind which many social, historical-cultural, biological and individual-personal options and variations are hidden.

The studies devoted to the personality of the student show the contradictions of the inner world, the difficulty of finding one's identity and the formation of a bright, highly cultured individuality. The peculiarities of the student's personality and the peculiarities of its development in the personality of a specialist must be taken into account in the process of education, training and leadership in the conditions of a university. To determine the system of knowledge, skills, and abilities necessary for a student, one cannot limit oneself to taking into account the profile of the university and the requirements of individual professions.

It is still necessary to correctly take into account the needs of the comprehensive formation of the properties and characteristics of the student's personality as a specialist with a higher education. The speed and strength of mastering knowledge, skills, abilities, difficulties, mistakes depend on the individual characteristics of both cognitive processes and the motives of educational activity, abilities and other properties of the student's personality. Therefore, the problem of special diagnosis of the level of readiness of students to learn a foreign language, determination of their individual characteristics is relevant throughout all years of study.

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2.9. PRACTICAL EDUCATION PROJECT AS AN ESSENTIAL TOOL OF SELF-IMPROVING FOR EDUCATORS TEACHING GERMAN AS A TARGET LANGUAGE

Introduction. One of the most urgent tasks of modern higher education system is its transition to creative, problem-based methods of teaching and education that ensure the formation of a competitive specialist. The purpose of professional training of any specialist is forming a professionally competent, creative personality.

The professional competence of a modern specialist (as a readiness to perform their official and professional duties at a high professional level in accordance with modern theoretical and practical achievements and experience, international requirements and standards) should be considered in the unity of its three components: motivation and value, subject and practice, and self-regulatory and volition, which are also aspects of personality. But how do educators encourage students to be active in the classroom? How do they create an exciting atmosphere of research and scientific inquiry?

The article is targeted to observe Practical Education Projects (PEPs) as a central tool for educators' self-developments, that facilitates better assimilation of new knowledge of learners, teaches them to plan, work with multiple sources of information, critically perceive new data, collect, analyze and systematize information, work in a group, present and evaluate their own achievements.

Literature review. The internationalization of education around the world, Ukrainian Europian integration tendencies, reforms in higher education, and the concept of the New Ukrainian School have preconditioned the necessity of Ukrainian HE students' mastering a foreign language as a means of communication in the future professional sphere. In Europe, multilingualism is an important educational goal and a key factor for successful employment. The importance of multilingualism is recognized in the Common European Framework of Reference for Languages, which sets out internationally recognized standards for foreign language proficiency (Savvatieieva, 2017).

Educational environment nowadays states the importance of majoring in agriculture students' professional training of German. It is impossible to overestimate the role and opportunities that open up for modern young people who speak German.

German is one of the most widely spoken languages in the world. Compared to 1983, when German was taught in public schools in 88 countries, today the number of countries where German is taught in schools has grown to 117. Approximately 130 million people learn German, which is not surprising, as German is the language of technical progress and new technologies. German is spoken as an official or minority language in many countries of Western, Central and Eastern Europe. German is the native language of 90-95 million people in Europe, which is 13.3% of the total European population (Ukrinform.ua, 2023).

Realizing the urgency of the issue, the Ministry of Education and Science of Ukraine, the German Cultural Center Goethe-Institut in Ukraine and numerous universities have developed and are implementing a qualitatively new program for the training of future specialists.

The Goethe-Institut in Ukraine is a cultural institute of Federal Republic of Germany that operates worldwide. It promotes knowledge of the German language abroad and supports international cultural cooperation. The Goethe-Institut disseminates a broader understanding of Germany by informing about cultural, social and political life in this country.

In 2013, the Ministry of Education and Science of Ukraine and the Goethe-Institut in Ukraine signed a Memorandum of Cooperation to support the German language in Ukraine. Among other things, they agreed on the following goals of cooperation:

- support for reforming the Ukrainian education system in the field of foreign language teaching;

- support for the quality of German language teaching in Ukrainian HEIs;

- participation in improving the system of postgraduate pedagogical upgrading of the German language instuctors (Dejanović, 2014).

As a part of the Goethe-Institut efforts to promote German language teaching in Ukraine, seminars and various services for Ukrainian educators, who teach German, are offered. The German Cultural Center Goethe-Institut in Ukraine offers a new international program "Learning to Teach German" – Deutsch Lehren Lernen (DLL) that has been promoted for teachers of German around the world. This program is based on the latest achievements in the German language methodology and didactics and is aimed at training new teachers and in-service training of teachers and teachers of German as a foreign language and reflects the current state of development of the discipline "German as a foreign language" (Legutke & Rotberg, 2018).

Methods. A set of methods was used: analysis and systematization to identify the presented problem at the current stage; a generalization method for presenting the advantages of PEP as a practical research project and its implementing in the educational process of higher education institutions. To present the results of the analysis of the effectiveness of PEP as a practical research project Zoom platform, a descriptive method was used.

Results and discussion. The groving requirements for educators, who teach German around the world, have led to the development of the Goethe-Institut's DLL program. DLL is a professional development program for teachers of German as a foreign language offered by the Goethe-Institut in Munich and its regional institutes around the world. The DLL was launched in 2010 by experts commissioned by the Goethe-Institut to critically review the proposals for further education over the past 20 years and consider the experience of didactic and professional research. The first two blocks (DLL 1, DLL 2) are devoted to the main parties in the lesson, teachers (DLL 1) and students (DLL 2). DLL3 focuses on German as a medium and goal of the lesson. Interaction as a condition for language activity (DLL 4), materials and media (DLL 5), and curriculum specifications and lesson planning (DLL 6) round out the core program (Goethe-Institut, 2023).

In 2018, the DLL consisted of 12 thematic units. The DLL puts teachers and their ideas about learning at the center of the work. It is important to create a coherent

teaching link that enables educators to express their views on teaching and learning from different contexts. The lesson link is supported by a wide range of short lessons (videos) that provide a discussion. Relevant tasks are also used for this purpose. The learning activities aim to support dialogic and cooperative learning through partner work and small group work supported by relevant tasks (Goethe-Institut, 2023). They are intended not only to stimulate activity, create an exciting atmosphere of research and inquiry, motivate participants to consider a research perspective in their own and documented lessons, but also to encourage them to try new techniques (see also research-based learning).

Personal experiences related to teaching in DLL always take place with reference to didactic theories and the didactic research associated with them. Classical topics such as language skills or grammar are integrated into the relevant units. The approach is aimed at action-oriented and communicative foreign language learning (Mohr, 2016).

The DLL program enables learners to combine online learning, traditional and independent study, classroom and extracurricular activities. In the Ukrainian educational space this format is called blended learning, which engages using modern interactive technologies and combining them with traditional ones (Niewalda, 2015).

The DLL program is based on the latest developments in the field of German as a foreign language and integrates an innovative approach to training and professional development – Research through Action. The DLL takes into account the requirements for future specialists training programs and meets international quality standards in the field. It consists of 2 course blocks (German as a Foreign Language: Modules 1-10; German as a Second Foreign Language: Modules 15-16) (Funk et al., 2014).

Most Ukrainian HEIs, that are engaged in training German, have already successfully restructured their curricula and educational programs, taking into account individual DLL modules of the Goethe-Institut program. Cooperation with the Goethe-Institut in Ukraine opens up great opportunities and contributes to the integration of Ukrainian education into the European one. It provides

the following benefits, namely: participation in the creation of a common (open) educational space, increasing the competitiveness of universities in the market of educational services by offering an innovative educational product, the possibility of using DLL basic blocks in various learning models: full-time education, web-supported education, combined full-time and online education, and online education itself, improving the quality of education through the use of human, scientific, methodological, didactic and technical potential of the Goethe-Institut in Ukraine.

The DLL program promotes academic mobility of the participants in the educational process. Creating conditions for the growth of the professional level of educators through their training at Goethe-Institut courses in Ukraine. Currently, 14 Ukrainian HEIs are implementing selected DLL modules in their educational process.

In order to increase motivation to teach German, the Goethe-Institut German Cultural Center implements a number of activities, such as organizing and supporting the contest for students, who learn German "You Will Be the Best". The winners of the competition have the opportunity not only to compete and share their experiences, but also to receive a scholarship to attend a two-week language course in Germany.

Of course, for everyone, who has connected their professional life with a foreign language, it is pivotal to improve knowledge in the metodical and didactic field, language competencies and country study. Every year, the Goethe-Institut offers scholarships to educators engaged in teaching German for their further postgraduate training in Germany. The scholarships cover seminars on methods and didactics of teaching German, seminars on country study and improving language skills in Germany. The seminars are held in interesting and picturesque cities and include a cultural program, providing many opportunities for language practice, acquaintance with the German culture, and establishing contacts with participants from other countries. The professional development course is designed to last 12 weeks – primarily, in-person training for 2-3 days, then a distance course, and finally another

in-person methodological and didactic seminar. In total, the training will last 80 academic hours.

As a part of the distance module, educators work in small groups on a practical research project (PEP). Then each participant carries out this project in his / her own class at the end of the course and evaluates its success with the group and a multiplier (teachers' trainer) (Romanovska, 2007).

The project method is not fundamentally new in the pedagogical practice, but it is now considered to be an essential educational technology of the 21st century, as it involves the ability to adapt to a rapidly changing world in a post-industrial society.

"Thrown forward" is an accurate translation of the word "project" from Latin. Originating from the idea of free education at the beginning of the last century in the United States, the project method incorporated the ideas of the humanistic trend in philosophy and education. J. Dewey and W. H. Kilpatrick proposed to build learning on an active basis, through the appropriate activities of the student. In project method learners are developing their self study activities through studying beyond the program, using their knowledge to solve communicative and informative problems and gain cultural-informative competencies. The problem had to be from the real life, familiar and meaningful. To solve it, both previously acquired and new knowledge is needed. The teacher-consultant guides the project work, directing the students' search in the right direction and suggesting sources of information (Zhylkybay et al., 2014).

To successfully develop a PEP, it is necessary to take into account 10 rules – 10 steps, namely:

1) creating a working group for PEP with your colleagues;

2) finding out what exactly the goup want to explore in its PEP;

3) exchanging ideas amid the project working group;

4) each participant analyzes his/ her own ideas;

5) a project should be small and clearly defined;

6) running the project and collecting data;

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7) evaluating the project;

8) preparing a presentation of a PEP;

9) presenting a project together and responding to other groups' presentations;

10) documenting the PEP and the responses of others (Goethe-Institut, 2023).

When a group participants starts working, the first thing they need to do is to define and justify the topic of the project. A clearly formulated task facilitates the conscious creative work of the group. A well-thought-out clearly defined project structure and goals helps them to realize their research aspirations and strategies. The topic of the project should be clear and practically oriented, as a rule, the goal of the project is a specific type of practical activity. In order to clearly formulate the topic of the future, the PEP recommends answering simple questions: 1) What is new for me as an instructor in this topic? 2) What impressed me? 3) What interested me? 4) What would I like to try / test?

Here are some examples of topics for the PEP that have been successfully explored by German educators: "Activation of vocabulary through the game "Taboo", "Correction of mistakes by students in the process of a foreign language communication", "Using rituals to change the social form of German classes", "Working with authentic podcasts to introduce a local history material".

It is important to note that the PEP is documented and has a presentation with a very clear structure. The topic is followed by the "initial data" or "situation before the project" – "Impuls and Ist-Stand". The next file is "Hypothesen", in which it is predicted how the situation in mastering a particular activity will change after the project is tested, either positively or negatively. Next are the indicators "Indikatoren" that reflect the fulfillment or non-fulfillment of a certain stage of our research. As a rule, three main types of documents serve as data collection tools: questionnaires for teachers, questionnaires for students, and oral analysis and discussion of the project. For example, the questionnaires for teachers who observe the implementation of the PEP contained the following questions (PEP on the topic "How do students react if a commercial of the corresponding topic is used to introduce a new language topic?":

- What emotions/feelings do students react to the commercial with?

- How active were the students?

- What part of the group participated in the discussion?

- How quickly did the students realize, what the topic of the lesson was, with the help of the commercial?

- Were the comments on the commercial meaningful and varied?

- Do you consider the use of a promotional video to be an effective way to introduce a new topic and to stimulate students' interest?

(Feldnotizen zu PEP: Mit welchen Gefühlen / Emotionen reagierten die TN auf den Werbespot? Wie aktiv waren die TN? Welcher Anteil der Gruppe hat sich am Gespräch beteiligt? Wie schnell haben die TN verstanden, in welches Thema der Werbespot ein Einstieg war? Gab es vergleichende Kommentarien zu den Inhalten des Werbespots? Sehen Sie Werbespots als wirksamen und lernaktivierenden Einstieg in neue Themen?).

In order to be able to correctly and objectively evaluate a particular PEP, a special attention should be paid to the preparation of questionnaires / tables for students. When formulating questions, it is recommended to check out the following sections:

- which points (parts) of the PEP are particularly important to you?

- how many questions can students answer and how much time is needed for this?

- for which questions do you expect what results?

- what points will be given to closed questions?

- what are the scores for open-ended questions?

At the end of the class, students answer the questions from the questionnaires. This data is attached to the project presentation and the individual file of the teacher who conducted the project in a separate group of students. The presentation of the project ends with conclusions, assessments and suggestions for its improvement, taking into account the shortcomings and mistakes that were identified during the PEP.

In one of the last PEPs participated by the authors, the working group explored collaborative writing in an online learning environment. The ideas and impulses for our PEP came from the content of DLL 4 "Tasks, Exercises, and Interaction". While writing skills are mostly practiced as homework, as it is really time-consuming, the main goal of collaborative writing is to overcome students' dislike and fear of writing and increase their motivation. To achieve the goal of the PEP in an online lesson, it was agreed that students should create a relatively short text at the end of the lesson. For this project, exercise 4, lesson 14, from the Menschen B1 textbook was chosen. After the students had read and discussed the long text on "Courses offered at a German adult education center", they were asked to work in pairs and fill out a table with notes together, collecting ideas for their own courses. While writing, they discussed ideas the use of language structures in German, corrected and assisted each other. At the end of the online lesson, students could presented their course proposals in writing in a group and encouraged other students in the group to tell them who would like to take their course and why.

To sum the lesson up, students were asked to answer a questionnaire and evaluate the project idea, their own results, and the written texts of other students. As a result, most of the students were satisfied with this form of work and would like to continue to train their writing skills in the virtual classroom.

Conclusion. After analyzing PEPs conducted by German teachers, it was concluded that this type of testing and practical use of new methods and tools in teaching is and widespread, making it an important component of the professional training of a modern German teacher, contributing his/her competence in the field of professional activity; competence in other areas of professional activity; information and computer competence; communicative competence; foreign language communicative competence; competence in the field of self-determination and self-regulation); production and activity competence.

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ANNOTATION

Part 1. ISSUES OF HIGHER SCHOOL PEDAGOGY: TRAINING AGRICULTURAL STUDENTS IN THE HE SYSTEM OF UKRAINE AND EUROPEAN HIGHER EDUCATION AREA

1.1. Tetiana Klochkova. FEATURES OF INNOVATIVE DOCTORAL TRAINING AT PRESENT STAGE

This paper aims to contribute to the analysis of the phenomenon of doctoral education reforming. It focuses on recent changes in PhD training that can be observed in Europe since the inclusion of doctoral studies as the third cycle in a three-cycle higher education system with the aim to create stronger synergy between the European Research Area and the European Higher Education Area. Special attention is given to the regulatory framework governing the doctoral education that consists of the most important strategic documents on PhD studies, which make the process of reforming streamlined. The author has compiled a non-exhaustive list of possible reform triggers that includes the emergence of new types of PhD students, development of structured doctoral programs, research careers inside and outside of academia, critical importance of searching for a new funding model, mobility, internalization, provision of a full range of generic and transferable skills essential for PhD students, application of transdisciplinary research integrating knowledge across academic disciplines, increasing concern about the genuineness of research, professional excellence of supervisors and increase in the scope of their liability, enhancement of the quality of research environment, etc. The article highlights the creation of the EUA Council for Doctoral Education (EUA-CDE) in 2008 that has taken over a steering role in this process as one of the milestones in the reforming of doctoral studies. It focuses on the EUA-CDE Annual Meetings as a universal platform covering different aspect beginning from presentation

of the platform, vision, mission and goals of the EUA-CDE and ending with impact of digitalization and COVID pandemic on doctoral education. The upskilling and professional development of supervisors as an institutional responsibility and its specifics are further described from the perspective of PhD reforming.

1.2. Marina Bilotserkovets. BENEFITS AND CHALLENGES OF DIGITAL TECHNOLOGIES APPLIED FOR TEACHING TARGET LANGUAGES IN UKRAINIAN AGRARIAN HEIs (2019-2022)

The paper deals with the reviewing of digital technologies implemented into the process of teaching target languages for students at Sumy National Agrarian University (SNAU) in the period of pandemic SARS-19 and the beginning of russian aggression against Ukraine. The aim of the paper is collecting, generalizing, summing up and evaluating the outcomes of the studies conducted in SNAU in the field of learning target languages by means of digital technologies. Pedagogical observation and expert evaluation techniques were applied by the authors to investigate cognitive and behavioural modes of modern students who belong to the generation of centennials. Series of questionnaires and interviews were implemented to research students' opinions and views about educational platforms-based electronic courses vectored to leaning target languages; video conferencing platforms such as Zoom utilized for promoting students' communication skills; mobile applications used for fostering students' grammar skills, diagnostics and control of mastered knowledge; social networking that increased students' motivation, fostered their intercultural communication skills and knowledge on innovations in the specific field of their future professional activities. In the course of the study, it was found out that digital technologies had both advantages and disadvantages for the formation of students' target language proficiency. However, the efficacy of their implementation pivotally depended on students' ability for self-organization and independent studying modes, as well as teaching and diagnostic approaches of lecturers, that should have been adapted to the peculiarities of online learning.

1.3. Tetiana Fomenko. AGRICULTURAL STUDENTS' FOREIGN LANGUAGE TRAINING VIA ZOOM

The article is devoted to the features of using the Zoom platform for conducting online foreign language classes under conditions of distance learning. The server options for the implementation of various forms and methods of training have been analysed. It is noted that the Zoom platform provides an opportunity to work with a full range of educational materials, as with traditional in-person teaching and learning. The capabilities of the Zoom platform allow the lecturer to fully apply various forms and methods of teaching, in particular, to use interactive methods. The technical and didactic capabilities of the Zoom toolkit for conducting video conferences are characterized, including digital whiteboard, screen demonstration, group chat and session rooms. The main advantages (clear and simple interface, exchange of audio and video content, organization of private and group chat for text messages or teamwork, provides synchronous interaction, communication and cooperation) and disadvantages (poor internet connection, low-quality technical support, load on visual receptors, insufficient feedback, "zoombombing") of the implementation of video conferences into the educational process in agricultural higher education institutions of Ukraine. It is emphasized that due to the forms of work which are applied by lecturers during foreign language teaching and learning by means of the Zoom platform, students can develop such soft skills and digital competences as communication skills in the Internet environment, the ability to work with online platforms and video conferencing, mastery of presentation programs, office programs, high level of self-organization and time management skills. On the basis of the conducted analysis, as well as personal experience of using the Zoom platform, some recommendations were made for its use in the practical work of lecturers to ensure the maximum effectiveness of the training sessions.

1.4. Tetiana Ridel. BASIC COMPONENTS AND WAYS OF FORMING FOREIGN-LANGUAGE COMMUNICATIVE COMPETENCE OF NON-PHILOLOGICAL TRAINING PROFILE STUDENTS

The article is devoted to the disclosure of the concept of communicative readiness of non-philological training profile students to master a foreign language and its components, as well as to study the peculiarities of its formation. In addition, the results of theoretical substantiation and practical development of the problem of overcoming difficulties in learning a foreign language by non-philological training profile students based on a systematic approach are provided. It is noted that modern society needs a personality of a multicultural type who is able and ready to interact effectively in the global multicultural space. It is determined that communicative readiness is an integrative and dynamic quality of a future specialist. It is analysed that the formation of students' communicative readiness for effective mastery of a foreign language is a process of purposeful, comprehensive and high-quality transformation of a personality. The definitions and specific features of the formation of students' communicative readiness to master a foreign language are specified. In this regard, the components of communicative readiness are characterised, which include motivational (aimed at stimulating and supporting the communicative activity of students in the process of intercultural interaction), personal (includes a system of individual attitudes in interpersonal communication, moral values, communicative personality traits), cognitive (lingo-creative thinking, which determines the linguistic and mental abilities of the individual, knowledge and experience in the field of intercultural communication), emotional-value (positive emotional mood and emotional readiness of the individual for intercultural communication will contribute to its rapid acculturation) and activity component (includes communication tools, foreign language communication competence and socio-cultural qualities), as well as the main types of communication difficulties in learning a foreign language. The model of communicative readiness formation for mastering a foreign language is offered, and the results of the research and experimental work on checking the effectiveness of this model of formation of communicative readiness are given.

As a result of the research, it was found that overcoming communicative difficulties that arise in the process of learning a foreign language by non-philological training profile students can occur at different levels: initial, operational, and technical. Each of these levels is filled with its own content and basic criteria.

1.5. Vasyl Bilokopytov. QUALITY OF HIGHER EDUCATION: REGIONAL ASSURANCE NETWORKS AND ASSOCIATIONS

The article is devoted to the process of quality assurance in higher education and some well-known regional networks in quality assurance. The concept of "regionalisation" in the field of quality assurance in higher education is given in the article. The leading political factor of regionalisation is singled out. The activity of powerful regional networks: European Association for Quality Assurance in Higher Education, Nordic (Denmark, Finland, Norway, Iceland, Sweden) Quality Assurance Network in Higher Education, East African Network for Quality Assurance are analysed. Their structures, history of creation and main strategies of activity are characterised in detail. The relevance of each project is displayed. In the study, the essence of the concept of "regionalisation" in the field of higher education is analysed; structures, program documents, main networks' publications, and priority projects of quality assurance in higher education are found out. It is mentioned that joint projects are the leading form of cooperation in the networks. Their main objective is to create a common understanding of different points of view related to quality assurance in higher education.

1.6. Olha Berestok. PEDAGOGICAL AND TECHNOLOGICAL ASPECTS OF E-LEARNING EFFECTIVENESS IN TERMS OF THE WAR

The article deals with pedagogical and technological peculiarities of synchronous and asynchronous e-learning modes and main objectives, methods and strategies of blended learning in higher education from a scientific and practical point of view in terms of the war in Ukraine. The basic description of synchronous and asynchronous online learning and blended learning at different historical periods

is emphasized. The main objectives of blended learning education in contemporary circumstances and their role in the application of the education challenges that both teachers and students are faced is pointed out. The variability of methods and strategies of synchronous and asynchronous online learning implemented to diversify the process of education aimed to make it more visual and acceptable for learners is highlighted. The purpose of distance education in light of the trends in complicated terms of modern society and its role in the application of social and professional aspirations of a student is defined. The successful provision of blended learning used to teach the discipline online, the willingness of the teacher to adapt own approach applied to present the material, various educational methods and awareness of the role of all the participants in the process of learning are underlined. The leading technological instruments and tools provided by higher education institutions to achieve the objectives of synchronous and asynchronous online-learning modes are described. The distinctions and particularities of the synchronous and asynchronous online-learning environments of e-communication and fundamental issues of modern ICT application are underlined. Various means of coordination involved in blended learning mode are pointed out. The evaluation of the strategy implemented in the e-learning environment is highlighted.

1.7. Yuliia Shcherbyna. EFFECTIVE USE OF DIGITAL PLATFORMS AND E-LEARNING TECHNOLOGIES IN THE DEVELOPMENT OF STUDENTS' FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE (THE STUDY ON THE BASIS OF SUMY NAU, UKRAINE)

The article analyses modern educational technologies that are widely used by teachers in the virtual classroom in order to form a foreign language communicative competence. The relevance of the paper is explained by new conditions and challenges Ukrainian students face in the educational process due to the aggression of the russian federation and the martial law in the country. The presented technologies, educational resources and tools help to awaken students' creative and intellectual abilities, motivate them to active, productive activities during

the lessons, learn English with enthusiasm and interest, develop their individual skills, set goals and achieve results with the help of new opportunities. The article describes various digital platforms such as Zoom, Google Meet, and Skype, which are widely used in a virtual environment and contribute to effective interaction between a teacher and students during the lesson. The platforms presented in the article are convenient for all participants in the educational process within the framework of the foreign language training system. They allow lecturers to use various tools, online textbooks and different educational technologies that raise students' motivation, increase interest in English learning, help to develop their foreign language communicative competence.

1.8. Olha Tamarkina. STUDENTS' SELF-EDUCATIONAL ACTIVITY IN THE DISTANCE LEARNING CONDITIONS

Today there is a process of radical changes in the higher education system due to introduction of innovative technologies in the learning process. The introduction of the latest achievements, focused on independence in learning, is becoming more and more important. This is due to the widespread use of information technology, which allows for the effective implementation of self-educational activities of learners. In addition, in connection with Ukraine's entry into the Bologna Process and implementing a credit-module system of knowledge assessment, it is assumed that at least fifty per cent of the total workload should be allocated for the independent work of students. However, not only external reasons that occur in education encourage educators to pay more attention to the organisation of self-educational activity of students, but also a number of internal reasons, one of which is the main – the inability of yesterday's graduates due to lack of independence, self-organisation, inability to self-education, self-study, to work fully in their speciality. Distance education is not just a tribute to fashion or a desire to copy the successful educational decisions of developed countries. At the heart of the distance educational process is the independent cognitive activity of learners, self-education, the opportunity not only to instil the skills of independent acquisition

of new knowledge but, most importantly, their practical use. It is well known that modern students are a "networked" generation, for whom the electronic way of obtaining information has already become the norm. Therefore, the use of high technology in the educational process is usually welcomed by young people. The popularity of distance education is due to the flexibility and availability of these technologies. Increasing the number of extracurricular hours encourages teachers to seek new forms of teaching material, develop new teaching methods, and manage the self-independent cognitive activity of students, which are the basis of modern educational technologies. Distance education is a fundamentally new, high-tech approach to the process of knowledge transfer, a very flexible education system that helps solve these problems.

1.9. Liudmila Korniienko. MODULAR LEARNING TECHNOLOGY AS A WAY OF HUMANISATION OF THE EDUCATIONAL PROCESS

In this article, the author studies the problem of humanisation of the educational process. In the author's opinion, at the present stage of the transition of the national educational system to the general civilisational standards of education, this problem can be solved through the introduction of a modular learning technology. The author analyses the main trends of the development of the system of education in Ukraine. Great attention is paid to the transition of education to the technological level according to the tasks of present-day life. The technology of modular learning is considered to be perspective for the humanisation of the teaching and educative procedure as it is oriented into personality and means maximum individuality, differentiation of the educational process. It is aimed at a significant intensification of learning and cognitive work of students – from conscious motivation through solving a number of reproductive and creative tasks to the objective of self-assessment and correction. The author highlights the basic principles of modular learning: the principle of modularity, the principle of a set of separate educational elements that make up a single module, the principle of dynamism and flexibility, the principle of professional and cognitive competence of a teacher and

students, the principle of parity between the teacher and students. The author substantiates the idea that this technology meets the goals of modern education, and the implementation of this technology occurs through a system of methods that ensure its effectiveness: informational, operational, search and self-directed learning methods. The author considers that a modular-learning technology is an educational system that provides a transition from the principle of "Education for life" to the principle of "Education throughout life".

1.10. Oleksii Kurinnyi. EFFECTIVENESS OF USE OF INFORMATION AND EDUCATIONAL ENVIRONMENTS IN DISTANCE LEARNING AT HIGHER EDUCATIONAL ESTABLISHMENTS

The article focuses on the phenomenon of information and educational environments in education and the effectiveness of their use in the conditions of distance learning in higher educational establishments. The article examines the theoretical foundations of the modern scientific paradigm. Theoretical analysis was used to study classic and modern scientific works on the specifics of using information and educational systems in education. The main principles of the open education are highlighted, and the principles that are the basis for the emergence and functioning of distance education are analysed. The article examines how information and educational environments are defined in the scientific world and analyses the most relevant definitions. The division of the concept of "informational and educational environment" into 2 levels is given, and each level is analysed. An analysis of Moodle as an example of a level 1 information and educational environment is provided. The article analyses the functionality of the Moodle system and considers the Moodle criteria by which it functions: functionality, stability, reliability, ease of updating content based on existing templates, user protection, cost, modularity, support for the international SCORM standard, the presence of a system for checking and evaluating knowledge online. The article discusses the advantages of using Moodle in a higher educational institution. The study also pays some attention to the shortcomings that are present in this system and considers ways to minimise their impact on the educational process.

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Part 2. ACTUAL PROBLEMS OF PHILOLOGY AND METHODS OF TEACHING FOREIGN LANGUAGES IN HEIs

2.1. Oksana Lytvynko. THE PHENOMENON OF POLYSEMY IN MODERN ENGLISH LEGAL TERMINOLOGY

The purpose of the work is to study the phenomenon of polysemy in modern English legal terminology. The main task is to reveal and highlight the main types of polysemantic terms, as well as to determine the role of polysemy in the specified professional field. The research material is a professional vocabulary with the volume of 3,000 special terms. They were selected from various dictionaries for legal translation, legal terminology dictionaries and from jurisprudence periodical publications. The structure of meanings of polysemantic legal term is stratified. It is represented by indivisible components of semantic elements that are characteristic of different contexts at the same time. The phenomenon of polysemy is undesirable and in some cases harmful for special glossary. However, the legal terminology is not free from it. In the course of the study, it was found that polysemantic terms make up 65,8% of the sample. Legal terminological units are able to have semantic connections with other terms. In some cases professional lexical units present common meanings. The asymmetry of sign and meaning is the main reason of polysemantic processes. The form of the sign is considered conservative, but the sign content is dynamic. The analysis of the terminological units allows us to come to the conclusion that metonymy is the primary source of polysemy in modern legal terminology. The process of metonymic transformation is rather complicated. It is implemented in different ways. This is done by transferring the general name of a legal process to its stages, transferring the name of the legal process to the worker who involved in this process, giving the name of the whole to its parts, giving the name of a part to a whole. It should be noted that it is easy to find connections between the multiple meanings of words. Different meanings of a terminological lexical unit have common characteristics, but each meaning

specifically reveals the characteristics of various objects. As a rule, it is easy to complete the link between the meanings of polysemantic legal terms.

2.2. Yuliya Lushchyk. TEACHING FOREIGN (UKRAINIAN) LANGUAGE IN A MULTILINGUAL GROUP AT HEIs

The relevant purpose of the study is to assemble and generalise the specifics of foreign language training in multilingual groups as well as outline the functions of foreign (Ukrainian) language for obtaining higher education. According to the purpose of the article, the objectives are: to describe the contexts of foreign language training; to highlight the features of the multilingual group; to comment on the roles of the foreign (Ukrainian) language. The methodology of the study is introduced by different methods (analysis, synthesis, observation). There are study results in the paper. Literature on the study subject was analysed, and a set of circumstances of international students' language training in Ukraine was clarified. The stages of training and their correlation with CEFR standards were described, and it was found that such a model underpins the foreign language learning-teaching process. Based on literature analyses and the author's experience, the challenges and benefits of the learning process in a multilingual group were identified. Moreover, the functions of the target (Ukrainian) language for successful international students' training were summarised. Mainly, Ukrainian serves as the intermediary language, the purpose and the means of training; it performs a contact-establishing role among international students; it works for cultural, social, and psychological adaptation; it provides intercultural communication in and outside the learning environment. From a practical point of view, the study contributes to the organisation of the educational process for international students in multilingual groups at HEIs.

2.3. Hanna Tsyhanok. TERMINOLOGICAL ASPECTS OF TEACHING THE UKRAINIAN LANGUAGE PHONETICS TO INTERNATIONAL STUDENTS

The focus of this study is phonetic terminology used in the process of teaching Ukrainian as a foreign language. The study examines significant issues of the Ukrainian language's phonetic structure in the area of linguistic terminology. Different views of Ukrainian linguists regarding the terminological units of the phonetics of Ukrainian are introduced. The codified concepts and terms used while studying the phonetic level of Ukrainian as a foreign language are highlighted. The appropriateness of mastering Ukrainian phonetic terminology by teachers of the target language has been proven in order to achieve the practical goal of teaching international students taking into account the linguistic (phonetic) features of their native language. The most frequently used circle of fixed terms by teachers of the Ukrainian language as a foreign during the processing of phonetic material such as vowels, consonants, a letter, voiceless, voiced, syllable, stress, etc. is distinguished. The central concept of the study is proven. Namely, the process of mastering a foreign language will be much easier if compilers and authors of textbooks and manuals use standard terms together with clearly defined tasks that specifically explain mentioned terms. Better acquisition of theoretical and practical material by international students happens under the condition of a thorough selection of the necessary phonetic and terminological minimum by the teacher. Studying and strengthening phonetic abilities and skills while teaching Ukrainian as a foreign language requires using linguistic terms to denote phonetic units of the target language. It will make it possible to better learn and understand the phonetic level of Ukrainian as a foreign language.

2.4. Tetiana Marchenko. TEACHING UKRAINIAN AS A FOREIGN LANGUAGE

The current study is relevant in view of improving teaching Ukrainian as a foreign language. The article is devoted to the study of the Ukrainian language as a foreign language before and during the martial law on the basis of the Foreign Languages Department of Sumy National Agrarian University. The study of Ukrainian as a foreign language in higher education institutions of Ukraine has more than a decade of history. According to the requirements of the current legislation, all foreign citizens who receive any degree of higher education in Ukraine must speak the state language at the B1-B2 level. The main principles of state regulation of learning Ukrainian by foreign citizens have been indicated (General Educational Standards for the Ukrainian Language as a Foreign Language and the Complex of Programs). The Lviv edition of KROK-1, recognized at the state level as one of the first certified textbooks, has been chosen for analysis as the main textbook. The question of the decrease of academic hours for the effective learning Ukrainian as a foreign language has been raised. Some aspects of online education of international students were illuminated, attention was paid to the positive and negative sides. While describing the current state of learning Ukrainian by foreigners, possible ways of improvement were suggested.

2.5. Olena Krekoten. MULTIMODAL APPROACH TO PROFESSIONALLY ORIENTED TEXTS IN STUDYING A FOREIGN LANGUAGE AT THE AGRARIAN UNIVERSITY

The present study is aimed at the integration of professionally oriented multimodal texts in studying foreign language at agrarian universities. The teaching of future specialists in agrotechnology and nature resource management provides modern approaches and new educational methods. The aim of the article is to prove the need of using professionally oriented multimodal texts in the process of mastering vocabulary on specialty by students in agrotechnologies and nature resources management. This research involves the search for the effective didactic methods

of mastering professionally-oriented learning materials and proving the advantages of professionally-oriented multimodal texts. The notions "modus" and "professionally oriented multimodal text" were determined. Special attention was paid to the study of non-verbal means in written speech. The inclusion of informative content of visual, auditive and tactile mode of multimodality was determined. Semiotic resources affecting the perception of written speech were described. A pedagogical experiment was conducted to determine the influence of different modes on the assimilation of knowledge and the long-term memorization of terms on specialty. Three low-multimodal texts from the authentic French textbook were presented to groups of students in agrotechnologies and nature resources management on order to work with professional vocabulary. The experimental research on using professionally oriented multimodal texts was described. The results of the survey of experimental groups' students were shown. In the century of information technology, the use of professionally-oriented multimodal texts in the educational sphere should expand horizons, so modern researchers' experiments were described.

2.6. Tetiana Kyrychenko. INTRINSIC AND EXTRINSIC MOTIVATION INCREASE IN ENGLISH LANGUAGE LEARNING

The article is devoted to the problem of intrinsic and extrinsic motivation of students who study English as a foreign language. Integration of Ukraine into the European community facilitated the demand in highly qualified specialists with a good level of English in different fields of national economy. Not all the students realize the importance of English language nowadays. Education has undergone significant global changes recently. Implementation of innovative technologies, development and improvement of existing approaches and methodologies have made a significant and positive impact on the process of training in general and on English language teaching. Determining the leading role of extrinsic and intrinsic motivation in foreign language learning by students of non-linguistic higher educational establishments, the teacher must predict and develop the ways of its formation. Motivation should be diverse, flexible and student centered. The motivation belongs

to the list of professionally significant personal characteristics. It is both an indicator and a criterion of success and efficiency in the formation of the future professionals. The survey has revealed the increase in intrinsic motivation of the students who are getting their Master's degree as their knowledge and experience are becoming more professionally grounded. The methods and issues of intrinsic and extrinsic motivation increase in English language learning in non-linguistic higher education establishments are considered in the article. It is grounded that the close collaboration between the teacher and the student in-class and after-class environment, the high professional level of teaching English and professional subjects with the use of innovative teaching methods is the source for intrinsic and extrinsic motivation.

2.7. Liudmyla Baidak. COMPUTER LINGUODIDACTICS IN THE SYSTEM OF INNOVATIVE FOREIGN LANGUAGE TEACHING

Technology-based foreign language teaching has provided many effective strategies in the learning process. The article describes the main achievements of computer linguodidactics as a field of science that studies the theory and practice of using computer and network technologies in teaching foreign languages, analyzes the experience of implementing various forms and means of modern information technology in the practice of teaching foreign languages and identifies ways to use them effectively in order to optimize the learning process. It is noted that computer linguodidactics as an innovative field is at the stage of theoretical and practical study by the researchers from many countries around the world, including domestic scientists. By its nature, the methodology of teaching foreign languages is interested in using multimedia and information properties of information and computer technology, because these qualities can help implement the basic principles of didactics, namely: clarity, accessibility, individuality, awareness, activity. Due to the rapid development of multimedia and the spread of the Internet, we can talk about a new approach to creating a computer learning environment, which suggests the systematic and integrated use of carefully selected authentic and educational materials, applications and computer programming tools. The possibility of using

a computer during practical classes in a foreign language class is due to the specifics of this discipline. Educational computer programs can be used as simulators that help organize the individual work of students, creating the environment in which they independently form their knowledge. A characteristic feature of the current stage of computer linguodidactics development is the closest possible integration of computer and traditional learning. The article emphasizes that a modern foreign language teacher must not only have professional knowledge of the subject, but also be deeply aware of the role of computers, network and telecommunication technologies in language teaching.

2.8. Viktoriia Tokman. PSYCHOLOGICAL FACTORS AFFECTING THE PROCESS OF LEARNING FOREIGN LANGUAGES

The article deals with the problem of teacher-student interaction in foreign language learning. The teacher has to know the psychological characteristics of a student in teaching foreign languages. The identity of the student is the main mark in the value of the university. A student's persinality is an important factor for effective foreign language learning. For a teacher of a higher education institution it is important to know the psychological features of student's education and upbringing. In his/her activitiy the teacher pays attention to the problems of motivation and the needs of the student's personality, since the ultimate task is to direct the student's efforts to learn something. Special attention should be paid to the development of general and professional abilities of students. Students differ in intellectual abilities, type of thinking, pace of progress in education. It is necessary to take this into account when organizing teaching, to differentiate the educational process. Pedagogical observation and expert evaluation techniques were applied by the authors to investigate students' personality, their individual characteristics. Series of questionnaires were implemented to research students' opinions and views about educational system of learninf foreign languages. Many experiments and observations show the important, sometimes decisive value of an individual's attitudes in educational activities. Such orientation is achieved by linking these main

aspects of learning with internal, external and personal determinants of an individual's activity.

2.9. Oksana Berezniak. PRACTICAL EDUCATION PROJECT AS AN ESSENTIAL TOOL OF SELF-IMPROVING FOR EDUCATORS TEACHING GERMAN AS A TARGET LANGUAGE

This article is about the importance of professional training of modern teachers and lecturers of the German language for the educational process in Ukrainian HEIs. The current stage of development of our state is oriented towards integration into the pan-European geopolitical and educational space and equal partnership relations with European states. Therefore, the Ministry of Education of Ukraine focuses on the standards and requirements of the EU when it comes to the training of teaching staff. Concerning teaching and learning of the German language, the main partner is the Goethe-Institut German Cultural Center in Ukraine. In 2013, the Ministry of Education and Science of Ukraine and the Goethe-Institut in Ukraine signed a Memorandum of Cooperation. The Goethe-Institut German Cultural Center in Ukraine offers the new International Program "Learning to Teach German" – DLL – Deutsch Lehren Lernen to teachers of the German language around the world. This is a 12-week training module that ends with the preparation of a mini-project – PEP (practical research project), which is a central tool for further training of a modern and practically oriented specialist. PEP has a very clear structure and aims to explore a specific method or episode of practical training. Step-by-step training through the DDL and PEP modules are based on the latest achievements in the methodology and didactics of the German language and are targeted to train teachers of the new formation and improve their professional qualifications.

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Part 2. ACTUAL PROBLEMS OF PHILOLOGY AND METHODS OF TEACHING FOREIGN LANGUAGES IN HEIs

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